

Edu^{STAR} eBOOK

中教育星电子图书馆

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EBOOK



新概念英语教师用书新版 2

实践与进步

Edustar

中教育星软件股份有限公司

本教材使用说明

时间分配

理想的安排是，每篇课文用两个课时，每课时 50 分钟左右。第 1 课时用于教师引导下的会话，第 2 课时用于作文和语言学习。这样，本书内容足够约 200 课时使用（包括测验）。但是，每篇课文也可只用 1 个课时——在这种情况下，上课时间便应完全用于教师引导下的会话，选一部分书面练习让学生作为课外作业。教师的首要任务是根据教学计划规定的时间确定如何运用教材。

下列建议简要地说明了每堂课的讲课步骤。你可以遵照执行，也可以加以修订以适应你的教学方式，也可以拒之不用——不过，请你先读一下本说明。

第 1 课时：教师引导下的会话

讲课步骤

- | | |
|---------|---------|
| 1 听力训练 | 约 15 分钟 |
| 2 理解性问题 | 约 5 分钟 |
| 3 学生提问题 | 约 5 分钟 |
| 4 句型训练 | 约 5 分钟 |
| 5 复述故事 | 约 10 分钟 |
| 6 讨论题 | 约 10 分钟 |

现把这 6 个步骤分别说明如下：

1 听力训练（大约 15 分钟）

我们推荐介绍课文的 9 个步骤，以训练学生听懂英语口语的能力。

这 9 个步骤为：

- a 介绍故事
- b 了解情景
- c 听力训练目标
- d 播放录音或朗读课文
- e 回答问题
- f 精读
- g 再次播放录音或朗读课文
- h 重复
- i 大声朗读

每一个步骤都必须简洁：

a 介绍故事

教师用几句话介绍课文，这样学生就能清楚课文中发生的是什么事情，而不需要去猜测。只要有可能就应全部使用英语。以第 1 课为例：

Today we'll listen to a story about some people in a theatre.
(今天我们要听一个故事，讲的是在剧场中的几个人。)

《新概念英语》第 2 册的教师用书中对每课书都有一个简要的介绍。

b 了解情景

要求学生看插图，以便检查学生是否了解课文中所发生的事情。教

师可以用英语向学生提几个问题，以协助学生理解图意。仍以第 1 课为例：

What do you think is happening in the picture? (从图上看你认为发生了什么事情?)

What is the man in front doing? Why? (前面那个男人在做什么? 为什么?)

《新概念英语》第 2 册的教师用书中总是提供一些这类问题。

c 听力训练目标

通过给学生提个问题，让他们去寻找答案，教师为学生确立一个“听力训练目标”。这就意味着学生会积极地而不是消极地去听课文录音。

以第 1 课为例：

Listen to the story, then tell me: Why did the writer complain to the people behind him? (听故事，然后告诉我，为什么作者抱怨坐在他身后的人?)

《新概念英语》第 2 册教师用书总是提供这样的一个问题。

d 播放录音或朗读课文

教师播放录音或朗读课文，学生不停顿地静听一遍。他们应试图找到 c 项中所列问题的答案。

e 回答问题

现在教师再一次问第 3 步骤中(即 C 项)的问题，让学生试着回答：Now you've heard the story, why did the writer complain to the people behind him? (现在你听了这个故事，为什么作者抱怨坐在他身后的人?) 训练学生不要集体高声回答，如果他们认为知道自己知道答案，请他们举手。问一个学生，然后问其他人：“你们中有多少人同意他/她的回答?” “如果你们同意，请举起手来。” [对另一个学生] “你不同意，那么你认为答案是什么?” “你们中有多少人同意他/她的回答? 请举起手来。”这样就能让学生不断地猜测，而且把全班学生都调动起来了。从一开始就要训练学生不做任何准备地去听，也不通过翻译。他们很快会适应英语的语音，并理解他们所听到的内容。

f 精读

现在教师重放录音或重读课文，每句话后停顿，以检查学生是否理解。这是课堂教学中非常重要的一个环节，因为在介绍课文结束时，学生应该彻底理解课文。教师不要直接讲解，而应尽量从学生那里获取信息(可以把这种方法看作是“用螺丝起子拔瓶塞的行动计划”)。讲解全部要用英文，但不要把直接教学法弄到一种荒唐的绝对程度。在可能情况下，使用手势和模拟动作。如果班上的一些学生仍无法理解，教师应该请班上学得最好的学生给出一个单词或词组的译文，以照顾尚未理解词义的学生。请记住，如果你不把一个难点译成中文，班上的其他人会这样做的。但是，翻译始终应被看成是最后一着。

g 再次播放录音或朗读课文

不停顿地再次播放录音或朗读课文，因为有了 f 项中的精心解释，这次学生会很容易听懂。

h 重复

在这个阶段，重复是一项可供选择的课堂活动。在任何情况下，这

项活动也应限制——比如说——在第 1 单元的 24 课课文之内。如果你进行重复训练，首先让全班跟着你朗读课文。然后，把全班分为 3 个组，再次重复课文。最后，在全班范围内让个别学生重复课文。当你让学生全体或小组重复时，要求学生在看到你的明确信号后才一起开始。你可用点头或手中的铅笔当信号，想像自己在指挥一个交响乐团。

i 大声朗读

在班上轮流让学生大声朗读课文。从朗读中你可以看出不同的学生是否能够准确地读出他们听过的英语。

介绍课文的全过程不应超过大概 15 分钟的时间。

不要在任何一项活动中花费太多的时间！

2 理解性问题（大约 5 分钟）

介绍完课文后，教师应根据教师用书这部分所列的问题，开始提理解性问题。问题是多种多样的，而且也要求不同的回答。应快速在班上提问，同时应训练学生自然地回答（比如，不要坚持要求用完整的句子回答，因为在日常会话中很少用完整的句子）。这项练习的关键是节奏，因此最好让学生个别回答，而不是集体回答。请注意每个问题后面提供的简要回答。

3 学生提问题（大约 5 分钟）

为了防止类似 *Where he went? *的错误问句，需要训练学生同时问两个问题。第 1 个是一般疑问句，第 2 个是特殊疑问句。例如：

教师：Ask me if I went to the theatre last week.（问我上周是否去过剧场。）

学生：Did you go to the theatre last week?（上周你去剧场了吗？）

教师：When...?（什么时间.....？）

学生：When did you go to the theatre?（你是什么时候去的剧场的？）（而不是 *When you went to the theatre?* 或 *When you go to the theatre?*）

在教师用书的这个部分可以看到详尽的例子，接着是一连串的“Ask me if...”练习。

4 句型练习（大约 5 分钟一个单项练习）

除了录音带上的练习（在教师用书中刊印在 Repetition drill 这一部分），每课书还有句型练习。这些练习属于“提示-回答”这一类型。你说出一个提示，两个学生回答。每次先和学得最好的学生一起作出明确的示范，以便学生在开始练习之前就明确要做什么。以下是两个典型的例子：

教师：hear the radio（听收音机）

学生 1：I can hear the radio now. Can you?（我可以听见收音机了，你能吗？）

学生 2：Of course, I can. I can hear it perfectly well.（当然，我能。我能听得非常清楚。）

（在教师用书中还有进一步的提示，因此，你可以在全班讲行这个练习。）

下面是另一个例子：

教师：see the race----large crowd（看比赛——人群）

学生1：Didn't you see the race?（你没有看到比赛吗？）

学生2：I couldn't. The crowd was too large.（不行。人太多了。）

（在教师用书中还有进一步的提示，因此，你可以在全班进行这个练习。）

在班上快速进行训练。在给提示前，一定要明确由哪两个学生来进行这组练习。如果在训练过程中学生出了错误，要纠正他们，并让他们重复正确的答案。在这本书中有练习的语法注释，以供教师参考。

记住，录音带上每课练习的文字材料刊印在 Repetition drill 之下。见下面第2课时。

5 复述故事（大约5分钟）

这部分是一些有编号的要点，合起来便组成课文的摘要。把这些要点写到黑板上（或在课前写好，先遮挡起来），然后在班上让学生分别单独地向你复述故事。这项练习为学生提供有部分准备的、不间断的口语练习。在学生讲完后仅仅指出主要的错误。不要经常打断他们。

6 讨论题（大约10分钟）

由教师引导的会话课的最后一部分应用于自由会话。应邀请学生试看表达他们的思想，而不管他们会出多少语言错误。每课的话题会变得越来越难，可以讨论其中之一或全部都试一试。应要求每个学生对讨论题都说一两句话。随着会话能力的提高，你可以偶尔在自由会话中多花费一些时间（可省略诸如“复述故事”之类的练习。）

第2课时：作文和语言学习

如上所述，这第2课时可以完全不上，而将一部分笔头练习作为课外作业。如采用这种教学方法，那么，在课外作业中必须布置摘要写作与作文练习。当然，如果能把一整课时用来做笔头练习，效果必定更为理想。

讲课步骤

- 1 理解 / 摘要写作 / 作文 / 书信练习
- 2 关键句型
- 3 重复训练
- 4 语法结构练习
- 5 难点
- 6 难点练习
- 7 听写
- 8 多项选择题

对本课每一步骤所用时间不作具体建议，因为这会因人因地而异。

1 理解 / 摘要写作 / 作文 / 书信练习

这些练习不论在什么情况下都不应删去，它们是经过精心设计的、循序渐进的、在教师指导下进行摘要写作和学习作文的教学计划的一部分，贯穿于《实践与进步》、《培养技能》两本书的始终。由于这些练习大部分可由学生自行批改，教师只需检查学生是否做了这些作业即可。

学生做练习时，教师可在班中巡视，给予个别辅导。本书中有这些练习的答案。

2 关键句型

在这一部分应简要解释一下课文中出现的语法现象。在这本书中你可以找到详尽的专业性注释。这些注释是给教师参考的，应由教师决定哪些要告诉学生。语法知识应视作达到目的的一种手段，本身并不是目的。语法术语在学生用书中故意剔除了，语法如何讲由教师决定。而这反过来又完全取决于班上学生的情况。如果班上学生熟悉母语的语法，那么教师不妨用些语法术语；如果学生对语法概念一无所知，那么，教师连一个语法术语都不应使用。解释语法的目的在于从理论上巩固学生在口头练习中获得的知识。最好避免面面俱到地讲“规则”，而当以课文中讲到的语法现象为限。若想增加语法知识，可以参考任何一本标准的语法练习册。

3 重复训练

学生听录音做练习，既可在教室用录音机播放，自学的学生也可在家里听录音做。另一种办法是教师口头读出练习，“现场”在课堂上指导学生进行训练。

4 语法结构练习

此项练习应以笔头完成，以便巩固刚刚解释过的语法知识。本书附有这些练习的全部答案。

5 难点

对于词汇 / 语法结构上的特殊难点现在应作出简要的解释。这一部分的重点集中在由于学生的母语干扰而造成误用和混用的词和结构上。在适当的时机，可将课文里出现的问题与学生母语中的类似问题作一简单的比较。

6 难点练习

此项练习应以笔头完成，用以巩固刚刚教过的内容。本书附有这些练习的全部答案。

7 听写

只要时间允许，听写练习应经常进行。可从学生刚刚学过的课文中摘取个别句子作为听写的内容。学生可对照课文自行批改。听写是训练句法、拼写和听力的一项极好的练习。

8 多项选择题

多项选择题是一种测试手段，而不是一种教学手段。目的是为了培养学生应付公共测试中常见的客观试题的能力。多项选择题包含以下方面的练习：阅读理解、结构和词汇。多项选择题之后是一项有关句型的练习。本书附有这些练习的全部答案。

课外作业

随着学习的不断深入，笔头作业会越来越难，越来越费时间。学到本教材的后面几课，凡在课堂上无法完成的练习可留作课外作业。

单元前的测验

此项测验必须在学生开始新的一个单元学习之前进行。

继续深造

凡想继续深造的学生，学完本书后可以接着学习以下各册。教材之

间内容相互“重叠”，学生继续学习不会觉得困难：

Developing Skills《培养技能》：中级水平综合教材

Fluency in English《流利英语》：高级水平综合教材

“教师引导下的会话”演示课

为了演示，我们选择了《实践与进步》的第1课作范例。在《本教材使用说明》中所列的步骤演示如下。

1 听力训练（大约15分钟）

请参见前面讲的介绍课文的9个步骤。

a 介绍故事

教师（在问候全班之后）：今天，我想让你们听一个有关去剧场看戏的故事，故事题目是“私人谈话”。

b 了解情景

教师：看图，然后告诉我你认为发生了什么事情。前面的男人在做什么？为什么？

c 听力训练目标

教师：看着我，请注意听。我将要给你们读这个故事。等我读完之后，我会问你们这个问题：为什么作者抱怨坐在他身后的人？准备好了吗？

d 播放录音或朗读课文

e 回答问题

教师：那么，为什么作者抱怨坐在他身后的人呢？不，不，不要大声回答！我会问你们的。你是怎么想的，[学生姓名]？谁同意他/她的回答？请举起手来！嗯，那么你是怎么想的，[另一学生姓名]？你们之中有多少人同意他/她的回答？好，你说得对！作者抱怨坐在他身后的人，是因为他们在那里讲话。是的。很好，[学生姓名]。作者听不清楚这个剧。那么，他的感受如何呢，[学生姓名]？是的，他很生气！对。

f 精读

教师：现在，请看着第1课，我们要仔细地过一遍，要保证每一个人都理解这篇课文。准备好了吗？题目“A private conversation”是什么意思？我们先看 conversation 这个词。conversation 是……，[学生姓名]？是的，对。它是谈话。那么 private conversation 是什么意思呢？是哪一种谈话？什么？你我之间的谈话。对。不关他的事，也不关她的事。它是私人之间的。“Last week I went to the theatre.” went 当然是动词……的过去时。对，动词 go。我去了剧场。在剧场你能看见什么呢？不，不是一个作品，是一个……？是的，是一个剧。你去剧场看剧。“I had a very good seat.” seat 和 chair 之间有什么区别？是的，它是指你坐的地方。但是，请注意它们之间的区别：seat 是指你在剧场或电影院的座位，而 chair 是你在家里能找到的椅子。你可以搬起一把椅子（chair），把它挪到另外一个地方，但是，你通常不能搬动一个座位（seat）。

如此等等，一句话一句话地将课文过完，保证所有句型结构和词项的含意都充分地传达给了学生。请注意信息如何从学生自己那里获取。这就是“用螺丝起子拔瓶塞”的含意。不要在学生已很清楚的单词和表达方式上浪费时间，把注意力集中在难点上。不鼓励学生大声说出母语

中的同义词，虽然这种情况有时会发生。要时常鼓励学生用英语来完成你的句子，以显示他们已经理解了这些词的用法。只有在你想证实一下一些特殊的难点已经被学生理解时，才可以请班上学得最好的学生给出“证实性的译文”。

g 再次播放录音或朗读对话

教师：现在，我们再听一遍这个故事。准备好了吗？

h 重复

教师：现在请跟着我读这个故事。准备好了吗？

Last week I went to the theatre.[给一个明显的信号]

学生：Last week I went to the theatre.

请记住：在这个阶段，重复是一项可供选择的课堂活动，而且无论如何，重复也应限制在第1单元的24课课文之内。

i 大声朗读

教师：请再看着课文。请[学生姓名]开始读课文好吗？[学生读课文中的几句话，读后教师纠正发音。]好了，谢谢，[学生姓名]。注意seat这个词的读音，是/si:t/，而不是/sit/。请跟我读/si:t/。谢谢。现在请接着往下读，[学生姓名]。

以这种方式继续下去，直到几个学生把整篇课文读完。

2 理解性问题（大约5分钟）

参见教师用书中的这一部分。

教师：现在，我要就这个故事向你们提几个问题。准备好了吗？上周你去哪里了？[先对全班学生，然后对单个学生]

学生：到剧场去了。

教师：剧有意思吗？[先对全班学生，然后对单个学生]

学生：是的，有意思。

就这样进行下去。应在班上快速提问题。如果愿意可以加一些额外的问题。请记住先面对全班提出一个问题，稍稍停顿后，转向某一个学生。提问的速度要快，因此最好不叫出名字，而是直接用手指某个学生。

3 学生提问（大约5分钟）

参见教师用书中的这一部分。

教师：现在，我要你们向我提几个问题。准备好了吗？[学生姓名]，问我上周是否去了剧场。学生：Did you go to the theatre last week?

教师：(Yes, I did.) When.....?

学生：[犯了一个错误：] When you went to the theatre?

教师：不对。听着，Did you go to the theatre last week? 这是一个疑问句，现在把When放在句首。

学生：[又犯了一个错误：] When did you go to the theatre last week?

教师：不对。When did you go to the theatre? “Last week”是答案。

学生：When did you go to the theatre?

教师：(Last week)对了。

就这样快速地在班上进行下去。

4 句型练习（大约5分钟一个单项练习）

参见教师用书中的这一部分。

教师：现在，我们来练习造简单句。我们分成两人一组来练习。我将提供“walk across the stage ----slow”这样的提示，然后，[学生1的姓名]你问：

How did she walk across the stage

然后，你[学生2的姓名]回答：

She walked very slowly across the stage.

现在让我们来练习。

[指着两个学生] walk across the stage----slow

学生1：How did she walk across the stage?

学生2：She walked very slowly across the stage.

教师：好。现在继续。

[指着两个学生] behave at the theatre ----rude

学生1：How did she behave at the theatre?

学生2：She behaved very rudely at the theatre.

教师：好。

以很快的速度在班上继续这种练习。在给出提示前，一定要明确由哪两位学生来做此练习。不要在任何一个练习上花太多的时间。

5 复述故事（大约10分钟）

参见教师用书中的这一部分。

把提供的要点抄在黑板上。最好是上课前先抄好，然后用东西先遮挡住。

教师：现在请看黑板。我要你们试着借助这些要点来复述故事。请你开个头好吗，[学生姓名]？[学生把第1、2点或更多的要点重组故事，结束后你纠正他的错误。]好，现在由你[学生姓名]继续讲下去。[学生继续，结束后你纠正错误。]

就这样在班上进行下去，让几个学生复述课文，可以复述几遍。请记住，永远没有必要要求学生在语言上做到完美无缺。在学生讲的时候，如有必要你可随时提示。

6 讨论题（大约10分钟）

参见教师用书中的这一部分。

教师：现在，告诉我你去剧场或电影院的一次经历。[学生姓名]你最近一次去剧场或电影院是什么时候？你看了什么？你喜欢吗？为什么？那么你呢，[另一个学生姓名]？你最喜欢哪类戏剧或电影？等等。

试着为你的练习计算好时间，这样在每课时中就可以完成所有的练习。通过实践，这很容易做到。重要的是不要在任何一项活动上花太多的时间：每一堂课都必须丰富多彩、有节奏并且表达方式要生动有力。但是，如果你偶尔无法做全部练习，也不要担心。下一课时开始新课。不要企图补上前一课时的内容。这些有引导的会话练习的成效要在积累中体现，学生的会话能力会逐渐提高的。

如果你按照建议的步骤来上教师引导的会话课，你不仅能提高作为教师的技能，而且也能增强自己的英语流利程度，因为你不仅在讲授英语知识，而且一直在使用这种语言。

总体介绍

基本原理

这本书是应世界各地教师的要求而写的,他们都希望在如何使用《实践与进步》方面得到更多明确的指导。本书的宗旨是为教师提供一本实用的手册,以便使教师有可能最充分地利用现有的学生用书(一卷本)。

内容

这本书包含:

- 总体介绍和教学法简介
- 示范课文
- 依据学生用书中每课内容而编写的教师引导下的会话练习
- 学生用书中书面练习的答案和语法注释
- 测验答案
- 结构索引
- 词汇索引

教材内容介绍

教师用书中的每一个单元涵盖了学生用书每一单元中的两个部分:

第1课时:教师引导下的会话

第2课时:作文和语言练习

具体做法见随后的《本教材使用说明》。

How to use this book

Allocation of time

Ideally, two classroom lessons of approximately 50 minutes each should be spent on each text. The first lesson should be devoted to Guided Conversation; the second to Composition and language study. This means that there is enough material in this book for 200 lessons (including tests). However, you may choose to spend only one classroom lesson on each text ---- in which case, every lesson may be devoted to Guided composition and a selection of exercises may be set as homework. Your first task is to decide how much time you have in your programme in relation to the material available in the course.

The suggestions given below outline the basic steps in each lesson. You may decide to follow them closely, adapt them to suit your style of teaching, or reject them altogether ---- BUT PLEASE READ THEM FIRST!

Lesson 1: Guided conversation

The stages of the Lesson

- | | | |
|---|-------------------------|------------------|
| 1 | Listening comprehension | about 15 minutes |
| 2 | Comprehension questions | about 5 minutes |
| 3 | Asking questions | about 5 minutes |
| 4 | Pattern drill | about 5 minutes |
| 5 | Tell the story | about 10 minutes |
| 6 | Topics for discussion | about 10 minutes |

Let's see what each step involves:

- 1 Listening comprehension (about 15 minutes)

There are nine recommended steps for presenting each text which will train students to understand spoken English. The steps are as follows:

- a Introduce the story
- b Understand the situation
- c Listening objective
- d Play the tape or read the text
- e Answer the question
- f Intensive reading
- g Play the tape or read the text again
- h Repetition
- i Reading aloud

Every one of these steps must be very brief:

- a Introduce the story

The teacher introduces the text with a few words, so the student

clearly understands what's going on and is not obliged to guess. English should be used entirely as far as possible. For example (Text 1):

Today we'll listen to a story about some people in a theatre.

NCE Teacher's Book 2 always provides a brief introduction to each text.

b Understanding the situation

The students are asked to look at the cartoon to see if they can understand what is going on in the text. The teacher may ask a few questions in English to help the students to understand the picture.

For example (Text 1):

What do you think is happening in the picture?

What is the man in front doing? Why?

NCE Teacher's Book 2 always provides a few questions of this kind.

c Listening objective

The teacher gives the students 'a listening objective', by setting them a question they will try to find the answer to. This means, the students will listen to the text actively rather than passively.

For example (Text 1):

Listen to the story, then tell me: Why did the writer complain to the people behind him?

NCE Teacher's Book 2 always provides a question of this kind.

d Play the tape or read the text

The teacher plays the tape or reads the text just once while the students simply listen without interruption. They should try to 'hear' the answer to the question given in c above.

e Answer the question

Now the teacher asks the question (c above) again and the students try to answer it: 'Now you've heard the story, why did the writer complain to the people behind him?' Don't let students shout out the answer. Train them to raise their hands if they think they know the answer. Get one student to answer, then ask the others, 'How many of you agree with him/her?' 'Put up your hands if you agree with him/her.' 'You don't agree (to another student), so what do you think the answer is?' 'How many of you agree with him/her? Put up your hands.' This keeps the students guessing and involves the whole class. Students should be trained to listen right from the start without 'preparation' or 'translation'. They will soon get used to the sound of English and to understanding the meaning of what they hear.

f Intensive reading

Now the teacher plays the tape or reads the text again, pausing after every sentence to check the students understand. This is an extremely important part of the lesson as the students must fully understand the text at the end of the presentation. Rather than give direct explanations, try to get as much information as possible from the students (think of it as 'a corkscrew operation'). Explanations should be given entirely in English, but don't carry direct-method teaching to absurd lengths. Use gesture and mime where possible. If some of your students still don't understand, ask the best students in the class for a 'confirmatory translation' of a particular word or phrase for the benefit of other students who haven't grasped the meaning. Remember, if you don't translate a particular difficulty, then someone in the class will. However, translation should always be regarded as a last resort.

g Play the tape or read the text again

Play the tape or read the text again right through without interruption. This time, the students will understand it without difficulty because of the careful explanation you provided in f above.

h Repetition

Repetition is an optional activity at this level, and in any case should be confined to (say) the first cycle of 24 lessons only. If you conduct repetition exercises, first ask the whole class to repeat the text after you. Next divide the class into three groups and repeat the text once more. Finally, ask individual students round the class to repeat the text. When conducting chorus and group repetition, make sure the students repeat all together after you give them a clear signal. You can give such a signal simply by nodding or with a pencil in your hand. Imagine you're conducting an orchestra!

i Reading aloud

Ask a few students to read the text aloud, taking turns round the class.

You will be able to tell from this how well particular students can pronounce correctly the English they have already heard.

This presentation should not take more than about fifteen minutes.

DON'T SPEND TOO MUCH TIME ON ANY ONE ACTIVITY!

2 Comprehension questions (about 4 minutes)

Once the text has been presented, proceed with the comprehension question listed for you in this section of the Teacher's Book. The questions are mixed and demand a variety of responses. They should be asked rapidly round the class and the students should be trained to answer naturally (i.e. don't insist

on complete answers where they would not normally be given in the course of ordinary conversation). The essence of this exercise is pace, so it's better to get the students to answer individually rather than in chorus. Note that brief answers as provided for you after each question.

3 Asking questions (about 5 minutes)

In order to prevent incorrect forms like * Where he went? *, students are trained to ask two questions at a time. The first of these is a yes/no question and the second a Wh-question. For example:

TEACHER: Ask me if I went to the theatre last week.

STUDENT: Did you go to the theatre last week?

TEACHER: When...?

STUDENT: When did you go to the theatre? (Not * When you went to the theatre?* or * When you go to the theatre?*)

The Teacher's Book, gives you a full example in this section, followed by a list of 'Ask me if ...' exercises.

4 Pattern drill (about 5 minutes for a single drill)

In addition to the exercise on tape (printed in the Teacher's Book under (about 5 minutes the heading 'Repetition drill'), there are pattern drills for each lesson. (for a single drill) These are all 'stimulus-response' exercises. You provide a 'stimulus' and two students respond. Always give a clear example first with your best students, so students know exactly what to do before attempting each exercise. Here are a couple of typical examples.

TEACHER: hear the radio

STUDENT 1: I can hear the radio now. Can you?

STUDENT 2: Of course, I can. I can hear it perfectly well.

(Further prompts are listed in the Teacher's Book, so you can conduct the exercise round the class.)

Here is another example:

TEACHER: see the race ---- large crowd

STUDENT 1: Didn't you see the race?

STUDENT 2: I couldn't. The crowd was too large.

(Further prompts are listed in the Teacher's Book, so you can conduct the exercise round the class.)

Continue round the class at a brisk pace. Always indicate which two students will make each exchange before giving the cue or cues. If, during a drill, students make mistakes, correct them, and get them to repeat the correct response. Grammatical notes on the Pattern drill are provided in this book, in case you wish to refer to them.

Remember, material recorded on tape is given for each lesson under the heading Repetition drill. See below in Lesson 2.

5 Tell the story (about 10 minutes)

This section consists of numbered notes which form a summary of the text. Write the notes on the blackboard (or have them written up and covered before the lesson begins) and ask individual students round the class to tell you the story. This gives students semi-prepared practice in speaking without interruption. Point out only the main errors made after students finish speaking. Don't constantly interrupt them!

6 Topics for discussion (about 10 minutes)

The final part of the Guided conversation Lessons should be devoted to free conversation. Students should be invited to 'have a go' at expressing their own ideas, no matter how many mistakes they make. The topics become progressively harder within each lesson and one or all of them may be attempted. Individual students should be invited to make one or two statements about the topics. As conversational skill develops, you may occasionally arrange to spend more time on free conversation (omitting, for example, such exercises as 'Tell the story').

Lesson 2: Composition and language study

As has already been indicated, this entire lesson may be omitted and a selection of written exercises may, instead, be set as homework. If this approach is adopted, then the Summary and Composition exercises must always be set. Needless to say, more satisfactory results will be obtained where a complete classroom lesson can be devoted to written exercises.

The stages of the Lesson

- 1 Comprehension/Summary writing/Composition/Letter writing
- 2 Key structures
- 3 Repetition drill
- 4 Exercises on grammatical structure
- 5 Special difficulties
- 6 Exercises on special difficulties
- 7 Dictation
- 8 Multiple choice questions

No specific suggestions are made regarding the amount of time to be spent on each part of the lesson as this will be found to vary greatly.

1 Comprehension/Summary writing/Letter writing

These written exercises must never be omitted because they are part of a carefully planned summary and composition programme which evolves Composition/ progressively through Practice and Progressive and Developing Skills. As the exercises are largely

self-correcting, it will be sufficient to check that they have been done. Go round the class while students are writing and help individuals. Keys to exercises are contained in this book.

2 Key structures

This part of the lesson should be devoted to a brief explanation of the main grammar points that were presented in the text. You will find full technical explanations in this book. These explanations are for your information and you have to decide how much of this to pass on to your students. Grammatical information should be considered as a means to an end, not as an end in itself. Technical terms have been deliberately avoided in the Students' Book: it has been left to the teacher to decide how to present the grammar. This, in turn, will depend wholly on the class. In the case of students who are familiar with the grammar of their own language, there is no reason why the teacher should not make use of a few technical terms. In the case of students who are wholly unfamiliar with grammatical concepts, no technical terms should be used at all. The aim behind all the explanations should be to reinforce theoretically what the students have already practised orally. It is best to avoid sweeping 'rules' and to confine the study of grammar to the points presented. Additional information can be obtained from any standard grammar practice book.

3 Repetition drill

The students practise the taped drill. They may do this with the aid of a cassette player in the classroom, or at home if they are working on their own. Alternatively, the teacher may conduct the drill 'live' from the tapescript printed in the lesson.

4 Exercises on grammatical structure

These should be tackled in writing. They will provide further reinforcement of the grammar that has just been presented. Answers to all these exercises will be found in this book.

5 Special difficulties

A brief explanation regarding the special lexical/structural difficulties should now be given. This section concentrates on words and structures often misused and confused as a result of interference from the students' mother tongue. Where appropriate, you may draw a brief contrast between the problem presented in the text and a similar problem in the mother tongue.

6 Exercises on special difficulties

These should be tackled in writing to reinforce what has just been special difficulties presented. Answers to all these exercises will be found in this book.

7 Dictation

Depending on the amount of time available, dictations should

be given frequently. A few sentences taken from a passage the students have already studied may be dictated. The students may correct their own work by comparing their version with the passage. Dictation is an excellent exercise in syntax, spelling, and listening comprehension.

8 Multiple choice questions

Multiple choice is a testing device, not a teaching device. Its purpose questions here is to train students for the kind of objective testing which is usual in public examinations. Multiple choice exercises cover the following: reading comprehension, structure and vocabulary. Multiple choice exercises are followed by an exercise in sentence structure. Answers to all these exercises will be found in this book.

Homework

The written exercises become more demanding and time-consuming as the student progresses through the course. At a later stage, exercises which have not been completed in class may be set as homework.

Pre-unit tests

These should always be set before the students move on to a new Unit.

Future work

If the student wishes to proceed further, he may go on to the following books after completing this one. They are designed to 'overlap' each other so that the student can continue without difficulty:

Developing Skills:

An Integrated Course for Intermediate Students

Fluency in English:

An Integrated Course for Advanced Students

Demonstration lesson for 'guided conversation'

Lesson 1 in the Students' Book of Practice and Progress has been selected for demonstration purposes. The steps outlined in the section HOW TO USE THIS BOOK are now demonstrated in practice.

1 Listening comprehension (about 15 minutes)

Refer to the nine steps of Lesson 1 in the Teacher's Book.

a Introduce the story

TEACHER: (after greeting the class): Today, I want you to listen to a minutes) story about a visit to the theatre. The story is called 'A Private Conversation'.

b Understand the situation

TEACHER: Look at the picture. What do you think is happening? What is the man in front doing? Why?

c Listening objective

TEACHER: Look at me and listen please. I'm going to read you the story. After I finish reading it, I'm going to ask you this question: Why did the writer complain to the people behind him? Ready?

d Play the tape or read the text

e Answer the question

TEACHER: So why did the writer complain to the people behind him? No. No. Don't shout out the answer! I will ask you. What do you think, [name of student]? Who agrees with him/her? Put your hands up please! Hm. So what do you think, [name of another student]? How many of you agree with him/her? Good. You're right! The writer complained to the people behind him because they were talking! Yes, that's right, [name of student]. The writer couldn't hear the play! So how did he feel, (name of student)? Yes, he was annoyed! Good.

f Intensive reading

TEACHER: Now look at Lesson 1 please. We'll go through it carefully and make sure everyone has understood it. Ready? Now what about the title, 'A Private Conversation'? Let's take the word conversation first. A conversation is a ...? [name of student] Yes, that's right. It's a talk. But what about a private conversation, what kind of talk is that? Yes? A talk between you and me. Good. It's not his business or her business. It's private. "Last week I went to the theatre." Went, of course, is the past tense of the verb ...?, Yes, go. I went to the theatre. What would you expect to see at a theatre? No, it's not a work. It's a ...? Yes, it's a play. You'd go to the theatre to see a play. 'I had a very good seat.' Now what's the difference between a seat and a chair? Yes, it's somewhere you sit. But notice the difference between seat to describe where you sit in a theatre or a cinema, and chair which you would find in your home. You can pick up a chair and move it somewhere else, but you can't usually do this to a seat.

And so on, through the text, sentence by sentence, making sure the meanings of the structures and content words are fully communicated. Note how the information is obtained from the students themselves. That's what is meant by a 'corkscrew operation'. Don't waste time on words and expressions the students know really well: concentrate only on difficulties. Discourage the students from shouting out mother-tongue equivalent, though this will inevitably happen occasionally. Now and again, encourage the students to complete sentences with English words to show they have understood their use. Ask for 'confirmatory translations' from your best students only when you wish to confirm that some particularly difficult item has been understood.

g Play the tape or read the text again

TEACHER: Now we'll listen to the story again. Ready?

h Repetition

TEACHER: Now repeat the story after me. Ready?

Last week I went to the theatre. (Give a clear signal)

STUDENTS: Last week I went to the theatre.

Remember, repetition is optional at this level and in any case should be confined to the first twenty-four lessons.

i Reading aloud

TEACHER: Now look at the text again. Would you start reading the story please [name of student]. [Student] reads a few sentences of the text and the teacher corrects pronunciation at the end. That's all thank you, [name of student]. Note the pronunciation of the word seat: /si:t/ not /sɪt/. Say it after me please: /si:t/. Thank you. Now continue please, [name of student].

And so on until the complete text has been read by a few students.

2 Comprehension questions (about 5 minutes)

Refer to this section in the Teacher's Book.

TEACHER: Now I'm going to ask you some questions about the story. (minutes) Ready? Where did you go last week? (to class as a whole before indicating an individual student)

STUDENT: (To) the theatre.

TEACHER: Was it an interesting play? (to class as a whole before indicating an individual student)

STUDENT: Yes, it was.

And so on. Ask questions rapidly round the class, adding a few more of your own if you want to. Please remember to direct each question to the class as a whole, then pause slightly before indicating an individual. The pace should be fast, so it's best not to call out students' names, but simply to point.

3 Asking questions (about 5 minutes)

Refer to this section in the Teacher's Book.

TEACHER: Now I want you to ask me some questions. Ready? [name of student] Ask me if I went to the theatre last week.

STUDENT: Did you go to the theatre last week?

TEACHER: (Yes, I did.) When...?

STUDENT: (making a mistake:) When you went to the theatre?

TEACHER: No. Listen. Did you go to the theatre last week? That's the question. Now put When in front of it.

STUDENT: (making another mistake:) When did you go to the theatre last week?

TEACHER: No. When did you go to the theatre? 'Last week' is the answer!

STUDENT: When did you go to the theatre?

TEACHER: (Last week.) That's better.

And so on, rapidly round the class.

4 Pattern drill (about 5 minutes for a single drill)

Refer to this section in the Teacher's Book.

TEACHER: Now we're going to practise making simple sentences.
We'll practise in pairs: I'll give you cues like ' walk across the stage ---- slow '. Then you, [name of Student 1] will ask:

How did she walk across the stage?

and you [name of Student 2] will answer:

She walked very slowly across the stage.

Let's try it.

(indicate two students) walk across the stage----slow

STUDENT 1: How did she walk across the stage?

STUDENT 2: She walked very slowly across the stage.

TEACHER: Good. Now we'll continue.

(indicate two students) behave at the theatre----rude

STUDENT 1: How did she behave at the theatre?

STUDENT 2: She behaved very rudely at the theatre.

TEACHER: Good.

Continue round the class at a brisk pace. Always indicate which two students will make each exchange before giving the cues. Don't spend too long on any one drill.

5 Tell the story (about 10 minutes)

Refer to this section in the Teacher's Book.

Copy the notes provided onto the blackboard, or, preferably, have them written up and covered before the lesson begins.

TEACHER: Now look at the blackboard please. I want you to try and tell me the story from these notes. Would you begin please, [name of student]? (Student reconstructs points 1 and 2 (or more) and you correct him after he has finished.) Good, now you continue please, [name of student]. (Student continues and you correct him after he has finished.)

And so on round the class, asking a few students to reconstruct the text a few times. Remember, it is never necessary for the students to be word-perfect and you may prompt them as often as is necessary while they are speaking.

6 Topics for discussion (about 10 minutes)

Refer to this section in the Teacher's Book.

TEACHER: Now tell me about a visit to the theatre or cinema. When (about 10 did you last go to the theatre/cinema [name of student]? minutes) What did you see? How did you enjoy it? Why? What about you [name of another student]? What kinds of plays/films do you like best? etc .

Try to time the exercises so that you complete them all in each

Lesson. With practice, this will come easily. It is important not to spend too long on any one activity: each lesson must have variety, pace and attack. But if occasionally you don't get through all the exercises, don't worry. During the next lesson-period, go on to a new lesson. Don't attempt to complete the previous one. These guided conversation exercises are cumulative in their effect and the students' skill in conversation will develop gradually.

If you conduct the guided conversation lessons in the way suggested above, you will not only improve your skills as a teacher, but you will also improve your own fluency in English because you will be using the language all the time, not just talking about it!

General Introduction

The Teacher's Book

This book has been written in response to numerous requests from teachers everywhere for more explicit guidance on how to use Practice and Progress. The aim has been to provide a practical handbook which will enable teachers to make the most effective possible use of the existing Students' Book (one-volume edition).

Contents

This book contains:

- General introduction and outline of method
- Demonstration lesson
- Guided conversation exercises based on each Lesson in the Students' Book
- Answers to written exercises and grammar notes relating to each

Lesson in the Students' Book

- Answers to tests
- Structural index
- Lexical index

A description of the material

Each Unit in this Teacher's Book contains material to cover the two parts of each unit in the Student's Book:

Lesson 1: Guided conversation

Lesson 2: Composition and language study

Details are given in the section: How to use this book, which follows.

What's new in this edition?

This is the only new edition ever to be undertaken since NCE was originally published. The classic course continues to provide a complete and well-tried system for learning English, enabling students to reach their maximum potential in the four primary skills of understanding, speaking, reading and writing. The sound basic principles which made NCE a worldfamous course have been retained. However, the following important features have been introduced in the new edition:

- All topical references in the texts and exercises have been brought up to date.

- All outdated texts have been completely replaced and accompanied by new exercises and new artwork.

- The original methodology has been modified to improve communication skills, with active training in listening comprehension right from the very first lesson.

- Drills and written exercises, previously published separately as supplementary materials, have been incorporated into the main coursebooks.

- The following features have been added to help Chinese learners of English:

- Bi-lingual vocabulary lists; notes in Chinese on texts and exercises and suggested translations of the texts.

- The pages have been enlarged and, where possible, are self-contained, so that lessons are easy to conduct.

本版本有什么新内容？

本版是《新概念英语》首次出版以来第一次推出的新版本。这套经典教材一如既往向读者提供一个完整的、经过实践检验的英语学习体系，使学生有可能在英语的 4 项基本技能——理解、口语、阅读和写作——方面最大限度地发挥自己的潜能。新版本保留了《新概念英语》得以成为世界闻名英语教程的一整套基本原则，同时又包含了以下重要特色：

- 所有课文和练习中有关时事的内容都已更新。

- 所有过时的课文都已更换，由新课文和配套的新练习、新插图取代。

- 原有的教学法经过调整，以利于提高学生的交际能力。从第一课开始就安排了有效的听力训练。

- 教材更简洁精练，过去作为补充材料单独出版的句型训练和笔头练习均已取消，其精华纳入主干教程。

- 为了帮助中国的英语学习者，新版增加了英汉对照词汇表、课文注释、简短的练习讲解和课文的参考译文。

- 版面加大，在可能情况下，每课书相对独立，以方便课堂教学。

Key to Pre-unit Test 1

A

- 1 He is busy.
- 2 He is learning English.
- 3 He has a new book.
- 4 He lives in the country.
- 5 He will see you tomorrow.
- 6 He can understand you.
- 7 He must write a letter.
- 8 He may come next week.
- 9 He does a lot of work every day.
- 10 He did a lot of work yesterday.
- 11 He played football yesterday.
- 12 He bought a new coat last week.
- 13 He has had a letter from Tom.
- 14 He was busy this morning.
- 15 He could play football very well when he was younger.
- 16 He always tries to get up early.
- 17 He might see you next week.
- 18 He always enjoys a good film.
- 19 He had finished his work before you came.
- 20 He watches television every night.

B

- | | | | | | | | | | |
|---|------|---|---|---|-----|---|-----|----|-----|
| 1 | some | 2 | a | 3 | any | 4 | any | 5 | a |
| 6 | some | 7 | a | 8 | any | 9 | any | 10 | any |

C

- 1 I haven't got much butter.
- 2 You haven't got many cigarettes.
- 3 We haven't got much milk.
- 4 She hasn't got many biscuits.
- 5 They haven't got much stationery.

D

- | | | | |
|---|---------|---|----------|
| 1 | bought | 2 | aired |
| 3 | lost | 4 | listened |
| 5 | emptied | | |

E

1

- Q. Did he buy a new car?
Q. What did he buy?
N. He didn't buy a new car.

2

- Q. Can she come tomorrow?
Q. When can she come?

N. She can't come tomorrow.

3

Q. Were they here yesterday?

Q. When were they here?

N. They weren't here yesterday.

4

Q. Must he leave early?

Q. Why must he leave early?

N. He mustn't leave early.

5

Q. Did he give you a pen?

Q. What did he give you?

N. He didn't give you a pen.

6

Q. Does he live next door?

Q. Where does he live?

N. He doesn't live next door.

7

Q. Do you know him well?

Q. How well do you know him?

N. You don't know him well.

8

Q. Has he found his pen?

Q. What has he found?

N. He hasn't found his pen.

9

Q. Did you see that film?

Q. When did you see that film?

N. You didn't see that film.

10

Q. Did he arrive at two o'clock?

Q. When did he arrive?

N. He didn't arrive at two o'clock.

F

1 slowly

2 lazily

3 badly

4 carefully

5 suddenly

G

1 He'll ... 2 She'll ... 3 I'll ...

4 He won't... 5 We shan't ...

H

1 his 2 mine 3 hers 4 theirs 5 yours

I

- 1 cooler
- 2 wetter
- 3 later
- 4 easier
- 5 more expensive
- 6 larger
- 7 more interesting
- 8 prettier
- 9 more beautiful
- 10 more intelligent

J

- 1 yesterday
- 2 tomorrow
- 3 today
- 4 this afternoon
- 5 the day after tomorrow
- 6 the day before yesterday
- 7 last night
- 8 tomorrow morning
- 9 this morning
- 10 yesterday afternoon

K

- 1 at 2 on 3 in 4 in 5 on

L

- 1 over
- 2 under
- 3 across/in
- 4 along
- 5 on
- 6 in
- 7 off
- 8 between
- 9 into
- 10 out of

M

- 1 Which 2 Who 3 Which 4 Who 5 Which

N

- 1 This is the car which the mechanic repaired yesterday.
- 2 He is the man whom I invited to the party.
- 3 These are the things which I bought yesterday.
- 4 He is the man who came here last week.
- 5 He is the policeman who caught the thieves.
- 6 She is the nurse who looked after me.

- 7 She is the woman whom I met yesterday.
- 8 I am the person who wrote to you.
- 9 They are the people whom I saw yesterday.
- 10 They are the trees which we cut down yesterday.

0

- | | | |
|----------|----------|-----------|
| 1 knives | 2 .boxes | 3 shelves |
| 4 wives | 5 dishes | |

P

- 1 No, I didn't. I took her to a party.
- 2 Yes, I did.
- 3 She sat near the window.
- 4 A middle-aged lady (came into our compartment).
- 5 She was middle-aged.
- 6 She sat opposite Sally.
- 7 She said 'Hello' to Sally.
- 8 To make herself beautiful. (She did it to make herself beautiful.)
- 9 No, she didn't. She thought she was ugly.
- 10 She said, 'But you are still ugly.' (She said she was still ugly.)

Lesson 1 A private conversation

Listening comprehension

1 Introduce the story

T: Today we'll listen to a story about some people in the theatre.

2 Understand the situation

T: What do you think is happening in the picture?

3 Listening objective

T: Listen to the story and see if you can answer this question:
Why did the writer complain to the people behind him?

4 Play the tape or read the dialogue

5 Answer the question

After the reading, ask the question again: Why did the writer complain to the people behind him?

Train students not to shout out the answer. Instead, ask one student, then ask the others to agree or disagree with a show of hands.

Answer: Because they were talking so that he could not hear the actors.

6 Intensive reading

Play the tape or read the story again, pausing after every sentence to check the students understand.

Obtain brief explanations to difficulties in the text from the students themselves. Only use Chinese if a confirmatory translation is necessary.

7 Play the tape or read the story again

The students listen only.

8 Repetition

Play the tape or read the story again, pausing after every sentence, and ask the students to repeat (a) in chorus, (b) in small groups, and (c) individually. Note this activity is optional.

9 Reading aloud

Ask one or two students to read the story aloud.

Comprehension questions

1 Where did you go last week? (To the theatre.)

2 Did you have a good seat? (Yes, I did.)

3 Was it an interesting play? (Yes, it was.)

4 You enjoyed the play, didn't you? (No, I didn't.)

5 Who was sitting behind you? (A young man and a young woman.)

6 Could you hear what the actors were saying? (No, I couldn't.)

7 Why couldn't you hear? (They were talking loudly.)

8 What were they doing? (Talking loudly.)

9 Did you get angry with them or not? (Yes, I did.)
 10 You turned round, didn't you? (Yes, I did.)
 11 How did you look at them? (Angrily.)
 12 They didn't pay any attention, did they? (No, they didn't.)
 13 Could you hear it? (No, I couldn't.)
 14 What did you do then? (I turned round again and said angrily,
 ' I can't hear a word! ')
 15 What did the young man say? (' It's none of your business.
 This is a private conversation! ')

Asking questions: Ask me if ...

T: Ask me if I went to the theatre last week.

S: Did you go to the theatre last week?

T: When ... ?

S: When did you go to the theatre?

1 I went to the theatre last week. (When)

2 I had a good seat. (What kind)

3 I saw an interesting play. (What)

4 a young man and a young woman were sitting behind me. (Who)
 (Where)

5 they were talking loudly. (How)

6 I couldn't hear the actors. (Who)

7 I turned round. (What ... do)

8 I looked at the man and the woman angrily. (How)

Pattern drill

1

T: walk across the stage - slow

S1: How did she walk across the stage?

S2: She walked very slowly across the stage.

behave at the theatre - rude/bad

drive through the park - quick/slow

sleep on the train - sound/quiet

listen to his story - patient/careful

2

T: hear the radio

S1: I can hear the radio now. Can you?

S2: Of course I can. I can hear it perfectly well.

hear the actors see those men

see the theatre see the policeman

see her house hear the rain hear

his voice hear some music

3

T: last night - a good talk on the radio (saw or heard)

S: I heard a good talk on the radio last night.

just now - a voice/knock at the door

last night - a cry/shout outside
at lunch - a fly/hair in my soup
last week - a camel/monkey at the zoo

4

T : see the race - large crowd

S1 : Didn't you see the race?

S2 : I couldn't. The crowd was too large.

read the letter - small/bad writing

see her face - poor/bad light

swim in the lake - could/deep water

finish your lunch - hot/salty food

Tell the story

1 Last week - went - theatre

2 didn't enjoy - play

3 young man - woman - behind me

4 talking loudly

5 could not - actors

6 I turned - and looked - angrily

7 didn't pay - attention

8 In the end - couldn't bear

9 'can't hear - word' - said

10 'none - business' - man - 'private'

Topics for discussion

1 When did you last go to the theatre/cinema? Tell me about the play/film.

2 Do you get angry easily? What sort of thing makes you angry?

3 Would you like to be an actor? Why/Why not?

Key to Summary writing

The writer went to the theatre last week. He did not enjoy the play. A young man and a young woman were sitting behind him. They were talking loudly. The writer could not hear the actors. He turned round. 'I can't hear a word!' he said. 'This is a private conversation!' the young man said.

(55 words)

Key structures: Word order in simple statements

a

The text consists of simple sentences, that is, sentences which contain one subject and one predicate:

The play (subject) was very interesting (predicate).

b

The basic word order in an English sentence is:

(6)	1	2	3	4	5	(6)
(Time	/Subje	/Verb	/Object	or /Manner	/Plac	/(Time
)	ct	Complement		e)

The children played games quietly in their room yesterday.

Yesterday the children played games quietly in their room.

c

Not all these elements have to be present at any one time. The basic order can be varied (e.g. He immediately sent for a doctor, etc.) but at this stage it is best to keep the order (T)/S/V/O/M/P/(T). The most notable exception to this word order occurs with adverbs of frequency. (See KS 2)

Time expressions may occur at the beginning or at the end of a sentence.

Pattern drill

1 She walked very slowly across the stage. S/V/M/P.

2 I can hear the radio now. S/V/O/T.

I can hear it perfectly well. S/V/O/M. Note the use of can (a) with a verb of perception in the present tense, and (b) in short answers and questions (Of course I can. Can you?)

3 I heard a good talk on the radio last night. (T)/S/V/O/P/T. Note can (could) is not necessary with verbs of perception in the past tense.

4 Didn't you see the race? - I couldn't. Could is used with verbs in the past tense to indicate ability.

Repetition drill

Chorus, group or individual repetition

To elicit simple statements in answer to questions beginning with Who, What, How, Where, and When.

T: Listen. Do not speak.

(1)

T: What did you listen to? The news?

S: Yes, I listened to the news.

(2)

T: When did he leave? Immediately?

S: Yes, he left immediately.

(3)

T: Who was sitting behind you? A young man and a young woman?

S: Yes, a young man and a young woman were sitting behind me.

T: Now you answer the questions. Ready?

1 As in (1) above.

2 As in (2) above.

3 As in (3) above.

4

T: Where did you go last year? To America?

S: Yes, I went to America.

5

T : Where were they waiting? At the bus stop?

S : Yes, they were waiting at the bus stop.

6

T : How did he open the door? Quietly?

S : Yes, he opened the door quietly.

7

T : When did she receive a letter from her brother? Last week?

S : Yes, she received a letter from her brother last week.

8

T : What did you borrow from the library this morning? A book?

S : Yes, I borrowed a book from the library this morning.

9

T : Who spoilt the soup? The cook?

S : Yes, the cook spoilt the soup.

10

T : When did the match end? At four o'clock?

S : Yes, the match ended at four o'clock.

Key to KS Exercises

A

I (1) got (2) very angry (3).

I (1) could not hear (2) the actors (3).

I (1) turned round (2).

I (1) looked at (2) the man and the woman (3) angrily (4).

They (1) did not pay (2) any attention (3).

In the end (6), I (1) could not bear (2) it (3).

I (1) turned round (2) again (6).

' I (1) can't hear (2) a word (3)! '

I (1) said (2) angrily (4).

' It (1) is (2) none of your business (3) ',
the young man (1) said (2) rudely (4).

' This (1) is (2) a private conversation (3)! '

B

1 I enjoyed the film yesterday.

2 I listened to the news carefully.

3 The man played the piano well.

4 The children played games quietly in their room yesterday.

5 He opened the door quietly.

6 He left immediately.

7 He planted a tree in the corner of the garden.

8 He read the letter quickly in his office before lunch.

9 I borrowed a book from the library this morning.

10 The cook spoilt the soup.

11 We stay at home on Sundays.

12 There are a lot of people at the bus stop.

13 The little boy ate greedily an apple in the kitchen this morning.

14 She draws beautifully.

15 I like music very much.

16 They built a new school in our village last year.

17 The match ended at four o'clock.

18 She received a letter from her brother last week.

Key to Multiple choice questions

1 b 2 c 3 b 4 d

5 c 6 a 7 d 8 b

9 a 10 c 11 c 12 c

Key to Sentence structure

A young man and a young woman were sitting behind me.

Lesson 2 Breakfast or lunch?

Listening comprehension

1 Introduce the story

T: Today we'll listen to a story about a man who doesn't like getting up early on Sundays.

2 Understand the situation

T: What do you think is happening in the picture?

3 Listening objective

T: Listen to the story and see if you can answer this question: Why was the writer's aunt surprised?

4 Play the tape or read the story

5 Answer the question

After the reading, ask the question again: Why was the writer's aunt surprised?

Train students not to shout out the answer. Instead, ask one student, then ask the others to agree or disagree with a show of hands.

Answer: Because he is still having breakfast and it's already one o'clock.

6 Intensive reading

Play the tape or read the story again, pausing after every sentence to check the students understand. Obtain brief explanations to difficulties in the text from the students themselves. Only use Chinese if a confirmatory translation is necessary.

7 Play the tape or read the story again

The students listen only.

8 Repetition

Play the tape or read the story again, pausing after every sentence, and ask the students to repeat (a) in chorus, (b) in small groups, and (c) individually. Note this activity is optional.

9 Reading aloud

Ask one or two students to read the story aloud.

Comprehension questions

- 1 What day was it? (Sunday.)
- 2 Do you always get up late on Sundays? (Yes, I do.)
- 3 Do you ever get up before lunchtime? (Yes, I do.)
- 4 When did you get up last Sunday? (Very late.)
- 5 What was it like outside? (Dark.)
- 6 Did you think it was a nice day? (No, I didn't.)
- 7 What happened just then? (The telephone rang.)
- 8 Who was on the phone? (My aunt Lucy.)
- 9 How had she arrived? (By train.)

- 10 What did she say? (' I'm coming to see you. ')
- 11 What did you say? (' I'm still having breakfast. ')
- 12 Was she surprised to hear this? (Yes, she was.)
- 13 Did you have to repeat yourself? (Yes, I did.)
- 14 What did she ask you? (' Do you always get up so late? ')

Asking questions: Ask me if ...

T: Ask me if I get up late on Sundays.

S: Do you get up late an Sundays?

T: When ...?

S: When do you get up late?

1 I get up late on Sundays. (When)

2 I sometimes stay in bed until lunchtime. (What ... do)

(Where)

3 I got up very late last Sunday. (When)

4 I looked out of the window. (Where)

5 my Aunt Lucy telephoned just then. (Who)

6 she' d come by train. (How)

7 she was coming to see me. (Who) (When)

8 I said, 'I'm still having breakfast:' (What)

9 it was one o'clock. (What time)

Pattern drill

1

T: John's sleeping.

S1: Where's John? He's Late.

S2: I expect he's stilt sleeping.

Mr. Smith's teaching Jane's dressing

Mrs. Smith's cooking Tom's getting ready

Henry's working Lucy's telephoning

Mary's having lunch James is shaving

2

T: clean the car - Sunday

S1: Why are you cleaning the car now?

S2: Because it's Sunday. I always clean the car on Sunday.

ring your aunt/friend - Saturday

go to the library/bank - Friday

play football/tennis - Wednesday

write to John/Mary - Thursday

3

T: drive very fast

S1: He's driving very fast these days, I see.

S2: No, no, you're wrong. He doesn't usually drive very fast.

drink heavily cook well write carefully get up

early

walk slowly

work hard

sleep soundly stay in bed

late

4

T : rude people

S1 : What rude people!

S2 : Yes, they ARE rude, aren't they!

an ugly woman horrible dresses

a strange story a rude girl

wonderful actors a good party

an interesting play an amusing man

Tell the story

1 never - early - Sundays

2 Last Sunday - very late

3 looked - window

4 dark outside - raining

5 Just then - telephone - Aunt Lucy

6 'arrived - train' - said

7 'coming - see - you'

8 'But - still - breakfast' - said

9 very surprised

10 'Dear - ' she said, ' - one o' clock '

Topics for discussion

1 Do you get up early or late? Do you find it easy/difficult to get up? Why?

2 What do you usually have for breakfast?

3 When do people visit friends and relatives in your country?

Key to Summary writing

The writer always gets up late on Sundays. He got up late last Sunday. Then his aunt Lucy telephoned. She had arrived by train. She was coming to see him. 'I'm still having breakfast,' he said. His aunt was very surprised. It was one o'clock.

(45 words)

Key structures: The Present, simple and continuous

a Actions which are in progress at the moment of speaking are expressed by the present continuous: It's raining (at this moment). I'm still having breakfast. Regular or habitual actions are expressed by the simple present: He rarely gets up before ten o'clock. We frequently have lunch at this restaurant.

b Note the position of adverbs of frequency (always, ever, never, sometimes, etc.): after be: Tea is always at four o'clock. Is tea always at four o'clock? before a main verb: He often gets up late. after auxiliary verbs: He doesn't always come by train. Do you always get up so late? He has seldom been to see me. I could never find the place.

Pattern drill

1 I expect he's still sleeping. i.e. at this moment. Note that some common verbs are rarely used in the present continuous, e.g. expect, know, think, see, hear, etc. (see KS26).

2 Why are you cleaning the car now? - Because it's Sunday. I always clean the car on Sunday. The present continuous is contrasted with the simple present.

3 He's driving very fast these days, I see. The present continuous + these days (at the present time) refers to 'now' as opposed to another time, past or future. Note that see (in I see) is simple present (see note to Pattern drill 1). ... he doesn't usually drive very fast. The simple present is contrasted with the present continuous. Note the word order. in negative sentences.

4 What rude people! What + adj. + noun (sing. and pl.) in exclamations (SD 2). Note the stress on are and the falling intonation in the question tag in S2.

Repetition drill

Chorus, group or individual repetition

To elicit statements involving the use of the simple present and frequency adverbs.

T: Listen. Do not speak.

(1)

T: Do you ever get up early on Sundays? Never.

S: I never get up early on Sundays.

(2)

T: Do you spend your holidays abroad? Sometimes.

S: I sometimes spend my holidays abroad.

(3)

T: Does he answer your letters?

Rarely.

S: He rarely answers my letters.

T: Now you do the same. Ready?

1 As in (1) above.

2 As in (2) above.

3 As in (3) above.

4

T: Do you and Tom ever have lunch at this restaurant?

Frequently.

S: We frequently have lunch at this restaurant.

5

T: Do the children play football in the street? Always.

S: The children always play football in the street.

6

T: Do you ever buy CDs?

Often.

S : I often buy CDs.

7

T : Do his friends ever visit him?

Seldom.

S : His friends seldom visit him.

8

T : Does she ever go to the theatre?

Occasionally.

S : She occasionally goes to the theatre.

9

T : Does your aunt come to see you on Sundays? Generally.

S : She generally comes to see me on Sundays.

10

T : Does John get up late on Sundays?

Usually.

S : He usually gets up late on Sundays.

Key to KS Exercises

A

1 are playing ... play ... is kicking ... is running

2 'What are you doing?' my landlady asked. 'I'm leaving, Mrs. Lynch,' I answered. 'Why are you leaving?' she asked. ... 'friends never come to visit me ... I frequently go to bed ... I rarely listen ... I always feel cold ...'

B

1 She rarely answers my letters.

2 We never work after six o'clock.

3 The shops always close on Saturday afternoons.

4 Do you always go to work by car?

5 Our teacher frequently collects our exercise books.

6 We sometimes spend our holidays abroad.

7 I often buy CDs.

8 Do you ever buy CDs?

Key to SD Exercises

1 What a wonderful garden (this is)!

2 What a surprise (this is)!

3 What a lot of trouble he is causing!

4 What wonderful actors (they are)!

5 What a hard-working woman (she is)!

6 What a tall building (it is)!

7 What a terrible film (it is)!

8 What a clever boy you are!

9 What a pretty girl (she is)!

10 What a strange guy (he is)!

Key to Multiple choice questions

1 c 2 d 3 c 4 c
5 a 6 b 7 b 8 a
9 d 10 c 11 d 12 b

Key to Sentence structure

I've just arrived by train.

Lesson 3 Please send me a card

Listening comprehension

1 Introduce the story

T: Today we'll listen to a story about a man who wanted to send some postcards.

2 Understand the situation

T: What do you think is happening in the picture?

3 Listening objective

T: Listen to the story and see if you can answer this question:
How many cards did the writer send?

4 Play the tape or read the story

5 Answer the question

After the reading, ask the question again: How many cards did the writer send?

Train students not to shout out the answer. Instead, ask one student, then ask the others to agree or disagree with a show of hands.

Answer: None.

6 Intensive reading

Play the tape or read the story again, pausing after every sentence to check the students understand. Obtain brief explanations to difficulties in the text from the students themselves. Only use Chinese if a confirmatory translation is necessary.

7 Play the tape or read the story again

The students listen only.

8 Repetition

Play the tape or read the story again, pausing after every sentence, and ask the students to repeat (a) in chorus, (b) in small groups, and (c) individually. Note this activity is optional.

9 Reading aloud

Ask one or two students to read the story aloud.

Comprehension questions

1 What always spoils your holidays? (Postcards do.)

2 Where did you go last summer? (Italy.)

3 What did you visit? (Museums.)

4 Where did you sit? (In public gardens.)

5 Did you learn a little Italian? (Yes, I did.)

6 Who taught you? (A friendly waiter did.)

7 What did he lend you? (A book.)

8 Did you understand what you read? (No, I didn't.)

9 How often did you think about postcards? (Every day.)

10 Did your holidays pass quickly? (Yes, they did.)

11 Did your friends receive any cards from you? (No, they didn't.)

12 What did you do on the last day? (I made a big decision.)

13 When did you get up?(Early.)

14 How many cards did you buy? (Thirty-seven.)

Asking questions: Ask me if...

T: Ask me if I went to Italy for my summer holidays.

S: Did you go to Italy for your summer holidays?

T: Where ...?

S: Where did you go for your summer holidays?

1 I went to Italy for my summer holidays. (Where) (Why) (When)

2 I visited museums. (What) (When)

3 I sat in public gardens. (Where)

4 I learnt a little Italian. (How much)

5 a friendly waiter taught me. (Who)

6 he lent me a book. (What) (Who)

7 I read a few lines. (How many)

8 I thought about postcards every day. (How often) (What)

Pattern drill

1

T: go abroad - in term-time

S1: Do you ever go abroad in term-time?

S2: Yes, I went abroad last term.

go out/play cards - during the week

catch flu/catch a cold - in the winter

work/stay in bed - at the weekend

stay up late/watch TV - at night

play tennis/play golf - in the summer

2

T: bought Tom a pen

S1: What did you buy Tom yesterday?

S2: I bought him a pen.

gave John a book

bought Jane a hat

brought Jean a rose

offered Tim a bed

showed Tom the keys

taught Lucy French

made Susan a cake

paid James 5 pence

lent David a pencil

sent Kate a letter

3

T: buy the pen for his sister

S1: Who did you buy the pen for? Tom or his sister?

S2: I bought it for HER, of course.

show/take the key to his mother

lend/give the money to his sister

make/buy the cake for his parents

send/post the card to his brothers

Tell the story

1 Postcards - spoil - holidays

2 summer - Italy

3 museums - sat - gardens

4 waiter - few - Italian

5 lent - book, but - understand

6 Every day - thought - postcards

7 holidays - quickly - not - cards - friends

8 last day - decision

9 early - thirty-seven cards

10 whole day - room - not - single card

Topics for discussion

1 How did you spend your holidays last year? Where did you go and what did you do?

2 Talk about some of the things that can spoil a holiday.

3 What is the best way to learn a foreign language?

Key to Summary writing

Postcards always spoil the writer's holidays. He spent his holidays in Italy last summer. He thought about postcards every day. He did not send any cards to his friends. He bought thirty-seven cards on the last day. He stayed in his room all day. He did not write any cards.

(50 words)

Key structures: The simple past (regular and irregular verbs)

a

The simple past is most often used to describe actions which have been performed and completed and have little or no connection with the present situation (contrast KS 19). Exact time references are usually included (or at least understood).

b

The regular past is formed by adding -ed to the infinitive: climbed, passed. But note: verbs ending in -e add -d only: died, saved; verbs ending in consonant+ -y change -y to -i before adding -ed: tried, carried (but: obey, obeyed).

c

Note also the three ways of pronouncing these endings:

/d/ after a voiced sound: climbed, died, owed, saved, stayed, carried, etc.

/t/ after a voiceless sound: crashed, passed, asked, laughed, shopped, etc.

/ld/ after -t or -d: visited, handed, repeated, needed, wanted, waited, etc.

d

The following irregular verbs (listed with the past tense) occur in this Lesson:

begin began; bring brought; buy bought; catch caught; choose. chose; come came; do did; get got; give gave; go went; hit hit ; keep kept; leave left; lend lent; lose lost; make made; pay paid; read read ; run ran; see saw; sell sold; send sent; sit sat; sleep slept; spend spent; spoil spoilt; swim swam; teach taught; think thought; write wrote; understand understood.

Pattern drill

1 Do you ever go abroad in term-time? - Yes, I went abroad last term. The simple past (regular and irregular verbs) is contrasted with the simple present (+ ever).

2 What did you buy Tom yesterday? -I bought him a pen. Verbs followed by an indirect and a direct object.

(SD 18)

3 Who did you buy that pen for? Tom or his sister? Who rather than Whom in spoken English. Note the position of for.

I bought it for HER, of course. Notice the order of the two pronouns here, and the stress on her. Compare

Pattern drill 2, where there is no stress on the indirect object him/her.

Repetition drill

Chorus, group or individual repetition

To elicit affirmative statements involving the use of irregular verbs in the simple past.

T: Listen. Do not speak.

(1)

T: Did the weather spoil your holidays?

S: Yes, it spoilt my holidays.

(2)

T: Did you go to Italy?

S: Yes, I went to Italy.

(3)

T: Did you sit in the public gardens?

S: Yes; I sat in the public gardens.

T: Now you answer the questions in the same way. Ready?

1 As in (1) above.

2 As in (2) above.

3 As in (3) above.

4

T: Did the waiter teach you a few words of Italian?

S: Yes, he taught me a few words of Italian.

5

T: Did he lend you a book?

S: Yes, he lent me a book.

6

T: Did you read it?

S: Yes, I read it.

7

T: Did you understand some of it?

S: Yes, I understood some of it.

8

T: Did you think about your friends?

S: Yes, I thought about my friends.

9

T: Did you make a big decision?

S: Yes, I made a big decision.

10

T: Did you get up early?

S: Yes, I got up early.

11

T: Did you buy any cards?

S: Yes, I bought some cards.

12

T: Did you spend the whole day in your room?

S: Yes, I spent the whole day in my room.

Key to KS Exercises

A went (1.1); visited (1.2); sat (1.2); taught (1.2); lent; read (1.3); did not understand; thought (1.4); passed (1.5); did not send (1.5); made; got up (1.6); bought (1.7); spent (1.7); did not write (1.8)

C ...Roy died last year ... left me ... spent a lot of money... bought one or two... never went to the cinema ... stayed at home ... listened to music... often lent CDs... they kept them ... lost many CDs ...

Key to SD Exercises

1 He paid some money to the shopkeeper.

2 He handed the prize to me.

3 The waiter brought the man a bottle of beer.

4 He sold me all his books.

5 The shop assistant found me some curtain material.

6 He did a big favour for me.

7 She showed her new hat to her husband.

8 She promised the finder a reward.

9 He gave some advice to his son.

10 His uncle left some money to/for him.

- 11 He is teaching us English.
- 12 I bought you this bunch of flowers.
- 13 Bring me that book please.
- 14 He offered a cigarette to me.
- 15 Read the first paragraph to me.
- 16 I've ordered you some soup.
- 17 I owe a lot of money to him.
- 18 Pass your father the mustard.

Key to Multiple choice questions

- | | | | |
|-----|------|------|------|
| 1 c | 2 a | 3 c | 4 a |
| 5 d | 6 b | 7 c | 8 c |
| 9 b | 10 a | 11 b | 12 b |

Key to Sentence structure

I did not send any cards to my friends.

Lesson 4 An exciting trip

Listening comprehension

1 Introduce the story

T: Today we'll listen to a story about a trip to Australia.

2 Understand the situation

T: What do you think is happening in the picture?

3 Listening objective

T: Listen to the story and see if you can answer this question:

Why is Tim finding this trip exciting?

4 Play the tape or read the story

5 Answer the question

After the reading, ask the question again: Why is Tim finding this trip exciting?

Train students not to shout out the answer. Instead, ask one student, then ask the others to agree or disagree with a show of hands.

Answer: This is his first trip abroad.

6 Intensive reading

Play the tape or read the story again, pausing after every sentence to check the students understand. Obtain brief explanations to difficulties in the text from the students themselves. Only use Chinese if a confirmatory translation is necessary.

7 Play the tape or read the story again

The students listen only.

8 Repetition (Optional)

Play the tape or read the story again, pausing after every sentence, and ask the students to repeat (a) in chorus, (b) in small groups, and (c) individually.

9 Reading aloud

Ask one or two students to read the story aloud.

Comprehension questions

1 Have you just received a letter? (Yes, I have.)

2 Was it from your sister or your brother? (From my brother.)

3 Is he in Austria? (No, he isn't.)

4 Where is he? (Australia.)

5 How long has he been there? (For six months.)

6 What's his job? (He's an engineer.)

7 Isn't he a mechanic? (No, he isn't.)

8 Who is he working for? (A big firm.)

Asking questions: Ask me if...

T: Ask me if I've just received a letter.

S: Have you just received a letter?

T : What ...?

S : What have you just received?

1 I've just received a letter. (What)

2 it was from my brother, Tim. (Who)

3 he's in Australia. (Where.) (Who)

4 he's been there for six months. (How long)

5 he's an engineer. (What)

6 he's working for a big firm (Who)

7 he's just bought an Australian car. (What)

8 he's just gone to Alice Springs.. (Where)

9 it's a small town. (How big)

10 he'll soon visit Darwin. (When)

Pattern drill

1

T : received Tim's letter

S1 : Have you received Tim's letter yet?

S2 : Yes, I've just received it.

combed your hair	washed the dishes
------------------	-------------------

seen the new play	made the cakes
-------------------	----------------

swept the carpet	written to John
------------------	-----------------

tidied your desk	heard from Roy
------------------	----------------

2

T : read that book

S1 : Why don't you read that book?

S2 : Because I've already read it.

see that film	cut the grass
---------------	---------------

write your letter	cook the dinner
-------------------	-----------------

visit that town	have breakfast
-----------------	----------------

open the window	paint the door
-----------------	----------------

3

T : Australia

S1 : He's gone to Australia.

S2 : He's never been there before, has he?

Austria	Japan
---------	-------

Brazil	the U. S. A.
--------	--------------

France	Africa
--------	--------

Germany	South America
---------	---------------

4

T : the train arrived

S1 : Has the train arrived?

S2 : No, it hasn't arrived yet.

mother written	the bus left
----------------	--------------

Alice telephoned	the bell rung
------------------	---------------

the boss come	the sun set
---------------	-------------

b Note the contrast between have gone and have been :

He has gone to Alice Springs (i.e. he is there or is on his way there).

He has been to Alice Springs (i. e. he was there once, but he is not there now).

Pattern drill

1 Have you received Tim's letter yet? Note the use of yet in questions.

2 Why don't you read that book? Note the use of Why don't you ... ? to make a suggestion.

Because I've already read it. Already in an affirmative statement.

3 He's gone to Australia. ---- He's never been there before, has he?

Have gone and have been are contrasted. The final has he? may have a rising intonation (the speaker is asking a question) or a falling intonation (the speaker is merely seeking confirmation of what he believes to be true).

4 Has the train arrived? (i. e. Is it here now?) Note the absence of any time reference.

No, it hasn't arrived yet. Alternative negative responses can be made: No, it hasn't. No, not yet.

Repetition drill

Chorus, group or individual repetition

To elicit affirmative statements involving the use of the simple present perfect with already. Regular and irregular verbs.

T: Listen. Do not speak.

(1)

T: Have your breakfast.

S: I've already had my breakfast.

(2)

T: Tell him to leave.

S: He's already left.

(3)

T: Tell her to comb her hair.

S: She's already combed her hair.

T: Now you do the same. Ready?

1 As in (1) above.

2 As in (2) above.

3 As in (3) above.

4

T: Write a letter to him.

S: I've already written a letter to him.

5

T : Turn on the stereo.

S : I've already turned on the stereo.

6

T : Tell her to wash the dishes.

S : She's already washed the dishes.

7

T : Tell him to read Macbeth.

S : He's already read Macbeth.

8

T : Take a holiday.

S : I've already taken a holiday.

9

T : Tell them to do their homework.

S : They've already done their homework.

10

T : Finish your work.

S : I've already finished my work.

11

T : Sweep the carpet.

S : I've already swept the carpet.

12

T : Tell her to make the beds.

S : She's already made the beds.

Key to KS Exercises

A

1 I have just had breakfast.

2 He has been in prison for six months.

3 The police have not caught the thief yet.

4 You have (already) asked that question three times (already).

5 Have you ever been to Switzerland?

6 I have never been to Switzerland.

7 He is a wonderful runner. He has broken two records so far.

8 I haven't seen George lately.

C

1 He has just left the house.

2 He has just had breakfast.

3 She has just written a letter.

4 My sister has just turned on the radio.

5 My mother has just made the bed.

6 She has just bought a new hat.

D

1 He hasn't washed the dishes yet.

2 She hasn't made the beds yet.

- 3 He hasn't combed his hair yet.
- 4 She hasn't swept the carpet yet.
- 5 We haven't read 'Macbeth' yet.

E

- 1 Have you seen the new play at 'The Glob' yet?
- 2 Have you taken your holidays yet?
- 3 Have you read this book yet?
- 4 Have you done your homework yet?
- 5 Have you finished your work yet?

Key to SD Exercises

- | | |
|------------|------------|
| 1 received | 2 received |
| 3 took | 4 taken |
| 5 take | |

Key to Multiple choice questions

- | | | | |
|-----|------|------|------|
| 1 d | 2 b | 3 a | 4 b |
| 5 b | 6 a | 7 c | 8 b |
| 9 c | 10 a | 11 c | 12 c |

Lesson 5 No wrong numbers

Listening comprehension

1 Introduce the story

T: Today we'll listen to a story about a special telephone service.

2 Understand the situation

T: What do you think is happening in the picture?

3 Listening objective

T: Listen to the story and see if you can answer this question :
What does ' No Wrong Numbers ' mean ?

4 Play the tape or read the story

5 Answer the question

After the reading, ask the question again : What does ' No Wrong Numbers ' mean?

Train students not to shout out the answer. Instead, ask one student, then ask the others to agree or disagree with a show of hands.

Answer : Pigeons are carrying the messages, so there are, no mistakes.

6 Intensive reading

Play the tape or read the story again, pausing after every sentence to check the students understand.

Obtain brief explanations to difficulties in the text from the students themselves. Only use Chinese if a confirmatory translation is necessary.

7 Play the tape or read the story again

The students listen only.

8 Repetition (Optional)

Play the tape or read the story again, pausing after every sentence, and ask the students to repeat (a) in chorus, (b) in small groups, and (c) individually.

9 Reading aloud

Ask one or two students to read the story aloud.

Comprehension questions

1 Who has a garage in Silbury? (Mr. James Scott has.)

2 Where has he just bought another? (In Pinhurst.)

3 How far is Pinhurst from Silbury? (5 miles :)

4 Can Mr. Scott get a telephone for his new garage? (No, he can't.)

5 Is that why he's just bought some pigeons? (Yes, it is.)

6 How many has he bought? (Twelve.)

7 What happened yesterday? (A pigeon carried the first message.)

8 Did the bird cover the distance in two hours or three minutes?
(Three minutes.)

9 Has Mr. Scott sent many messages from one garage to the other?
(Yes, he has.)

10 What has he sent requests for? (Spare parts.)

11 Do pigeons take all his messages now? (Yes, they do.)

12 What kinds of messages do they carry? (Requests for spare parts, etc.)

Asking questions : Ask me if...

T : Ask me if James Scott has a garage in Silbury.

S : Has James Scott a garage in Silbury? T : Who...?

S : Who has a garage in Silbury?

1 James Scott has a garage in Silbury. (Who)

2 he's just bought another garage. (What)

3 his new one is in Pinhurst. (Where)

4 Pinhurst is five miles from Silbury. (How far)

5 he's just bought twelve pigeons. (How many)

6 they carry messages. (What)

7. a pigeon carried the first message to Silbury yesterday.
(When) (What)

8 it took three minutes. (How long)

Pattern drill

1

T : the train left

S1 : Has the train left?

S2 : Yes, it's just left. It left a minute ago.

John arrived	Mary rung up
the ship sailed	the taxi come
the play begun	the noise stopped
the men returned	the letters arrived

2

T : driven a Mercedes - last week

S1 : Have you ever driven a Mercedes?

S2 : Yes, I drove one last week.

ridden a camel/donkey - last summer

climbed a mountain/tall tree - last year

won a prize/race - at school a year ago

had an accident/exciting holiday - in 1996

read a Russian play/novel - two years ago

3

T : go abroad

S1 : He's gone abroad.

S2 : Really? He went abroad last year too, didn't he?

buy a new car	take the maths exam
---------------	---------------------

paint his house	build a new garage
sell some pigeons	start a new firm
write a book	give her a necklace

4

T : you-six months

S1 : How long have you been here?

S2 : I've been here for six months.

she-a year	this cheese-weeks
he-two weeks	these oranges-days.
they-five months	that horse-hours
John-ten minutes	this money-two days
Alice-a long time	those ruins-years

Tell the story

1 Mr. James Scott-garage-Silbury and now-just
bought-Pinhurst

2 Pinhurst-five
miles-Silbury-can't-telephone-garage-bought-pigeons

3 Yesterday-pigeon-message-Pinhurst

4 covered- distance - minutes

5 Up to now - sent - requests - spare parts -messages- garage
- the other

6 this way - begun - private- service

Topics for discussion

1 What do you have to do to get a telephone in your country?

2 Have you had any wrong numbers on the phone lately? What
else can go wrong when you use the phone?

3 What other ways of sending messages are there?

Key to Summary writing

Mr. Scott has opened his second garage in Pinhurst. His first
garage is in Silbury. Silbury is five milesaway. Mr. Scott cannot
get a telephone for his new garage. He has bought twelve pigeons.
They carry messagesfrom one garage to the other in three minutes.

(47 words)

Key structures : The simple past and the present perfect

a A contrast is drawn between the simple past and the present
perfect (See KS 3, 4).

b Note the exact time references in the simple past : I wrote
to him last month. I bought this car last year.

He came to see me this morning, etc.

c Note the absence of precise time references in the present
perfect : I've already seen that film.

Have you ever met him before? Up till now he has won five prizes,
etc.

Pattern drill

1 Has the train left? No time reference.

Yes, it's just left. It left a minute ago. The same action is described in two ways : just + present perfect indicates recent action; the simple past + a minute ago gives the exact time. (Note : It's = It has; compare : it's = it is.)

2 The present perfect + ever (a vague reference to past time continuing up to the present) is contrasted with the simple past + exact time.

3 He's gone abroad (and not yet returned). Note the rising intonation on Really? in the response, indicating surprise.

4 Note that the present tense is NOT possible here.

Repetition drill

Chorus, group or individual repetition

To elicit contrasting affirmative statements involving the use of the simple present perfect with already and the simple past with time expressions. Irregular verbs only.

T : Listen. Do not speak.

(1)

T : When did you have breakfast?

Ten minutes ago.

S : I've already had breakfast. I had it ten minutes ago.

(2)

T : When did he leave?

This morning.

S : He's already left. He left this morning :

(3)

T : When did they go?

A few minutes ago.

S : They've already gone. They went a few minutes ago.

T : Now you do the same. Ready?

1 As in (1) above.

2 As in (2) above.

3 As in (3) above.

4

T : When did you read this book?

Last week.

S : I've already read this book. I read it last week.

5

T : When did she write those postcards?

Last night.

S : She's already written those postcards. She wrote them last night.

6

T : When did they do their homework?

This afternoon.

S : They've already done their homework. They did it this afternoon.

7

T : When did you take your holiday?

Last August.

S : I've already taken my holiday. I took it last August.

8

T : When did she make the beds?

A short time ago.

S : She's already made the beds. She made them a short time ago.

9

T : When did he send the letter?

Yesterday.

S : He's already sent the letter. He sent it yesterday.

10

T : When did you spend your money?

This morning.

S : I've already spent my money. I spent it this morning.

Key to KS Exercises

A

What happened : carried (1.4); covered (1.5)

What has happened : has just bought (1.1); has just bought (11.3-4); has sent (1.6); has begun (1.8)

C

1 What did you buy ...? 5 They have already left.

2 he has never lent ... 6 When did you lose ...?

3 Have you burnt ...? 7 Did you listen ... ?

4 He fought ... 8 We have just won ...

Key to SD Exercises

A

1 On the way 4 in this/a way

2 in the way 5 in the way

3 By the way

B

1 There is a spare wheel in the back of the car.

2 I always go on excursions in my spare time.

3 'Have you any old clothes to spare?' he asked.

4 The guest slept in our spare room.

5 'Spare me!' begged the prisoner.

Key to Multiple choice questions

1 c 2 a 3 d 4 b

5 c 6 d 7 a 8 b

9 c 10 b 11 a 12 d

Key to Sentence structure

Pinhurst is only five miles from Silbury, but Mr. Scott cannot get a telephone for his new garage, so he has just bought twelve pigeons.

Lesson 6 Percy Buttons

Listening comprehension

1 Introduce the story

T: Today we'll listen to a story about a man called Percy Buttons.

2 Understand the situation

T: What do you think is happening in the picture?

3 Listening objective

T: Listen to the story and see if you can answer this question :
Who is Percy Buttons?

4 Play the tape or read the story

5 Answer the question

After the reading, ask the question again :Who is Percy Buttons?

Train students not to shout out the answer. Instead, ask one student, then ask the others to agree or disagree with a show of hands.

Answer : Percy Buttons is a beggar.

6 Intensive reading

Play the tape or read the story again, pausing after every sentence to check the students understand.

Obtain brief explanations to difficulties in the text from the students themselves. Only use Chinese if a confirmatory translation is necessary.

7 Play the tape or read the story again

The students listen only.

8 Repetition (Optional)

Play the tape or read the story again, pausing after every sentence, and ask the students to repeat (a) in chorus, (b) in small groups, and (c) individually.

9 Reading aloud

Ask one or two students to read the story aloud.

Comprehension questions

1 Where have you just moved to? (To a house in Bridge Street.)

2 Is yours the only house in the street? (No, it isn't.)

3 What happened yesterday? (A beggar knocked at my door.)

4 What did he ask you for? (A meal and a glass of beer.)

5 Did he pay you for the meal? (No, he didn't.)

6 He didn't pay you for the beer either, did he? (No, he didn't.)

7 What did he do in return for it? (He stood on his head and sang songs.)

8 He ate the food and drank the beer. What did he do then? (Then he put a piece of cheese in his pocket.)

- 9 Who told you about him later? (A neighbour did.) .
 10 Is he well-known in Bridge street? (Yes, he is.)
 11 What's he called? (Percy Buttons.)
 12 Has he called on you before? (No, he hasn't.)
 13 How often does he call on the houses in Bridge Street? (Once a month.)

Asking questions : Ask me if...

T : Ask me if I've just moved to a house in Bridge Street.

S : Have you just moved to a house in Bridge Street?

T : Where...to?

S : Where have you just moved to?

1 I've just moved to a house in Bridge Street. (Where...to)
 (Who)

2 a beggar knocked at my door yesterday. (Who) (When)

3 he wanted a meal and some beer. (What)

4 he stood on his head and sang songs. (What...do)

5 I gave him a meal. (What)

6 he put a piece of cheese in his pocket. (Where) (What)

Pattern drill

1

T : a bottle of ink-in the desk

S1 : I need some ink.

S2 : There's a bottle of ink in the desk.

a bottle of milk/beer-in the fridge

a pot of glue/paint-in the cupboard

a bag of sugar/flour-on the table

a can of petrol/oil-in the garage

2

T : tea

S1 : You drink a lot of tea, I must say!

S2 : I couldn't live without tea. It's my favourite drink.

milk, beer, whisky, water, coffee,

soda, mineral water, iced coffee,

orange juice, tomato juice, Coca-Cola.

3

T : car-nice radio

S1 : I like that car. It has a nice radio.

S2 : I like the radio, but not the car!

house-big garden village-old church

room-fine view hotel-good restaurant

flower-nice smell coat-wide collar

park-big lake man-friendly dog

4

T : a cup-over there

S1 : Get me a cup, will you?

S2 : The cup over there?

S1 : It doesn't matter-just get me a cup!

a vase/a plate-near the window

a tin of meat/a box-on the shelf

a hat/an umbrella-in the bedroom

a comb/a glass-in the bathroom

Tell the story

1 just moved-Bridge Street

2 Yesterday-beggar knocked-door

3 asked-meal-beer

4 In return-stood-sang

5 ate food-drank-beer

6 Then-piece of cheese-pocket-away

7 Later-neighbour-about him

8 Everybody - him - name - Percy Buttons

9 calls - house - street once a - and - asks - meal - glass
of beer

Topics for discussion

1 Do you think this story is true? Why/Why not?

2 How did people pay for things long ago, before we had money?

3 Imagine you are very hungry, but have no money for a meal.

What would you do?

Key to Summary writing

The writer has just moved to a house in Bridge Street. A beggar knocked at her door yesterday. He sang songs. The writer gave him a meal and a glass of beer in return for this. The beggar's name is Percy Buttons. He calls at every house in the street once a month.

(53 words)

Key structures : The indefinite and definite articles
a The distinction between countable (unit) and uncountable (mass) nouns must be clearly established since it affects the use of a/an and some. (For the use of any, see KS 30)

Countables :

I bought a book (one book, unspecified).

I bought some books (an unspecified number).

Books are not very expensive (general statement) :

Uncountables :

I bought some flour (an unspecified quantity),

Milk is very refreshing (general statement).

Some nouns can be countable or uncountable depending on the sense :

I want to borrow a rubber (= an eraser).

We get rubber (the material) from Malaysia.

b The definite article the (/J+/ before consonants and /J!// before vowels) is used when the person or thing referred to has already been mentioned, is the only one of its kind in a particular situation, or is explained in the same sentence :

I bought the books (i.e. the ones you asked me to buy).

Put those books on the table (i.e. there is only one table in the room).

Give me the books on the table (i.e. the books which are on the table).

c Articles are not generally used before names of people, streets, towns, countries, etc. (but see KS 30).

Pattern drill

1

Note these common expressions (a bottle of, etc.) to indicate fairly precise quantities.

2

You drink a lot of tea. Note a lot of + uncountable (NOT much in affirmative statements).

I couldn't live without tea. General statement, no article.

3

It has a nice radio. Just 'a radio' - not a particular one.
I like the radio. The particular radio I have just mentioned.

4

Get me a cup, will you? No particular cup.

The cup over there? There is only one cup over there. That one?
... just get me a cup! Any cup will be all right.

Repetition drill

Chorus, group or individual repetition

To elicit negative statements requiring the omission of the article before plural countable nouns and singular uncountable nouns.

T: Listen. Do not speak.

(1)

T: I bought a book this morning.

S: Books aren't very expensive.

(2)

T: I bought a bottle of milk this morning.

S: Milk isn't very expensive.

(3)

T: I bought a pen this morning.

S: Pens aren't very expensive.

(4)

T: I bought a bar of chocolate this morning.

S: Chocolate isn't very expensive.

T : Now you do the same. Ready?

1 As in (1) above.

2 As in (2) above.

3 As in (3) above.

4 As in (4) above.

5

T : I bought a piece of cheese this morning.

S : Cheese isn't very expensive :

6

T : I bought a postcard this morning.

S : Postcards aren't very expensive.

7

T : I bought an umbrella this morning.

S : Umbrellas aren't very expensive.

8

T : I bought a bottle of beer this morning.

S : Beer isn't very expensive.

9

T : I bought a comb this morning.

S : Combs aren't very expensive.

10

T : I bought a tin of tobacco this morning.

S : Tobacco isn't very expensive.

Key to KS Exercises

A some meat, a desk, some tobacco, a tin of beans, a comb,
a city, a/some cloth, some oil, a bottle of beer, a day, a word,
a student, some sugar, some rain, an orange, a/some rubber

D (sample answers)

1 I found an old coin in the garden.

2 I put some sugar in my tea.

3 I cut some wood for a/the fire.

4 I bought a newspaper yesterday.

5 I made some coffee.

6 I like the curtains in this room.

Key to SD Exercises

A

1 out 2 over 3 off 4 at

B

1 knocked him out

2 knock off

3 knocked 20% off the price...

Key to Multiple choice questions

1 d 2 a 3 c 4 d

5 d 6 a 7 d 8 a
9 b 10 a 11 d 12 a.

Key to Sentence structure

He calls at every house in the street once a month and always asks for a meal and a glass of beer.

Lesson 7 Too late

Listening comprehension

1 Introduce the story

T : Today we'll listen to a story about the theft of some diamonds.

2 Understand the situation

T : What do you think is happening in the picture?

3 Listening objective

T : Listen to the story and see if you can answer this question :
Did the detectives save the diamonds?

4 Play the tape or read the story

5 Answer the question

After the reading, ask the question again : Did the detectives save the diamonds?

Train students not to shout out the answer. Instead, ask one student, then ask the others to agree or disagree with a show of hands.

Answer : No, they didn't.

6 Intensive reading

Play the tape or read the story again, pausing after every sentence to check the students understand.

Obtain brief explanations to difficulties in the text from the students themselves. Only use Chinese if a confirmatory translation is necessary.

7 Play the tape or read the story again

The students listen only.

8 Repetition (Optional)

Play the tape or read the story again, pausing after every sentence, and ask the students to repeat (a) in chorus, (b) in small groups, and (c) individually.

9 Reading aloud

Ask one or two students to read the story aloud.

Comprehension questions

1 Was the plane early or late? (Late.)

2 Who was waiting at the airport? (Some detectives.)

3 How long were they there? (All morning.)

4 Were they expecting a parcel? (Yes, they were.)

5 Was the parcel full of money or diamonds? (Diamonds.)

6 Where was it from? (From South Africa.)

7 Did they think some thieves would try to steal the diamonds?
(Yes, they did.)

8 Why did they think this? (Someone had told the police.)

9 Were some detectives waiting inside the main building? (Yes,

they were.)

10 Where were other detectives waiting? (On the airfield.)

11 Who took the parcel off the plane? (Two men did.)

12 Where did they carry it? (Into the Customs House.)

13 Who was keeping guard at the door? (Two detectives were.)

14 Who opened the parcel? (Two other detectives did.)

Asking questions : Ask me if ...

T : Ask me if the plane was late.

S : Was the plane late?

T : What ... ?

S : What was late?

1 the plane was late. (What)

2 detectives were waiting at the airport. (Where)

3 they were waiting all morning. (How long)

4 they were expecting a parcel. (What)

5 it was from South Africa. (Where ... from)

Pattern drill

1

T : break your leg - skiing

S1 : How did you break your leg?

S2 : I broke it while I was skiing.

burn your arm/hand - ironing

cut your finger/thumb-dress-making

hurt your foot/leg - climbing

find/your ring/pen-sweeping the floor

2

T : phone rang - getting into the bath

S1 : Where were you when the phone rang?

S2 : I was getting into the bath when it rang.

postman came - mowing/watering the lawn

plane arrived - waiting at the airport

lesson began - reading/writing an essay

lights went out - cooking/having dinner

3

T : all afternoon - shopping

S1 : What were you doing all afternoon?

I couldn't find you anywhere.

S2 : I was shopping.

all night - waiting for a train/plane

all evening - visiting John/watching TV

all morning - cleaning/tidying the garage

all day - babysitting/looking after Mary

4

T : knocked over the vase.

S1 : Who knocked over the vase?

S2 : I knocked it over. I hope you don't mind.

put out the fire woke up the children

let out the dogs took down the notice

tore up the letter turned off the stereo

turned on the TV threw away the paper

Tell the story

1 plane - late - detectives - waiting

2 expecting - parcel - South Africa

3 earlier - told - police - thieves t

4 When - arrived - some - main building - others - airfield

5 Two men- parcel - carried - Customs House

6 two - guard - door - others opened

7 surprise - parcel - stones - sand

Topics for discussion

1 Can you describe what happens when someone goes through Customs?

2 How can we keep our valuables safe from thieves?

3 There is a saying 'Diamonds are a girl's best friend.'

What do you think it means?

Key to Summary writing

Detectives were waiting at the airport all morning. They were expecting a valuable parcel of diamonds from South Africa. Two men took the parcel into the Customs House after the arrival of the plane. Two detectives opened it. The parcel was full of stones and sand.

(46 words)

Key structures : The past continuous

a

A continuous action (indicated by the continuous past tense) is contrasted with a sudden and quickly completed action (shown by the simple past). This involves the use of the temporal conjunctions when, while, as and just as.

While I was watering the garden, it began to rain.

I was having breakfast when the telephone rang.

The continuous action is interrupted. Notice that in the examples above, the temporal conjunction may be used with either clause; a comma is needed if it is used with the first.

b

While may be used to introduce two parallel actions which are in progress at the same time :

While George was reading, his wife was listening to the stereo.

George was reading while his wife was listening to the stereo.

c

The past continuous may be used to refer to an uninterrupted action which is in progress over a given period of time (all day, all night, etc.) :

Detectives were waiting at the airport all morning.

Pattern drill

1 I broke it while I was skiing. Interrupted action with while.

2 I was getting into the bath when it rang. Interrupted action with when.

3 What were you doing all morning? Uninterrupted action over a period of time in the past.

4 Who knocked over the vase? -I knocked it over. Transposed, particles after phrasal verbs (see SD 7) :

I knocked over the vase I knocked the vase over.

I knocked it over. (NOT 'over it')

Repetition drill

Chorus, group or individual repetition

To elicit affirmative statements involving the use of the past continuous and the simple past.

T : Listen. Do not speak.

(1)

T : He was getting into the bath.

Then someone knocked at the door.

S : Just as he was getting into the bath, someone knocked at the door.

(2)

T : She was getting off the bus.

Then she slipped and hurt her foot.

S : Just as she was getting off the bus, she slipped and hurt her foot.

(3)

T : They were leaving the house.

Then the postman arrived.

S : Just as they were leaving the house, the postman arrived.

T : Now you do the same. Ready?

1 As in (1) above.

2 As in (2) above.

3 As in (3) above.

4

T : I was going upstairs.

Then the telephone rang.

S : Just as I was going upstairs, the telephone rang.

5

T : We were getting into the car.

Then it began to rain.

S : Just as we were getting into the car, it began to rain.

6

T : I was finishing my breakfast.

Then Aunt Lucy arrived.

S : Just as I was finishing my breakfast, Aunt Lucy arrived.

7

T : We were going to bed.

Then someone knocked at the door.

S : Just as we were going to bed, someone knocked at the door.

8

T : I was buying a ticket.

Then the train came into the station.

S : Just as I was buying a ticket, the train came into the station.

9

T : She was shutting the door.

Then the baby woke up.

S : Just as she was shutting the door, the baby woke up.

10

T : He was crossing the road.

Then he saw the accident.

S : Just as he was crossing the road, he saw the accident.

Key to KS Exercises

A

detectives were waiting (1.1); They were expecting (1.2);
detectives were waiting (1.5); others were waiting (1.6); two
detectives were keeping guard (11.7-8)

B

1 When the plane arrived, some of the detectives were waiting
inside the main building while others were waiting on the airfield.

2 When two of the detectives opened the parcel, two others
were keeping guard at the door.

C (sample answers)

1 I was getting into my bath when you telephoned me.

2 I was reading Hamlet when you saw me in the library this
morning.

3 I was saying that you must see the new film when you
interrupted me.

D

1 was leaving ...arrived

2 worked/was working ... was sitting/sat

3 was walking ... met

- 4 was reading ... heard
- 5 was preparing ... set/was setting
- 6 dropped ... spoke

Key to SD Exercises

- 1 He gave all his books away.
- 2 She woke the children up early this morning.
- 4 They cut the king's head off.
- 5 Put your hat and coat on.
- 7 Help me to lift this table up.
- 8 Take your shoes off and put your slippers on.
- 11 They have pulled the old building down.
- 12 Make your mind up.
- 14 She threw all those old newspapers away.

Key to Multiple choice questions

- | | | | |
|-----|------|------|------|
| 1 b | 2 c | 3 c | 4 d |
| 5 a | 6 c | 7 d | 8 a |
| 9 c | 10 b | 11 a | 12 b |

Key to Sentence structure

Two men took the parcel off the plane and carried it into the Customs House.

Lesson 8 The best and the worst

Listening comprehension

1 Introduce the story

T: Today we'll listen to a story about gardens.

2 Understand the situation

T: What do you think is happening in the picture?

3 Listening objective

T: Listen to the story and see if you can answer this question:

Why is Joe's garden the most beautiful one in the town?

4 Play the tape or read the story

5 Answer the question

After the reading, ask the question again: Why is Joe's garden the most beautiful one in the town?

Train students not to shout out the answer. Instead, ask one student, then ask the others to agree or disagree with a show of hands.

Answer: Because he wins 'The Nicest Garden Competition' every year.

6 Intensive reading

Play the tape or read the story again, pausing after every sentence to check the students understand.

Obtain brief explanations to difficulties in the text from the students themselves. Only use Chinese if a confirmatory translation is necessary.

7 Play the tape or read the story again

The students listen only.

8 Repetition (Optional)

Play the tape or read the story again, pausing after every sentence, and ask the students to repeat (a) in chorus, (b) in small groups, and (c) individually.

9 Reading aloud

Ask one or two students to read the story aloud.

Comprehension questions

1 Does the writer live in the same town as Joe Sanders? (Yes, he does.)

2 Has Joe got a garden? (Yes, he has.)

3 Is his the most beautiful one in the town? (Yes, it is.)

4 What does nearly everyone enter for? ('The Nicest Garden Competition'.)

5 Who wins every time? (Joe Sanders does.)

6 How big is Bill Frith's garden? (Bigger than Joe's.)

7 Does Joe work harder than Bill? (No, he doesn't.)

8 Whose garden has more flowers and vegetables? (Bill Frith's)

has.)

9 Whose garden is more interesting? (Joe Sanders'.)

10 What has he made? (Neat paths.)

11 Is there a pool in the garden? (Yes, there is.)

12 What has he built over it? (A wooden bridge.)

13 Does the writer like gardens? (Yes, he does.)

14 What doesn't he like? (Hard work.)

Asking questions : Ask me if ...

T : Ask me if Joe Sanders has the most beautiful garden in the town.

S : Has Joe Sanders the most beautiful garden in the town?

T : Who ... ?

S : Who has the most beautiful garden in the town?

1 Joe Sanders has the most beautiful garden in the town. (Who)

2 there is a garden competition every year. (How often) (Where)

(What kind)

3 Joe wins every time. (Who) (How often)

4 Bill Frith's garden is larger than Joe's. (Whose) (How big)

5 he works harder than Joe. (How hard)

6 Joe's garden is more interesting. (Whose)

7 he has made neat paths. (What)

Pattern drill

1

T : Joe and Bill have large gardens.

S1 : But Joe's garden is larger than Bill's.

S2 : No, BILL's is larger than JOE's.

Joe and Bill have fast/powerful cars.

Jane and Mary have long/dark hair.

Tom and Jane have small/comfortable flats.

Joe and Bill good/espensive watches.

2

T : ripe orange

S1 : Which orange do you prefer?

S2 : I prefer the riper one.

small glass

soft carpet

old house

pale colour

thick coat

wide bed

large garden

hard mattress

3

T : interesting presents

S1 : I've got more presents than you have.

S2 : Well, mine are more interesting than yours.

long letters

good-looking friends

pretty dresses

rich relations

useful books valuable jewels
talented children ripe apples

4

T : a hard worker

S1 : Mary's a very hard worker.

S2 : Yes, she's the hardest worker I've ever met.

a quick writer an intelligent person

a careful driver a patient listener

a pretty girl an early riser

a fast reader a good cook

Tell the story

1 Joe Sanders-most beautiful-town

2 Nearly everyone-competition-each year-Joe-every time

3 Bill Frith's-larger-Joe's

4 Bill-harder-more-flowers-vegetables-Joe's-interesting

5 neat paths-wooden bridge-pool

6 I-gardens-but not- work

7 Every year-enter-competition too-always-prize-worst
garden-town

Topics for discussion

1 Describe the most beautiful garden or park you've seen, and
say why you liked it.

2 Are there a lot of parks and gardens in the towns in your
country? Why/Why not?

3 Do you think competitions are a good idea? Why/Why not?

Key to Summary writing

Joe Sanders has the best garden in town. He wins 'The Nicest
Garden Competition' each year : Bill Frith also has a fine garden.
Joe's is better. The writer's garden is terrible. He always wins
a prize for the worst garden in the town.

(43 words)

Key structures : The comparison of adjectives

a

Irregular comparatives : good, well/better/best;
bad/worse/worst; much, many/more/most;
little/less/least; far/farther, further/farthest, furthest.

b

Regular comparison :

Adjectives of 1 syllable : add-er/-est (tail-er/-est;
hard-er/-est).

Adjectives of 3 or more syllables : use more/the most (more/the
most beautiful).

Adjectives of 2 syllables :

i Add-er/-est if the adjectives end in -le (noble) or -y, -ly

(pretty, early).

ii Use more/the most with adjectives ending in -ful (careful, helpful).

iii It is usual to add -er/-est to a number of frequently used adjectives; narrow, clever, common, pleasant, quiet.

With some longer adjectives, the -er/-est forms are possible but with highly restricted meanings in limited contexts: polite, sincere, severe, handsome, when in doubt use more/the most.

c

Spelling :

i Adjectives of 1 syllable with a short vowel sound and ending in a single consonant double the consonant : hot/hotter/hottest.

ii Adjectives ending in -e add -er/-est : nice/nicer/nicest.

iii Adjectives ending in -y change -y to -i before -er/-est : tidy/tidier/tidest.

d

Note the use of than in the comparative : Bill Frith's garden is larger than Joe's, and the ... in/of in the superlative : Which is the longest river in the world/of them all?

Pattern drill

1 In this drill TWO things are compared in each case.

2 The question means : Which OF THE TWO do you prefer? The teacher can make an extra drill by asking :

Which OF THE THREE do you prefer? S2 will then reply : I prefer the RIPEST one.

3 I've got more presents than you have. Note the pattern S/V/more + O/than/S/V.

Well, mine are more interesting than yours. Distinguish between the comparative forms here : longer, prettier, more useful, more talented, better-looking, etc.

4 The comparative forms are again mixed. Note the use of a and the and the present perfect with ever.

Repetition drill

Chorus, group or individual repetition

To elicit statements involving the use of the comparative form of adjectives.

T : Listen. Do not speak.

(1)

T : Jane is shorter than Mary.

S : I don't agree with you. I think she's taller.

(2)

T : Mary's handwriting is better than Jane's.

S : I don't agree with you. I think it's worse.

(3)

T: Betty's dress is less expensive than Jane's.

S: I don't agree with you. I think it's more expensive.

T: Now you do the same. Ready?

1 As in (1) above.

2 As in (2) above.

3 As in (3) above.

4

T: Joe is taller than Bill.

S: I don't agree with you. I think he's shorter.

5

T: Bill's garden is worse than Joe's.

S: I don't agree with you. I think it's better.

6

T: Joe's garden is less interesting than Bill's.

S: I don't agree with you. I think it's more interesting.

7

T: Bill's garden is smaller than Joe's.

S: I don't agree with you. I think it's larger.

8

T: Jane's collection of photos is bigger than Betty's.

S: I don't agree with you. I think it's smaller.

9

T: Joe's garden is less beautiful than Bill's.

S: I don't agree with you. I think it's more beautiful.

10

T: This book is less exciting than that one.

S: I don't agree with you. I think it's more exciting.

Key to KS Exercises

A

1 Mary's handwriting is worse than Jane's.

2 Caroline's handwriting is worse than Mary's and Jane's.

3 Caroline's dress is/was more expensive than Jane's.

4 Mary's dress is/was more expensive than Jane's and Caroline's.

B

... has the most beautiful garden in our town ... 'The Nicest Garden Competition' ... garden is larger than Joe's ... works harder than Joe and grows more flowers and vegetables ... garden is more interesting ... for the worst garden in the town!

D

1 in 2 of 3 of 4 in

Key to SD Exercises

A 1 believes 2 was 3 tries

B Sentences 2, 3 and 5

Key to Multiple choice questions

1 d 2 b 3 b 4 a

5 c 6 c 7 b 8 b

9 a 10 d 11 b 12 b

Key to Sentence structure

Bill Frith's garden is larger than Joe's.

Lesson 9 A cold welcome

Listening comprehension

1 Introduce the story

T: Today we'll listen to a story about the last evening of the year in a small town.

2 Understand the situation

T: What do you think is happening in the picture?

3 Listening objective.

T: Listen to the story and see if you can answer this question :
What does 'A Cold Welcome' refer to?

4 Play the tape or read the story

5 Answer the question

After the reading, ask the question again : What does 'A Cold Welcome' refer to?

Train students not to shout out the answer. Instead, ask one student, then ask the others to agree or disagree with a show of hands.

Answer : The clock did not strike at twelve because it had stopped.

6 Intensive reading

Play the tape or read the story again, pausing after every sentence to check the students understand.

Obtain brief explanations to difficulties in the text from the students themselves. Only use Chinese if a confirmatory translation is necessary.

7 Play the tape or read the story again

The students listen only.

8 Repetition (Optional)

Play the tape or read the story again, pausing after every sentence, and ask the students to repeat (a) in chorus, (b) in small groups, and (c) individually.

9 Reading aloud.

Ask one or two students to read the story aloud.

Comprehension questions

1 When did you go to the Town Hall? (On Wednesday evening.)

2 What was special about Wednesday? (It was the last day of the year.)

3 Was there a large crowd? (Yes, there was.)

4 Where had everyone gathered? (Under the Town Hall clock.)

5 When would it strike twelve? (At midnight.)

6 At what time did you arrive? (11.40.)

7 When did the clock stop? (11.55.)

8 Which hand did not move? (The minute hand.)

- 9 Did you wait for something to happen? (Yes, we did.)
- 10 What did someone shout suddenly? ('It's two minutes past twelve! The clock has stopped!')
- 11 What did you do when you heard this? (I looked at my watch.)
- 12 What time did your watch say? (Two minutes past twelve.)
- 13 What time did the big clock say? (Five to twelve.)
- 14 It was already the New Year, wasn't it? (Yes, it was.)
- 15 What did the big clock refuse to do? (To welcome the New Year.)
- 16 Did everybody begin to laugh? (Yes, they did.)
- Asking questions: Ask me if ...
- T: Ask me if we went to the Town Hall on Wednesday evening.
- S: Did you go to the Town Hall on Wednesday evening?
- T: Where ... ?
- S: Where did you go on Wednesday evening?
- 1 we went to the Town Hall on Wednesday evening. (Where) (When) (Who)
- 2 it was the last day of the year. (Which)
- 3 a large crowd had gathered under the clock. (Where) (What) (Why)
- 4 the clock would strike twelve in twenty minutes' time. (When) (What) (Why)
- 5 it stopped at five to twelve. (When)
- 6 we waited for seven minutes. (How long)
- 7 someone suddenly shouted. (What ... do)

Pattern drill

1

T: grandmother - 1934

S1: When was your grandmother born?

S2: She was born in 1934.

grandfather - 1928 brother - 1967

mother - 1953 aunt - 1949

sister - 1977 father - 1950

uncle - 1947 nephew - 1982

2

T: grandmother - October 10th

S1: When's your grandmother's birthday?

S2: It's on October 10th.

grandfather/father - July 6th/June 8th

father/mother - January 27th/March 3rd

sister/brother - August 12th/April 15th

niece/nephew - December 23rd/May 22nd

3

T: at four o'clock - at teatime.

S1 : John came to see me at four o'clock.

S2 : But I thought you were never at home at teatime.

on Saturday/Sunday - at the .weekend

before lunch/at ten - in the morning

after dinner/supper - in the evening

at midday/one - at lunchtime

4

T : on Sunday afternoon - in the morning

S1 : John's arriving on Sunday afternoon.

S2 : Oh, I thought he was arriving in the morning.

early on Monday - at midday/in the evening

next summer - in the autumn/winter

during the week - at the weekend/on Sunday

on June 10th - in July/August

Tell the story

1 Wednesday - went - Town Hall

2 last day - year - crowd - people - gathered-clock

3 strike twelve - twenty minutes'

4 Fifteen minutes - five to - stopped

5 minute hand - move

6 waited - nothing

7 Suddenly - shouted ' two - twelve - clock-stopped '

8 looked - watch - true

9 big clock refused - Year

10 that moment - everyone - laugh - sing

Topics for discussion

1 What did you do to celebrate the last New Year?

2 What other important days are there in the year? How do you celebrate them?

3 Have you, or a friend, ever been late because your watch had stopped? Tell us about it.

Key to Summary writing

We went to the Town Hall on New Year's Eve. There were a lot of people there. The Town Hall clock would strike twelve in twenty minutes' time. It stopped at five to twelve. It refused to welcome the New Year. Then the crowd began to laugh and sing.

(49 words)

Key structures : Prepositions of time

a

At is used :

to indicate the time : at 8 o'clock, etc.

in set phrases : at midnight, at midday/noon, at night, at teatime, at the weekend, etc.

before festivals : at Christmas, at Easter, etc.

b

In is used :

to indicate a period of time : in ten minutes, in half an hour, etc.

before years : in 1900/1939/1975/1993, etc.

before seasons : in (the) spring, in (the) summer, etc. (the is optional).

before months or periods of the year : in May, in the holidays, etc.

before periods of the day : in the morning/afternoon/evening (but at night).

c

On is used :

before days of the week : on Monday, etc.

before exact dates : on April 27th/27th April, etc. (Note that in spoken English these become : April the twenty-seventh/the twenty-seventh of April.)

in set phrases : on Monday morning, on Christmas Day, on your birthday, etc.

d

Note the use of :

from ... till/until to indicate a period of time.

during meaning ' throughout ' : during the night, during the war, or ' at a point of time within a period ' : He spoke twice during the meeting.

until meaning ' up to that time ' : He will not arrive until 10 o'clock (i. e. at 10 o'clock, not before). Compare :

He will arrive by 10 o'clock (i. e. some time before 10 o'clock).

Pattern drill

1 She was born in 1924. In + year.

2 It's on October 10th. On + date.

3 Various prepositional phrases.

4 Various prepositional phrases.

Repetition drill

Chorus, group or individual repetition

To elicit statements involving the use of prepositions of time : at, in and on.

T : Listen. Do not speak.

(1)

T : When did he leave?

Eight o'clock.

S : He left at eight o'clock.

(2)

T : When did you visit your grandmother?
1996.

S : I visited my grandmother in 1996.

(3)

T : When did he arrive?

This morning.

S : He arrived in the morning.

(4)

T : When did you see him?

Wednesday.

S : I saw him on Wednesday.

T : Now you do the same. Ready?

1 As in (1) above.

2 As in (2) above.

3 As in (3) above.

4 As in (4) above.

5

T : When did she come here?

August the twenty-fourth.

S : She came here on August the twenty-fourth.

6

T : When did you meet him?

This afternoon.

S : I met him in the afternoon.

7

T : When did he go to the office?

Half past eight.

S : He went to the office at half past eight.

8

T : When did you buy that dress?

Friday.

S : I bought that dress on Friday.

9

T : When did he teach you English?

1994.

S : He taught me English in 1994.

10

T : When did you lend him that book?The thirteenth of April.

S : I lent him that book on the thirteenth of April.

Key to KS Exercises

A

1 We went to the Town Hall on Wednesday evening/New Year's
Eve.

2 The clock would strike twelve in twenty minutes' time.

3 The clock stopped at five to twelve.

B

1 in 2 On

3 during/in 4 in

5 at 6 on ... in

7 in 8 at ... in

9 until

C (sample answers)

1 The match will begin at

2 They bought their house in 1980.

3 The shop is closed from one till two.

4 The children went to school in the morning.

5 He'll finish school in two years' time.

6 Let's go for a walk in the evening.

7 He went to church on Sunday.

Key to SD Exercises

A

1 No, I haven't any/have no money.

2 No, I didn't go anywhere/went nowhere in the.holidays.

3 No, I didn't buy anything/bought nothing this morning.

4 No, there wasn't anybody/was nobody present when the accident happened.

B

He has no hobbies. He goes nowhere. He sees nobody. He is interested in nothing-except food!

Key to Multiple choice questions

1 c 2 b 3 d 4 a

5 a 6 b 7 b 8 d

9 b 10 b 11 d 12 c

Key to Sentence structure

On Wednesday evening, we went to the Town Hall.

Lesson 10 Not for jazz

Listening Comprehension

1 Introduce the story

T: Today we'll listen to a story about a musical instrument called a clavichord.

2 Understand the situation

T: What do you think is happening in the picture?

3 Listening objective

T: Listen to the story and see if you can answer this question :
What happened to the clavichord?

4 Play the tape or read the story

5 Answer the question

After the reading, ask the question again : What happened to the clavichord?

Train students not to shout out the answer. Instead, ask one student, then ask the others to agree or disagree with a show of hands.

Answer : It was damaged by a visitor who tried to play jazz on it.

6 Intensive reading

Play the tape or read the story again, pausing after every sentence to check the students understand.

Obtain brief explanations to difficulties in the text from the students themselves. Only use Chinese if a confirmatory translation is necessary.

7 Play the tape or read the story again

The students listen only.

8 Repetition (Optional)

Play the tape or read the story again, pausing after every sentence, and ask the students to repeat (a) in chorus, (b) in small groups, and (c) individually.

9 Reading aloud

Ask one or two students to read the story aloud.

Comprehension questions

1 What kind of instrument do we have? (An old one.)

2 What's it called? (A clavichord.)

3 Where was it made? (In Germany.)

4 When was it made? (In 1681.)

5 Where is our clavichord kept? (In the living room.)

6 How long has it belonged to our family? (A long time.)

7 Who bought it? (My grandfather did.)

8 When was it bought? (Many years ago.)

9 Was it damaged recently? (Yes, it was.)

- 10 Who damaged it? (A visitor did.)
- 11 What did she try to do? (Play jazz on it.)
- 12 How did she strike the keys? (Very hard.)
- 13 How many strings were broken? (Two.)
- 14 Who was shocked? (My father was.)
- 15 What aren't we allowed to do now? (Touch it.)
- 16 Is it being repaired? (Yes, it is.)

Asking questions : Ask me if...

T : Ask me if we own an old musical instrument.

S : Do you own an old musical instrument?

T : What kind...?

S : What kind of instrument do you own?

1 we own an old musical instrument. (What kind)

2 it's called a clavichord. (What)

3 it's kept in the living room. (Where)

4 it was made in Germany. (Where) (What)

5 it was made in 1681. (When) (What)

6 it has belonged to us for a long time. (How long) (What)

(Who...to)

7 it was bought by my grandfather. (Who)

8 it was damaged recently. (When)

Pattern drill

1

T : the Hovercraft, invented - an Englishman

S1 : Who was the Hovercraft invented by?

S2 : I think it was invented by an Englishman.

this music/opera, composed-a German

that chair/table, made-my grandfather

this car/house, designed - an Italian

that competition/race, won-my friend

2

T : built this bridge - in 1937

S1 : Who built this bridge?

S2 : It was built in 1937 - that's all I know.

wrote this play - in 1861/in 1930

invented the telephone-in America/in 1876

made this piano - in Germany/in England

stole her diamonds-in the theatre/last night

discovered radium - in France/in 1898

3

T : the house, painted

S1 : Has the house been painted yet?

S2 : It's being painted now.

the car, serviced the TV, repaired

the stereo, mended the film, shown
the letters, sorted the dishes, washed up
the lunch, served the rubbish, collected

4

T : house, painted - two years ago

S1 : When was the house last painted?

S2 : It was painted two years ago.

car/stereo, repaired - last week

school/factory, inspected - in January

rent/electricity bill, paid - a month ago

carpet/floor, cleaned - on Saturday

Tell the story

1 We - instrument

2 called - clavichord

3 made - Germany - 1681

4 Our - kept - room

5 belonged - family - time

6 bought - grandfather - years ago

7 Recently - damaged - visitor

8 tried - jazz - it

9 struck - keys - two strings - broken

10 father - shocked

11 Now - not allowed - touch

12 being repaired - friend - father's

Topics for discussion

1 Have you got anything very old in your family? How long ago was it bought?

2 Have you ever damaged anything old? How was it repaired?

3 What kinds of things are easily broken?

Key to Summary writing

We own an old clavichord. It was made in 1681. My grandfather bought the instrument many years ago. A visitor damaged it recently. She tried to play jazz on it! She broke two of the strings. A friend of my father's is repairing it now.

(45 words)

Key structures : The passive

a

In the active voice, attention is usually focused on the person, animal or thing carrying out an action; in the passive voice, attention is usually focused on the thing done :

Prisoners of war built this bridge in 1942. (Who)

The bridge was built in 1942. (What)

b

Note the form of the passive in :

the present continuous : AM/IS/ARE + BEING + PAST PARTICIPLE

A new road is being built outside my house.

the simple present : AM/IS/ARE + PAST PARTICIPLE

Our papers are delivered every morning.

the simple past : WAS/WERE + PAST PARTICIPLE

A letter was delivered this morning.

c

By + agent is often omitted when it adds nothing to the sense :
The thief was arrested (obviously by the police). If someone else or a particular policeman did the arresting, the agent is added : ... by a very young policeman. However, This music was composed needs an agent or another phrase such as in 1816 to complete it (see Pattern Drill 1 and 2).

Pattern drill

1 Who was the Hovercraft invented by? Note the position of by.

I think it was invented by an Englishman. By + agent is essential here for identification.

2 It was built in 1937. Again the use of the passive in the simple past. The passive is often used where, as here, the agent is not known.

3 It's being painted now. The use of the passive in the present continuous. Here we are not concerned with the agent and our attention is wholly on the action (painted).

4 It was painted two years ago. The use of the passive in the simple past with exact time references.

Repetition drill

Chorus, group or individual repetition

To elicit statements involving the use of the passive (impersonal subjects only) with some of the tenses practised so far.

T : Listen. Do not speak.

(1)

T : Tell me about the new road. Are they building it outside your house?

S : Yes, the new road is being built outside my house.

(2)

T : Tell me about the newspapers. Do they deliver them every morning?

S : Yes, the newspapers are delivered every morning.

(3)

T : Tell me about his work. Has he finished it?

S : Yes, his work has been finished.

(4)

T: Tell me about the letter. Did he bring it this morning?

S: Yes, the letter was brought this morning.

T: Now you answer the questions in the same way. Ready?

1 As in (1) above.

2 As in (2) above.

3 As in (3) above.

4 As in (4) above.

5

T: Tell me about the bridge. Did they build it in 1942?

S: Yes, the bridge was built in 1942.

6

T: Tell me about your watch. Have they damaged it?

S: Yes, my watch has been damaged.

7

T: Tell me about these books. Do they send them by post?

S: Yes, these books are sent by post.

8

T: Tell me about your car. Are they repairing it?

S: Yes, my car is being repaired.

9

T: Tell me about your telephone. Has he repaired it?

S: Yes, my telephone has been repaired.

10

T: Tell me about those trees. Are they cutting them down?

S: Yes, those trees are being cut down.

Key to KS Exercises

A

1 Our old musical instrument is called a clavichord.

2 It was made in Germany.

3 It is kept in the living room.

4 It was bought many years ago.

5 It was damaged recently.

6 Two of the strings were broken.

7 My father was shocked.

8 We aren't allowed to touch it.

9 The clavichord is being repaired.

Key to SD Exercises

A

1 of 2 in 3 from

B

1 He borrowed a record of mine.

2 She showed me a picture of John's.

3 It was an idea of hers.

4 A letter of yours was found on my desk.

5 Some friends of theirs came to see me.

Key to Multiple choice questions

1 a 2 d 3 d 4 c

5 b 6 c 7 a 8 c

9 a 10 c 11 c 12 a

Key to Sentence structure

The instrument was bought by my grandfather many years ago.

Lesson 11 One good turn deserves another

Listening comprehension

1 Introduce the story

T: Today we'll listen to a story about a man who always borrows money from his friends.

2 Understand the situation

T: What do you think is happening in the picture?

3 Listening objective

T: Listen to the story and see if you can answer this question : Who paid for Tony's dinner?

4 Play the tape or read the story

5 Answer the question

After the reading, ask the question again : Who paid for Tony's dinner?

Train students not to shout out the answer. Instead, ask one student, then ask the others to agree or disagree with a show of hands.

Answer : Probably the writer.

6 Intensive reading

Play the tape or read the story again, pausing after every sentence to check the students understand. Obtain brief explanations to difficulties in the text from the students themselves. Only use Chinese if a confirmatory translation is necessary.

7 Play the tape or read the story again

The students listen only.

8 Repetition (Optional)

Play the tape or read the story again, pausing after every sentence, and ask the students to repeat (a) in chorus, (b) in small groups, and (c) individually.

9 Reading aloud

Ask one or two students to read the story aloud.

Comprehension questions

1 Where were you having dinner? (At a restaurant.)

2 Who came in? (Tony Steele.)

3 Did he once work in a lawyer's office? (Yes, he did.)

4 How long ago was that? (Years ago.)

5 Where is he working now? (At a bank.)

6 Is he paid a good salary? (Yes, he is.)

7 What does he always do? (Borrows money from his friends.)

8 Do you think he needs to borrow money? (No, I don't.)

9 Does he ever pay it back? (No, he doesn't.)

10 What did Tony do when he saw you? (He came and sat at the

same table.)

11 Have you ever lent him any money? (No, I haven't.)

12 Did you have dinner together? (Yes, we did.)

13 What did you ask him during dinner? (To lend me twenty pounds.)

14 What did he give you immediately? (The money.)

15 Were you surprised? (Yes, I was.)

16 Did he pay for the dinner? (No, he didn't.)

Asking questions : Ask me if...

T : Ask me if I was having dinner at a restaurant.

S : Were you having dinner at a restaurant?

T : Where...?

S : Where were you having dinner?

1 I was having dinner at a restaurant. (Where) (Who)

2 Tony Steele came in. (Who)

3 he worked in a lawyer's office years ago. (Where) (When)

4 he is working at a bank now. (Where)

5 he gets a good salary. (What kind)

6 he always borrows money from his friends. (Who...from)

(What)

7 Tony saw me. (Who) (When)

8 he sat at my table. (Where)

9 I asked him to lend me twenty pounds. (How much)

10 he gave me the money immediately. (When)

11 I must pay for his dinner. (Why)

Pattern drill

1

T : wrote novels - educational books

S1 : You once wrote novels, didn't you?

S2 : Yes, but I'm writing educational books now.

taught/studied the piano - the violin

worked in a bank/factory - an office

did/painted portraits - landscapes

grew oats/tobacco- cotton

2

T : walks in the country - in the park

S1 : Tony usually walks in the country

S2 : Well, he's walking in the park today.

rests/sleeps upstairs - downstairs

studies with Mr. Bates - on his own

reads in the library - in the classroom

swims/fishes in the river - in the lake

3

T : John - reading in the library

S1 : Have you seen John?

S2 : He was reading in the library when I saw him last.

Mary - cooking lunch/having breakfast

Mr. Bates - tidying the classroom/teaching

the children - playing in the park/yard

Lucy - practising/playing the piano

4

T : They were ordered to fire by an officer.

S1 : Who ordered them to fire?

S2 : An officer did.

He was taught to read by his mother/father.

She was told to rest by the doctor/nurse.

I was asked to leave by a friend/servant.

He was advised to refuse by his wife/son.

Tell the story

1 dinner - restaurant - Tony Steele

2 worked - lawyer's office- now - bank

3 good salary - always borrows - his friends - never - back

4 saw me - came - sat - table

5 never borrowed - me

6 While - eating - asked - lend me twenty pounds

7 surprise - gave me - immediately

8 ' I - never - money - you, ' Tony -, ' so now - pay - dinner '

Topics for discussion

1 Do you think it's a good idea to lend money to your friends?

Why/Why not?

2 Would you lend money to a stranger? Why/Why not?

3 In what ways can we help other people?

Key to Summary writing

I was having dinner at a restaurant. I saw Tony Steele after a while. He always borrows money from his friends. Tony sat at my table. I asked him to lend me twenty pounds. He gave me the money at once. He wanted me to pay for his dinner.

(49 words)

Key structures : Review of tenses

1 The contrast between the present continuous and the simple present. (KS 2)

2 The simple past. (KS 3)

3 The present perfect. (KS 4)

4 The past continuous contrasted with the simple past. (KS 7)

5 The use of the passive in the simple past. (KS 10)

Pattern drill

1 The present continuous is contrasted with the simple past.

Note that in I'm writing...now, 'now' does not mean 'at the moment of speaking' but 'at present' (i.e. contrasted with the past and, probably, the future).

Compare : I write books, i.e. habitually - past, present and future.

2 Tony usually walks in the country : the simple present for habitual action.

Well, he's walking in the park today. Here, the present continuous is used to show an action that is going on at the moment of speaking.

3 Have you seen John? - He was reading in the library when I saw him last. The present perfect (no time reference) is contrasted with the continuous past (interrupted action) and the simple past.

4 (They were ordered to fire by an officer.) WHO ordered them to fire? (SD 11) Note the change from passive to active when the interest moves from the action (They were ordered) to the agent (an officer).Who (S1) is stressed.

Repetition drill

Chorus, group or individual repetition

To revise some of the tenses practised so far. This drill is based entirely on Text No. 11. The students must study this text again carefully before attempting the drill.

T : The questions in this drill are about passage number 11. Listen. Do not speak.

(1)

T : What were you doing at the restaurant when Tony Steele came in?

S : I was having dinner.

(2)

T : Where did Tony work years ago?

S : He worked in a lawyer's office.

(3)

T : And now?

S : Now he is working at a bank.

T : Now you answer the questions on the passage. Ready?

1 As in (1) above.

2 As in (2) above.

3 As in (3) above.

4

T : What about his salary?

S : He gets a good salary.

5

T : What does he always borrow from his friends?

S : He always borrows money.

6

T : What does he never do?

S : He never pays it back.

7

T : Where did Tony sit when he saw you?

S : He sat at the same table.

8

T : What did you ask him while he was eating?

S : I asked him to lend me twenty pounds.

9

T : Why were you surprised?

T : Because he gave me the money immediately.

10

T : Why did Tony want you to pay for his dinner?

S : Because he has never borrowed any money from me.

Key to KS Exercises

A

a he is now working (1.2)

b he gets (1.3); he always borrows (1.3); never pays it back (1.4)

c came in...worked (11.1-2); Tony saw (1.4); came and sat (1.4); I asked him (1.6); he gave me (1.7); Tony said (1.8)

d He has never borrowed (1.5); I have never borrowed (1.7)

e I was having (1.1); he was eating (1.6)

C

1 gets...got

2 have not had

3 was writing...talked/were talking

4 am typing

5 passed/were passing

D

The Taj Mahal was built...after he became/had become ruler, his wife...died. The Taj Mahal was built in her honour. Experts were called in...The Taj Mahal, which was begun in 1632 and (was) completed in 1654, cost a fortune...it has been visited by...

Key to SD Exercises

a

A

1 The officer ordered the men to fire at the enemy.

2 He wants his wife to wear this dress.

3 She wants us to explain it.

4 I cannot allow him to enter the room.

B (sample sentences)

- 1 He asked me to help him.
- 2 We preferred her to stay at home.
- 3 He taught me to speak English.
- 4 My mother wished me to collect the laundry.
- 5 Do you want her to visit you?

b

- 1 salary
- 2 lent...salary/wages
- 3 borrowed
- 4 wages
- 5 wages

Key to Multiple choice questions

- | | | | |
|-----|------|------|------|
| 1 b | 2 b | 3 b | 4 a |
| 5 b | 6 c | 7 c | 8 a |
| 9 c | 10 c | 11 b | 12 d |

Key to Sentence structure

To my surprise, he gave me the money immediately.

Lesson 12 Goodbye and good luck

Listening Comprehension

1 Introduce the story

T: Today we'll listen to a story about sailing across the Atlantic.

2 Understand the situation

T: What do you think is happening in the picture?

3 Listening objective

T: Listen to the story and see if you can answer this question :
Where is Captain Alison going and how?

4 Play the tape or read the story

5 Answer the question

After the reading, ask the question again : Where is Captain Alison going and how?

Train students not to shout out the answer. Instead, ask one student, then ask the others to agree or disagree with a show of hands.

Answer : He is going to sail across the Atlantic in his small boat, Topsail.

6 Intensive reading

Play the tape or read the story again, pausing after every sentence to check the students understand. Obtain brief explanations to difficulties in the text from the students themselves. Only use Chinese if a confirmatory translation is necessary.

7 Play the tape or read the story again

The students listen only.

8 Repetition (Optional)

Play the tape or read the story again, pausing after every sentence and ask the students to repeat (a) in chorus, (b) in small groups, and (c) individually.

9 Reading aloud

Ask one or two students to read the story aloud.

Comprehension questions

1 Who is your neighbour? (Captain Charles Alison.)

2 Where will he sail from tomorrow? (Portsmouth.)

3 Where will you meet him? (At the harbour.)

4 When will you meet him? (Early in the morning.)

5 Where will he be then? (In his small boat.)

6 Is it a large boat? (No, it isn't.)

7 It's a little one, isn't it? (Yes, it is.)

8 It's famous as well, isn't it? (Yes, it is.)

9 Why is it famous? (It has sailed across the Atlantic many

times.)

10 At what time will Captain Alison set out? (At eight o'clock.)

11 Does that mean you'll have plenty of time? (Yes, it does.)

12 Will you see his boat? (Yes we shall/we will.)

13 What will you do then? (We'll say goodbye to him.)

14 How long will he be away? (For two months.)

15 You're very proud of him, aren't you? (Yes, we are.)

Asking questions : Ask me if...

T : Ask me if we're very proud of our neighbour.

S : Are you very proud of your neighbour?

T : Who...?

S : Who are you very proud of?

1 we're very proud of our neighbour. (Who)

2 he's called Captain Charles Alison. (What)

3 he will sail from Portsmouth tomorrow. (Where)

4 we shall meet him at the harbour. (Where)

5 we shall meet him early in the morning. (When)

6 the captain will be in his boat. (Where)

7 it's a small boat. (What kind of)

8 it's called Topsail. (What)

9 it has sailed across the Atlantic many times. (How many)

10 we shall see his boat. (What)

11 we'll say goodbye to him. (What...do)

Pattern drill

1

T : post the letters - at lunchtime

S1 : When will you have time to post the letters?

S2 : I'll post them at lunchtime.

wash/iron your clothes - after supper

do your homework/exercises - tonight

pack your luggage/cases - at bedtime

buy/get some stamps - before lunch

2

T : telephone the doctor - tomorrow

S1 : Have you telephoned the doctor yet?

S2 : No, I'll telephone him tomorrow.

see Mary/Tom - the day after tomorrow

decorate/sell your house - next week

feed the cat/dogs - this evening

pay/collect the rent - next month

3

T : you - eat too much

S1 : You won't eat too much, will you?

S2 : Don't worry! We shan't eat much.

she -spend too much

she - cook too much

he - drink too heavily

you - swim too far

they - stay up too late

he - behave too stupidly

he - be away too long

you - be back too late

4

T : John, back - at lunchtime

S1 : I want to see John. When'll he be back?

S2 : He'll be back at lunchtime. You can see him then.

Mary - in - this evening/after five

you - back at work -tomorrow/next week

your husband - at home - at six/tonight

that film - on - next Sunday/next month

Tell the story

1 neighbour - Alison - sail - tomorrow

2 meet him - harbour - morning

3 will be-boat, Topsail

4 famous - boat

5 sailed - Atlantic - times

6 Captain Alison - set out - o'clock so we - plenty of time

7 shall see - then - say goodbye

8 we - very proud

9 take part - important race - Atlantic

Topics for discussion

1 Can you name some famous sailors, and describe what they did?

2 What do you think is the best way to cross the Atlantic?

3 Why do you think people choose to cross the Atlantic single-handed (alone)?

Key to Summary writing

We shall meet our neighbour, Captain Charles Alison, at Portsmouth Harbour early tomorrow morning. He will be in his small boat, Topsail. He will leave at eight o'clock. We shall say goodbye to him. He will take part in an important race across the Atlantic.

(45 words)

Key structure : The simple future

a The modals shall and will + infinitive are used to express the simple future. Do not emphasize the distinction between shall and will. Shall can be used in the 1st person singular and plural but it is quite correct to use will in all persons.

b The distinction between shall and will is often completely lost in speech because both these modals are usually contracted to 'll, especially after pronouns :

I shall/will see you tomorrow. I'll see you tomorrow.

We shall/will travel by air. We'll travel by air, etc.

c In spoken English the contraction 'll is often used with names, (pro)nouns and interrogative pronouns :

George'll be here this evening. The concert'll begin at six. When'll it begin? etc.

d Particular attention should be paid to the negative contractions : will not = won't and shall not = shan't.

Pattern drill

1 When will you have time to post the letters? - I'll post them at lunchtime. Will and 'll are used for the simple future.

2 Have you telephoned the doctor yet? - No, I'll telephone him tomorrow. The present perfect and future are contrasted.

3 You won't eat too much, will you? - Don't worry! We shan't eat much. Practice in negative contractions : won't and shan't. Won't can be used for all persons.

4 When'll he be back? - He'll be back...(SD 12)

You can see him then. Note that can is used here to refer to the future.

Repetition drill

Chorus, group or individual repetition

To elicit affirmative statements involving the use of shall and will in the simple future.

T : Listen. Do not speak.

(1)

T : Hasn't Captain Alison sailed yet?

S : No, he will sail tomorrow.

(2)

T : Haven't you met Captain Alison yet?

S : No, I shall meet him tomorrow.

(3)

T : Haven't you and Mary seen this film yet?

S : No, we shall see it tomorrow.

T : Now you answer the questions in the same way. Ready?

1 As in (1) above.

2 As in (2) above.

3 As in (3) above.

4

T : Haven't Tom and Mary arrived yet?

S : No, they will arrive tomorrow.

5

T: Haven't you read this magazine yet?

S: No, I shall read it tomorrow.

6

T: Haven't you and Mary written those postcards yet?

S: No, we shall write them tomorrow.

7

T: Hasn't he bought that book yet?

S: No, he will buy it tomorrow.

8

T: Haven't you said goodbye to him yet?

S: No, I shall say goodbye to him tomorrow.

9

T: Hasn't Mary washed those dishes yet?

S: No, she will wash them tomorrow.

10

T: Haven't you and Tom done your homework yet?

S: No, we shall do it tomorrow.

Key to KS Exercises

A will sail (1.1); shall meet (1.2); will be (1.3); will set out (1.4-5); shall have (1.5); shall see (1.5); shall say (1.6); will be (1.6); will take part (1.7)

C I shall go to the theatre...Reg and I shall see the first performance...the producer will give a short speech. He will speak to...The play will be very... people will enjoy it very much.

Key to SD Exercises

1 He is not back yet. He will be back in ten minutes.

2 A new play is on at the Globe Theatre.

3 When the concert was over, we went home.

4 They will set out/off very early tomorrow morning. (Be off is also possible.)

5 You can't take the exam yet. You are not up to it.

6 He will be away from home for two months.

7 She swam across the English Channel and set up a new world record.

Key to Multiple choice questions

1 c 2 c 3 a 4 d

5 d 6 a 7 d 8 a

9 c 10 d 11 a 12 a

Key to Sentence structure

We'll meet him at the harbour early in the morning.

Lesson 13 The Greenwood Boys

Listening comprehension

1 Introduce the story

T: Today we'll listen to a story about some pop singers.

2 Understand the situation

T: What do you think is happening in the picture?

3 Listening objective

T: Listen to the story and see if you can answer this question :

Why will the police have a difficult time?

4 Play the tape or read the story

5 Answer the question

After the reading, ask the question again : Why will the police have a difficult time?

Train students not to shout out the answer. Instead, ask one student, then ask the others to agree or disagree with a show of hands.

Answer : The police will be trying to keep order.

6 Intensive reading

Play the tape or read the story again, pausing after every sentence to check the students understand. Obtain brief explanations to difficulties in the text from the students themselves. Only use Chinese if a confirmatory translation is necessary.

7 Play the tape or read the story again

The students listen only.

8 Repetition (Optional)

Play the tape or read the story again, pausing after every sentence, and ask the students to repeat (a) in chorus, (b) in small groups, and (c) individually.

9 Reading aloud

Ask one or two students to read the story aloud.

Comprehension questions

1 What are the Greenwood Boys? (A group of pop singers.)

2 What are they doing at present? (Visiting all parts of the country.)

3 Are they making a world tour? (No, they aren't.)

4 Where will they be arriving tomorrow? (Here.)

5 How will they be coming? (By train.)

6 Who'll be meeting them at the station? (Most of the young people in the town.)

7 Do you think there'll be many old people in the crowd? (No, I don't.)

8 Where will they be singing tomorrow? (At the Workers' Club.)

9 Will the Greenwood Boys be staying the whole week? (No, they won't.)

10 How long will they be staying then? (For five days.)

11 Will they be giving a performance on every night of their stay? (Yes, they will.)

12 How many performances will they give? (Five.)

13 Who'll have a difficult time? (The police will.)

Asking questions : Ask me if...

T : Ask me if The Greenwood Boys are a group of pop singers.

S : Are The Greenwood Boys a group of pop singers?

T : Who...?

S : Who are the Greenwood Boys?

1 the Greenwood Boys are a group of pop singers. (Who)

2 they're visiting all parts of the country at present. (Which parts) (When)

3 they'll be arriving here tomorrow. (When)

4 they'll be coming by train. (How)

5 most of the young people in the town will be meeting them. (Who) (How many)

6 they'll be waiting at the station. (Where)

7 the Greenwood Boys will be staying for five days. (How long) (Where)

8 they will give five performances. (How many) (Where) (Who)

9 they'll be singing at the Workers' Club tomorrow. (Where) (When)

10 that'll be in the evening. (When)

Pattern drill

1

T : next year - taking my final exams

S1 : What will you be doing this time next year?

S2 : I'll be taking my final exams.

tomorrow - playing/watching tennis

next month - studying/working for my exams

next week - lying on the sand/beach

next year - starting a job/at the university

2

T : it's raining

S1 : It's raining again.

S2 : I hope it won't still be raining tomorrow.

she's crying

they're drilling the road

it's snowing

he's feeling ill

3

T : go to the station

S1 : I shall go to the station tomorrow.

S2 : I'll be seeing you then. I'll be going there too.

go to the bank

ride in the park

read in the library

shop at Smith's

4

T : invitations to write

S1 : What a lot of invitations to write!

S2 : I'm afraid so. We'll probably be writing them all day.

food to cook

work to do

papers to read

clothes to wash

Tell the story

1 Greenwood Boys - group - pop

2 At present - visiting - country

3 arriving - tomorrow

4 by train - young people - station

5 Tomorrow - singing - Workers' Club

6 Greenwood Boys - staying - five days

7 During - time - five performances

8 As usual - police - difficult

9 trying - keep order

10 always the same - occasions

Topics for discussion

1 Describe a concert you have been to, or heard about.

2 What do you think you'll be doing this time next year?

3 Do you prefer pop or classical songs/singers? Why?

Key to Summary writing

The Greenwood Boys are pop singers. They will be coming here tomorrow. Most of the young people in the town will be meeting them at the station. They will give five performances. The police will be trying to keep order as usual.

(42 words)

Key structures : The future continuous

a Shall and will are used with be + verb-ing to form the future continuous tense.

A parallel can be drawn between the present and future continuous forms to show the progressive aspect of the -ing form :

I am writing letters now (in progress at the moment).

I shall be writing letters all day tomorrow (in progress tomorrow).

b The main use of the future continuous is to express a future without intention.

In I'll come to your house tomorrow, the verb expresses a deliberate intention (or promise) to come, but I'll be coming to your house tomorrow expresses no intention (simple prediction).

We can add to these sentences to make the distinction clearer :

i I'll come to your house tomorrow, so we can discuss the matter.

ii I'll be coming to your house tomorrow, so we can discuss the matter.

In i, I had not thought of coming to your house before, but I want to discuss this matter; therefore I will come. In ii, I was going to come to your house in any case for reasons not connected with this matter.

Since I am coming, we can discuss the matter.

Note also the negative forms : He won't come (=he refuses to come). He won't be coming (= a statement of fact; perhaps he's ill, or away).

Pattern drill

1 What will you be doing this time next year? Asking about a fact, not about intention.

Compare : I am writing a short story now (at this present time). I shall be writing a novel this time next year.

2 It's raining again. - I hope it won't still be raining tomorrow. Parallel use of the present and future continuous. Still emphasizes continuity.

3 I shall go to the station tomorrow. The simple future expresses intention.

I'll be seeing you then. I'll be going there too. The future continuous states the fact : I'll be there, so I'll be seeing you. Note that the response : I shall go there too here would alter the sense to : I shall go because I want to (see you).

4 We'll probably be writing them all day. A statement of fact. All day emphasizes the duration of the action.

I'm afraid so. Note this use of so, replacing the phrase ' that is what ' (I'm afraid of).

Compare : I believe so, I think so, I hope so, etc.

Repetition drill

Chorus, group or individual repetition

To elicit affirmative statements involving the use of shall and will in the future continuous.

T : Listen. Do not speak.

(1)

T : Didn't the Greenwood Boys arrive yesterday?

S: No, they will be arriving tomorrow.

(2)

T: Didn't you write to Tom yesterday?

S: No. I shall be writing to him tomorrow.

(3)

T: Didn't you and Tom play football yesterday?

S: No, we shall be playing football tomorrow.

T: Now you answer the questions in the same way. Ready?

1 As in (1) above.

2 As in (2) above.

3 As in (3) above.

4

T: Didn't you see Tom yesterday?

S: No, I shall be seeing him tomorrow.

5

T: Didn't they give a performance yesterday?

S: No, they will be giving a performance tomorrow.

6

T: Didn't she meet him yesterday?

S: No, she will be meeting him tomorrow.

7

T: Didn't Captain Alison sail yesterday?

S: No, he will be sailing tomorrow.

8

T: Didn't you and Mary go to London yesterday?

S: No, we shall be going to London tomorrow.

9

T: Didn't she iron those clothes yesterday?

S: No, she will be ironing them tomorrow.

10

T: Didn't your teacher correct those exercise books yesterday?

S: No, he will be correcting them tomorrow.

Key to KS Exercises

A

will be arriving (1.2); will be coming (1.3); will be meeting (1.4); will be singing (1.5); will be staying (1.6); will be trying (1.8)

C

1 I'll be ironing the clothes.

2 The train will be arriving in a few minutes.

3 We'll be seeing you in the morning.

4 We'll be watching the match.

5 He'll be correcting exercise books.

Key to SD Exercises

- 1 It's George's.
- 2 It's Jean's.
- 3 It's that woman's.
- 4 I like Keats' poetry best.
- 5 They're the children's.
- 6 They're the soldiers'.
- 7 I'll leave in six hours' time.
- 8 There was a hundred pounds' worth of damage.

Key to Multiple choice questions

- | | | | |
|-----|------|------|------|
| 1 b | 2 d | 3 b | 4 c |
| 5 a | 6 b | 7 b | 8 c |
| 9 a | 10 a | 11 a | 12 d |

Key to Sentence structure

They will be coming by train and most of the young people in the town will be meeting them at the station.

Lesson 14 Do you speak English?

Listening comprehension

1 Introduce the story

T: Today we'll listen to a story about something that happened to me in France.

2 Understand the situation

T: What do you think is happening in the picture?

3 Listening objective

T: Listen to the story and see if you can answer this question :
Did the young man speak English?

4 Play the tape or read the story

5 Answer the question

After the reading, ask the question again : Did the young man speak English?

Train students not to shout out the answer. Instead, ask one student, then ask the others to agree or disagree with a show of hands.

Answer : Yes, he did. He was English himself.

6 Intensive reading

Play the tape or read the story again, pausing after every sentence to check the students understand. Obtain brief explanations to difficulties in the text from the students themselves. Only use Chinese if a confirmatory translation is necessary.

7 Play the tape or read the story again

The students listen only.

8 Repetition (Optional)

Play the tape or read the story again, pausing after every sentence and ask the students to repeat (a) in chorus, (b) in small groups, and (c) individually.

9 Reading aloud

Ask one or two students to read the story aloud.

Comprehension questions

- 1 What did you have last year? (An amusing experience.)
- 2 What part of France were you in? (The south of France.)
- 3 Had you been in a small village? (Yes, I had.)
- 4 Where did you drive on to? (The next town.)
- 5 Who waved to you on the way? (A young man did.)
- 6 What did he ask you for? (For a lift.)
- 7 When did you say good morning to him? (As soon as he had got into the car.)
- 8 What language did you speak? (French.)
- 9 Did your passenger reply in French? (Yes, he did.)

10 How many words of French do you know? (A few words.)
11 Did you speak to him during the journey? (No, I didn't.)
12 When did he suddenly say something? (When I had nearly reached the town.)

13 What did he ask you? (He asked me if I spoke English.)

Asking questions : Ask me if...

T : Ask me if I had an amusing experience last year.

S : Did you have an amusing experience last year? T : When...?

S : When did you have an amusing experience?

1 I had an amusing experience last year. (When) (Who)

2 I was in the south of France. (Where)

3 I had left a small village. (What kind of)

4 a young man waved to me. (Who) (Why)

5 he asked me for a lift. (What)

6 I said good morning to him. (What)

7 I spoke in French. (What language)

8 I know a few words of French. (How much)

9 he replied in French. (What language)

10 the young man spoke at the end of the journey. (When) (Who)

Pattern drill

1

T : angry - prepare lunch for him

S1 : Why was he so angry?

S2 : I hadn't prepared lunch for him.

upset - give Mary his letter/message

annoyed - post his letters/the parcel

pleased - report him to the headmaster

surprised - repair his bicycle/radio

2

T : see the film properly - my glasses

S1 : Why couldn't you see the film properly?

S2 : I hadn't taken my glasses with me.

find his house/the church - a map

see the show/exhibition - any money

open the door/garage - a key

sign the letter/card - a pen

3

T : tidy the garage - done

S1 : Why didn't John tidy the garage yesterday?

S2 : Because he'd already done it.

listen to the play/opera - heard

try the new restaurant/hotel - tried

go to the film/exhibition - seen

look at these pictures/photos - seen

4

T : burn the letter

S1 : Did you really burn the letter?

S2 : It was a mistake. I realized it as soon as I'd burnt it.

ring the police

let out the dogs

tear up the notice

spend all your money

Tell the story

1 amusing experience - year

2 left - small village - south of France - drove

3 On the way - man waved - me

4 stopped - asked - lift

5 into - car - good morning - French

6 He - same language

7 few words - not - any French-next town

8 Neither - spoke - journey

9 nearly - town - suddenly ' -speak English? '

10 learnt - English himself

Topics for discussion

1 Have you ever asked for a lift, or given one? If so, describe the person you met.

2 Describe the various ways you are able to recognize a foreigner in your country.

3 Have you ever tried to talk to someone who didn't know your language? What happened?

Key to Summary writing

The writer gave a lift to a young man in the south of France last year. They greeted each other in French. Apart from a few words, the writer doesn't speak any French. They sat in silence. At the end of the journey the young man asked, ' Do you speak English? ' He was English himself.

(55 words)

Key structures : The past perfect

a The past perfect and the simple past are here used in patterns involving the conjunctions after, as soon as, when, etc.

b When two or more past events are described in the order in which they occurred, the past perfect tense is not usually necessary.

The children (1) broke the window and (2) ran away.

But if the first action is mentioned after the second, the past perfect will make this clear :

The children (2) ran away after (1) they had broken the window.

c The past perfect is sometimes used even when the correct

order of events is given :

When he had finished lunch, he asked for a glass of water.

This could equally well be expressed as :Where he finished lunch, he asked...

In such cases, the past perfect serves to emphasize the completion of the first action before the start of the second; it is frequently used in this way after as soon as and after.

Pattern drill

1 I hadn't prepared lunch for him. This refers to the time before he got angry.

2 I hadn't taken my glasses with me. i.e. I forgot to take my glasses (from the house) before I got to the cinema.

3 Because he'd already done it. i.e. at some time before yesterday. Note the use of already with the past perfect (Compare with the present perfect, KS 4 and 5).

4 I realized it as soon as I'd burnt it. First I burnt it (it = the letter) and then I realized it (it = burning the letter was a mistake).

Repetition drill

Chorus, group or individual repetition

To elicit affirmative statements involving the use of the simple past and the simple past perfect. Regular and irregular verbs.

T: Listen. Do not speak.

(1)

T: When did the children run away?

After they had broken the window.

S: The children ran away after they had broken the window.

(2)

T: When did he ask for a glass of water?

When he had finished lunch.

S: He asked for a glass of water when he had finished lunch.

(3)

T: When did they return to their hotel?

As soon as the sun had set.

S: They returned to their hotel as soon as the sun had set.

T: Now you do the same. Ready?

1 As in (1) above.

2 As in (2) above.

3 As in (3) above.

4

T: When did the plane take off?

When I had fastened my seat belt.

S : The plane took off when I had fastened my seat belt.

5

T : When did she take a taxi?

After it had begun to rain.

S : She took a taxi after it had begun to rain.

6

T : When did he arrive?

After all the guests had left.

S : He arrived after all the guests had left.

7

T : When did she go to the post office?

As soon as she had written the letter.

S : She went to the post office as soon as she had written the letter.

8

T : When did he turn on the stereo?

The moment I had left the room.

S : He turned on the stereo the moment I had left the room.

9

T : When did you understand the problem?

After he had explained it.

S : I understood the problem after he had explained it.

10

T : When did you buy this car?

After I had borrowed some money from the bank.

S : I bought this car after I had borrowed some money from the bank.

Key to KS Exercises

A

1 I drove on to the next town after I had left a small village.

2 I said good morning to him in French as soon as he had got into the car.

3 I had nearly reached the town, when the young man said, ' Do you speak English? '

C

1 After she had written the letter, she went to the post office.

2 After he had had dinner, he went to the cinema.

3 When I had fastened my seat belt, the plane took off.

4 We did not disturb him until he had finished work.

5 As soon as he had left the room, I turned on the radio.

6 He had been very ill before he died.

D

1 regretted

2 had begun/began

3 arrived

Key to SD Exercises

1 Except for

2 both of

3 Apart from

4 asked...ask for

5 neither of...asked

Key to Multiple choice questions

1 b 2 c 3 a 4 c

5 d 6 b 7 c 8 b

9 c 10 b 11 b 12 b

Key to Sentence structure

I do not know any French at all.

Lesson 15 Good news

Listening comprehension

1 Introduce the story

T: Today we'll listen to a story about a man who had to see his boss.

2 Understand the situation

T: What do you think is happening in the picture?

3 Listening objective

T: Listen to the story and see if you can answer this question :
What was the good news?

4 Play the tape or read the story

5 Answer the question

After the reading, ask the question again : What was the good news?

Train students not to shout out the answer. Instead, ask one student, then ask the others to agree or disagree with a show of hands.

Answer : That the writer would receive an extra thousand pounds a year.

6 Intensive reading

Play the tape or read the story again, pausing after every sentence to check the students understand. Obtain brief explanations to difficulties in the text from the students themselves. Only use Chinese if a confirmatory translation is necessary.

7 Play the tape or read the story again

The students listen only.

8 Repetition (Optional)

Play the tape or read the story again, pausing after every sentence, and ask the students to repeat (a) in chorus, (b) in small groups, and (c) individually.

9 Reading aloud

Ask one or two students to read the story aloud.

Comprehension questions

1 What did the secretary tell you? (That Mr. Harmsworth would see me.)

2 Where did you go? (To his office.)

3 How did you feel when you went in? (Very nervous.)

4 Where was Mr. Harmsworth sitting? (At his desk.)

5 What did he say about business? (That it was very bad.)

6 When did he tell you this? (After I had sat down.)

7 What did he tell you about the firm and salaries? (Business was bad, so the firm could not afford to pay large salaries.)

8 How many people had already left? (Twenty.)
9 Did you think it was your turn to lose your job? (Yes, I did.)

10 How did you speak to him? (In a weak voice.)

Asking questions : Ask me if ...

T : Ask me if Mr. Harmsworth is my employer.

S : Is Mr. Harmsworth your employer?

T : Who...?

S : Who is your employer?

1 Mr. Harmsworth is my employer. (Who)

2 his secretary told me that he would see me. (What) (Who)

3 I went into his office. (Where)

4 I felt very nervous. (How) (Why)

5 the firm couldn't afford to pay such large salaries. (What)
(Why)

6 twenty people had left. (How many)

7 I thought he would tell me to leave too. (What)

8 he told me not to interrupt. (What)

Pattern drill

1

T : The doctor's busy.

S1 : Why can't you see the doctor now?

S2 : His secretary says he's busy.

The boss is away/at lunch.

The manager's on holiday/isn't in.

The headmaster's ill/isn't free.

The dentist can't/ won't see anyone.

2

T : The doctor's busy.

S1 : Didn't the doctor see you?

S2 : No, his secretary said he was busy.

The bank manager's away/at a meeting.

Mr. Smith has gone home/on holiday.

Mr. Jones will see/call me later.

The minister can't/ won't see anyone.

3

T : Who broke that plate?

S1 : Mary says John broke it.

S2 : But I think MARY broke it.

paid the bill

washed the car

burnt the shirt

stained the carpet

4

T : There's been an accident.

S1 : What did he say? I didn't hear.

S2 : He said there'd been an accident.

a sale of old books

a fall in sales

a discussion on TV

a rise in wages

Tell the story

1 secretary-Mr. Harmsworth-see me

2 very nervous-went-office

3 didn't look-desk-I entered

4 sat down-said-business-bad

5 told-couldn't afford-salaries

6 Twenty-already left

7 knew-turn-come

8 ' Mr. Harmsworth ' -said-weak

9 ' -interrupt ' -said

10 smiled-told me- £1,000

Topics for discussion

1 Describe an interview you have had.

2 Have you ever felt nervous? What makes you nervous?

3 What would you do with an extra £1,000 a year?

Key to Summary writing

Mr. Harmsworth wanted to see me. I felt very nervous about this. I went into his office. He said that business was bad. The firm could not pay such large salaries. Twenty people had left already. He did not ask me to leave as well. He offered me an extra £1,000 a year.

(53 words)

Key structures : Indirect statements

a The verbs say and tell often introduce reported speech. Tell must always be followed by an indirect object.

The conjunction that is optional, and is nearly always omitted in spoken English. He tells me/ says (that) he's busy.

b Sequence of tenses : at this early level only the basic principles need be taught. These are :

i When the introductory verb is in the present, there is no tense change in the reported statement.

ii When the introductory verb is in the past, the following changes are necessary :

simple present becomes simple past; present perfect becomes past perfect; simple past becomes past perfect.

However, in spoken English the simple past is often left unchanged, provided this does not cause confusion about the

relative times of the actions (see KS 14 in this book).

Modals : shall/ will become would; can becomes could; may becomes might.

would, should, ought, might, could do not normally change.

must does not normally change unless the obligation is fulfilled by the time the speech is reported; in this case it becomes had to.

c Time references and pronoun changes must be made according to the statement :

(direct speech) Mr. Worth : I can see you tomorrow, Miss Casey.

(reported speech) Mr. Worth told Miss Casey (that) he could see her the next day.

Pattern drill

1 No change in tense in the statement because says is present tense. Note the elisions : doctor's ('s = is) and Mr. Green's ('s = has).

2 Said is in the past tense, so tenses in the statements must change.

3 Says/ think are present so no change in the tense of broke. In S2 response, I and Mary should be stressed for contrast.

4 Present perfect becomes past perfect after said. Note the elisions : There's been (= There has been) and There'd been (= There had been). These elided forms should always be used in spoken English.

Repetition drill

Chorus, group or individual repetition

To elicit negative and affirmative reported statements involving a tense change after said and told.

T : Listen. Do not speak.

(1)

T : I never work on Sundays.

What did he say?

S : He said he never worked on Sundays.

(2)

T : I broke that plate.

What did he tell you?

S : He told me he had broken that plate.

(3)

T : I didn't see Tom.

What did he say?

S : He said he hadn't seen Tom.

(4)

T : I can go there tomorrow.

What did he tell you?

S : He told me he could go there tomorrow.

T : Now you answer the questions in the same way. Ready?

1 As in (1) above.

2 As in (2) above.

3 As in (3) above.

4 As in (4) above.

5

T : Mr. Jones will see you now.

What did he say?

S : He said Mr. Jones would see you now.

6

T : Miss Brown isn't busy.

What did he tell you?

S : He told me Miss Brown wasn't busy.

7

T : I can't come tomorrow.

What did he say?

S : He said he couldn't come tomorrow.

8

T : I haven't heard from him.

What did he tell you?

S : He told me he hadn't heard from him.

9

T : I feel very nervous.

What did he say?

S : He said he felt very nervous.

10

T : Twenty people have already left.

What did he tell you?

S : He told me twenty people had already left.

Key to KS Exercises

A

1

a The secretary told me that Mr. Harmsworth would see me.

b ' Mr. Harmsworth will see you. '

2

a Mr. Harmsworth said that business was very bad.

b ' Business is very bad. '

3

a Mr. Harmsworth told me that the firm could not afford to pay such large salaries.

b ' The firm cannot afford to pay such large salaries. '

B

- 1 told ... would come/ would be coming
- 2 said ... (had) cut
- 3 told ... had never played
- 4 did he say ... had done/ would do
- 5 did he tell ... (had) bought/ would buy
- 6 said ... could not
- 7 said ... (had) worked
- 8 told ... wrote/ writes/ had never written
- 9 did you say ... were/ had been
- 10 said ... would wait

Key to SD Exercises

- 1 study
- 2 office
- 3 nervous
- 4 afford
- 5 irritable

Key to Multiple choice questions

- | | | | |
|-----|------|------|------|
| 1 d | 2 b | 3 c | 4 b |
| 5 c | 6 d | 7 a | 8 d |
| 9 c | 10 c | 11 c | 12 b |

Key to Sentence structure

The firm couldn't afford to pay such large salaries.

Lesson 16 A polite request

Listening comprehension

1 Introduce the story

T: Today we'll listen to a story about a man who parked his car in the wrong place.

2 Understand the situation

T: What do you think is happening in the picture?

3 Listening objective

T: Listen to the story and see if you can answer this question : What was the polite request?

4 Play the tape or read the story

5 Answer the question

After the reading, ask the question again : What was the polite request?

Train students not to shout out the answer. Instead, ask one student, then ask the others to agree or disagree with a show of hands.

Answer : To pay attention to the street signs.

6 Intensive reading

Play the tape or read the story again, pausing after every sentence to check the students understand.

Obtain brief explanations to difficulties in the text from the students themselves. Only use Chinese if a confirmatory translation is necessary.

7 Play the tape or read the story again

The students listen only.

8 Repetition (Optional)

Play the tape or read the story again, pausing after every sentence, and ask the students to repeat (a) in chorus, (b) in small groups, and (c) individually.

9 Reading aloud

Ask one or two students to read the story aloud.

Comprehension questions

1 What happens if you park your car in the wrong place? (A traffic policeman will soon find it.)

2 He usually gives you a parking ticket, doesn't he? (Yes, he does.)

3 Are you lucky if he lets you go without one? (Yes, you are.)

4 Do the traffic police always give parking tickets? (No, they don't.)

5 Traffic police are sometimes very polite, aren't they? (Yes, they are.)

6 Where were you spending a holiday? (In Sweden.)

7 What did you find on your car? (A note.)
8 Did it welcome you to the city? (Yes, it did.)
9 Were you in a 'No Parking' area? (Yes, I was.)
10 What did the note ask you to pay attention to? (To the street signs.)

Asking questions: Ask me if ...

T: Ask me if traffic police give parking tickets.

S: Do traffic police give parking tickets?

T: What ... do?

S: What do traffic police do?

1 traffic police give parking tickets. (What... do) (Who)

2 they will soon find your car, if you park in the wrong place.

(How quickly)

3 traffic police are sometimes very polite. (Who)

4 I went to Sweden for a holiday. (Where)

5 I found a note on my car. (What) (Where)

6 it said, 'Welcome to our city.' (What)

7 my car was in a 'No Parking' area. (Where) (What) (Whose)

8 you will enjoy your stay here. (What)

9 the note was only a reminder. (What)

10 I obeyed the request. (What ... do)

Pattern drill

1

T: miss the train-go by taxi

S1: You'll miss the train if you're not careful.

S2: If I do, I'll go by taxi.

break that vase/ mirror-buy a new one

catch a cold/ flu-stay in bed

fail your test/ exam--try again

lose your job/ position-find another

2

T: clean the car

S1: Shall I clean the car for you?

S2: You can clean it if you want to.

post these letters/parcels

pay the bill/rent

order the books/records

take you to the theatre/ cinema

3

T: sell it

S1: What'll you do if he doesn't sell it?

S2: I'm sure he WILL sell it, but if he doesn't, I'll sell it myself!

write the letter

buy those pictures
return the books
send the fax
repair the gate
help that woman
ring the police
paint the garage

4

T : speak to him-nervous

S1 : Don't speak to him if he's nervous.

S2 : Of course I shan't speak to him if he's nervous!

disturb him-working/ busy/ occupied

force him to come-unwell/ feeling ill

wake her up-sleeping/ resting/ asleep

delay them-preparing to leave/ packing

Tell the story

1 park-wrong place-policeman-find

2 lucky-lets you go-ticket

3 However-doesn't always

4 holiday-Sweden-note-my car

5 ' Sir-welcome-city '

6 ' No Parking ' area

7 enjoy-pay attention-signs

8 note-a reminder

9 a request like this-cannot fail-obey it

Topics for discussion

1 What will happen if you park a car in the wrong place in your city?

2 Is it useful to have a car in a city? Why/ Why not?

3 Do you think the Swedish traffic police are always so polite? Why/ Why not?

Key to Summary writing

Traffic police usually give you a ticket if you park your car in the wrong place. The writer found a polite note on his car during a holiday in Sweden. The traffic police wanted him to pay attention to their street signs.No one can fail to obey a polite request.

(50 words)

Key structures : Type 1 conditional statements

a

If + present tense, with future tense in the main clause. Note that shall/ will may NOT be used in the if-clause in : If it rains, we shall stay at home. This type of conditional sentence implies that the action in the if-clause will probably take place.

Other modals may be used in place of shall/ will in the main

clause :

If it rains, we can/ must/ may/ ought to stay at home.

b

i The main clause may contain an imperative, in which case the statement may apply to the present or the future, depending on the context.

ii Notice the last sentence in the text : ' If you receive..., you cannot fail ... '

When the present tense is used in both clauses, the statement is a general one :

If the condition is fulfilled, the action always takes place.

Compare the sentence in a above with : If it rains, we (always) stay at home.

Pattern drill

1 You'll miss ... /... I'll go by taxi. Note that 'll is used for both will and shall.

2 Shall I ...? An offer, meaning : Do you want me to ...? Notice the particle to at the end of S2 response.

3 What'll ... This contracted form /'watl/ should be practised in speaking.

Notice that in S2 : I'm sure he WILL sell it, 'will' keeps its full form because it is stressed (for emphasis after : ... if he doesn't sell it).

In I'll sell it myself, the stress is on my SELF (in contrast to he).

4 Practice with the negative imperative + condition. In S2, won't could be used instead of shan't.

Repetition drill

Chorus, group or individual repetition

To elicit type 1 conditional statements with if.

T : Listen. Do not speak.

(1)

T : What'll you do if he's out?

Call him tomorrow.

S : If he's out, I'll call him tomorrow.

(2)

T : What'll happen if he doesn't hurry?

He'll miss the train.

S : If he doesn't hurry, he'll miss the train.

(3)

T : What'll you do if he's working?

I shan't disturb him.

S : If he's working, I shan't disturb him.

T : Now you do the same. Ready?

1 As in (1) above.

2 As in (2) above.

3 As in (3) above.

4

T : What'll happen if she parks her car in the wrong place?

A traffic policeman'll soon find it.

S : If she parks her car in the wrong place, a traffic policeman'll soon find it.

5

T : What'll you do if he's playing football?

Wait for him.

S : If he's playing football, I'll wait for him.

6

T : What'll happen if he plays well?

He'll get into the team.

S : If he plays well, he'll get into the team.

7

T : What'll you do if he isn't at home?

Leave a message.

S : If he isn't at home, I'll leave a message.

8

T : What'll you do if you can't find your umbrella?

Buy another one.

S : If I can't find my umbrella, I'll buy another one.

9

T : What'll you do if it's raining outside?

Take a taxi.

S : If it's raining outside, I'll take a taxi.

10

T : What'll you do if you can't get an air ticket?

Go by boat.

S : If I can't get an air ticket, I'll go by boat.

Key to KS Exercises

A The word if has been used four times.

C 1 rains

2 will never pass

3 is

4 will get

5 enjoys

6 is

D ... if I listen to the radio... If I do something wrong, don't shout at me. If the house is untidy, don't blame me. If you want me to do something, don't forget to say ' please ' . If I am playing a nice game, don't send me to bed. If I ask for something ... If it is cold don't put the cat out ...

Key to SD Exercises

1 pay attention

2 remind

3 are knocking

4 look after

5 Remember me

Key to Multiple choice questions

1 a 2 a 3 d 4 a

5 b 6 a 7 d 8 a

9 d 10 d 11 d 12 a

Key to Sentence structure

If you park your car in the wrong place, a traffic policeman
will soon find it.

Lesson 17 Always young

Listening comprehension

1 Introduce the story

T: Today we'll listen to a story about Aunt Jennifer.

2 Understand the situation

T: What do you think is happening in the picture?

3 Listening objective

T: Listen to the story and see if you can answer this question:

Why doesn't Aunt Jennifer tell anyone how old she is?

4 Play the tape or read the story

5 Answer the question

After the reading, ask the question again: Why doesn't Aunt Jennifer tell anyone how old she is?

Train students not to shout out the answer. Instead, ask one student, then ask the others to agree or disagree with a show of hands.

Answer: Because she often appears on the stage as a young girl and she wants to continue to do so.

6 Intensive reading

Play the tape or read the story again, pausing after every sentence to check the students understand.

Obtain brief explanations to difficulties in the text from the students themselves. Only use Chinese if a confirmatory translation is necessary.

7 Play the tape or read the story again

The students listen only.

8 Repetition (Optional)

Play the tape or read the story again, pausing after every sentence, and ask the students to repeat (a) in chorus, (b) in small groups, and (c) individually.

9 Reading aloud

Ask one or two students to read the story aloud.

Comprehension questions

1 What's your aunt called? (Jennifer.)

2 What is she? (An actress.)

3 How old is she? (At least thirty-five.)

4 Does she often appear on the stage as a young girl? (Yes, she does.)

5 What will she have to do soon? (Take part in a new play.)

6 How old will she pretend to be? (Seventeen.)

7 What colour dress must she wear? (Bright red.)

8 What kind of stockings must she wear? (Long black stockings.)

9 Did she appear in a play last year? (Yes, she did.)
 10 She had to wear short socks, didn't she? (Yes, she did.)
 11 Do most women of thirty-five wear clothes like that? (No, they don't.)
 12 Do people ever ask how old she is? (Yes, they do.)
 Asking questions : Ask me if ...
 T : Ask me if my aunt Jennifer is an actress.
 S : Is your aunt Jennifer an actress?
 T : What ...?
 S : What is your aunt Jennifer?
 1 my aunt Jennifer is an actress. (What)
 2 she's over thirty years old. (How old)
 3 she often appears on the stage as a young girl. (What ... as) (Who)
 4 she will have to take part in a new play soon. (When) (What)
 5 she will be a girl of seventeen. (Who)
 6 she'll wear a bright red dress. (What)
 7 she'll appear in long black stockings. (What kind of) (What colour)
 8 she was in another play last year. (When)
 9 she had to wear short socks. (What)
 10 she had to wear a bright dress. (What else)
 11 it was orange. (What colour)
 Pattern drill
 1
 T : go-meet my husband
 S1 : Have you really got to go now?
 S2 : I'm afraid I've got to. I have to meet my husband.
 work-finish my essay/ study for an exam
 go to bed-get up/ leave early tomorrow
 leave-learn my part/ rehearse the play
 practise-sing in/ give a concert next week
 2
 T : go-meet my husband
 S1 : Must you go now?
 S2 : I'm afraid so. I have to meet my husband.
 work-finish my essay/ study for an exam
 go to bed-get up/ leave early tomorrow
 leave-learn my part/ rehearse the play
 practise-sing in/ give a concert next week
 3
 T : town
 S1 : I've got to go to town today.
 Do you think Mary will come with me?

S2 : I doubt it. She had to go to town yesterday.

the bank	hospital
the market	the office
the town hall	London
the library	the country
the doctor's	

4

T : fly-pick up a sick sailor

S1 : He must be mad to fly anywhere today!

S2 : He had no choice. He had to pick up a sick sailor.

climb-search for/ rescue a mountaineer

drive-meet his wife at the airportgo-attend/ speak at a meeting

walk-get some medicine/ post the letters

Tell the story

1 My aunt-actress

2 must-thirty-five-old

3 In spite of-appears-stage-girl

4 Jennifer-take part-new play soon

5 This time-girl-seventeen

6 In the play-appear-dress-sockings

7 Last year-play-short socks-coloured dress

8 If-how old-always answers

‘ Darling-terrible-grown up! ’

Topics for discussion

1 Who is your favourite actor/ actress? Why do you think he/ she is good?

2 Is it true that most women tell lies about their age? Why do they? What about men?

3 Do you think it's terrible to be grown up? Why/ Why not?

Key to Summary writing

My aunt Jennifer is an actress. She is over thirty years old. She often appears on the stage as a young girl. Jennifer will act the part of a girl of seventeen in a new play soon. She never tells anyone how old she really is. (46 words)

Key structures : Must and Have to

a

i Strictly, must implies obligation from the speaker's point of view :

I must leave now (I've stayed too long). You must help her (I think you must).

ii Have (got) to implies a necessity imposed by some outside influence :

I have to/ I've got to leave now (because my train leaves in five minutes).

Note that have got to is a colloquial form and the contraction is always used. In practice, must is often used instead of have (got) to, though the reverse is rare. In the negative, the two forms are NEVER interchangeable (see KS 41).

iii Must often remains unchanged in reported speech (see KS 15, note ii in this book).

Compare : He said he must/ would have to leave early (i.e. he hasn't left yet).

He said he had to leave early (i.e. He left before the report was made).

b

Must cannot express necessity in the past. It is replaced by had to. Shall/ will have to expresses necessity in the future.

c

Must + infinitive can express deduction (about the present) from known facts :

She has a son of twenty, so she must be over forty.

The light is still on, so he must still be awake/ reading.

Deduction about a past action is expressed by must + perfect infinitive :

' Which way did he go? ' -- ' Here are his footprints. He must have come this way. '

Pattern drill

1 Have you really got to go now? Note that we could also say : Do you have to go? The question form : Have you to go? is rare (and very formal).

I'm afraid I've got to. I have to The two forms are interchangeable, but note that there is no contraction in I have to ...

2 Must you go now? i.e. Can't you change your mind?

I'm afraid so (i.e. I'm afraid I must). I have to meet my husband. Have to indicates a previous arrangement which cannot be altered.

3 I doubt it (i.e. I doubt if she'll go with you). She had to go ... Had to for necessity in the past.

4 He must be mad to... today! i.e. The weather is so bad today that only a mad person would fly/ climb, etc.

Must is used for deduction.

He had to pick up a sick sailor. Had to indicates necessity in the past.

Repetition drill

Chorus, group or individual repetition

To elicit questions involving the use of have got to and have to.

T : Listen. Do not speak.

(1)

T : He's got to leave now.

S : Has he really got to leave now?

(2)

T : I have to find a new secretary.

S : Do you really have to find a new secretary?

(3)

T : I had to sell my car.

S : Did you really have to sell your car?

T : Now you ask questions in the same way. Ready?

1 As in (1) above.

2 As in (2) above.

3 As in (3) above.

4

T : She's got to buy a new dress.

S : Has she really got to buy a new dress?

5

T : He has to appear on the stage.

S : Does he really have to appear on the stage?

6

T : He had to see a doctor.

S : Did he really have to see a doctor?

7

T : They've got to pay large salaries.

S : Have they really got to pay large salaries?

8

T : I have to go to Sweden.

S : Do you really have to go to Sweden?

9

T : She's got to take part in a play.

S : Has she really got to take part in a play?

10

T : He had to take a taxi.

S : Did he really have to take a taxi?

Key to KS Exercises

A

She must be (1.1); Jennifer will have to take (1.3); she must appear (1.4); she had to wear (11.5-6); it must be terrible (11.7-8)

C

1 You must/ will have to see a doctor.

2 Must you/ Do you have to make so much noise?

3 She said we must/ had to/ would have to stay here.

4 I must/ have to have some help.

5 I've had to go out last night.

Key to SD Exercises

A

1 in the position of

2 because

3 At the time when

B

1 grow

2 suit

3 costume

4 dress

Key to Multiple choice questions

1 d 2 b 3 b 4 d

5 c 6 c 7 b 8 a

9 a 10 c 11 a 12 d

Lesson 18 He often does this!

Listening comprehension

1 Introduce the story

T: Today we'll listen to a story about a woman who couldn't find her handbag.

2 Understand the situation

T: What do you think is happening in the picture?

3 Listening objective

T: Listen to the story and see if you can answer this question : What had happened to the writer's bag?

4 Play the tape or read the story

5 Answer the question

After the reading, ask the question again : What had happened to the writer's bag?

Train students not to shout out the answer. Instead, ask one student, then ask the others to agree or disagree with a show of hands.

Answer : The landlord's dog had taken the bag into the garden.

6 Intensive reading

Play the tape or read the story again, pausing after every sentence to check the students understand.

Obtain brief explanations to difficulties in the text from the students themselves. Only use Chinese if a confirmatory translation is necessary.

7 Play the tape or read the story again

The students listen only.

8 Repetition (Optional)

Play the tape or read the story again, pausing after every sentence, and ask the students to repeat (a) in chorus, (b) in small groups, and (c) individually.

9 Reading aloud

Ask one or two students to read the story aloud.

Comprehension questions

- 1 Where had you had lunch? (At a village pub.)
- 2 What did you do afterwards? (I looked for my bag.)
- 3 Had you left it on a chair or on the table? (On a chair.)
- 4 Was it still there? (No, it wasn't.)
- 5 Who came in as you were looking for it? (The landlord did.)
- 6 What did he ask you? (' Did you have a good meal? ')
- 7 What did you reply? (' Yes, thank you. ')
- 8 Did you say you couldn't pay the bill? (Yes, I did.)
- 9 Why couldn't you? (I hadn't got my bag.)
- 10 The landlord smiled, didn't he? (Yes, he did.)

- 11 What did he do then? (He went out.)
 - 12 How soon did he return? (In a few minutes.)
 - 13 What did he give back to you? (My bag.)
 - 14 Who had taken your bag? (His dog had.)
- Asking questions : Ask me if ...
- T : Ask me if I had had lunch at a village pub.
- S : Had you had lunch at a village pub?
- T : Where ...?
- S : Where had you had lunch?
- 1 I'd had lunch at a village pub. (Where)
 - 2 I looked for my bag afterwards. (What)
 - 3 I'd left it on a chair. (Where) (What)
 - 4 the chair was beside the door. (Where)
 - 5 the bag had gone. (What) (Where)
 - 6 the landlord came in as I was looking for it. (Who)
 - 7 I'd had a good meal. (What kind of)
 - 8 I couldn't pay the bill. (What)
 - 9 I'd lost my bag. (What) (Where)
 - 10 the landlord smiled. (What ... do)
 - 11 he went out immediately. (What) (Who)
 - 12 he was away for a few minutes. (How long)
 - 13 he returned with my bag. (What) (Who)

Pattern drill

1

T : this shell

S1 : Oh, I like this shell!

S2 : You can have it if you want it. I've got lots more of them.

this spoon	this tie
these flowers	this card
this ashtray	these apples
these pencils	this photograph

2

T : the tickets

S1 : Have you got the tickets?

S2 : Good heavens, where are they? I had them a minute ago!

your handbag	the stamps
your biscuits	the letter
the bill	the matches
your pencil	the map

3

T : five cars-rich

S1 : That's Mr. Jones. He's the man who has five cars.

S2 : He must be very rich to have five cars.

twelve cats/ six dogs-fond of animals

two degrees/ four diplomas-clever
two houses/ a villa in France-wealthy
a big car/ a large house-important
4

T : a card from John

S1 : Have you had a card from John yet?

S2 : Yes, I had a card from him yesterday.

a meal with Jean	a lecture on Picasso
a lesson on Plato	the bill for the gas
letter from Tom	a message from Jane
a cable from Lucy	a present from Harry

Tell the story

- 1 lunch-village pub-looked-bag
- 2 left it-chair-door-not there
- 3 looking for-landlord came
- 4 ' Did you-good meal? ' -
- 5 ' Yes ' , - I answered, ' but-can't pay '
- 6 ' I haven't-bag '
- 7 smiled-immediately went -
- 8 few minutes-with my bag-gave it -
- 9 ' Sorry- ' he said. ' My dog-garden '
- 10 often does

Topics for discussion

- 1 Have you ever lost any money? If so, tell us what happened.
- 2 Describe the best meal you've ever had.
- 3 ' The dog is a man's best friend. ' Do you agree with this saying? Why/ Why not?

Key to Summary writing

The writer had lunch at a village pub. She could not find her bag after her meal. She could not pay the bill. The landlord soon found it for her. His dog had taken it into the garden.

(38 words)

Key structures : Have (possession/ ordinary verb)

a Have is an auxiliary verb used in forming the present perfect and past perfect tenses (KS 4, 14).

b When it is not an auxiliary verb, have can show possession :
He has/ He's got a new house. (Note the contracted form with have got.)

Have got is used more commonly than have on its own in spoken British English (in formal writing have got should be avoided). In American English, do/ does are used with have to form questions and negatives and this usage is common in British English too :

Have you a pen? I haven't a pen. (rare)

Have you got a pen? I haven't got a pen. (common British usage)

Do you have a pen? I don't have a pen. (common Am/ Br usage)

c Have can be used in place of another verb to mean take, experience, receive, eat, etc.

I had a bath (= took); I had a good holiday (= experience).

Note that have is commonly used in the sense of 'take' when offering something: Have a cigarette/ cup of tea/ slice of cake, etc. A more polite form would be: Would you like to have ...?

Pattern drill

1 You can have it if you want it. i.e. you can take and keep it.

2 Have you got the tickets? -I had them a minute ago. Have you got in questions contrasted with had (possession).

3 He's the man who has five cars. Simple possession. Note also must (deduction, KS 17).

4 Have you had a card from John yet? Have is used simultaneously as an auxiliary and as a main verb here (in the present perfect of have).

I have a card/ I had a meal : here, had means received/ ate.

Repetition drill

Chorus, group or individual repetition

To elicit statements involving the use and omission of got after have.

T: Listen. Do not speak.

(1)

T: He had a drink before dinner.

S: Yes, he had a drink before dinner.

(2)

T: Mrs. Sullivan has a lot of money.

S: Yes, Mrs. Sullivan has got a lot of money.

(3)

T: We have had a long conversation.

S: Yes, we have had a long conversation.

(4)

T: Mother has a headache.

S: Yes, Mother has got a headache.

T: Now you agree with each statement in the same way. Ready?

1 As in (1) above.

2 As in (2) above.

3 As in (3) above.

4 As in (4) above.

5

T: They had a good time at the party.

S: Yes, they had a good time at the party.

6

T: This sock has a hole in it.

S: Yes, this sock has got a hole in it.

7

T: She has to be patient with him.

S: Yes, she has got to be patient with him.

8

T: He has a bath every day.

S: Yes, he has a bath every day.

9

T: This room has four windows.

S: Yes, this room has got four windows.

10

T: He had a letter from her yesterday.

S: Yes, he had a letter from her yesterday.

Key to KS Exercises

A

1 I looked for my bag after I had had lunch at a village pub.

2 I had left my bag on a chair beside the door.

3 The landlord asked me, 'Did you have a good meal?'

4 I answered, 'I can't pay the bill because I haven't got my bag.'

5 The dog had taken the bag into the garden.

C

Sentences 2, 3, 5, 7, 8, 10, 11.

Key to SD Exercises

A

1 back

2 away

3 in

4 in

B

1 Besides

2 beside

Key to Multiple choice questions

1 b

2 d

3 b

4 d

5 b

6 c

7 d

8 c

9 a

10 c

11 c

12 b

Key to Sentence structure

'Did you have a good meal?' he asked.

Lesson 19 Sold out

Listening comprehension

1 Introduce the story

T: Today we'll listen to a story about someone who is buying tickets for a play.

2 Understand the situation

T: What do you think is happening in the picture?

3 Listening objective

T: Listen to the story and see if you can answer this question :
When will the writer see the play?

4 Play the tape or read the story

5 Answer the question

After the reading, ask the question again : When will the writer see the play?

Train students not to shout out the answer. Instead, ask one student, then ask the others to agree or disagree with a show of hands.

Answer : Next Wednesday.

6 Intensive reading

Play the tape or read the story again, pausing after every sentence to check the students understand.

Obtain brief explanations to difficulties in the text from the students themselves. Only use Chinese if a confirmatory translation is necessary.

7 Play the tape or read the story again

The students listen only.

8 Repetition (Optional)

Play the tape or read the story again, pausing after every sentence, and ask the students to repeat (a) in chorus, (b) in small groups, and (c) individually.

9 Reading aloud

Ask one or two students to read the story aloud.

Comprehension questions

1 Were you at a theatre or a cinema? (At a theatre.)

2 Did you think the play was soon going to begin? (Yes, I did.)

3 Who was with you? (Susan was.)

4 She thought the play might have begun already, didn't she? (Yes, she did.)

5 What did you do? (I hurried to the ticket office.)

6 How many tickets did you ask for? (Two.)

7 Did the girl at the ticket office have any left? (No, she didn't.)

8 What did she say? (' We've sold out. ')

- 9 Was Susan disappointed? (Yes, she was.)
10 Who hurried to the ticket office just then? (A man did.)
11 What did he want to return? (Two tickets.)
12 Did the girl accept them? (Yes, she did.)

Asking questions : Ask me if ...

T : Ask me if Susan and I were at the theatre.

S : Were Susan and you at the theatre?

T : Where ...?

S : Where were you and Susan?

- 1 Susan and I were at the theatre. (Where)
2 we wanted to see a play. (What)
3 the play was going to begin at any moment. (When) (What)
4 I hurried to the ticket office. (Where)
5 I asked for two tickets. (How many)
6 the girl said she was sorry. (What)
7 Susan was disappointed. (Who) (Why)
8 a man hurried to the ticket office just then. (Who) (When)
9 he returned two tickets. (How many)
10 I went back to the ticket office. (Where)
11 I asked for those two tickets. (What)

Pattern drill

1

T : use your telephone

S1 : May I use your telephone please?

S2 : Of course you can.

borrow this book

boil some water

read your letter

take this newspaper

have some bread

look at your photos

close the windows

pick some flowers

2

T : use your telephone

S1 : I don't want to disturb you but might I use your telephone
for a moment?

S2 : Of course you may use it.

listen to your stereo/ new CD

use your typewriter/ sewing machine

borrow your pen/ ashtray/ matches

play your CD-player/ piano

3

T : he telephoned

S1 : Has he telephoned yet?

S2 : He may have telephoned. Why don't you ask John? He's been in all day.

she left a message

they mended the TV

she fed the dogs

the Smiths called

the doctor been

the laundry come

the post arrived

they read the meter

4

T : the police found my car

S1 : I've been away. Can you tell me if the police found my car last week?

S2 : They might have found it, but they haven't mentioned it.

John took/ failed/ passed his exam

the boss saw/ read/ liked my report

my wife spoke to/ rang/ met my secretary

Tell the story

1 ' play-begin-any moment ' -said

2 ' may have begun ' -Susan

3 hurried-ticket office- ' tickets? '

4 ' sorry-sold out, ' -girl

5 Just then-hurried-ticket office

6 ' return-tickets ' -asked. ' Certainly '

7 back-at once. ' Could-those two? '

8 ' Certainly ' - ' next Wednesday's-want them? '

9 ' might as well ' -sadly

Topics for discussion

1 Is it always easy to get seats for the theatre in your country? For what kind of performances is it safer to book your tickets in advance?

2 How do you like to spend your evenings?

3 If you're going on holiday, what do you have to book in advance?

Key to Summary writing

The play was going to begin at any moment. I asked for two tickets. There were none left. Susan and I were disappointed. Just then, a man hurried to the ticket office. He returned two tickets. They were for next Wednesday's performance. I bought them.

(44 words)

Key structures : Can and May

a Can/ could/ may/ might can be used to request permission.

Can is usual among friends and equals; could and may are both common 'polite' forms; might suggests hesitation, trying to be very polite (as to one's superior).

b May/ might + infinitive can express possibility or conjecture about the present or future.

May suggests a stronger possibility than might :

He may come tomorrow (it's quite likely that he will come).

He might come tomorrow (it's possible, but rather doubtful).

May/ might + perfect infinitive refer to a past event :

He may have telephoned last night (I don't know, but it's quite likely).

He might have telephoned last night (it's possible, but I doubt it).

c May/ might as well + infinitive can be used interchangeably to suggest that one course of action is as good (or bad) as another :

I may/ might as well come with you (as stay at home-it makes no difference).

Pattern drill

1 May is used in a polite request. Either can or may could be used in both the request and the reply, the only difference being that may is more polite.

2 Might is used in a slightly hesitant request (i.e. I'm afraid you will be angry if I disturb you). Note that might can never be used in a (short) reply to such a request.

3 He may have telephoned, i.e. it is quite likely that he did telephone.

4 As in 3, conjecture about the past, but with a feeling of doubt (i.e. if they had found your car, surely they would have mentioned it?).

Repetition drill

Chorus, group or individual repetition

To elicit statements involving the use of might and might have.

T: Listen. Do not speak.

(1)

T: Do you think he'll telephone tonight?

S: He might telephone, but I don't think he will.

(2)

T: Do you think she telephoned last night?

S: She might have telephoned, but I don't think she did.

(3)

T: Do you think they'll arrive tonight?

S: They might arrive, but I don't think they will.

T: Now you answer the questions in the same way. Ready?

1 As in (1) above.

2 As in (2) above.

3 As in (3) above.

4

T: Do you think she arrived last night?

S: She might have arrived, but I don't think she did.

5

T: Do you think he Left this morning?

S: He might have left, but I don't think he did.

6

T: Do you think he'll leave this morning?

S: He might leave, but I don't think he will.

7

T: Do you think they'll go to the party?

S: They might go, but I don't think they will.

8

T: Do you think he wrote to her?

S: He might have written, but I don't think he did.

9

T: Do you think she went to the party?

S: She might have gone, but I don't think she did.

10

T: Do you think he'll write to her?

S: He might write, but I don't think he will.

Key to KS Exercises

A may begin (1.1); may have begun (1.2); May I have (1.3);

Can I return (1.8); Could I have (1.11); I might as well have (1.13)

Key to SD Exercises

1 I have not seen ...

2 There aren't ...

3 He does not ... you are ...

4 She didn't tell ... she hadn't ...

5 I shan't stay ...

6 He won't do ... he's told

7 When will I ...

8 What have you ... You have broken ...

9 He is ... He has just come ...

10 I can't understand ... he has not ...

11 You must not believe ...

12 I was not ... You were not ...

13 That man has been ...

14 They had not seen ...

Key to Multiple choice questions

1 a 2 d 3 c 4 c

5 d	6 b	7 c	8 b
9 c	10 a	11 c	12 c

Key to Sentence structure

I might as well have them.

Lesson 20 One man in a boat

Listening comprehension

1 Introduce the story

T: Today we'll listen to a story about a man who goes fishing.

2 Understand the situation

T: What do you think is happening in the picture?

3 Listening objective

T: Listen to the story and see if you can answer this question:

Why is fishing the writer's favourite sport?

4 Play the tape or read the story

5 Answer the question

After the reading, ask the question again: Why is fishing the writer's favourite sport?

Train students not to shout out the answer. Instead, ask one student, then ask the others to agree or disagree with a show of hands.

Answer: Because he enjoys sitting in a boat and doing nothing at all.

6 Intensive reading

Play the tape or read the story again, pausing after every sentence to check the students understand.

Obtain brief explanations to difficulties in the text from the students themselves. Only use Chinese if a confirmatory translation is necessary.

7 Play the tape or read the story again

The students listen only.

8 Repetition (Optional)

Play the tape or read the story again, pausing after every sentence, and ask the students to repeat (a) in chorus, (b) in small groups, and (c) individually.

9 Reading aloud

Ask one or two students to read the story aloud.

Comprehension questions

1 What's your favourite sport? (Fishing.)

2 Does it worry you if you don't catch anything? (No, it doesn't.)

3 Do you often fish without catching anything? (Yes, I do.)

4 Are all fishermen unlucky? (No, they aren't.)

5 But some are, aren't they? (Yes, they are.)

6 What do they catch instead of fish? (Old boots and rubbish.)

7 Why do you think you are even less lucky than these fishermen? (I never catch anything.)

8 Where have you spent whole mornings? (On the river.)

- 9 What do you always go home with? (With an empty bag.)
- 10 What do your friends say you must do? (Give up fishing.)
- 11 What do they say about fishing? (It's a waste of time.)
- 12 What don't they realize? (One important thing.)
- 13 What are you really interested in? (Sitting in a boat and doing nothing at all.)

Asking questions : Ask me if ...

T : Ask me if fishing is my favourite sport.

S : Is fishing your favourite sport?

T : What ...?

S : What is your favourite sport?

1 fishing is my favourite sport. (What)

2 I fish for hours without catching anything. (How long)

3 some fishermen are unlucky. (Who) (Why)

4 they catch old boots. (What)

5 they catch rubbish too. (What else)

6 I am even less lucky. (Why)

7 I never catch anything. (What)

8 I spend whole mornings on the river. (How long) (Where)
(Who)

9 you must give up fishing. (What) (Why)

10 they don't realize one important thing. (What) (Who)

11 fishing is a waste of time. (What)

Pattern drill

1

T : keen on - walking

S1 : John's keen on walking.

S2 : Really? I'm keen on walking, too.

interested in - reading/acting/cooking

keen on - fishing/swimming/sailing

capable of - doing the job/working hard

tired of - staying here/doing nothing

2

T : smoke

S1 : Why don't you give up smoking?

S2 : Because smoking is fun.

read in bed

sleep on the floor

eat sweets

collect birds' eggs

watch TV

walk to school

learn English

write poetry

3

T : listen to him - get bored

S1 : Why don't you listen to him?

S2 : Because I can't listen to him without getting bored.

ride a bike - get tired/fall off
watch TV - get a headache/fall asleep
go by plane - feel sick/feel afraid
speak to him - be rude/get angry

4

T : got a job

S1 : Congratulate me! I've just got a job!

S2 : Congratulations on getting a job!

won the match	got into university
sold a picture	created a new record
passed my exams	written a book
won first prize	got a rise in salary

Tell the story

- 1 Fishing - favourite sport
- 2 often - hours - anything
- 3 some - unlucky
- 4 Instead - fish - boots - rubbish
- 5 I - less 11 only - sitting - nothing
- 6 never - even - boots
- 7 whole mornings - river - home - empty
- 8 'give up' - friends - 'waste '
- 9 don't realize - important thing
- 10 not - interested - fishing

Topics for discussion

- 1 What is your favourite pastime?
- 2 Do you think the writer is wasting his time? Why/Why not?
- 3 Do you think the writer would like to work as : a fisherman?

Would you? Why/Why not?

Key to Summary writing

Fishing is the writer's favourite sport. Some unlucky fishermen catch old boots and rubbish. The writer is not so lucky. He never catches anything. He is not really interested in fishing. Sitting in a boat and doing nothing at all is the only thing that interests him.

(47 words)

Key structures : The gerund after prepositions

a The gerund (verb-ing) may be used as a noun and can be the subject of a sentence when the action is considered in a general sense. The infinitive may also be used in this way, but it is usually preceded by it.

Compare : Driving fast is dangerous. To drive fast is dangerous (rare). It is dangerous to drive fast.

b When a verb follows immediately after a preposition, the gerund must be used :

He's keen on cycling. She's afraid of staying late in the shop.

Note that when to is part of an infinitive, it is not a preposition: I object to paying twice.

C

i Note the use of without, after, before + gerund in joining sentences: he left without paying.

ii Compare: I must apologize for interrupting you (at this moment).

I must apologize for having interrupted you (some time ago).

Compare also: After looking/having looked at his watch, he hurried away.

Here there is no difference between the two forms, since it is obvious that one action must have been completed before the other.

Now compare: He congratulated me on winning/having won the competition.

Here, on winning perhaps suggests more immediate congratulations.

iii On + gerund: On hearing the news, she fainted. = When she heard the news, she fainted.

Note that sentences beginning with on/after + gerund are more usual in written than in spoken English.

iv Note the position of not in: I apologize for not letting you know earlier.

Pattern drill

1 I'm keen on walking. Adjective + preposition + gerund.

2 Give up smoking: gerund after give up (SD 18).

3 ... without getting bored. The gerund after without.

4 Note the construction: congratulate someone on doing something.

The exclamation Congratulations! is often used by itself. In reported speech this would become: I congratulated him (on getting a job).

Repetition drill

Chorus, group or individual repetition

To elicit questions involving the use of the gerund after without.

T: Listen. Do not speak.

(1)

T: He went into the children's bedroom. He didn't make a noise.

S: Did he go into the children's bedroom without making a noise?

(2)

T: He listened to the speech. He didn't interrupt.

S: Did he listen to the speech without interrupting?

(3)

T: She arrived last night. She didn't let me know first.

S: Did she arrive last night without letting you know first?

T: Now you ask questions in the same way. Ready?

1 As in (1) above.

2 As in (2) above.

3 As in (3) above.

4

T: She sat at the table. She didn't speak to anyone.

S: Did she sit at the table without speaking to anyone?

5

T: He fished all day. He didn't catch anything.

S: Did he fish all day without catching anything?

6

T: She looked everywhere. She didn't find it.

S: Did she look everywhere without finding it?

7

T: He drove two hundred miles. He didn't stop.

S: Did he drive two hundred miles without stopping?

8

T: He left the restaurant. He didn't pay the bill.

S: Did he leave the restaurant without paying the bill?

9

T: She walked round the shop. She didn't buy anything.

S: Did she walk round the shop without buying anything?

10

T: He went to work. He didn't have anything for breakfast.

S: Did he go to work without having anything for breakfast?

Key to KS Exercises

A

Fishing (1.1); catching (11.1-2); catching (1.3); having spent (1.5); fishing (1.6); fishing ... sitting (1.8); doing (1.9)

C

1 He went out of the restaurant without paying the bill.

2 She bought a pair of boots instead of getting a pair of shoes.

3 She was afraid of spending the night alone.

4 After hearing/having heard the news, she fainted.

5 Think carefully before answering my question.

6 On seeing the plane coming towards me, I dashed for cover.

Key to SD Exercises

1 realized

2 It's ... understand ... its

3 exciting

4 interesting

5 exciting 6 interested

Key to Multiple choice questions

1 b 2 c 3 b 4 b

5 c 6 b 7 c 8 a

9 c 10 c 11 d 12 a

Key to Sentence structure

I often fish for hours without catching anything.

Lesson 21 Mad or not?

Listening comprehension

1 Introduce the story

T: Today we'll listen to a story about an airport.

2 Understand the situation

T: What do you think is happening in the picture?

3 Listening objective

T: Listen to the story and see if you can answer this question:

Why do people think the writer is mad?

4 Play the tape or read the story

5 Answer the question

After the reading, ask the question again: Why do people think the writer is mad?

Train students not to shout out the answer. Instead, ask one student, then ask the others to agree or disagree with a show of hands.

Answer: The writer has been offered a large sum of money to go away, but he refuses to move.

6 Intensive reading

Play the tape or read the story again, pausing after every sentence to check the students understand.

Obtain brief explanations to difficulties in the text from the students themselves. Only use Chinese if a confirmatory translation is necessary.

7 Play the tape or read the story again

The students listen only.

8 Repetition (optional)

Play the tape or read the story again, pausing after every sentence, and ask the students to repeat (a) in chorus, (b) in small groups, and (c) individually.

9 Reading aloud

Ask one or two students to read the story aloud.

Comprehension questions

1 What are aeroplanes doing to you? (Slowly driving me mad.)

2 Where do you live? (Near an airport.)

3 What can be heard night and day? (Passing planes.)

4 When was the airport built? (Years ago.)

5 Do you know why it wasn't used then? (No, I don't.)

6 When did it come into use? (Last year.)

7 How many people must have been driven away by the noise? (Over a hundred.)

8 Are you the only person left? (No, I am not.)

9 You're one of the few left, aren't you? (Yes, I am.)

10 What do you sometimes think? (This house will be knocked down by a passing plane.)

11 Why have you been offered a large sum of money? (To go away.)

12 Will you accept it? (No, I won't.)

Asking questions: Ask me if ...

T: Ask me if aeroplanes are slowly driving me mad.

S: Are aeroplanes slowly driving you mad?

T: What ...?

S: What is slowly driving you mad?

1 aeroplanes are slowly driving me mad. (What) (Why)

2 I live near an airport. (Where)

3 passing planes can be heard night and day. (What) (When)

4 the airport was built years ago. (When) (What)

5 it came into use last year. (When)

6 over a hundred people must have been driven away from their homes. (How many)

7 they've been driven away by the noise. (Why) (Who) (What)

8 there are only a few people left. (How many) (Why)

Pattern drill

1

T: paint the gate

S1: When will the gate be painted?

S2: I was told it would be painted tomorrow morning.

close the shops issue the stamps

mend the lock deliver the post

collect the books pay the workers

service the car inform the pupils

2

T: man - drive

S1: Can't that man drive?

S2: No, but he can be taught to drive.

boy - swim/play tennis/light a fire

girl - spell correctly/cook/dance

dog - open the door/catch a ball

your son - play the piano/fly a plane

3

T: settle - the strike soon

S1: The strike must be settled soon or there'll be trouble.

S2: Don't worry! It'll be settled soon.

correct - the fault/mistake immediately

take - my orders/instructions seriously

type - the letters/notice accurately

clean - the rooms/house thoroughly

4

T : picked - the apples

S1 : Has anyone picked the apples yet?

S2 : No, they still have to be picked.

typed/checked/signed - those letters

prepared/cooked/ordered - the meal

corrected/marked - these exercise books

washed/mended/ironed - his shirts

Tell the story

1 Aeroplanes - slowly - mad

2 live - airport - passing planes - heard - and day

3 airport - built - years ago - not used

4 Last year - came - use

5 hundred - driven away - homes - noise

6 I - one - few - left

7 think - house - knocked down - plane

8 offered - sum - go - determined - here

9 Everybody - mad - probably right

Topics for discussion

1 What kind of noises do you hear where you live?

2 Compare the noises heard in the country and in towns.

3 What problems do people face when they live near airports?

Key to Summary writing

The writer is slowly going mad. He lives near an airport. Passing planes can be heard night and day. Most of his neighbours have left their homes. He has been offered money to leave. He is determined to stay. Everyone says he must be mad. They are probably right.

(49 words)

Key structures : The passive (auxiliary/modal verbs)

a

i In passive sentences, the modals will, can, must, etc. are followed by BE + past participle (of the principal verb) :

Your watch will/can/must/should BE repaired.

I told you it could/would BE DONE.

Note also : This letter has to BE WRITTEN again.

ii In the present perfect tense, have/has is followed by BEEN + past participle :

My bag has BEEN STOLEN.

Note also must + perfect infinitive (in the active) to express deduction (KS 17c) becomes (in the passive) must + have BEEN + past participle :

My bag must have BEEN STOLEN.

b

By + agent should be included only when identification is necessary :

The thieves will be arrested (by that young policeman).

Pattern drill

1 Will (be painted) becomes would (be painted) in reported speech introduced by a past tense (KS 15). Note

that the introductory verb is also in the passive :

I was told (that) ...

2 He can be taught to drive. Can + be + past participle.

3 The strike must be settled. Passive after must expresses necessity.

It'll be settled soon. Note the contraction it'll /'Itl/ = it will.

4 Has anyone picked the apples yet? Present perfect, active.

No, they still have to be picked. Have to with the passive.

Compare : No, they haven't been picked yet - present perfect, passive.

Note the use of still (compare not yet in the negative statement).

Repetition drill

Chorus, group or individual repetition

To elicit statements involving the use of the passive (impersonal subjects only) with have to and auxiliary verbs.

T : Listen. Do not speak.

(1)

T : Tell me about the passing planes. Can you hear them night and day?

S : Yes, the passing planes can be heard night and day.

(2)

T : Tell me about your watch. Will they repair it?

S : Yes, my watch will be repaired.

(3)

T : Tell me about the new car. Must they test it?

S : Yes, the new car must be tested.

(4)

T : Tell me about the letter. Does he have to write it again?

S : Yes, the letter has to be written again.

T : Now you answer the questions in the same way. Ready?

1 As in (1) above.

2 As in (2) above.

3 As in (3) above.

4 As in (4) above.

5

12 c

Key to Sentence structure

The airport was built years ago, but for some reason it could not be used then.

Lesson 22 A glass envelope

Listening comprehension

1 Introduce the story

T: Today we'll listen to a story about a special letter.

2 Understand the situation

T: What do you think is happening in the picture?

3 Listening objective

T: Listen to the story and see if you can answer this question :

How did Jane receive a letter from a stranger?

4 Play the tape or read the story

5 Answer the question

After the reading, ask the question again : How did Jane receive a letter from a stranger?

Train students not to shout out the answer. Instead, ask one student, then ask the others to agree or disagree with a show of hands.

Answer : The stranger answered a message Jane had sent in a bottle ten months before.

6 Intensive reading

Play the tape or read the story again, pausing after every sentence to check the students understand.

Obtain brief explanations to difficulties in the text from the students themselves. Only use Chinese if a confirmatory translation is necessary.

7 Play the tape or read the story again

The students listen only.

8 Repetition (Optional)

Play the tape or read the story again, pausing after every sentence, and ask the students to repeat (a) in chorus, (b) in small groups, and (c) individually.

9 Reading aloud

Ask one or two students to read the story aloud.

Comprehension questions

1 What's your daughter called? (Jane.)

2 Does Jane live in Holland? (No, she doesn't.)

3 She lives in England, doesn't she? (Yes, she does.)

4 When were you travelling across the Channel? (Last year.)

5 Jane put a piece of paper into a bottle, didn't she? (Yes, she did.)

6 What had she written on it? (Her name and address.)

7 What did she do with it? (She threw it into the sea.)

8 When did she receive a letter from Holland? (Ten months later.)

9 Was it from a girl or a boy? (A girl.)
10 How old was she? (She was the same age as Jane.)
11 What do both girls do now? (They write to each other regularly.)

12 How do they send their letters? (By post.)

Asking questions : Ask me if ...

T : Ask me if my daughter is called Jane.

S : Is your daughter called Jane?

T : What ...?

S : What is your daughter called?

1 my daughter's called Jane. (What)

2 she had a surprise last year. (When)

3 she received a letter from Holland. (What) (Where ... from)

4 it was from a girl of her own age. (Who)

5 we were travelling across the Channel last year. (When)
(Where)

6 Jane put a note into a bottle. (Where)

7 she'd written her name and address on it. (What) (Who)

8 she threw it into the sea. (Where)

9 she forgot about it. (What)

10 she received a letter ten months later. (When)

Pattern drill

1

T : accuse him of - the theft

S1 : Someone must accuse him of the theft.

S2 : He's already been accused of it.

cure him of - his bad habits/lying

assure them of - our support/our help

warn him of - the danger/difficulties

convince him of - his mistake/the truth

2

T : demand help from this firm

S1 : Will he demand help from this firm?

S2 : He might. He's already demanded help from three firms.

escape from this prison/country

ask for help from our government/ministry

borrow from this bank/firm

receive money from that aunt/sister

3

T : sail - is interested

S1 : Does she sail?

S2 : Yes, she's interested in sailing.

teach/make plans - is experienced

pay the bills/pay the rent - shares

travel/read/enjoy herself - believes

shock people/work hard - delights

4

T : consult him on - buying a house

S1 : What did they consult him on?

S2 : I think they consulted him on buying a house.

economize on - taxis/cigarettes

live on - her salary/fruit

write on - the cost of living/noise

decide on - staying here/going home

Tell the story

1 daughter - never dreamed - letter - girl - age - Holland

2 Last year - travelling - Channel - piece of paper - name
- bottle

3 threw - bottle - sea

4 never thought - again - later - letter - Holland

5 Both - write - now

6 However - decided - post office

7 Letters - cost - travel faster

Topics for discussion

1 Imagine a situation when it might be necessary to send a message in a bottle.

2 Students in England often work for the post office during the Christmas holidays. What sorts of jobs do students in your country do during their vacations?

Key to Summary writing

Jane crossed the Channel last year. She threw a bottle into the sea. It contained a piece of paper with her name and address on it. Ten months later, she received a letter from a girl in Holland. They write to each other regularly now. They send their letters by post.

(51 words)

Key structures : Verbs followed by prepositions : Of, From, In and On

A selection of verbs commonly followed by the prepositions of, from, in and on is given. It must be stressed that these are NOT necessarily the ONLY prepositions which may follow these verbs.

Also, the preposition may determine the kind of object which follows, or it may express a different meaning from that of another preposition used after the same verb. Consider the following :

He complained OF a headache. (To complain of an ache, a pain, etc.)

He complained ABOUT the food. (To complain about someone or something that is wrong or not to one's liking, etc.)

He complained TO the manager. (To complain to someone; to speak to someone, complaining about something.)

Compare : He complained to the doctor of a headache.

He complained to the manager about the food/the waiter.

What do you think OF this poem? (i.e. What's your opinion of it?)

Someone must think OF a plan quickly. (i.e. invent, suggest a plan.)

Please think ABOUT it. (i.e. Please consider it.)

Pattern drill

1 Verbs commonly followed by of. Note the change from active (S1) to passive (S2).

2 Verbs commonly followed by from. Note the implication in S2 : You wouldn't expect him to (demand help), but he's done it three times already, so he might do so again.

3 Verbs commonly followed by in.

4 Verbs commonly followed by on. Note the position of the preposition at the end of the question (S1).

Repetition drill

Chorus, group or individual repetition

To elicit statements involving the use of verbs followed by of, from, in and on.

T : Listen. Do not speak.

(1)

T : The tip's included.

Look at the bill.

S : The tip's included in the bill.

(2)

T : My hands smell.

It's that soap.

S : My hands smell of soap.

(3)

T : Please concentrate.

Do your work.

S : Please concentrate on your work.

(4)

T : Jones was dismissed.

He left the firm.

S : Jones was dismissed from the firm.

T : Now you do the same. Ready?

1 As in (1) above.

2 As in (2) above.

3 As in (3) above.

4 As in (4) above.

5

T : She suffers terribly.

She gets colds.

S : She suffers terribly from colds.

6

T : He persisted.

He was asking questions.

S : He persisted in asking questions.

7

T : They experimented.

They used rats.

S : They experimented on rats.

8

T : They can't cure him.

He has a serious illness.

S : They can't cure him of his serious illness. 9 T : Beware.

Watch that dog.

S : Beware of that dog.

10

T : I can't prevent him.

He's coming.

S : I can't prevent him from coming.

Key to KS Exercises

1 from	9 from	17 from	25 in	33 on	41 on	49 of
2 on	10 in	18 of ...	on26 on	34 on	42 on	50 of
3 in	11 on ...	in19 on	27 on	35 in	43 of	51 on
4 on	12 of	20 of ...	of28 from	36 from	44 in	52 of
5 from	13 in	21 of	29 on	37 on	45 in	53 from
6 from	14 on	22 of from	30 in	38 on	46 in	54 in
7 of	15 of	23 of	31 from	39 in	47 from	
8 on	16 of	24 from	32 on	40 of	48 of	

Key to Multiple choice questions

1 d	2 b	3 d	4 d
5 b	6 d	7 a	8 c
9 d	10 a	11 b	12 b

Key to Sentence structure

Last year, we were travelling across the Channel and Jane put a piece of paper with her name and address on it into a bottle.

Lesson 23 A new house

Listening comprehension

1 Introduce the story

T: Today we'll listen to a story about someone's new house.

2 Understand the situation

T: What do you think is happening in the picture?

3 Listening objective

T: Listen to the story and see if you can answer this question :

Why is the new house special?

4 Play the tape or read the story

5 Answer the question

After the reading, ask the question again : Why is the new house special?

Train students not to shout out the answer. Instead, ask one student, then ask the others to agree or disagree with a show of hands.

Answer : Because it is the only modern house in the district.

6 Intensive reading

Play the tape or read the story again, pausing after every sentence to check the students understand.

Obtain brief explanations to difficulties in the text from the students themselves. Only use Chinese if a confirmatory translation is necessary.

7 Play the tape or read the story again

The students listen only.

8 Repetition (Optional)

Play the tape or read the story again, pausing after every sentence, and ask the students to repeat (a) in chorus, (b) in small groups, and (c) individually.

9 Reading aloud

Ask one or two students to read the story aloud.

Comprehension questions

1 You had a letter yesterday, didn't you? (Yes, I did.)

2 Who was it from? (My sister.)

3 Where does she live? (In Nigeria.)

4 Did she say she would come to England? (Yes, she did.)

5 When did she say she would come? (Next year.)

6 Will she get a surprise if she comes? (Yes, she will.)

7 You're living in a beautiful new house, aren't you? (Yes, I am.)

8 Is it in the town or the country? (In the country.)

9 When was it completed? (Five months ago.)

10 Had work on it begun before your sister left? (Yes, it had.)

11 What did you tell her in your letter? (That she could stay with us.)

12 Are the rooms large or small? (Large.)

13 What kind of garden is there? (A lovely garden.)

Asking Questions : Ask me if ...

T : Ask me if I had a letter from my sister yesterday.

S : Did you have a letter from your sister yesterday?

T : When ...?

S : When did you have a letter from your sister?

1 I had a letter from my sister yesterday. (When) (What)
(Who ... from)

2 she lives in Nigeria. (Where) (Who)

3 she said she'd come to England next year. (When) (Who)

4 she'll get a surprise if she comes. (Why)

5 we're now living in the country. (Where)

6 we've got a beautiful new house. (What kind of) (Who)

7 it was begun before my sister left. (When)

8 it was completed five months ago. (How long ago) (What)

9 I told my sister she could stay with us. (What)

Pattern drill

1

T : pay for lunch

S1 : Who'll be paying for lunch?

S2 : Don't worry! Mr. Bates will pay for it. He said he would.

teach our class see the manager

water the flowers pay the bill

buy the tickets look after Joe

repair the engine collect the money

2

T : pay him

S1 : Shall we pay him if he comes today?

S2 : Yes, we must pay him if he comes.

speak to him ask him to the party

tell him the news give him a meal

ring up Mary invite him to dinner

take him with us congratulate him

3

T : going out

S1 : Someone's going out. It must be John.

S2 : It can't be John. He promised me he wouldn't go out today.

having a bath watching television

cooking lunch washing the car

using the phone waiting outside

playing the piano making a noise

4

T : attend the lecture

S1 : Can you attend the lecture tonight?

S2 : I may as well attend it. I've nothing else to do tonight.

do the reports go to the meeting

give them a lesson accompany Mary

read the play put the shelf up

write him a letter study the plans

Tell the story

1 letter - sister - Nigeria

2 said - to England - year

3 If - comes - a surprise

4 We - new house - country

5 work - before - sister left

6 house - completed - ago

7 my letter - told her - could stay

8 house - large rooms - lovely garden

9 very modern - strange - some people

10 must be - modern house - district

Topics for discussion

1 What do you do to welcome a visitor to your home?

2 Would you rather live in an old house or a modern house?

Why?

3 Imagine you are coming home after living abroad for some time. What would you want to do?

Key to Summary writing

My sister will come to England next year. She will get a surprise if she comes. We have a new house in the country. I have invited my sister to stay with us. It is a very modern house. It has got many large rooms and a lovely garden.

(49 words)

Key structures : Review of tenses, modal and auxiliary verbs

The following are revised :

The simple future (KS 12) and the continuous future (KS 13).

The simple past and the past perfect. (KS 14)

Indirect statements after say and tell. (KS 15)

Type 1 conditionals with if. (KS 16)

Must, have to, have got to. (KS 17)

Have showing possession and other uses of have. (KS 18)

Can and may. (KS 19)

The passive with modals. (KS 21)

Pattern drill

1 Note that the simple future (Mr. Bates will pay) is stronger

here than the continuous future (Who'll be paying?) It is equivalent to a promise.

He said he would (pay) : will becomes would in the reported speech.

2 Shall we pay him if he comes today? If + simple present in a Type 1 condition.

Yes, we must pay him ... or Yes, we'll have to pay him ...

3 Someone's going out. It must be John. Must is used for deduction. Note the use of it when the identity of the subject of be is not known. e. g. Someone's knocking. Who is it? I don't know who it is. It must be John.

It can't be John. Note that can't (be) is used when the known facts lead to a negative conclusion (deduction).

Mustn't can NEVER be used here.

He promised me he wouldn't go out today. Wouldn't is used in the indirect speech after a past tense.

(Direct speech : ' I won't go out, ' he said.)

4 Can you attend ...? Can you = Are you able/free to ...?. (See KS 43)

I may as well attend it. May (or might) as well + infinitive (KS 19).

Repetition drill

Chorus, group or individual repetition

To revise some of the tenses practised so far. This drill is based entirely on Text No. 23. The students must study this text again carefully before attempting the drill.

T : The questions in this drill are about passage number 23. Listen. Do not speak.

(1)

T : Where does your sister live?

S : She lives in Nigeria.

(2)

T : What did she say in her letter?

S : She said she would come to England next year.

(3)

T : What will happen if she comes?

S : If she comes she will get a big surprise.

T : Now you give complete answers to these questions on the passage. Ready?

1 As in (1) above.

2 As in (2) above.

3 As in (3) above.

4

T : Where are you living now?

S : We are now living in a beautiful new house in the country.

5

T : When had work begun on it?

S : Work had begun on it before my sister left.

6

T : What happened five months ago?

S : The house was completed five months ago.

7

T : What did you tell her in your letter?

S : In my letter I told her that she could stay with us.

8

T : What about the rooms?

S : The house has many large rooms.

9

T : How does it look to some people?

S : It looks strange to some people.

10

T : How does it compare with other houses in the district?

S : It must be the only modern house in the district.

Key to KS Exercises

C

1 wrote

2 had finished

3 breaks

4 shall/will go

D

1 told ... would

2 told ... had lost

3 said ... did not like

Key to SD Exercises

1 It 2 There 3 There 4 there

5 It 6 It 7 There 8 it

9 there 10 it

Key to Multiple choice questions

1 a 2 a 3 a 4 c

5 c 6 a 7 d 8 d

9 b 10 b 11 a 12 d.

Key to Sentence structure

I told her that she could stay with us.

Lesson 24 It could be worse

Listening comprehension

1 Introduce the story

T: Today we'll listen to a story about a man who lost £50.

2 Understand the situation

T: What do you think is happening in the picture?

3 Listening objective

T: Listen to the story and see if you can answer this question:

Had the writer's money been stolen?

4 Play the tape or read the story

5 Answer the question

After the reading, ask the question again: Had the writer's money been stolen?

Train students not to shout out the answer. Instead, ask one student, then ask the others to agree or disagree with a show of hands.

Answer: No, he had dropped it outside his room.

6 Intensive reading

Play the tape or read the story again, pausing after every sentence to check the students understand.

Obtain brief explanations to difficulties in the text from the students themselves. Only use Chinese if a confirmatory translation is necessary.

7 Play the tape or read the story again

The students listen only.

8 Repetition (Optional)

Play the tape or read the story again, pausing after every sentence, and ask the students to repeat (a) in chorus, (b) in small groups, and (c) individually.

9 Reading aloud

Ask one or two students to read the story aloud.

Comprehension questions

1 Whose office did you enter? (The hotel manager's.)

2 Why did you feel upset? (I had lost fifty pounds.)

3 Where had you left the money? (In my room.)

4 Was it still there? (No, it wasn't.)

5 Who was sympathetic? (The manager was.)

6 Could he do anything to help you? (No, he couldn't.)

7 What did he say to you? (' Everyone's losing money these days. ')

8 What did he start to complain about? (This wicked world.)

9 What was he interrupted by? (A knock at the door.)

10 Who was it? (A girl.)

- 11 What had she got in her hand? (An envelope.)
- 12 Where did she put it? (On the manager's desk.)
- 13 What did it contain? (Fifty pounds.)
- 14 Where had she found it? (Outside my room.)

Asking questions : Ask me if ...

T : Ask me if I entered the hotel manager's office.

S : Did you enter the hotel manager's office?

T : Whose ...?

S : Whose office did you enter?

1 I entered the hotel manager's office. (Whose) (Who) (Why)

2 I sat down. (What ... do) (Who)

3 I'd just lost £50. (What) (How much)

4 felt very upset. (Why)

5 I'd left the money in my room. (Where)

6 the manager was sympathetic. (Who)

7 he could do nothing. (What)

8 everyone was losing money. (What)

9 he started to complain about this wicked world. (What) (Why)

10 he was interrupted by a knock at the door. (What)

11 a girl came in. (Who)

Pattern drill

1

T : take tea

S1 : Except for me, does everyone take tea?

S2 : Yes, everyone takes it except you.

play golf want whisky

eat apples have glasses

like ice cream drink milk

speak French appreciate music

2

T : put away - your books

S1 : I asked you to put away your books.

S2 : I've already put them away.

give away - your stamps/toys/tools

send away - those workmen/children

pull down - that building/wall/house

throw away - that rubbish/old coat

3

T : frightening experience

S1 : Was it a frightening experience?

S2 : Yes, it was. We all got very frightened.

interesting - lecture/talk/meeting

exciting - match/fight/race/game

tiring - journey/walk/holiday/drive

boring - lesson/play/programme

4

T : at the door - a knock

S1 : There isn't anyone at the door.

S2 : But I heard a knock!

S1 : Nonsense! There's no one there!

in the garden/in the garage - a voice

outside/by the gate - footsteps

upstairs/in the bedroom - a noise

in trouble/in pain - a scream

Tell the story

1 entered - office - sat down

2 just - £50 - very upset

3 left - my room - not there now

4 manager - sympathetic - nothing

5 'Everyone - money' - said

6 complain - world - interrupted - knock

7 girl - envelope - desk

8 It - £50

9 'found - outside - room,' - said

10 I - manager 'still honesty - world!'

Topics for discussion

1 What sort of complaints do you think a hotel manager has to deal with?

2 When you travel, how do you look after your money?

3 Do you think the world is 'wicked'? Why/Why not?

Key to Summary writing

I had just lost £50. I felt very upset. I told the manager about it. He could not do anything. He began to complain about this wicked world. Just then a girl came in with the money. She had found it outside my room. There is still some honesty in this world.

(52 words)

Special difficulties : Review

Some Special difficulties are revised, References are provided in the exercises.

Pattern Drill

1 Except for me, does everyone take tea? - Yes, everyone takes it except you.

Except is usually followed by for at the beginning of a sentence. (SD 14b)

2 I asked you to ... (SD 11)

put away your books or put your books away.

put them away - no alternative order is possible. (SD 7)

3 Was it a frightening experience? i. e. Did it frighten you?

We all got very frightened. i. e. We became/were frightened.
(SD 20)

4 There isn't anyone/There's no one! The two negative forms are interchangeable, but no one is often more emphatic than not anyone. (SD 9)

Repetition drill

Chorus, group or individual repetition

To elicit statements involving the use of phrasal verbs : a pronoun object followed by a transposed particle. T : Listen. Do not speak.

(1)

T : Did he put on his hat?

S : Yes, he put it on.

(2)

T : Has she given away all her books?

S : Yes, she has given them all away.

(3)

T : Will he give up smoking?

S : Yes, he will give it up.

T : Now you answer the questions in the same way. Ready?

1 As in (1) above.

2 As in (2) above.

3 As in (3) above.

4

T : Did she make up her mind?

S : Yes, she made it up.

5

T : Did he run over the girl?

S : Yes, he ran her over.

6

T : Did they cut off the king's head?

S : Yes, they cut it off.

7

T : Will she throw away all those old newspapers?

S : Yes, she will throw them all away :

8

T : Has he given back the money?

S : Yes, he has given it back.

9

T : Have they given in their compositions?

S : Yes, they have given them in.

10

T : Will they cut down the trees?

S: Yes, they will cut them down.

Key to SD Exercises

A

- | | | | |
|------------|--------------|------------------|---------------|
| 1 received | 6 salary | 11 are | 16 beside |
| 2 on the | 7 lend | 12 pay attention | 17 It's ... |
| | | to | exciting |
| 3 On the | 8 asked for | 13 Remember | 18 understand |
| 4 believes | 9 Apart from | 14 suit | 19 home |
| 5 of | 10 an | 15 grow up | 20 There is |
| | irritable | | |

B

- 1 What a wonderful garden (this is)!
- 2 What a lot of trouble he is causing!
- 3 What a tall building (it is)!
- 4 What a clever girl you are!

C

- 1 He handed the prize to me.
- 2 The waiter brought the man a bottle of beer.
- 3 I've ordered you some soup.
- 4 Bring me that book please!
- 5 She promised the finder a reward.

D

- 1 I haven't any/have no money.
- 2 I didn't go anywhere/went nowhere in the holidays.
- 3 There wasn't anybody/was nobody present when the accident

happened.

E

- 1 It's George's.
- 2 It's that woman's.
- 3 I like Keats' poetry best.
- 4 They're the children's.
- 5 They're the soldiers'.

F

- | | |
|-------|--------|
| 1 off | 2 back |
| 3 up | 4 over |
| 5 on | 6 away |

G

- 1 I put my hat on.
- 2 I took my coat off.
- 3 He put the fire out.
- 4 They cut the king's head off.

Key to Multiple choice questions

- | | | | |
|-----|-----|-----|-----|
| 1 b | 2 a | 3 a | 4 c |
| 5 a | 6 a | 7 c | 8 c |

9 c 10 b 11 a 12 b

Key to Sentence structure

He started to complain about this wicked world but was interrupted by a knock at the door.

Key to Pre-unit Test 2

Key structures

A

a

- 1 I enjoyed the film yesterday.
- 2 My mother went to market.
- 3 (This morning) the children asked questions continuously in class (this morning).
- 4 (On Sundays) we stay at home (on Sundays).
- 5 (This morning) I borrowed a book from the library (this morning).

b

- 1 She rarely answers my letters.
- 2 The shops always close on Saturday afternoons.
- 3 We never work after six o'clock.
- 4 We sometimes spend our holidays abroad.
- 5 Do you ever buy CDs?

B

a

are playing ... play ... is kicking ... is running

b

died ... left ... spent ... bought ... went ... stayed ...
listened ... lent ... kept ... lost

C

I have just received ... He has been there ... he has already
visited ... He has just bought ... and has gone

d

- 1 What did you buy yesterday?
- 2 Up till now, he has never lent me anything.
- 3 Have you burnt those old papers yet?
- 4 He fought in Flanders in the First World War.
- 5 We have just won the match.

e

- 1 was leaving/left ... arrived
- 2 was working/worked ... was sitting/sat
- 3 was walking/walked ... met
- 4 was reading ... heard
- 5 dropped

f

I shall go to the theatre... Reg and I shall/will see the first
performance ... the producer will give a short speech. He will speak
to ... The play will be very successful and I think a great many
people will enjoy it very much.

g

- 1 shall be ironing
- 2 will be arriving
- 3 We'll be seeing-
- 4 shall be watching
- 5 will be correcting

h

1 After she had written the letter, she went to the post office.

- 2 After he had had dinner, he went to the cinema.
- 3 When I had fastened my seat belt, the plane took off.
- 4 We did not disturb him until he had finished work.
- 5 As soon as he had left the room, I turned on the radio.

i

The Taj Mahal was built in the seventeenth century ... A few years after he became/had become ruler, his wife ... died. The Taj Mahal was built in her honour. Experts were called in from many parts of the world ... The Taj Mahal, which was begun in 1632 and (was) completed in 1654, cost a fortune. Up to the present day, it has been visited by millions of people.

j

- 1 told ... would come/would be coming
- 2 said ... (had) cut
- 3 told ... had never played
- 4 did he say ... had done/would do
- 5 did he tell ... (had) bought/would buy

k

- | | | |
|-------------------|------------|----------|
| 1 rains | 3 is | 5 enjoys |
| 2 will never pass | 4 will get | |

l

Fishing ... catching ... catching ... having spent ... fishing ... fishing ... sitting ... doing

C

a

- 1 You must/will have to see a doctor.
- 2 Must you/Do you have to make so much noise?
- 3 She said we must/would have to/had to stay here.
- 4 I must/have to have some help.
- 5 He had to go out last night.

b

- 1 He must be a fool.
- 2 He must be mad.
- 3 She must be over forty.

c

- 1 Can/May I use your telephone?
- 2 He may telephone tomorrow.
- 3 Can/May I have two tickets please?
- 4 The play may have begun already.
- 5 Can/May I leave the table please?

D

a

some soap	a picture
some milk	some money
a woman	a window a bus
some sand	some rice
a/some newspaper	some water
a cloud a son	some coal
a secretary	some oil.

b

... to a house in Bridge Street. Yesterday a beggar ... for a meal and a glass of beer. In return for this, the beggar ... and sang (some) songs. I gave him a meal. He ate the food and drank the beer. Then he put a piece of cheese ... Later a neighbour ... His name is Percy Buttons ... in the street once a month ... asks for a meal and a glass of beer.

E

- 1 It is the most unusual film I have ever seen.
- 2 Mr. Jones is a better teacher than Mr. Brown.
- 3 This book is more interesting than that one.
- 4 She is the laziest pupil in the class.
- 5 The weather today is worse than it was yesterday.

F

- | | | | |
|------------|------|-------------|------|
| 1 in | 2 On | 3 during/in | 4 at |
| 5 on ...in | 6 in | 7 at ... in | |

G

- | | | |
|------|--------|------|
| 1 in | 2 from | 3 on |
| 4 of | 5 in | 6 of |

Special difficulties

a

- | | | |
|--------------|-----------|---------|
| 1 By the way | 5 Besides | 9 It is |
| 2 borrowed | 6 its | 10 home |
| 3 ask | 7 yet | |
| 4 grown | 8 desk | |

b

- | | | |
|----------------|-------|------|
| 1 at | 2 up | 3 on |
| 4 out ... back | 5 out | |

c

- 1 Who knocked this vase over?

3 Put your jacket on.

5 The thieves woke the night watchman up.

d

1 The officer ordered the men to fire at the enemy.

2 He wants his wife to wear this dress.

3 She wants us to explain it.

4 I cannot allow him to enter the room.

5 She taught her son to read.

e

1 She made me this dress.

2 I lent him my typewriter.

3 I showed George the letter.

4 Pass your mother that cup.

5 Johnny gave his sister the doll.

Lesson 25 Do the English speak English?

Listening comprehension

1 Introduce the story

T: Today we'll listen to a story about a man who went to London.

2 Understand the situation

T: What do you think is happening in the picture?

3 Listening objective

T: Listen to the story and see if you can answer this question:

Why does the writer not understand the porter?

4 Play the tape or read the story

5 Answer the question

After the reading, ask the question again: Why does the writer not understand the porter?

Train students not to shout out the answer. Instead, ask one student, then ask the others to agree or disagree with a show of hands.

Answer: Because the porter doesn't speak English like the writer's teacher.

6 Intensive reading

Play the tape or read the story again, pausing after every sentence to check the students understand.

Obtain brief explanations to difficulties in the text from the students themselves. Only use Chinese if a confirmatory translation is necessary.

7 Play the tape or read the story again.

The students listen only.

8 Repetition (Optional)

Play the tape or read the story again, pausing after every sentence, and ask the students to repeat (a) in chorus, (b) in small groups, and (c) individually.

9 Reading aloud

Ask one or two students to read the story aloud.

Comprehension questions

1 Did you arrive in London or Portsmouth? (London.)

2 What was the railway station like? (Big, black and dark.)

3 Did you know your way to your hotel? (No, I didn't.)

4 Did you ask a porter the way? (Yes, I did.)

5 What language did you speak to him in? (English.)

6 How did you speak? (Very carefully and clearly.)

7 Could the porter understand you? (No, he couldn't.)

8 Did you repeat your question? (Yes, I did.)

9 Did he answer you? (Yes, he did.)

10 Did he speak quickly at first? (Yes, he did.)

11 What did you tell him? (' I am a foreigner. ')

12 Why couldn't you understand him? (My teacher never spoke English like that.)

13 What did you and the porter do then? (We looked at each other and smiled.)

Asking questions : Ask me if ...

T : Ask me if it took me a long time to reach London.

S : Did it take you a long time to reach London?

T : How long ...?

S : How long did it take you to reach London?

1 it took me a long time to reach London. (How long)

2 I arrived by train. (How) (Who)

3 the railway station was big, black and dark. (What) (What like)

4 I spoke to a porter. (Who) (Why) (When)

5 I asked him the way to my hotel. (What)

6 I spoke very carefully. (How)

7 I repeated my questions several times. (How many times) (What)

8 he understood at last. (When)

9 he spoke to me very quickly. (How)

10 we looked at each other. (Who)

11 we smiled. (What ... do)

Pattern drill

1

T : look at

S1 : He's looking at her.

S2 : Yes, and she's looking at HIM.

They're looking at each other.

speaking to listening to learning from smiling at

watching teaching helping taking to

2

T : John plays tennis. I do too.

S1 : Both John and I play tennis.

S2 : Then you can play each other!

Bob understands English. I do too.

Sue teaches maths. You do too.

Mary paints portraits. Jane does too.

Jill criticizes people. I do too.

3

T : eat the biscuit

S1 : Either you or I can eat the biscuit.

S2 : Yes, we can't both eat it.

eat the apple/cake

buy the last loaf/cake
use the ticket for the film/concert
win the race/first prize

4

T : go to the film

S1 : Did either of them go to the film?

S2 : No, neither of them went to it.

see the play write him a letter

have lunch water the garden

read the book weep the room

meet the president pass the exam

Tell the story

1 arrived-London- at last

2 didn't know - asked - porter

3 not only - carefully -clearly

4 porter couldn't - and so - repeated

5 answered - but - neither - nor

6 told him - I - foreigner

7 Then - slowly - not understand

8 teacher never - like that

9 soon learn - porter said

10 English - each other - but I

Topics for discussion

1 A foreigner asks you the way from the station to your school.

Explain it to him.

2 Have you ever been abroad/away from home? Describe some of your difficulties.

3 ' In England each man speaks a different language. ' What does this mean? Talk about the different ' languages ' in your country.

Key to Summary writing

I arrived at a railway station in London and asked a porter the way to my hotel, but he could not understand me. He understood me at last, but I could not understand his answer. My teacher never spoke English like that. The porter said that I would soon learn English. Each man speaks a different language in England. They understand each other, but I do not understand them.

(69 words)

Key structures : Word order in compound statements

a The usual word order in simple statements is

(T)/S/V/O/M/P/(T). (KS 1 b, c)

b Compound statements may be formed by joining simple statements together with coordinating conjunctions.

i Note that when the two parts of a compound statement are

joined by and or but and share a common subject, it is not always necessary to repeat the subject (or the subject + modal/auxiliary) :

He finished lunch and (he) went into the garden.

You must wash the dishes and (you must) sweep the floor.

ii The coordinating conjunctions both ... and, either ... or and neither ... nor may be used to join two subjects, two objects or two verbs :

He teaches English and I teach English. = Both he and I teach English.

He plays soccer, or perhaps he plays rugby. = He plays either soccer or rugby.

He cannot read and he cannot write. = He can neither read nor write.

Note that this use of neither ... nor is not common in spoken English, compare : He can't read or write.

iii Not only ... but ... as well/also may be used in place of both ... and when special emphasis is required :

You must not only wash the dishes but sweep the floor as well/but also sweep the floor.

Note again that this is used in writing rather than in speech. Compare : You must wash the dishes and sweep the floor too.

Pattern drill

1 They're looking at each other. Practice in the use of They... each other.

2 Both John and I play tennis. Both ... and used to link two subjects.

Then you can play each other! Each other after you/they/we.

3 Either you or I can eat the biscuit. Either ... or used to link two subjects.

We can't both eat it. Note the position of both between the modal and the verb.

NEVER ' We both can't eat it. '

4 Did either of them go to the film?-No, neither of them went to it. Note the use of either of in questions and neither of in negative statements with reference to two. All of/none of are used when referring to more than two.

Repetition drill

Chorus, group or individual repetition

To elicit compound statements involving the use of both... and and neither ... nor.

T : Listen. Do not speak.

(1)

T : He teaches English.

He teaches French, too.

S : He teaches both English and French.

(2)

T : He didn't speak slowly.

He didn't speak clearly, either.

S : He spoke neither slowly nor clearly.

(3)

T : I was in England.

I was in England, too.

S : Both he and I were in England.

(4)

T : He can't read.

He can't write, either.

S : He can neither read nor write.

T : Now you do the same. Ready?

1 As in (1) above.

2 As in (2) above .

3 As in (3) above.

4 As in (4) above

5

T : He doesn't speak English.

He doesn't speak French, either.

S : He speaks neither English nor French.

6

T : I went on holiday.

I went on holiday, too.

S : Both he and I went on holiday.

7

T : Mary didn't go to London.

John didn't go to London, either.

S : Neither Mary nor John went to London.

8

T : Mary went shopping.

I went shopping, too.

S : Both Mary and I went shopping.

9

T : He can't find his pen.

He can't find his pencil, either.

S : He can find neither his pen nor his pencil.

10

T : The door was locked.

The window was locked, too.

S : Both the door and the window were locked.

Key to KS Exercises

A

and (1.1); so (1.2); not only ... but ... as well (1.2-3); and (1.5); but (1.7); neither ... nor (1.6); but (1.7); and (1.8); and (1.8); and (1.9); but (1.10)

C

1 I knocked at the door but he did not open it.

2 Both he and I went on holiday.

3 He must be either mad or very wise.

Key to Composition

1 Both my sister and I went shopping.

2 We not only got very tired but very hungry as well.

3 It was three o'clock and we could not get lunch so we had a cup of tea.

Key to Multiple choice questions

1 c 2 b 3 b 4 a

5 b 6 c 7 d 8 b

9 a 10 a 11 d 12 a

Key to Sentence structure

I did not know the way to my hotel, so I asked a porter.

Lesson 26 The best art critics

Listening comprehension

1 Introduce the story

T: Today we'll listen to a story about an art student.

2 Understand the situation

T: What do you think is happening in the picture?

3 Listening objective

T: Listen to the story and see if you can answer this question :
Who is the student's best critic?

4 Play the tape or read the story

5 Answer the question

After the reading, ask the question again : Who is the student's best critic?

Train students not to shout out the answer. Instead, ask one student, then ask the others to agree or disagree with a show of hands.

Answer : His seven-year-old sister.

6 Intensive reading

Play the tape or read the story again, pausing after every sentence to check the students understand.

Obtain brief explanations to difficulties in the text from the students themselves. Only use Chinese if a confirmatory translation is necessary.

7 Play the tape or read the story again

The students listen only.

8 Repetition (Optional)

Play the tape or read the story again, pausing after every sentence, and ask the students to repeat (a) in chorus, (b) in small groups, and (c) individually.

9 Reading aloud

Ask one or two students to read the story aloud.

Comprehension questions

1 What do you do? (I'm an art student.)

2 Do you paint many pictures? (Yes, I do.)

3 What do many people pretend to understand? (Modern art.)

4 What do they always tell you? (What a picture is 'about'.)

5 Are all pictures 'about' something? (No, they aren't.)

6 What are many pictures? (Just pretty patterns.)

7 Do you think young children appreciate modern pictures more than grown-ups do? (Yes, they do.)

8 Why do they? (They notice more.)

9 How old is your sister? (Seven.)

10 What does she always tell you? (Whether my pictures are

good or bad.)

11 When did she come into your room? (Yesterday.)

12 What were you doing? (Hanging a picture on the wall.)

Asking questions : Ask me if ...

T : Ask me if I'm an art student.

S : Are you an art student?

T : What... do?

S : What do you do?

1 I'm an art student. (What ... do)

2 I paint a lot of pictures. (What ... do) (How many) (Why)

3 many people understand modern art. (What) (Who) (How many)

4 they tell you what a picture is about. (What) (Who) (Why)

5 they're just pretty patterns. (What)

6 young children often appreciate modern art better than adults. (Who) (What)

7 they notice more. (What) (Who)

8 my sister is seven. (How old)

9 she came into my room yesterday. (When)

10 she looked at my new painting. (What)

Pattern drill

1

T : he's lying

S1 : I think he's lying.

S2 : I'm sure he is. He often lies.

he's going to town/going for a walk

she's doing her hair/trying to slim

they're watching TV/playing cards

he's taking her out/getting angry

2

T : drive a car - own it

S1 : He's driving a car! He must own it!

S2 : He's driving it - but he doesn't own it.

listen to that music/CD - like it

eat this food/fruit - like it

buy that book/newspaper - approve of it

read that poem/article - understand it

3

T : fish lay eggs

S1 : Do you believe that fish lay eggs?

S2 : Of course I do. Everyone knows that they do.

hot air rises milk contains fat

cats eat grass sugar makes us fat

4

T : forget her face - trying

S1 : I can't forget her face.

S2 : That's because you aren't really trying.

hear any music/voices - listening

remember his name/address - thinking

see any mistakes/anything wrong - looking

understand this poem/picture - trying

Tell the story

1 student - paint - pictures

2 people - pretend - modern art

3 many - not 'about' anything

4 children - appreciate - better

5 sister - seven - tells - good or not

6 room - yesterday

7 I - hanging - picture - wall

8 looked - critically - moment

9 asked me - upside down

10 I - again - she - right

Topics for discussion

1 How is your room at home decorated? What do you have on your walls?

2 Name some 'modern' painters. Explain why you like or dislike their work.

3 Do you think artists should try to 'please' other people? Why/Why not?

Key to Summary writing

The writer studies art and paints a lot of pictures. Many people do not really understand modern art. Paintings do not always have a meaning. They are sometimes pretty patterns. Young children not only appreciate modern paintings better than others but they notice more. The writer's young sister went into his room yesterday and examined his new picture. He had hung it upside down and she noticed this immediately.

(68 words)

Key to Composition

looked at ... but ... understand ... called ... neither ... nor

Key to Letter writing

The third address is correct (as a letter heading).

Key structures : The present, simple and continuous :

Stative verbs

a Refer back to KS 2.

b The simple present is used in general statements about what is always true :

The earth goes round the sun. Horses are animals.

c Verbs of perception such as : see, hear, etc., and stative

verbs (i.e. the activity they describe cannot be stopped or started at will) such as : like, know, etc., are not usually used in the continuous tenses, e.g. I hear (=understand) that you like classical music.

Compare : I am listening (a voluntary activity), but I can't/don't hear anything.

Note also that some of these verbs can be used in the continuous tense to convey a different, dynamic meaning :

Compare : I can see very well without glasses (see = verb of perception).

I'm seeing him tomorrow (=I'm going to meet him).

Pattern drill

1 I think (that) he's lying. Think here means 'believe' : stative verb.

I'm sure he is (lying). He often lies. The simple present (lies) is contrasted with the present continuous (is lying).

2 He's driving it, but he doesn't own it : contrast between dynamic verbs in the continuous present and stative verbs.

3 Fish lay eggs : the simple present shows what is always true. Note the use of the auxiliary do in S2 : I do/ they do/it does.

4 Verbs of perception and other stative verbs are contrasted with dynamic verbs expressing an effort to perceive (e.g. we can see without making any effort, but looking requires an effort).

Repetition drill

Chorus, group or individual repetition

To elicit affirmative statements distinguishing between the use of stative verbs in the simple present and dynamic verbs in the present continuous.

T : Listen. Do not speak.

(1)

T : I always remember her.

What, even at this moment?

S : Yes, I remember her even at this moment.

(2)

T : He always watches television.

What, even at this moment?

S : Yes, he's watching television even at this moment.

(3)

T : I always understand him.

What, even at this moment?

S : Yes, I understand him even at this moment.

(4)

T : She always wears her green dress.

What, even at this moment?

S : Yes, she's wearing it even at this moment.

T : Now you do the same. Ready?

1 As in (1) above.

2 As in (2) above.

3 As in (3) above.

4 As in (4) above.

5

T : He always plays football on Sundays.

What, even at this moment?

S : Yes, he's playing football even at this moment.

6

T : I always hear the train.

What, even at this moment?

S : Yes, I hear the train even at this moment.

7

T : I always forget his name.

What, even at this moment?

S : Yes, I forget his name even at this moment.

8

T : He always paints in the evenings.

What, even at this moment?

S : Yes, he's painting even at this moment.

9

T : I always know what you're going to say.

What, even at this moment?

S : Yes, I know what you're going to say even at this moment.

10

T : He always does his homework.

What even at this moment?

S : Yes, he's doing his homework even at this moment.

Key to KS Exercises

A These things always happen : I paint (1.1); people pretend that they understand (1.1-2); they ... tell (1.2);

We like (1.4); we like (1.5); I think (1.5); children ... appreciate (1.5-6); They notice (1.7); she... tells (1.7); Do you like (1.1 1) (Note : although the question Do you like it? (1.11) is asked at a particular moment, the meaning of like cannot be restricted to this moment.)

These things are happening now : What are you doing? (1.10); I'm hanging (1.11)

B believe ... are joking ... don't know ... know ... believe ... forget ... looked ... are you trying ... believe ... think ... do you live ... don't know

Key to SD Exercises

‘ Look! ’ she said, ‘ isn't that man drunk? ’

‘ I think we should cross the road, ’ answered her husband.

‘ It's too late now, ’ she replied.

‘ Eh, you two. Look where you're going, ’ called the drunk.

‘ Can't you walk in a straight line? ’

Key to Multiple choice questions

1 a	2 d	3 c	4 b
5 c	6 d	7 d	8 a
9 b	10 d	11 b	12 d

Key to Sentence structure

Please tell me whether my pictures are good or not.

Lesson 27 A wet night

Listening comprehension

1 Introduce the story

T: Today we'll listen to a story about some boys who went camping.

2 Understand the situation

T: What do you think is happening in the picture?

3 Listening objective

T: Listen to the story and see if you can answer this question :
What happened to the boys in the night?

4 Play the tape or read the story

5 Answer the question

After the reading, ask the question again : What happened to the boys in the night?

Train students not to shout out the answer. Instead, ask one student, then ask the others to agree or disagree with a show of hands.

Answer : It rained so heavily in the night that a stream formed right under the boys' tent.

6 Intensive reading

Play the tape or read the story again, pausing after every sentence to check the students understand.

Obtain brief explanations to difficulties in the text from the students themselves. Only use Chinese if a confirmatory translation is necessary.

7 Play the tape or read the story again

The students listen only.

8 Repetition (Optional)

Play the tape or read the story again, pausing after every sentence, and ask the students to repeat (a) in chorus, (b) in small groups, and (c) individually.

9 Reading aloud

Ask one or two students to read the story aloud.

Comprehension questions

1 When did the boys put up their tent? (Late in the afternoon.)

2 Where did they put it up? (In the middle of a field.)

3 What did they do next? (They cooked a meal.)

4 Did they all feel hungry? (Yes, they did.)

5 What smelled good? (The food did.)

6 What did they do after their meal? (They told stories and sang songs.)

7 When did it begin to rain? (Some time later.)

8 Why did the boys put out the fire? (Because they felt tired.)

9 Why did they all sleep soundly? (Because their sleeping bags were warm and comfortable.)

10 When did two of the boys wake up? (In the middle of the night.)

11 Why did they begin shouting? (Because the tent was full of water.)

12 What did all the boys do? (They leapt out of their sleeping bags and hurried outside.)

Asking questions : Ask me if ...

T : Ask me if they put up their tent late in the afternoon.

S : Did they put up their tent late in the afternoon?

T : When ...?

S : When did they put up their tent?

1 the boys put up their tent late in the afternoon. (When)
(What)

2 it was in the middle of a field. (Where)

3 they cooked a meal. (What)

4 they cooked it over an open fire. (How)

5 they told stories afterwards. (What ... do)

6 they sang songs too. (What else)

7 they sat round the campfire. (Where)

8 it began to rain later. (When)

9 the boys felt tired. (How)

10 they put out the fire. (Why)

11 they all slept soundly. (How) (Who)

12 two boys woke up. (Who) (Why) (When)

Pattern drill

1

T : meet Mr. Jones - at a party

S1 : Where did you meet Mr. Jones?

S2 : I met him at a party last week.

see Mrs. Jones/the dog - in the park

lose your money/watch - at the office

buy that magazine/ticket - at the station

leave the parcel/your bag - at the airport

2

T : meet Mrs. Jones - last night

S1 : When did you meet Mrs. Jones?

S2 : I met her last night.

paint the picture/house - last year

buy/wash that dress - yesterday

give the party/concert - in January

finish/write the essay - last week

3

T : laugh at jokes

S1 : He always laughs at jokes.

S2 : Oh, does he? He didn't laugh at my joke yesterday. attend
concerts enjoy meals buy pictures listen to advice

4

T : laugh at my joke

S1 : He didn't laugh at my joke just now.

S2 : Oh, didn't he? I thought he always laughed at jokes. welcome
the guest look at the picture remember her name accept my invitation

Tell the story

1 Late - boys - tent - field

2 done - cooked - open fire

3 After - stories - songs - fire

4 later - rain

5 tied - put out - crept - tent

6 sleeping bags - slept soundly

7 middle - woke - because - water

8 All - leapt out - outside

9 raining heavily - stream - field

10 wound its way across - under - tent

Topics for discussion

1 What must you take with you when you go on a camping
expedition?

2 Imagine you are sitting round a campfire with some friends.
Tell an entertaining story.

3 What are the advantages and disadvantages of a camping
holiday?

Key to Summary writing

The boys put up their tent in the middle of a field and cooked
a meal. After their meal they told stories and sang songs but it
began to rain so they crept into their tent. The boys woke up in
the middle of the night. The tent was full of water so they rushed
outside. A stream had formed in the field and flowed right under
their tent.

(69 words)

Key to Composition

so ... and ... knock ... hurts ... met

Key to Letter writing

21 Brook St.,

Woodside,

California,

U.S.A.

21st Feb., 19-

Key structures : The simple past

a For the main use of the simple past and its formation, see KS 3.

Remember that a time reference must be included or understood, e.g. (I met Mrs. Jones in the butcher's yesterday. We chatted a little and then) she paid the bill and left the shop.

b The following irregular verbs are used :

in the text :

begin began begun

creep crept crept

do did done

feel felt felt

find found found

leap leapt leapt

put put put

sing sang sung

sleep slept slept

wake woke woken

wind wound wound

in the drills :

buy bought bought

come came come

give gave given

go went gone

hang hung hung

leave left left

lose lost lost

meet met met

see saw seen

write wrote written

Pattern drill

1 I met him at a party. The simple past is practised with adverbials of place.

2 I met her last night. The simple past is practised with adverbials of time.

3 He always laughs at jokes.- Oh, does he? He didn't laugh at my joke. The simple past is contrasted with the simple present. Note that my is stressed (S2).

4 He didn't laugh at my joke just now. The simple past in negative statements.

Just now = a short time ago.

Oh, didn't he? (Showing surprise) I thought he always laughed ... : Note the tense (simple past) in the indirect statement after thought. The direct statement is : He always laughs ... (see Pattern drill 3)

Repetition drill

Chorus, group or individual repetition

To elicit affirmative statements involving the use of irregular verbs in the simple past.

T: Listen. Do not speak.

(1)

T: Did the boys put up their tent?

S: Yes, they put up their tent.

(2)

T: Did the food smell good?

S: Yes, it smelled good.

(3)

T: Did they sing songs?

S: Yes, they sang songs.

T: Now you answer the questions in the same way. Ready?

1 As in (1) above.

2 As in (2) above.

3 As in (3) above.

4

T: Did they tell stories?

S: Yes, they told stories.

5

T: Did it begin to rain?

S: Yes, it began to rain.

6

T: Did the boys feel tired?

S: Yes, they felt tired.

7

T: Did they creep into their tent?

S: Yes, they crept into their tent.

8

T: Did they sleep soundly?

S: Yes, they slept soundly.

9

T: Did they wake up in the middle of the night?

S: Yes, they woke up in the middle of the night.

10

T: Did they leap out of their sleeping bags?

S: Yes, they leapt out of their sleeping bags.

11

T: Did they find a stream had formed in the middle of the field?

S: Yes, they found a stream had formed in the middle of the field.

12

T: Did the stream wind its way across the field?

S: Yes, it wound its way across the field.

Key to KS Exercises

A put up (1.1); was done ... cooked (1.2); smelled (1.3); told ... sang (1.4); began (1.5); felt (1.5); put out ... crept (1.5-6); slept (1.7); woke up (1.8); began shouting (1.8); was (1.8); leapt out (1.9); hurried (1.9); found (1.10); wound (1.10); flowed (1.10)

Key to SD Exercises

1 put their toys away;

2 put you up;

3 put my shoes on;

4 put down;

5 putting out;

6 put up;

7 put off;

8 put up with

Key to Multiple choice questions

1 d 2 c 3 d 4 d

5 d 6 b 7 a 8 d

9 d 10 c 11 c 12 c

Key to Sentence structure

As soon as this was done, they cooked a meal over an open fire.

Lesson 28 No parking

Listening comprehension

1 Introduce the story

T: Today we'll listen to a story about a man who believes in ancient myths.

2 Understand the situation

T: What do you think is happening in the picture?

3 Listening objective

T: Listen to the story and see if you can answer this question :
What is Jasper White's problem?

4 Play the tape or read the story

5 Answer the question

After the reading, ask the question again : What is Jasper White's problem?

Train students not to shout out the answer. Instead, ask one student, then ask the others to agree or disagree with a show of hands.

Answer : People often park their cars outside his gate so that he can't get his car into his garage.

6 Intensive reading

Play the tape or read the story again, pausing after every sentence to check the students understand.

Obtain brief explanations to difficulties in the text from the students themselves. Only use Chinese if a confirmatory translation is necessary.

7 Play the tape or read the story again

The students listen only.

8 Repetition (Optional)

Play the tape or read the story again, pausing after every sentence, and ask the students to repeat (a) in chorus, (b) in small groups, and (c) individually.

9 Reading aloud

Ask one or two students to read the story aloud.

Comprehension questions

1 Are there many people who believe in ancient myths? (No, there aren't.)

2 Does Jasper White believe in them? (Yes, he does.)

3 What's he just bought? (A new house.)

4 Where is it? (In the city.)

5 Since when has he had trouble with cars and their owners? (Since he moved in.)

6 What does he always find when he comes home in the evenings? (That someone has parked a car outside

his gate.)

7 Is this why he's never been able to get his car into his garage? (Yes, it is.)

8 What's he put up outside his gate? (' No Parking ' signs.)

9 Have they had any effect or not? (No, they haven't.)

10 Where has he put a stone head? (Over the gate.)

11 What's it like? (Very ugly.)

Asking questions : Ask me if ...

T : Ask me if Jasper White believes in ancient myths.

S : Does Jasper White believes in ancient myths?

T : What ...?

S : What does Jasper White believe in?

1 Jasper White believes in ancient myths. (What) (What kind) (Who)

2 he's just bought a new house. (What)

3 it's in the city. (Where) (What)

4 he's had trouble since he moved in. (What) (What kind) (Why)

5 he's had trouble with cars and their owners. (Who)

6 they park outside his gate. (Where)

7 this happens every night. (How often)

8 he's put up ' No Parking ' signs. (What)

9 they're outside his gate. (Where)

10 he's put an ugly stone head over the gate. (What kind) (Where) (Why)

11 I asked him what it was. (What)

Pattern drill

1

T : ugly man - seen

S1 : He's an ugly man, isn't he?

S2 : Yes, he's one of the ugliest men I've ever seen.

pretty girl - met dull book - read

bad photo - taken nice boy - known

smart coat - worn nice prize - won

fast car - driven good meal - had

2

T : an ugly man - seen

S1 : What an ugly man!

S2 : Yes, I've never seen such an ugly man before!

a silly story - read a good film - seen

a high note - sung noisy people - met

a bad meal - eaten bad luck - had

fresh milk - drunk lovely music - heard

3

T : known him - since childhood

S1 : How long have you known him?

S2 : I've known him since childhood.

owned a car/bicycle - for six months

worked here/at the library - for a week

studied the violin/piano - for two years

been a doctor/teacher - since 1989

4

T : seen that film

S1 : How many times have you seen that film?

S2 : I've seen it three times so far.

given that speech had that dream

written to diary broken your leg

worn that dress met my boss

taken the exams flown that plane

Tell the story

1 Jasper - rare people - myths

2 just bought - house - city - ever since - trouble - cars
and their owners

3 home - night - someone - car - gate

4 not able - own car - garage

5 ' No Parking ' - gate - no effect

6 put - stone head - gate

7 asked him - told me - Medusa

8 hopes - car owners - to stone

9 none - stone - yet

Topics for discussion

1 Is there anything that annoys you very much about other
people's behaviour? Tell us about it.

2 What ' rules ' would you like to make for cars and their
owners? Give your reasons.

3 Can you think of any ' modern ' myths? Tell us one.

Key to Summary writing

Jasper White believes in ancient myths. Car owners always park
their cars outside his gate, so he has put up ' No Parking ' signs
but they have not paid any attention to them. Now he has put an
ugly stone head over his gate. It is the head of Medusa, the Gorgon.
He wants her to turn car owners to stone but she has not done so
yet.

(65 words)

Key to Composition

drives ... driven ... and ... do not deserve ... criticizes

Key to Letter writing

The first heading is correct.

Key structures : The present perfect simple (Since and

For)

a For the use of just, already and yet with the present perfect see KS 4.

b For used with the present perfect indicates a period of time :

Tim has been abroad for three years (and is still there).

For can sometimes be omitted : I've been here an hour.

c Since is used with a point of time and means ' from that time up to the present ' .

It is always used with a perfect tense and can never be omitted :

Tim has been abroad since January (and is still there).

Note that the ' point of time ' may be a clause containing a past tense :

Ever since he moved in, he has had trouble (Text, 11.2-3).

d The present perfect is often used with phrases like up till now and so far (meaning ' from an indefinite time in the past up to the present ') to describe repeated actions :

Up till now he's always passed his exams (but can he pass this next one?).

I've been to New York three times so far (and I'll probably go again).

Pattern drill

1 He's one of the ugliest men (that) I've ever seen. The present perfect with ever is commonly used in a relative clause after a superlative (that is usually omitted). Compare Lesson 8, PD 4.

2 What an ugly man! (SD 2)

Yes, I've never seen such an ugly man before! Note the use of such + a/an + a adjective + noun. The article is omitted in the plural : What noisy people! - Yes, I've never met such noisy people before! (See SD 35)

3 How long have you known him? - I've known him since childhood. The present perfect is used with for (+ period of time) and since (+ point of time). Note that the present tense can never be used here.

4 I've seen it three times so far. This implies : ' and I'll probably see it again ' .

Repetition drill

Chorus, group or individual repetition

To elicit negative statements involving the use of the simple present perfect with since. Regular and irregular verbs.

T : Listen. Do not speak.

(1)

T : Did you see Tim in January?

S : Yes, I did, but I haven't seen him since January.

(2)

T : Did he win a prize last year?

S : Yes, he did, but he hasn't won a prize since last year.

(3)

T : Did you stay with him in 1992?

S : Yes, I did, but I haven't stayed with him since 1992.

T : Now you answer the questions in the same way. Ready?

1 As in (1) above.

2 As in (2) above.

3 As in (3) above.

4

T : Did she see him at Christmas?

S : Yes, she did, but she hasn't seen him since Christmas.

5

T : Did you receive a letter from him in November?

S : Yes, I did, but I haven't received a letter from him since November.

6

T : Did you meet him in 1995?

S : Yes, I did, but I haven't met him since 1995.

7

T : Did she telephone him this morning?

S : Yes, she did, but she hasn't telephoned him since this morning.

8

T : Did she write to him on December 11th?

S : Yes, she did, but she hasn't written to him since December 11th.

9

T : Did he have a meal at one o'clock?

S : Yes, he did, but he hasn't had a meal since one o'clock.

10

T : Did you hear from him last month?

S : Yes, I did, but I haven't heard from him since last month.

Key to KS Exercises

A has just bought (1.2); has had (1.3); has parked (1.4); has not been able (1.5); has put up (1.6); have not had (1.7); has put (1.8); have ever seen (1.9); has been turned (1.10)

Key to SD Exercises

2 who/that;

3 whose;

4 which;

6 that/which

Key to Multiple choice questions

1 c	2 d	3 b	4 b
5 c	6 d	7 b	8 d
9 c	10 d	11 b	12 a

Key to Sentence structure

I asked him what it was.

Lesson 29 Taxi

Listening comprehension

1 Introduce the story

T: Today we'll listen to a story about an unusual taxi.

2 Understand the situation

T: What do you think is happening in the picture?

3 Listening objective

T: Listen to the story and see if you can answer this question :
Does Captain Fawcett think any trip is too dangerous?

4 Play the tape or read the story

5 Answer the question

After the reading, ask the question again : Does Captain Fawcett think any trip is too dangerous?

Train students not to shout out the answer. Instead, ask one student, then ask the others to agree or disagree with a show of hands.

Answer : Yes, he does. He once refused to fly to Rockall.

6 Intensive reading

Play the tape or read the story again, pausing after every sentence to check the students understand.

Obtain brief explanations to difficulties in the text from the students themselves. Only use Chinese if a confirmatory translation is necessary.

7 Play the tape or read the story again

The students listen only.

8 Repetition (Optional)

Play the tape or read the story again, pausing after every sentence, and ask the students to repeat (a) in chorus, (b) in small groups, and (c) individually.

9 Reading aloud

Ask one or two students to read the story aloud.

Comprehension questions

1 Who's bought an unusual taxi? (Captain Ben Fawcett has.)

2 What has he begun? (A new service.)

3 What is the 'taxi' in fact? (A small aeroplane.)

4 Where was it made? (In Switzerland.)

5 What is it called? (A 'Pilatus Porter.')

6 How many passengers can it carry? (Seven.)

7 Where can it land? (Anywhere.)

8 Who was the Captain's first passenger? (A doctor.)

9 Where did he fly from? (Birmingham.)

10 Where did he fly to? (A lonely village in the Welsh mountains.)

11 What's Captain Fawcett done since then? (He's flown passengers to many unusual places.)

12 Has he ever landed on a roof? (Yes, he has.)

13 Where else has he landed? (In a deserted car park.)

Asking questions : Ask me if ...

T : Ask me if Captain Ben Fawcett has begun a new taxi service.

S : Has Captain Ben Fawcett begun a new taxi service?

T : Who ...?

S : Who has begun a new taxi service?

1 Captain Ben Fawcett has begun a new taxi service. (Who)
(What)

2 he has bought an unusual taxi. (What)

3 it's a small aeroplane. (What)

4 it comes from Switzerland. (Where)

5 it's called a ' Pilatus Porter ' . (What)

6 it can carry seven passengers. (How many)

7 it can land anywhere. (Where)

8 it can land on snow or water. (What)

9 the Captain's first passenger was a doctor. (Who)

10 he flew to a lonely village in the Welsh mountains. (Where)
(Who)

11 he flew from Birmingham. (Where ... from)

Pattern drill

1

T : posted your letter - stamped

S1 : I've posted your letter.

S2 : I hope you stamped it before you posted it.

eaten those apples - washed/peeled

put the plates away - washed/dried

painted the door - cleaned/mended

sent that letter off - signed/read

2

T : worked in a bank

S1 : Have you ever worked in a bank?

S2 : I worked in one for two months once.

owned a horse driven a Toyota

lived in a flat lived on a farm

kept a cat stayed at a hotel

had a bad cold had a pen friend

3

T : No one's seen Tim - he's moved ,

S1 : Has anyone seen Tim?

S2 : He hasn't been seen since he moved.

dusted the room/hall - the maid's left

missed Mary/Mrs. Jones - she's gone away

cleared the road/path - it's snowed

mended the stereo/TV - Jane's broken it

4

T : write the essay

S1 : Did it take long to write the essay?

S2 : I wrote it in two hours. I've never written an essay so quickly before.

paint the picture

read the book

write the poem

catch the thief

do the job

make the dress

clean the garage

mend the TV

Tell the story

1 Captain Fawcett - unusual - new service

2 ' taxi' - Swiss - ' Pilatus Porter'

3 wonderful - seven passengers

4 most surprising - land anywhere

5 first - doctor - Birmingham --- mountains

6 Since then - flown - unusual places

7 Once - flats - another - car park

8 refused - strange - businessman

9 wanted - Rockall - Atlantic - didn't take-dangerous

Topics for discussion

1 Have you ever flown in an aeroplane? Did you enjoy it?

Why/Why not?

2 What are the advantages/disadvantages of air travel?

3 What do you think air travel will be like in the future (e.g. private helicopters, supersonic flight, journeys to the moon, etc.)?

Key to Summary writing

Captain Ben Fawcett has bought a small Swiss aeroplane and (he) uses it as a taxi. It is a ' Pilatus Porter '. It can not only carry seven passengers but also land anywhere. Captain Fawcett has taken passengers to many strange places in his plane. He refused to fly a businessman to Rockall. The journey was too dangerous.

(57 words)

Key to Composition

not only flew ..., but ... Then it climbed ... waved ... yet ... notice

Key to Letter writing

The second heading would be correct

Key structures : The simple past and the present perfect simple

a The simple past + exact time references is contrasted with

the present perfect with for + period of time and since + point of time.

I saw him in 1994. I haven't seen him since 1994.

I saw him three years ago. I haven't seen him for three years.

Note that the information in the two sentences of each pair is not the same.

In : I saw him in 1994/three years ago, it is possible that you also saw him in 1995/two years ago.

However, in : The last time I saw him was in 1994/three years ago, the information is exactly the same as

in : I haven't seen him since 1994/for three years.

b (Up till now) I have never been abroad before. i.e. I am about to go abroad or I am now going abroad for the first time. Compare : I have never been abroad (and I may never go).

Pattern drill

1 I've posted your letter : present perfect without an exact time reference.

... you stamped it before you posted it : simple past with time reference.

2 Have you ever ... ? i.e. at any (indefinite) time in the past.

I worked ... for two months once. Once = at a particular time in the past.

Note that for + period of time can be used after the simple past (Compare since, KS 28).

3 Has anyone seen Tim (i.e. recently)? -He hasn't been seen since he moved.

Note the use of the passive to focus attention on ' the thing done ' rather than on ' who did it ' . Compare : No one's seen him since ...

4 The simple past is contrasted with the present perfect with never ... before.

Repetition drill

Chorus, group or individual repetition

To elicit contrasting statements (affirmative and negative) involving the use of the simple past with time expressions and the simple present perfect with since.

T : Listen. Do not speak.

(1)

T : When did you see Tim?

In January.

S : I saw Tim in January, but I haven't seen him since then.

(2)

T : When did he read this book?

Last year.

S : He read this book last year, but he hasn't read it since then.

(3)

T : When did she meet him?

In 1993.

S : She met him in 1993, but she hasn't met him since then.

T : Now you do the same. Ready?

1 As in (1) above.

2 As in (2) above.

3 As in (3) above.

4

T : When did he wake up?

At one o'clock.

S : He woke up at one o'clock, but he hasn't woken up since then.

5

T : When did you hear from him?

At Christmas.

S : I heard from him at Christmas, but I haven't heard from him since then.

6

T : When did he sleep here?

Two nights ago.

S : He slept here two nights ago, but he hasn't slept here since then.

7

T : When did she sweep the floor?

On Wednesday.

S : She swept the floor on Wednesday, but she hasn't swept it since then.

8

T : When did you think about it?

Yesterday.

S : I thought about it yesterday, but I haven't thought about it since then.

9

T : When did he teach them?

In 1986.

S : He taught them in 1986, but he hasn't taught them since then.

10

T : When did she notice it?

Last week.

S : She noticed it last week, but she hasn't noticed it since then.

Key to KS Exercises

A What happened : flew (1.6); landed (1.8); landed (1.9);
wanted (1.10); did not take (1.11)

What has happened : has bought (1.1); has begun (1.1); has flown (11.7-8); has just refused (11.9-10)

Key to SD Exercises

1 bring 2 fetch

3 refused 4 deny

5 Very

Key to Multiple choice questions

1 b 2 c 3 c 4 b

5 d 6 b 7 a 8 b

9 b 10 b 11 c 12 b

Key to Sentence structure

Captain Fawcett's first passenger was a doctor who flew from Birmingham to a lonely village.

Lesson 30 Football or polo?

Listening comprehension

1 Introduce the story.

T: Today we'll listen to a story about an accident on the river.

2 Understand the situation.

T: What do you think is happening in the picture?

3 Listening objective.

T: Listen to the story and see if you can answer this question :
What happened to the man in the boat?

4 Play the tape or read the story.

5 Answer the question.

After the reading, ask the question again: What happened to the man in the boat?

Train students not to shout out the answer. Instead, ask one student, then ask the others to agree or disagree with a show of hands.

Answer : He nearly fell into the river when he was hit by a ball.

6 Intensive reading.

Play the tape or read the story again, pausing after every sentence to check the students understand.

Obtain brief explanations to difficulties in the text from the students themselves. Only use Chinese if a confirmatory translation is necessary.

7 Play the tape or read the story again

The students listen only.

8 Repetition (Optional)

Play the tape or read the story again, pausing after every sentence, and ask the students to repeat (a) in chorus, (b) in small groups, and (c) individually.

9 Reading aloud

Ask one or two students to read the story aloud.

Comprehension questions

1 Is there a park near your home? (Yes, there is.)

2 What is the Wayle? (A small river.)

3 Does it cut across the park? (Yes, it does.)

4 What do you like doing on fine afternoons? (Sitting by the Wayle.)

5 What did you do last Sunday? (I went and sat on the river bank.)

6 It was a warm day, wasn't it? (Yes, it was.)

7 What were some children doing? (Playing games.)

8 Who was rowing on the river? (Some people were.)

9 What did one of the children do? (He kicked the ball very

hard.)

10 Where did the ball go? (It went towards a passing boat.)

11 Who shouted at the man in the boat? (Some people on the bank did.)

12 Did he hear them? (No, he didn't.)

13 Why did he nearly fall into the water? (Because the ball struck him hard.)

14 Why did you turn? (To look at the children.)

15 Where were the children? (They were not in sight.)

Asking questions : Ask me if ...

T : Ask me if there is a park near my home.

S : Is there a park near your home?

T : Where ...?

S : Where is there a park?

1 there's a park near my home. (Where)

2 the Wayle cuts across it. (What)

3 the Wayle is a small river. (How big)

4 I like sitting by the Wayle on fine afternoons. (When)

(Where) (Who)

5 I went to the park last Sunday. (When)

6 I sat on the river bank. (Where) (When)

7 some children were playing games on the bank. (Where) (What)

(Who)

8 one of the children kicked a ball very hard. (How hard) (What)

(Who)

9 it went towards a passing boat. (Where)

10 some people called out to the man. (What ... do) (Why)

(Who ... to)

Pattern drill

1

T : soap - in the bathroom

S1 : Is there any soap?

S2 : Yes, there's some in the bathroom.

meat/cheese - in the fridge

ink/paper - on the shelf

food/soup - on the table

sugar/salt - in the bowl

2

T : nails - in that tin

S1 : Can I borrow some nails?

S2 : I haven't got any here, but there are some in that tin.

books/magazines - on the desk

shorts/trousers - in the cupboard

knives/forks - in that drawer

bottles/tins - in the garage

3

T : the Yangtze - a river in China

S1 : What's the Yangtze?

S2 : It's a river in China.

the Danube/Rhine - a river in Europe

the Alps - a mountain range in Europe

the Sahara/Kalahari - a desert in Africa

the Thames/Avon - a river in England

4

T : rough sea today

S1 : The sea is very rough today!

S2 : Yes, I've never seen such a rough sea before.

pale sun/blue sky - today

thick fog/heavy mist - this morning

dark sky/bright moon - tonight

calm sea/strong wind - today

Tell the story

1 The Wayle - river - across the park

2 like - by the Wayle - fine

3 warm - Sunday - went - as usual

4 children - games - people - river

5 Suddenly - ball - passing boat

6 people - called - man - not hear

7 ball - so hard - nearly - fell

8 turned - children - run away

9 man laughed - realized

10 called - threw - back

Topics for discussion

1 Imagine the following situation : The man in the story thought the children had kicked the ball towards him on purpose. Retell the rest of the story.

2 What kind of games do you like playing? Why? Tell us how to play your favourite game.

Key to Summary writing

The writer sat by the river last Sunday. Some children were playing games nearby. One of the children kicked a ball hard and it went towards a passing boat. The man in the boat neither saw the ball nor heard people shouting. The ball hit the man and the children ran away. However, the man was not angry and he threw the ball back to the bank.

(67 words)

Key to Composition

blew ... put ... and ... reach ... but ... so ... jumped ... and

Key to Letter writing

19 High Lane,

Newton,

Middlesex,

England.

10th September, 19-

Key structures : The indefinite and definite articles

a

Some is generally used in affirmative statements (KS 6).

Any is used with uncountable nouns and plural countable nouns in questions :

Is there ANY milk in the bottle? Are there ANY nails in the tin?

and in negative statements :

There isn't ANY milk in the bottle. There aren't ANY nails in the tin.

b

Articles are not generally used before names of people, countries, etc. (KS 6).

However, the is used :

i with names of rivers, seas, oceans, deserts and mountain ranges, e.g. the (River) Thames, the Mediterranean (Sea), the Pacific (Ocean), the Sahara (Desert), the Alps (but note Mount Everest = a single mountain);

ii when the name of a country is a compound name (adjective + noun), e.g. the United States (of America), the U. S. A.;

iii with many names of buildings, e.g. the Parthenon, the Taj Mahal;

iv with nouns which denote ' the only one of its kind ' in normal, everyday contexts, e.g. the sun, the sky, the world, etc.

Pattern drill

1 Is there any soap? Yes, there's some ... : any and some used with uncountables.

2 Can I borrow some nails? Note that some may be used in questions when we expect the answer ' yes ' .

Some and any are used here with plural countable nouns.

3 the Yangtze ... a river in China : the use or omission of the with geographical names is practised.

4 The sea is very rough today : the sea, the sky, the wind, etc. can vary in appearance or strength from day to day and in this sense we can talk about a clear sky, a yellow moon, etc. Note that the response (S2) in this drill could also be : I've never seen the sea so rough before.

Repetition drill

Chorus, group or individual repetition

To practise the use and omission of the definite article before proper nouns. This drill is in the form of a quiz.

T: Listen. Do not speak.

(1)

T: What's the capital city of England?

S: London.

(2)

T: London is built on a river. What's the name of the river?

S: The Thames.

(3)

T: The Matterhorn is in a famous mountain range. What's the name of the mountain range?

S: The Alps.

T: Now you answer these general questions in the same way.
Ready?

1 As in (1) above.

2 As in (2) above.

3 As in (3) above.

4

T: What's the name of the biggest ocean in the world?

S: The Pacific.

5

T: What's the capital city of France?

S: Paris.

6

T: Paris is built on a river. What's the name of the river?

S: The Seine.

7

T: Everest is in a famous mountain range. What's the name of the mountain range?

S: The Himalayas.

8

T: Rome is the capital city of a country. What's the name of the country?

S: Italy.

9

T: Rome is built on a river. What's the name of the river?

S: The Tiber.

10

T: Cyprus is an island. Which sea is it in?

S: The Mediterranean.

Key to KS Exercises

C

1 Yes, I took some (photographs). No, I didn't take any (photographs).

2 Yes, I bought some (bread). No, I didn't buy any (bread).

3 Yes, I saw some (people). No, I didn't see any (people).

D

1 Refrigerators are necessary in hot countries.

2 Which river is the longest, the Nile, the Amazon, or the Mississippi?

3 Heyerdahl crossed the Pacific on a raft.

4 Why is Britain sometimes called the United Kingdom?

5 We sailed up the Red Sea and then went through the Suez Canal.

Key to Multiple choice questions

1 a 2 a 3 d 4 a

5 b 6 c 7 c 8 c

9 d 10 a 11 d 12 d

Key to Sentence structure

The ball struck him so hard that he nearly fell into the water.

Lesson 31 Success story

Listening comprehension

1 Introduce the story

T: Today we'll listen to a story about how a successful man began in business.

2 Understand the situation

T: What do you think is happening in the picture?

3 Listening objective

T: Listen to the story and see if you can answer this question :
What was Frank's first job?

4 Play the tape or read the story

5 Answer the question

After the reading, ask the question again : What was Frank's first job?

Train students not to shout out the answer. Instead, ask one student, then ask the others to agree or disagree with a show of hands.

Answer : His first job was to repair bicycles.

6 Intensive reading

Play the tape or read the story again, pausing after every sentence to check the students understand.

Obtain brief explanations to difficulties in the text from the students themselves. Only use Chinese if a confirmatory translation is necessary.

7 Play the tape or read the story again

The students listen only.

8 Repetition (Optional)

Play the tape or read the story again, pausing after every sentence, and ask the students to repeat (a) in chorus, (b) in small groups, and (c) individually.

9 Reading aloud

Ask one or two students to read the story aloud.

Comprehension questions

1 Who were you talking to yesterday afternoon? (Frank Hawkins.)

2 What was he telling you about? (His experience as a young man.)

3 What is Frank now head of? (A very large business company.)

4 Where did he use to work as a boy? (In a small shop.)

5 What was his job? (To repair bicycles.)

6 Did he use to work long hours? (Yes, he did.)

7 Did he save his money or spend it? (He saved it.)

8 What did he buy with his money? (A small workshop.)

9 When did he buy it? (In 1958.)

10 What did he do in his twenties? (He used to make spare parts for aeroplanes.)

11 How many helpers did he have then? (Two.)

12 How many people did he employ in a few years? (Seven hundred and twenty-eight.)

13 What had his small workshop become? (A large factory.)

14 Frank's been successful, hasn't he? (Yes, he has.)

Asking questions : Ask me if ...

T : Ask me if I was with Frank Hawkins yesterday afternoon.

S : Were you with Frank Hawkins yesterday afternoon?

T : Who ...?

S : Who were you with yesterday afternoon?

1 I was with Frank Hawkins yesterday afternoon. (Who) (When)

2 he was describing his experiences as a young man. (What) (When) (Who)

3 he's now head of a business company. (What) (Who)

4 it's very, large. (How big) (What)

5 he used to work in a small shop as a boy. (Where) (When) (Who)

6 he repaired bicycles. (What) (Where)

7 he used to work fourteen hours a day. (How many) (Who)

8 he saved money for years. (How long)

9 he bought a small workshop. (What)

Pattern drill

1

T : at lunchtime - shopping

S1 : What were you doing at lunchtime?

I was looking for you everywhere.

S2 : I was shopping.

at two o'clock - having lunch/reading

this morning - seeing the doctor/working

on Saturday - resting/out walking

yesterday - fishing/writing my book

2

T : rain - returned from work

S1 : When did it begin to rain?

S2 : It was just beginning to rain when I returned from work.

snow - got up/went out this morning

get dark - came in/put the car away

rain - arrived home/left the office

get windy - finished work/phoned you

3

T : collect stamps

S1 : Do you collect stamps?

S2 : I used to, but I don't any longer.

ride a bicycle	travel a lot
make your own clothes	watch television
like Mary	write poetry
go to concerts	use a typewriter

4

T : taxi driver

S1 : I used to be a taxi driver.

S2 : Did you really? I didn't even know you could drive!

champion boxer	opera singer
part-time actor	art teacher
professional dancer	long-distance runner
good swimmer	portrait painter

Tell the story

- 1 Yesterday - Frank - experiences
- 2 now - head of - boy - small shop
- 3 repair bicycles - 14 hours a day
- 4 saved - 1958 - workshop of his own
- 5 in his twenties - spare parts - aeroplanes
- 6 that time - two helpers
- 7 a few years - large factory - 728 people
- 8 smiled - early years - long - success
- 9 still smiling - wife came
- 10 wanted - repair - son's bicycle

Topics for discussion

- 1 Describe some of the things you used to do when you were young.
- 2 What qualities must a person have to build up a successful business?
- 3 What kind of success would you like to have in life? Talk about it.

Key to Summary writing

Frank Hawkins was telling the writer about his experiences as a young man. Frank used to work in a small shop as a boy. He used to repair bicycles there. He bought his own shop in 1958 and he made spare parts for aeroplanes in his twenties. He employed a lot of people in a few years. His wife came into the room after a while. She wanted him to repair their grandson's bicycle.

(74 words)

Key to Composition

not only repaired ... but ... as well ... told ... make ... but

Key to Letter writing

The second heading is correct.

Key structure : The past continuous and ' Used to '

The past continuous describes an action in progress at a given time in the past (KS 7).

Used to + infinitive describes an action or a state which was ' habitual ' in the past but has not continued in the present. Compare the following :

I used to go to work by bus, but I go by car now (i.e. both habits, past and present).

I was going to work when I had the accident (i.e. at a specific time in the past).

I worked in a factory for three years during the war (in a specific period of time).

Note that I used to collect stamps is an acceptable sentence on its own and states implicitly that I no longer collect stamps.

The sentence : I collected stamps is not acceptable since it needs a time reference, e.g. when I was a boy. It does not tell us whether ' I ' still collect stamps or not.

Used to is preferred to the simple past + time reference when past and present habits are contrasted.

Compare : I used to live with my grandparents, but I have my own home now.

I lived with my grandparents until I went to college.

In formal writing, the negative form is (I) used not to ... and the interrogative is Used (you) to ... ?

However, in conversational English the forms didn't use to (NOT didn't used to) and Did you use to ? are more widely used.

Pattern drill

1 The continuous aspect of the actions is emphasized here.

2 It was just beginning to rain when ... : Note that it was beginning ... when suggests a ' gradual ' or slow start to something which continues as a background to the action described by the simple past.

3 I used to, but I don't any longer. Used to is contrasted with the simple present.

Note the use of the particle to in the short response (= I used to collect them).

4 Did you really? - Did you really use to be one? Note the rising intonation on really to show surprise.

Repetition drill

Chorus, group or individual repetition

To elicit affirmative statements involving the use of used to.

T : Listen. Do not speak.

(1)

T : Don't you smoke?

S : No, I used to smoke, but I don't smoke any more.

(2)

T : Aren't you a policeman?

S : No, I used to be a policeman, but I'm not a policeman any more.

(3)

T : Isn't he your friend?

S : No, he used to be my friend, but he isn't my friend any more.

T : Now you answer the questions in the same way. Ready?

1 As in (1) above.

2 As in (2) above.

3 As in (3) above.

4

T : Don't you live in London?

S : No, I used to live in London, but I don't live in London any more.

5

T : Isn't he a businessman?

S : No, he used to be a businessman, but he isn't a businessman any more.

6

T : Don't they employ a hundred people?

S : No, they used to employ a hundred people, but they don't employ a hundred people any more.

7

T : Don't you have a car?

S : No, I used to have a car, but I don't have a car any more.

8

T : Doesn't he collect stamps?

S : No, he used to collect stamps, but he doesn't collect stamps any more.

9

T : Isn't this a village?

T : No, it used to be a village, but it isn't village any more.

10

T : Isn't she a nurse?

S : No, she used to be a nurse, but she isn't a nurse any more.

Key to KS Exercises

A

What was happening : was telling (1.1); was still smiling (1.10)

What happened : saved (1.5); bought (1.6); had (1.7); employed (1.9); smiled when he remembered (1.9);

opened ... came in ... wanted (11.10-11)

What used to happen : used to work (1.3); used to work (11.4-5);
used to make (1.7)

C

... worked/was working ... sat/was sitting ... was looking ...
were passing ... stopped ... got ... were/had been ... used to
come/came ... used to go/went ... were ... quarrelled ... had never
seen/saw ... got/was getting ... called ... hurried

Key to SD Exercises

1 experienced

2 jobs

3 job

4 save

Key to Multiple choice questions

1 d 2 b 3 a 4 c

5 a 6 a 7 d 8 a

9 b 10 c 11 a 12 c

Key to Sentence structure

She wanted him to repair their grandson's bicycle!

Lesson 32 Shopping made easy

Listening comprehension

1 Introduce the story

T: Today we'll listen to a story about something that happened in a large shop.

2 Understand the situation

T: What do you think is happening in the picture?

3 Listening objective

T: Listen to the story and see if you can answer this question :
Who was the thief?

4 Play the tape or read the story

5 Answer the question

After the reading, ask the question again : Who was the thief?

Train students not to shout out the answer. Instead, ask one student, then ask the others to agree or disagree with a show of hands.

Answer : She was the mother of a shop assistant.

6 Intensive reading

Play the tape or read the story again, pausing after every sentence to check the students understand.

Obtain brief explanations to difficulties in the text from the students themselves. Only use Chinese if a confirmatory translation is necessary.

7 Play the tape or read the story again

The students listen only.

8 Repetition (Optional)

Play the tape or read the story again, pausing after every sentence, and ask the students to repeat (a) in chorus, (b) in small groups, and (c) individually.

9 Reading aloud

Ask one or two students to read the story aloud.

Comprehension questions

1 Are people more honest than they were? (No, they aren't.)

2 What temptation is greater than ever before? (To steal.)

3 Where are people especially tempted to steal? (In large shops.)

4 Whom did a detective watch recently? (A well-dressed woman.)

5 Where did she always go on Mondays? (To a large store.)

6 Why was it easier for the detective to watch her one Monday morning? (There were fewer people in the shop than usual.)

7 What did she do first? (She bought a few small articles.)

8 What did she choose next? (One of the most expensive

dressess.)

9 Did she hand it to an assistant? (Yes, she did.)

10 What did the assistant do? (She wrapped it up quickly.)

11 The woman took the parcel, didn't she? (Yes, she did.)

12 Had she paid for the dress? (No, she hadn't.)

Asking questions: Ask me if ...

T: Ask me if people are less honest than they were.

S: Are people less honest than they were?

T: Why ...?

S: Why are people less honest than they were?

1 people are less honest than they were. (Why) (Who)

2 the temptation to steal is greater than ever before. (What)

(Why)

3 a woman was arrested recently. (Who)

4 a detective watched her in a large store. (Who) (Where)

5 she always went there on Monday mornings. (When) (Where)

(Why)

6 there were fewer people in the shop than usual. (How many)

(Where)

7 it was easier to watch her. (Why)

8 the woman bought a few small articles. (How many) (What

kind)

Pattern drill

1

T: honest

S1: People aren't so honest as they used to be.

S2: No, they're becoming less honest.

critical helpful contented hard-working

careful polite kind ambitious

2

T: had accidents - drive much

S1: I haven't had as many accidents as you have.

S2: No, but you don't drive as much.

seen places/cities - travel much

bought books/magazines - read much

won matches/prizes - practise hard

passed exams/tests - study hard

3

T: ink/eggs

S1: There isn't much ink/aren't many eggs.

S2: That's all right. I only want a little/a few.

paper bread tea sugar

apples biscuits magazines flowers

4

T : street - traffic/cars

S1 : Is the street as busy as usual?

S2 : No, there's less traffic/are fewer cars than there usually is/are.

airport - people/noise/travellers

police station - trouble/thieves

office - work/phone calls

factory - work/workers

Tell the story

1 People - not so honest - once

2 temptation - greater - large shops

3 detective - woman - store - Monday

4 fewer people - easier for - to watch

5 First - woman - a few - articles

6 After - chose - most expensive - assistant

wrapped - as quickly as

7 Then - took - walked out - without

8 arrested - found out - her daughter

9 'gave' - free - once a week

Topics for discussion

1 Why do you think the temptation to steal is greater in a large store than a small shop?

2 What times of the day/days of the week are the shops most crowded in your town? Why?

3 Do you agree that people are not so honest as before? Why/Why not?

Key to Summary writing

A detective watched a well-dressed woman in a large store one Monday. She bought a few small articles and then she chose an expensive dress. The assistant wrapped it up for her and the woman took it with her. She did not pay for it, so the detective arrested her. The assistant was her daughter. She gave her mother a freedress once a week.

(66 words)

Key to Composition

arrived at ... but ... saw ... and ... either stay ... or

Key to Letter writing

504 West 94th St.,

(66 words)

New York,

N. Y.,

U. S. A.

24th June, 19-

Key structures : The comparison of adjectives

a

as + adjective/adverb + as is used in comparisons of 'equality'. In the negative, not as ... as is more widely used than not so ... as.

b

i less ... than is used with uncountable nouns (= not as much... as); fewer ... than is used with plural countable nouns (= not as many ... as).

Compare the use of not as much/many as and less/fewer than in the following :

I've got a lot of work. He hasn't got as much (work) as I have.

I haven't got much work. He's got less (work) than I have.

I've got a lot of books. He hasn't got as many (books) as I have.

I haven't got many books. He's got fewer (books) than I have.

ii Note that not much/not many is usually preferred to little/few when referring to the quantity of a particular thing : There isn't much whisky in this bottle. But very little/very few is used for greater emphasis :

There were very few people in the shop.

iii a little and a few suggest : not much/many, but enough.

very little and very few suggest not much/many, and not enough.

Compare : I have a little money/a few apples. Do you want some?/You can have some.

He has very little money/very few apples. He can't give you any.

Pattern drill

1 People aren't so honest as they used to be. Not so or not as. Note that be must be added after used to (compare Lesson 31, Pattern drill 3 (S2), where the infinitive can be omitted after used to).

They're becoming less honest, i.e. less honest than they used to be.

2 I haven't had as many ... as : not as many or not so many.

You don't drive as much, i.e. not as much as I do or less than I do.

That's all right, I only want a little/a few. i.e. It's all right - there's/there are enough for me.

A little + uncountable nouns and a few + plural countable nouns.

less traffic/fewer people : less + uncountable noun and fewer + plural countable nouns.

Repetition drill

Chorus, group or individual repetition

To elicit statements involving the use of a little, less, a

few and fewer.

T: Listen. Do not speak.

(1)

T: Is there any whisky in that bottle?

S: Yes, there is a little.

T: Is there as much as there was yesterday?

S: No, there is less than there was yesterday.

(2)

T: Are there any apples on that tree?

S: Yes, there are a few.

T: Are there as many as there were last year?

S: No, there are fewer than there were last year.

(3)

T: Have you got any money in the bank?

S: Yes, I have a little.

T: Have you got as much as you had last month?

S: No, I have less than I had last month.

(4)

T: Have you got any magazines?

S: Yes, I have a few.

T: Have you got as many as you had last week?

S: No, I have fewer than I had last week.

T: Now you answer the questions in the same way. Ready?

1 As in (1) above.

2 As in (2) above.

3 As in (3) above.

4 As in (4) above.

5

T: Is there any cake in that tin?

S: Yes, there is a little.

T: Is there as much as there was yesterday?

S: No, there is less than there was yesterday.

6

T: Are there any people in the street?

S: Yes, there are a few.

T: Are there as many as there were last night?

S: No, there are fewer than there were last night.

7

T: Have you got any milk?

S: Yes, I have a little.

T: Have you got as much as you had this morning?

S: No, I have less than I had this morning.

8

T: Have you got any presents?

S : Yes, I have a few.

T : Have you got as many as you had last year?

S : No, I have fewer than I had last year.

Key to KS Exercises

A People are not so honest as they once were (1.1); The temptation ... is greater than ever before (11.1-2); there were fewer people ... than usual (11.4-5); it was easier ... to watch her (11.5-6); one of the most expensive dresses (11.7-8); wrapped it ... as quickly as possible (11.8-9)

Key to SD Exercises

One day ... a postcard ... an excursion ... one thing ... a fax ... a form ... a fax of one word.

Key to Multiple choice questions

1 c	2 c	3 c	4 b
5 b	6 c	7 a	8 d
9 a	10 d	11 b	12 c

Key to Sentence structure

One Monday morning, there were fewer people in the shop than usual when the woman came in, so it was easier for the detective to watch her.

Lesson 33 Out of the darkness

Listening comprehension

1 Introduce the story

T: Today we'll listen to a story about a girl who found herself in hospital.

2 Understand the situation

T: What do you think is happening in the picture?

3 Listening objective

T: Listen to the story and see if you can answer this question :
Why was the girl in hospital?

4 Play the tape or read the story

5 Answer the question

After the reading, ask the question again: Why was the girl in hospital?

Train students not to shout out the answer. Instead, ask one student, then ask the others to agree or disagree with a show of hands.

Answer: Her boat had hit a rock and she had spent the whole night in the water.

6 Intensive reading

Play the tape or read the story again, pausing after every sentence to check the students understand.

Obtain brief explanations to difficulties in the text from the students themselves. Only use Chinese if a confirmatory translation is necessary.

7 Play the tape or read the story again

The students listen only.

8 Repetition (Optional)

Play the tape or read the story again, pausing after every sentence, and ask the students to repeat (a) in chorus, (b) in small groups, and (c) individually.

9 Reading aloud

Ask one or two students to read the story aloud.

Comprehension questions

1 Where did the girl set out from one afternoon? (From the coast.)

2 Was she in a small boat or a large one? (In a small boat.)

3 She was caught in a storm, wasn't she? (Yes, she was.)

4 What did her boat strike? (A rock.)

5 What time of day was it? (Evening.)

6 Which way did she swim? (Towards the shore.)

7 How long did she spend in the water? (The whole night.)

8 How far did she swim? (Eight miles.)

9 When did she see a light ahead of her? (Early next morning.)
 10 How did she know she was near the shore? (The light was high up on the cliffs.)
 11 What did she climb up? (The cliff.)
 12 Where was she trying to get to? (To the light.)
 Asking questions : Ask me if ...
 T : Ask me if it was afternoon.
 S : Was it afternoon?
 T : What time of day ...?
 S : What time of day was it?
 1 it was afternoon. (What time of day)
 2 a girl set out from the coast. (Where)
 3 she was in a small boat. (What) (Who)
 4 she was caught in a storm. (What) (When)
 5 the boat struck a rock. (What) (Why)
 6 this happened towards evening. (When)
 7 she jumped into the sea. (Where)
 8 she swam to the shore. (Which way)
 9 she spent the whole night in the water. (Where) (How long)
 10 she swam eight miles. (How far)
 11 she saw a light ahead early next morning. (When) (What) (Where)

12 she was near the shore. (Where)

Pattern drill

1

T : getting on his bicycle - off

S1 : Look, John's getting on his bicycle.

S2 : I hope he won't fall off.

climbing up the tree/wall - down

playing near the river/lake - in

sleeping in that bed/boat - out

standing on the ice/roof - through

2

T : room

S1 : I didn't see you come into the room.

S2 : That's because you weren't in the room when I came in!

classroom restaurant kitchen sitting room

library office shop waiting room

3

T : into the garden - went round

S1 : How did you get into the garden?

S2 : We didn't. We went round it.

through the fence - climbed

over/under over the gate - drove through/round

over the wall - walked round/along across
the road - walked under/along

4

T : the school - a book shop

S1 : Did you stop anywhere on your way to the school?

S2 : Yes, I stopped at a book shop.

the office - the bank/garage

the library - a supermarket/cafe

the station - a baker's/chemist's

the park - some traffic lights/shops

Tell the story

1 week - able to explain - happened

2 One afternoon - small boat - storm

3 evening - boat - rock - jumped

4 swam - shore - whole night - water

5 During - distance - eight miles

6 next morning - light ahead

7 knew - near - light - cliffs

8 On arriving - up the cliff - light

9 That - all - remembered

10 day later - found - in hospital

Topics for discussion

1 Have you ever been out to sea in a small boat? Tell us about it.

2 What do you think happened to the girl from the time she reached the shore to the time she woke up in hospital?

3 Imagine you are the girl. Give your 'story' to some newspaper reporters.

Key to Summary writing

The girl set out from the coast one afternoon and was caught in a storm. Her boat struck a rock, so she jumped into the sea. She swam eight miles that night. She reached the shore early next morning. She had seen a light high up on the cliffs and she climbed up. She found herself in hospital a day later.

(1 words)

Key to Composition

wanted ... not only ... but ... so ... stayed ... and watched

Key to Letter writing

17 Howland St.,

Grimsby,

Lincs.,

England.

18th May, 19-

Key structures : Prepositions indicating direction

a To indicates movement towards (a place) and from indicates movement away (from a place).

b Into is used with a verb of motion to indicate entrance.

Compare :

She is IN the kitchen (position).

She has just gone INTO the kitchen (has gone into = entered).

Out of (a place) with a verb of motion indicates exit : He rushed OUT OF the room.

c For used with certain verbs like set out, leave, sail, etc. indicates the destination of a journey.

Compare : He has gone TO Scotland. He has left/set out FOR Scotland.

d Towards indicates direction approaching (a place).

Compare :

She swam TO the shore (i.e. she reached the shore).

She swam TOWARDS the shore (i.e. in the direction of the shore).

e At used with certain verbs suggests ' aggressiveness ' or ' rudeness ' . Compare :

She threw a stone AT the dog (in order to hit the dog).

She threw the ball TO me (so that I could catch it).

Don't stare/point AT people. It's rude. Note that staring (at people) is always considered rude, whereas the verb look (also followed by at) is not rude.

Pattern drill

1 Practice with various prepositions indicating movement/direction after fall.

Note that in and out are not followed by to/of when the object is omitted :

fall out (of the boat); fall in (to the water).

2 Come into the room (movement) is contrasted with be in the room (position).

3 Practice with various contrasting prepositions.

4 On your way to the school : to showing movement/direction.

I stopped at ... : Note that where either at or in can be used, at does not give such an exact position; it can mean just outside, just by or just beside, or inside. Whereas in means inside only.

Repetition drill

Chorus, group or individual repetition

To elicit statements involving the use of prepositions of place and direction. This drill is based entirely on Text No. 33. The students must study this text again carefully before attempting this drill.

T : The questions in this drill are about passage number 33.

Listen. Do not speak.

(1)

T: Where did the girl set out from?

S: From the coast.

(2)

T: What was she travelling in?

S: In a small boat.

(3)

T: Where did she jump when the boat struck the rock?

S: Into the sea.

T: Now you give very short answers to these questions on the passage. Ready?

1 As in (1) above.

2 As in (2) above.

3 As in (3) above.

4

T: Where did the girl swim?

S: To the shore.

5

T: Where had she spent the whole night?

S: In the water.

6

T: Where was she when she saw the light?

S: Near the shore.

7

T: Where was the light?

S: High up on the cliffs.

8

T: Where did the girl arrive?

S: At the shore.

9

T: Where did she go when she struggled up the cliff?

S: Towards the light.

10

T: Where did she find herself next day?

S: In hospital.

Key to KS Exercises

A

1 The girl set out from the coast.

2 She jumped into the sea.

3 She swam to the shore.

B

1 to

- 2 from/out of
- 3 (up) to
- 4 for/from
- 5 from ... to/to ... from
- 6 at
- 7 to
- 8 from

C (sample answers)

- 1 A bird flew into the room.
- 2 The parachutist jumped from the aeroplane.
- 3 The child pointed at the fat lady.
- 4 Put the milk in the refrigerator.

Key to SD Exercises

- 1 the other day
- 2 passed
- 3 next
- 4 past

Key to Multiple choice questions

- | | | | |
|-----|------|------|------|
| 1 d | 2 b | 3 d | 4 a |
| 5 c | 6 b | 7 b | 8 c |
| 9 c | 10 c | 11 a | 12 c |

Key to Sentence structure

On arriving at the shore, the girl struggled up the cliff.

Lesson 34 Quick work

Listening comprehension

1 Introduce the story

T: Today we'll listen to a story about a man who lost his bicycle.

2 Understand the situation

T: What do you think is happening in the picture?

3 Listening objective

T: Listen to the story and see if you can answer this question :
How long had the police taken to find his bicycle?

4 Play the tape or read the story

5 Answer the question

After the reading, ask the question again : How long had the police taken to find his bicycle?

Train students not to shout out the answer. Instead, ask one student, then ask the others to agree or disagree with a show of hands.

Answer : Twenty years.

6 Intensive reading

Play the tape or read the story again, pausing after every sentence to check the students understand.

Obtain brief explanations to difficulties in the text from the students themselves. Only use Chinese if a confirmatory translation is necessary.

7 Play the tape or read the story again

The students listen only.

8 Repetition (Optional)

Play the tape or read the story again, pausing after every sentence, and ask the students to repeat (a) in chorus, (b) in small groups, and (c) individually.

9 Reading aloud

Ask one or two students to read the story aloud.

Comprehension questions

- 1 Who has been worrying? (Dan Robinson has.)
- 2 How long has he been worried? (All week.)
- 3 When did he receive a letter? (Last Tuesday.)
- 4 Who was it from? (The local police.)
- 5 What did Dan wonder? (Why he was wanted by the police.)
- 6 When did he go to the station? (Yesterday.)
- 7 What was he told at the station? (That his bicycle had been found.)
- 8 Who told him this? (A smiling policeman did.)
- 9 When was the bicycle picked up? (Five days ago.)

10 How far from Dan's home was it? (Four hundred miles.)

11 Where is the bicycle being sent to? (To his home.)

12 How is it being sent? (By train.)

Asking questions : Ask me if ...

T : Ask me if Dan Robinson was worried.

S : Was Dan Robinson worried?

T : Who ...?

S : Who was worried?

1 Dan Robinson was worried. (Who) (Why)

2 he received a letter last Tuesday. (When) (What)

3 it was from the police. (Who)

4 he was asked to call at the station. (Where) (When) (Why)

5 he wondered why he was wanted by the police. (What)

6 he went to the station yesterday. (Where) (When)

7 the policeman smiled at him. (What ... do)

8 he told him that his bicycle had been found. (What) (Who)

9 it had been picked up five days ago. (How long ago) (Where)

(What)

Pattern drill

1

T : come - three

S1 : Mary's late. Was she told to come?

S2 : Yes, she was told by at least three people.

pick us up - six be punctual - four

meet us - four be here - five

arrive on time - two telephone - three

fetch us - six hurry - twenty

2

T : leave home - told

S1 : I hope John doesn't leave home today.

S2 : He's been told not to leave home when the weather's like this.

go out/walk far/go for a ride - warned

drive anywhere/play football - asked

cut the grass/work outside - advised

go for a walk/go for a swim - told

3

T : They've found your keys.

S1 : Your keys have been found.

S2 : How extraordinary! I never expected them to be found.

accepted your plan arrested the thief

reached an agreement discovered a cure

published your story sold the house

solved the problem returned the books

4

T : They've found the keys - lost

S1 : The keys have been found.

S2 : I didn't know they'd been lost!

drunk the coffee/tea - made

mended the window/chair - broken

questioned the man/thief - caught

sent the report/document - written

Tell the story

1 Dan Robinson - worried - all week

2 Tuesday - letter - local police

3 letter - asked to call - station

4 went - yesterday - not worried

5 station - told - bicycle - found

6 told - five days ago - bicycle - picked up - four hundred miles away

7 now - sent home - train

8 Dan - surprised - never expected

9 stolen - twenty years ago - a boy

Topics for discussion

1 Have you ever been worried because you had lost something?
What was it? Describe your feelings. Did you get it back? How?

2 How would you feel if you were asked to go to the police station? Why?

3 What are the advantages of owning a bicycle?

Key to Summary writing

Dan Robinson was worried. He had received a letter from the local police. Yesterday he went to the station. He is not worried any more. The police have found his bicycle. Dan was not only surprised but amused as well. His bicycle was stolen twenty years ago. He was fifteen then.

(51 words)

Key to Composition

not only ... but ... as well. However ... were ... so ... gave ... and

Key to Letter writing

Pl., Ave., St., Rd., Sq.

Key structures : The passive

a Notice that in the construction S/V/O + to-infinitive, the infinitive can remain active when the verb (ask, tell, advise, expect, etc.) is passive :

They asked me/I was asked to make a speech.

He told me/I was told to wait for him.

b The infinitive itself may become passive when a passive

meaning is intended :

Compare : He never expected them to find the bicycle (= He never expected that they would find the bicycle).

He never expected the bicycle to be found (= He never expected that the bicycle would be found).

c Note the passive form of the past continuous : WAS/WERE + BEING + PAST PARTICIPLE :

The man was being questioned (by the police).

Pattern drill

1 She was told (to come) by at least three people. Simple past (passive) + to-infinitive. Note the importance of the agent in S2.

2 He's been told not to leave ... : Note the position of not (before to).

3 Your keys have been found : present perfect passive (no time reference).

I never expected them to be found : passive infinitive.

4 The keys have been found. - I didn't know they'd (= they had) been lost.

Sequence of tenses : present perfect (passive) becomes past perfect (passive) after didn't know. Note that didn't know here implies : I didn't know until this very moment (i.e. you've just told me).

Repetition drill

Chorus, group or individual repetition

To elicit statements involving the use of the passive (names and personal pronoun subjects) with some of the tenses practised so far.

T : Listen. Do not speak.

(1)

T : Tell me about him. Are they sending him abroad?

S : Yes, he's being sent abroad.

(2)

T : Tell me about Tom. Do they send him abroad once a year?

S : Yes, Tom is sent abroad once a year.

(3)

T : Tell me about yourself. Have they asked you to make a speech?

S : Yes, I've been asked to make a speech.

(4)

T : Tell me about the thief. Did they question him?

S : Yes, the thief was questioned.

T : Now you answer the questions in the same way. Ready?

1 As in (1) above.

2 As in (2) above.

3 As in (3) above.

4 As in (4) above.

5

T: Tell me about her. Did they invite her to the party?

S: Yes, she was invited to the party.

6

T: Tell me about Tom and Mary. Has he told them about it?

S: Yes, Tom and Mary have been told about it.

7

T: Tell me about Billy. Do they take him to school every day? S :
Yes, Billy's taken to school every day.

8

T: Tell me about yourself. Are they following you?

S: Yes, I'm being followed.

9

T: Tell me about him. Have they arrested him?

S : Yes, he's been arrested.

10

T: Tell me about him. Are they helping him?

S: Yes, he's being helped.

Key to KS Exercises

A

1 Dan Robinson has been worried all the week.

2 Dan was asked to call at the local police station.

3 Dan wondered why he was wanted by the police.

4 Dan was told at the station that his bicycle had been found.

5 Dan's bicycle was picked up in a small village four hundred
miles away.

6 The bicycle is being sent to Dan's home.

7 Dan was surprised and amused when he heard the news.

8 Dan was amused because he never expected the bicycle to be
found.

9 The bicycle was stolen twenty years ago.

Key to SD Exercises

1 on 2 off 3 out 4 at

Key to Multiple choice questions

1 d 2 a 3 b 4 c

5 a 6 d 7 c 8 b

9 c 10 b 11 c 12 a

Key to Sentence structure

It is now being sent to his home by train.

Lesson 35 Stop thief

Listening comprehension

1 Introduce the story

T: Today we'll listen to a story about a bus driver who is finding his work exciting.

2 Understand the situation

T: What do you think is happening in the picture?

3 Listening objective

T: Listen to the story and see if you can answer this question :
How did Roy stop the thieves?

4 Play the tape or read the story

5 Answer the question

After the reading, ask the question again : How did Roy stop the thieves?

Train students not to shout out the answer. Instead, ask one student, then ask the others to agree or disagree with a show of hands.

Answer : He drove his bus straight at them.

6 Intensive reading

Play the tape or read the story again, pausing after every sentence to check the students understand. Obtain brief explanations to difficulties in the text from the students themselves. Only use Chinese if a confirmatory translation is necessary.

7 Play the tape or read the story again

The students listen only.

8 Repetition (Optional)

Play the tape or read the story again, pausing after every sentence, and ask the students to repeat (a) in chorus, (b) in small groups, and (c) individually.

9 Reading aloud

Ask one or two students to read the story aloud.

Comprehension questions

1 What did Roy Trenton use to do? (Drive a taxi.)

2 What does he drive now? (A bus.)

3 Does he regret the change? (No, he doesn't.)

4 How is he finding his new work? (Far more exciting.)

5 Where was he driving recently? (Along Catford Street.)

6 Who did he see rush out of a shop? (Two thieves.)

7 Where did they run? (Towards a waiting car.)

8 What was one of them carrying? (A bag full of money.)

9 Which way did Roy drive his bus? (Straight at the thieves.)

10 Were the thieves frightened? (Yes, they were.)

11 What did the one with the money do? (He dropped the bag.)

12 Where did Roy drive his bus next? (Into the back of the thieves' car.)

Asking questions : Ask me if ...

T : Ask me if Roy Trenton used to drive a taxi.

S : Did Roy Trenton use to drive a taxi?

T : What ...?

S : What did Roy Trenton use to drive?

1 Roy Trenton used to drive a taxi. (What)

2 he changed his job recently. (Where)

3 he became a bus driver. (What)

4 he's finding his new work far more exciting. (How) (What)

5 he was driving along Catford Street recently. (Where) (When) (Who)

6 he saw two thieves. (What) (Where)

7 they rushed out of a shop. (What ... do)

8 they ran towards a waiting car. (Which way)

9 one of them was carrying a bag full of money. (What) (Why)

10 Roy acted quickly. (How) (Who)

Pattern drill

1

T : regret - the decision

S1 : John hasn't regretted the decision yet. Do you regret it?

S2 : No, I don't regret it.

understand - the situation/problem

recognize - that woman/man/voice

accept - the decision/result/score

forgive - his brother/sister/friend

2

T : pay the bill - yesterday

S1 : Have you remembered to pay the bill?

S2 : Of course I have. I paid it yesterday.

post/write the letters - this morning

wash up/dry the dishes - an hour ago

give in/do your homework - two days ago

mend/sell the radio - last Monday

3

T : very timid - dance

S1 : He used to be very timid, so he didn't learn to dance for a long time.

S2 : Well, he dances very well now.

afraid of water - swim/dive

very nervous - speak in public/drive

very shy - sing in concerts/act

very lazy - use a hammer/cook

4

T : spoil the lunch

S1 : The lunch has been spoilt.

S2 : Don't look at me! I didn't spoil it.

break the window steal the painting

eat the cakes scratch the record

damage the car tear the curtains

drink the milk sugar the coffee

Tell the story

1 Roy Trenton - used to - taxi

2 while ago - bus driver - more exciting

3 Catford St. - thieves - shop - car

4 One - carrying - full of money

5 Roy - quickly - drove - straight

6 one - money - fright - dropped

7 As - get away - drove his bus

8 While - moving away - telephoned

9 thieves' car - damaged - recognize

10 Shortly - police stopped - arrested

Topics for discussion

1 In your experience which are the better/worse drivers, taxi or bus drivers? Why?

2 Imagine you were a passenger on Roy Trenton's bus. Tell the story from your point of view.

3 What would you do if you saw some thieves? Would you try to stop them? Why/Why not?

Key to Summary writing

Roy is finding his new job as a bus driver exciting. He saw two thieves in Catford Street recently. They were running out of a shop and Roy drove his bus straight at them, so they dropped the stolen money and got into a car. Roy drove his bus into the back of their car then and damaged it. After this he telephoned the police. Both men were arrested later. (69 words)

Key to Composition

make ... but ... listened to ... and... so ... drove

Key to Letter writing

20 Crawford Ave.,

Cranley,

Dorset,

England.

October 4th, 19-

Key structures : Review of tenses

1 The simple present. (KS 26)

- 2 The simple past. (KS 27)
- 3 The present perfect simple. (KS 28)
- 4 Used to. (KS 31)
- 5 The passive with verbs which take an object and the to-infinitive. (KS 34)

Pattern drill

- 1 John hasn't regretted the decision yet. Do you regret it?
- No, I don't regret it.

A contrast is drawn between the use of the present perfect and the simple present with stative verbs.

- 2 Have you remembered to pay the bill? - I paid it yesterday.

The present perfect (with no time reference) is contrasted with the simple past + exact time. Note the difference between remember + to-infinitive (SD 16) and remember + gerund.

I remembered to post your letter (so I posted it).

I remember posting your letter (i.e. I know I posted it because I can still recall the moment when I did it). Compare also forget to do something and forget doing something.

- 3 He used to be very timid: this implies that he is no longer timid.

- 4 The lunch has been spoilt: the present perfect (passive) shows the present result (i.e. we can't eat it) of a past action.

Don't look at me! i.e. Don't accuse me of spoiling it. Me is stressed.

I didn't spoil it: in changing from passive to active, the stress falls on the subject 'I' of the active verb.

Repetition drill

Chorus, group or individual repetition

To elicit negative statements revising some of the tenses practised so far.

T: Listen. Do not speak.

(1)

T: I don't think he remembers me.

S: No, he doesn't remember you.

(2)

T: I don't think she came yesterday.

S: No, she didn't come yesterday.

(3)

T: I don't think they've arrived yet.

S: No, they haven't arrived yet.

(4)

T: I don't think he was asked to the party.

S: No, he wasn't asked to the party.

T : Now you do the same. Ready?

1 As in (1) above.

2 As in (2) above.

3 As in (3) above.

4 As in (4) above.

5

T : I don't think she's telephoned since last night.

S : No, she hasn't telephoned since last night.

6

T : I don't think he knows me.

S : No, he doesn't know you.

7

T : I don't think it was damaged.

S : No, it wasn't damaged.

8

T : I don't think they were caught.

S : No, they weren't caught.

9

T : I don't think he's regretted it.

S : No, he hasn't regretted it.

10

T : I don't think she saw me.

S : No, she didn't see you.

Key to KS Exercises

A

used to drive (1.1); became (1.2); has not regretted (1.2);
is finding (1.2); was driving (1.3); saw... rush out ... run (1.4);
was carrying (1.5); acted ... drove (1.6); got ... dropped (1.7);
were trying to get (1.8); drove (1.8); was moving away (1.9);
stopped ... telephoned (1.9); was badly damaged ... to recognize
(1.10); stopped (1.10); were arrested (1.11)

C

1 mean ... Do you understand

2 used to smoke ... does not smoke

3 was completed

4 have not seen

5 dropped... was crossing

Key to SD Exercises

1 so 2 such a 3 so 4 such

5 so 6 such a 7 such an 8 such a

Key to Multiple choice questions

1 a 2 d 3 a 4 d

5 d 6 a 7 d 8 a

9 b 10 a 11 d 12 d

Key to Sentence structure

When he was driving along Catford Street recently, he saw two thieves rush out of a shop and run towards a waiting car.

Lesson 36 Across the Channel

Listening comprehension

1 Introduce the story

T: Today we'll talk about an incredible coincidence.

2 Understand the situation

T: What do you think is happening in the picture?

3 Listening objective

T: Listen to the passage (or read it silently) and see if you can answer this question: What is Debbie going to try to do?

4 Play the tape or read the story

5 Answer the question

After the reading, ask the question again: What is Debbie going to try to do?

Train the students not to shout out the answer. Instead, ask one student, then ask the others to agree or disagree with a show of hands.

Answer: Debbie is going to try to set up a new world record.

6 Intensive reading

Play the tape or read the text again, pausing after every sentence to check students understand. Obtain brief explanations to difficulties in the text from the students themselves. Only use Chinese if a confirmatory translation is necessary.

7 Play the tape or read the story again

The students listen only.

8 Repetition (Optional)

Play the tape or read the story again, pausing after every sentence, and ask the students to repeat (a) in chorus, (b) in small groups, and (c) individually.

9 Reading aloud

Ask one or two students to read the text aloud.

Comprehension questions

1 Who's going to swim across the English Channel tomorrow? (Debbie Hart is.)

2 Where's she going to set out from? (From the French coast.)

3 When will she set out? (At five in the morning.),

4 How old is Debbie? (Eleven.)

5 What does she hope to do? (To set up a new world record.)

6 Is she a strong swimmer? (Yes, she is.)

7 Do many people think she'll succeed? (Yes, they do.)

8 Who will set out with her? (Her father will.)

9 Will he swim or go in a small boat? (In a small boat.)

10 How long has he trained Debbie? (For years.)

- 11 How will he be watching her tomorrow? (Anxiously.)
12 Is it a short distance from France to England? (No, it isn't.)
13 How often does Debbie intend to take a rest? (Every two hours.)

Asking questions : Ask me if ...

T : Ask me if Debbie Hart is going to swim across the English Channel.
S : Is Debbie Hart going to swim across the English Channel?

T : Who ...?

S : Who is going to swim across the English Channel?

1 Debbie Hart is going to swim across the English Channel.
(Who) (When) (Why)

2 she is going to set out tomorrow. (When)

3 she will leave from the French coast. (Which coast) (When)
(Who)

4 she'll start at five o'clock in the morning. (What time)

5 Debbie is eleven years old. (How old)

6 she hopes to set up a new record. (What)

7 she's a strong swimmer. (What kind of)

8 her father will set out with her. (Who)

9 he'll be in a small boat. (What) (Who)

10 he's trained his daughter for years. (How long) (Who)

Pattern drill

1

T : in the park - play football

S1 : What do you intend to do in the park?

S2 : We're going to play football.

on holiday - sit in the sun/rest all day

at the office - see the boss/work

at home - watch TV/help mother

at school - study English/play games

2

T : tidy the garden - sell the house

S1 : Why doesn't he tidy the garden?

S2 : He's decided not to because he's going to sell the house soon.

buy a car/house - leave the country

mend the car/radio - buy a new one

join our club/library - move from here

telephone Mary/Peter - see her/him

3

T : to eat - some food

S1 : You won't forget to bring something to eat, will you?

S2 : Don't worry! I'll bring some food.

to drink - some coffee/some tea

to write with - a pen/a pencil
to read - some magazines/some books
to sleep in - a sleeping bag/a blanket

4

T : drive - read the map

S1 : I shan't be able to drive and read the map as well!

S2 : I'll read the map while you drive.

look after the baby - cook lunch/get tea

wait for Tim - find a porter/buy tickets

meet Tom - prepare his room/meet Frank

wash the car - bath the dog/cut the grass

Tell the story

1 Debbie Hart - swim - Channel - tomorrow

2 set out - French - five - morning

3 only eleven - hopes - new record

4 father - with her - small boat

5 Mr. Hart - trained - for years

6 Tomorrow - watching - long distance

7 intends - short rests - two hours

8 something to drink - won't eat

9 friends - waiting - English coast

10 Among them - mother - swam - a girl

Topics for discussion

1 Debbie Hart illustrates the saying 'Like mother, like daughter' (or : 'Like father, like son').

Tell us about someone you know who also illustrates this saying.

2 Do you 'train' for any sport? What does serious training for a sport involve?

3 Swimming is said to be the healthiest form of exercise. Do you agree? Why/Why not?

Key to Summary writing

Debbie Hart is going to swim across the English Channel tomorrow. She is eleven and she is a strong swimmer. Debbie has been trained by her father. He will follow her in a small boat. Debbie's mother will be waiting on the English coast. She swam the Channel herself when she was a girl.

(54 words)

Key to Composition

so ... took off... and waved ... but ... neither... nor heard

Key to Letter writing

St., Rd., Ave., Sq., Pl., N. Y., W.B., S.W.3.

Key structures : The simple future and 'Going to'

a

The present continuous of go + to-infinitive is used in place of the simple future to express intention. It usually suggests that preparations have been made and the action is therefore very likely to take place.

b

Note that the going to future can be used without a time expression :

I am going to travel by air.

He is going to sell his car.

In this case it usually refers to the immediate or near future.

c

It can also be used with a time expression :

He is going to sell his car tomorrow/next week.

They are going to move to a new house next month/next year.

d

The going to form may be used in place of a verb which directly expresses intention :

I intend to/I'm going to write to him.

e

The going to form cannot replace the simple future in type 1 conditions :

You'll enjoy yourself if you travel by air.

It does not usually replace the simple future with time clauses, though it may do so if the speaker wishes to emphasize the intention :

' You can't write to him. ' ' Oh yes, I can! I'm going to write to him as soon as I get home. '

Pattern drill

1 What do you intend to do? or What are you going to do?

2 He's decided not to (i.e. not to tidy the garden). He has decided that he is not going to tidy the garden because he has arranged to/is going to sell the house.

3 I'll bring some food. Will is used here in the sense of ' promise to '. The going to future cannot be used in this sense.

4 I'll read the map while you drive. The simple future + time clause. Note that the simple present replaces will in the time clause (see also Text, line 7 : ' he will ... as she swims '). For future examples, see KS 60

Repetition drill

Chorus, group or individual repetition

To elicit affirmative statements involving the use of going to to express intention and certainty.

T : Listen. Do not speak.

(1)

T : Do you think he intends to sell his car?

S : He certainly does. He's going to sell it tomorrow.

(2)

T : Do you think she intends to look for a new job?

S : She certainly does. She's going to look for a new job tomorrow.

(3)

T : Do you think they intend to leave?

S : They certainly do. They're going to leave tomorrow.

T : Now you answer the questions in the same way. Ready?

1 As in (1) above.

2 As in (2) above.

3 As in (3) above.

4

T : Do you think she intends to write to him?

S : She certainly does. She's going to write to him tomorrow.

5

T : Do you think they intend to move to a new house?

S : They certainly do. They're going to move to a new house tomorrow.

6

T : Do you think he intends to ask for an explanation?

S : He certainly does. He's going to ask for an explanation tomorrow.

7

T : Do you think he intends to pay these bills?

S : He certainly does. He's going to pay these bills tomorrow.

8

T : Do you think they intend to drive to London?

S : They certainly do. They're going to drive to London tomorrow.

9

T : Do you think she intends to swim across the Channel?

S : She certainly does. She's going to swim across the Channel tomorrow.

10

T : Do you think he intends to persuade him?

S : He certainly does. He's going to persuade him tomorrow.

Key to KS Exercises

A

What will happen : will set out (1.5); will have (1.9); will not eat (1.9)

What is going to happen : is going to swim (1.1); is going to set out (1.2)

What will be happening : will be watching (1.7); will be waiting
(11.9-10)

C

- 1 We are going to leave at six o'clock.
- 2 I am going to pay these bills tomorrow.
- 3 Are you going to write to him?
- 4 She is not going to look for a new job.
- 5 When are you going to buy a new car?

Key to SD Exercises

- | | |
|-----------|--------------|
| 1 firm | 2 watched |
| 3 look at | 4 solid/firm |
| 5 firm | |

Key to Multiple choice questions

- | | | | |
|-----|------|------|------|
| 1 a | 2 d | 3 d | 4 c |
| 5 d | 6 c | 7 c | 8 b |
| 9 a | 10 d | 11 c | 12 c |

Key to Sentence structure

She is going to set out from the French coast at five o'clock
in the morning.

Lesson 37 The Olympic Games

Listening comprehension

1 Introduce the story

T: Today we'll listen to a story about the preparation for the Olympic Games.

2 Understand the situation

T: What do you think is happening in the picture?

3 Listening objective

T: Listen to the story and see if you can answer this question :
When was the last time this country hosted the Olympic Games?

4 Play the tape or read the story

5 Answer the question

After the reading, ask the question again : When was the last time this country hosted the Olympic Games?

Train students not to shout out the answer. Instead, ask one student, then ask the others to agree or disagree with a show of hands.

Answer : They have never been held in this country before.

6 Intensive reading

Play the tape or read the story again, pausing after every sentence to check the students understand. Obtain brief explanations to difficulties in the text from the students themselves. Only use Chinese if a confirmatory translation is necessary.

7 Play the tape or read the story again

The students listen only.

8 Repetition (Optional)

Play the tape or read the story again, pausing after every sentence, and ask the students to repeat (a) in chorus, (b) in small groups, and (c) individually.

9 Reading aloud

Ask one or two students to read the story aloud.

Comprehension questions

1 Where will the next Olympic Games be held? (In our country.)

2 When will they be held? (In four years' time.)

3 How many people will be visiting our country? (A great many people.)

4 What will the government be building for the visitors? (New hotels.)

5 What will the stadium be like? (Immense.)

6 There'll be a new Olympic-standard swimming pool, won't there? (Yes, there will.)

7 What else will they be building? (New roads and a special

railway line.)

8 Will the Games be held inside the capital, or just outside?
(Just outside.)

9 What will the whole area be called? (' Olympic City ' .)

10 When will workers have completed the new roads? (By the
end of this year.)

Asking questions : Ask me if...

T : Ask me if the Olympic Games will be held in our country in
four years' time.

S : Will the Olympic Games be held in our country in four years'
time?

T : When ...?

S : When will the Olympic Games be held in our country?

1 the Olympic Games will be held in our country in four years'
time. (When) (Where)

2 a great many people will be visiting the country. (How many)

3 the government will be building new hotels. (What) (Why)
(When)

4 the new stadium will be immense. (How big)

5 they'll be building a new Olympic-standard swimming pool.
(What kind of)

6 new roads and a special railway line will be built. (What
else)

7 the Games will be held just outside the capital. (Where)
(What)

8 there'll be a new city. (What kind)

Pattern drill

1

T : writing your essay

S1 : Will you still be writing your essay at six?

S2 : No, I'll have written it by then.

reading the papers

mowing the lawn

washing the dishes

doing the crossword

mending the radio

preparing supper

painting the gate

ironing the clothes

2

T : build the stadium - Games

S1 : They've started to build the stadium.

S2 : I hope they'll have finished it in time for the Games.

paint/mend the boat - holiday/week

end clean/arrange the hall - debate/meeting

repair/mend the car - journey/trip

prepare/test the plane - flight/race

3

T : paint the gate

S1 : The gate hasn't been painted yet.

S2 : Never mind! I'll paint it for you.

mend the radio	cut the grass
sweep the floor	pay the milkman
wash my clothes	lay the table
make the coffee	serve my lunch

4

T : paint the gate

S1 : You haven't painted the gate yet!

S2 : Don't worry! I'll have painted it by this evening.

iron my shirts	wash my clothes
type the letters	pay the milkman
mend the radio	cut the grass
sweep the floor	do your homework

Tell the story

1 Games-our country -four years' time

2 many people -visiting-government-hotels-stadium-swimming pool

3 also+new roads-railway

4 Games-just outside- ' Olympic City '

5 completed-roads-end of the year

6 By-finished work-stadium

7 buildings-designed-Kurt Gunter

8 Everyone-excited -looking forward-because-never-in this country

Topics for discussion

1 Talk about some of the outstanding athletic achievements of the last Olympic Games.

2 Which is your favourite sporting event in the Games? Why?

3 Where and why were the first Olympic Games held? Do the Games still have a useful purpose? Why/Why not?

Key to Summary writing

The Olympic Games will be held in our country in four years' time, so the government will be putting up new buildings just outside the capital. Kurt Gunter has designed the buildings and workers will have completed the new stadium by the end of next year. The Games will be held in this country for the first time and we are looking forward to them.

(65 words)

Key to Composition

1 Both my brother and I are going to the Olympic Games.

2 We bought tickets a long time ago and (we) shall be leaving soon.

3 We shall not only see the Games but visit many parts of the country as well.

Key to Letter writing

6th May/May 6th 21st June/June 21st

30th July/July 30th 3rd March/March 3rd

22nd April/April 22nd 1st July/July 1st

Key structures : The future perfect simple

a

For the use of the future continuous, see KS 13.

b

The future perfect is formed with will/shall + have + past participle.

This tense is used for an action which, at a given time in the future, will already be completed (and therefore in the past). Look at the following :

They will have finished the bridge in a year's time. i.e. They are building it now; they will finish it within a year; therefore, a year from now they will have finished it.

He will have moved into a new flat in two months' time. i.e. He hasn't moved yet; he will move before three months have passed; therefore, in three months' time he will have moved.

Note that a time reference must be given with the future perfect tense. Time expressions commonly used are : in + period of time (in a month's time); this time + exact time (this time tomorrow, this time next week); by (= before) + exact time (by next Friday, by this time tomorrow).

Pattern drill

1 Will you still be writing... at six? - No, I'll have written it by then (i.e. by six, some time before six). The future continuous and the future perfect are contrasted.

2 They've started to build the stadium. - I hope they'll have finished it in time for the Games. The present perfect and the future perfect are contrasted. Note in time for an event = before the event is due to take place.

3 I'll paint it for you. The simple future is used to express a promise.

4 I'll have painted it by this evening. Compare this use of the future perfect + by + time with the simple future (no given time) in Pattern drill 3.

Repetition drill

Chorus, group or individual repetition

To elicit affirmative statements involving the use of shall and will in the simple future perfect.

T : Listen. Do not speak.

(1)

T : Hasn't he moved to his new flat yet?

S : No, but he will have moved to his new flat by this time tomorrow.

(2)

T : Haven't you finished your work yet?

S : No, but I shall have finished my work by this time tomorrow.

(3)

T : Haven't you and Mary learnt the results yet?

S : No, but we shall have learnt the results by this time tomorrow.

T : Now you answer the questions in the same way. Ready?

1 As in (1) above.

2 As in (2) above.

3 As in (3) above.

4

T : Hasn't George completed his novel yet?

S : No, but he will have completed his novel by this time tomorrow.

5

T : Haven't you received a reply yet?

S : No, but I shall have received a reply by this time tomorrow.

6

T : Haven't Tom and Mary decorated this room yet?

S : No, but they will have decorated this room by this time tomorrow.

7

T : Haven't you and Mary heard from him yet?

S : No, but we shall have heard from him by this time tomorrow.

8

T : Haven't you seen the new stadium yet?

S : No, but I shall have seen the new stadium by this time tomorrow.

9

T : Hasn't your teacher corrected those exercise books yet?

S : No, but he will have corrected those exercise books by this time tomorrow.

10

T : Haven't they delivered those parcels yet?

S : No, but they will have delivered those parcels by this time tomorrow.

Key to KS Exercises

A

What will happen : will be held (1.1); will be held (1.5); will be called (1.6)

What will be happening will be visiting (1.2); will be building (1.3); will also be building (1.4); will be watching (1.9)

What will have happened : will have completed (1.7); will have finished (1.8)

Key to SD Exercises

1 holding ... looking forward to

2 Look out

3 look ... up

4 is holding

5 look... up

6 held ... looking forward to

Key to Multiple choice questions

1 c 2 b 3 b 4 b

5 b 6 d 7 a 8 c

9 d 10 b 11 b 12 a

Lesson 38 Everything except the weather

Listening comprehension

1 Introduce the story

T: Today we'll listen to a story about a man who had always wanted to live in England.

2 Understand the situation

T: What do you think is happening in the picture?

3 Listening objective

T: Listen to the story and see if you can answer this question :
Why did Harrison sell his house so quickly?

4 Play the tape or read the story

5 Answer the question

After the reading, ask the question again : Why did Harrison sell his house so quickly?

Train students not to shout out the answer. Instead, ask one student, then ask the others to agree or disagree with a show of hands.

Answer : Because the weather was so bad.

6 Intensive reading

Play the tape or read the story again, pausing after every sentence to check the students understand. Obtain brief explanations to difficulties in the text from the students themselves. Only use Chinese if a confirmatory translation is necessary.

7 Play the tape or read the story again

The students listen only.

8 Repetition (Optional)

Play the tape or read the story again, pausing after every sentence, and ask the students to repeat (a) in chorus, (b) in small groups, and (c) individually.

9 Reading aloud

Ask one or two students to read the story aloud.

Comprehension questions

1 What's your friend called? (Harrison.)

2 Have you known him for long? (Yes, I have.)

3 Where had he lived before he returned to England? (In the Mediterranean.)

4 How long had he lived there? (For many years.)

5 Had he often dreamed of retiring in England? (Yes, he had.)

6 Where had he planned to settle down? (In the country.)

7 What did he buy as soon as he returned? (A house.)

8 What time of year was it? (Summer.)

9 What did he begin to complain about? (The weather.)

10 Why didn't he like the weather? (It rained continually and it was often bitterly cold.)

11 Did he get a shock? (Yes, he did.)

12 What had he been used to? (Sunshine.)

13 How did he act? (He acted as if he had never lived in England before.)

Asking questions : Ask me if ...

T : Ask me if Harrison is an old friend.

S : Is Harrison an old friend?

T : Who...?

S : Who is an old friend?

1 Harrison is an old friend. (Who)

2 he'd lived in the Mediterranean. (Where)

3 he'd lived there for many years before he returned to England. (How long) (Where)

4 he'd often dreamed of retiring to England. (What) (Who)

5 he bought a house in the country (Where)

6 he went to live there. (Where) (Who)

7 he began to complain about the weather. (What... about) (Why) (Who)

8 it rained continually. (How often)

9 Harrison got a shock. (Who) (Why)

10 he sold the house. (What) (When)

11 he left the country. (Why) (Who)

Pattern drill

1

T : refuse the prize - won

S1 : Why did you refuse the prize yesterday?

S2 : Because I hadn't won it!

forget your speech - prepared/learnt

lose your car - closed/locked

return the tools - asked for/ordered

wait for the milkman - paid/thanked

2

T : broken - her arm

S1 : She's broken her arm again.

S2 : Again? I didn't know she'd ever broken it before.

lost - her handbag/her driving licence

given up - smoking/cigarettes

won - first prize/the chess match

annoyed - the Smiths/the headmaster

3

T : hear the news at the office

S1 : Did he hear the news at the office?

S2 : No, he'd heard it before he went to the office.

break/hurt his arm in Spain

meet/see them at the party

discover/learn the truth at the meeting

lose/find his glasses at the theatre

4

T : won a race

S1 : Have you won a race like this before?

S2 : I'd never won a race at all until I won this one!

had an accident broken a glass

seen a film written a book

flown a plane driven a car

Tell the story

1 old friend - Mediterranean - many years - returned

2 dreamed of returning - settle down

3 no sooner - house - live there

4 immediately - complain - weather

5 summer - rained - cold

6 so many - sunshine - shock

7 acted as if - never - England

8 In the end - more - could bear

9 hardly - settle down - sold - left

Topics for discussion

1 Which foreign country would you like to live in? Why?

2 Have you ever looked forward to doing something and then been disappointed? Tell us about it.

3 What effect can weather have on the character of a people and their customs?

Key to Summary writing

The writer's friend, Hanrrison, had spent many years in the Mediterranean, but he wanted to retire in England so he bought a house in the country. The summer that year was very bad and he complained about the weather. In the end Harrison not only sold the house but also left the country.

(53 words)

Key to Composition

1 He bought an old car but it was in a very bad state.

2 The engine was not only worn out but the gearbox was full of sawdust as well.

3 He could neither drive it nor sell it nor even give it away.

Key structures : The past perfect simple

a

The past perfect has already been taught in patterns involving the use of after, as soon as, when and until (KS 14).

Note the constructions with no sooner ... than and hardly ... when (SD 38).

Text 11.4-5 : He had NO SOONER returned THAN he bought ... can also be expressed as : As soon as he (had) returned, he bought ...

And 11.9-10 : He had HARDLY had time to settle down WHEN he sold ... can be expressed as : He had only just settled down when ...

b

i The past perfect may be used in patterns involving before :

He had lived in Scotland for fifteen years before he came to England.

However, the simple past would be equally correct here, since the actions are described in the order of their occurrence :

He lived in Scotland for fifteen years before he came to England.

The past perfect in the first sentence merely emphasizes that the first action was completed before the second began.

Compare : Before he came to England, he had lived (or lived) in Scotland for fifteen years : even in this sentence, the use and meaning of before make it possible to use the simple past for the second action, but the past perfect is clearer and probably preferred in written English.

ii For the use of the past perfect in indirect statements, see KS 15.

He has never run away before. She said he had never run away before.

Note that before is an adverb here, meaning in the past, previously.

Pattern drill

1 Because I hadn't won it : i.e. before it was offered to me.

2 Again? I didn't know she'd ever broken it before. Note the tense sequence in the indirect statement. Again / + 'gen/ is stressed, with rising intonation, to show surprise. Note the use of ever (= at any time) with before for emphasis.

3 The simple past and the past perfect are contrasted.

4 I'd never won a race at all until I won this one. Or Before I won this race, I'd never won one at all. Note not ... at all for emphasis.

Repetition drill

Chorus, group or individual repetition

To elicit contrasting statements involving the use of the simple past with ago and the simple past perfect with before.

Regular and irregular verbs.

T : Listen. Do not speak.

(1)

T : Didn't he run away three days ago?

S : Yes, he ran away three days ago, but he had never run away before.

(2)

T : Didn't you visit Scotland two years ago?

S : Yes, I visited Scotland two years ago, but I had never visited Scotland before.

(3)

T : Weren't you there a month ago?

S : Yes, I was there a month ago, but I had never been there before.

T : Now you answer the questions in the same way. Ready?

1 As in (1) above.

2 As in (2) above.

3 As in (3) above.

4

T : Didn't you live in England a few years ago?

S : Yes, I lived in England a few years ago, but I had never lived in England before.

5

T : Didn't he travel by air a year ago?

S : Yes, he travelled by air a year ago, but he had never travelled by air before.

6

T : Didn't he explain it a few days ago?

S : Yes, he explained it a few days ago, but he had never explained it before.

7

T : Didn't you see that film a month ago?

S : Yes, I saw that film a month ago, but I had never seen that film before.

8

T : Wasn't she ill a year ago?

S : Yes, she was ill a year ago, but she had never been ill before.

9

T : Didn't he break a record two years ago?

S : Yes, he broke a record two years ago, but he had never broken a record before.

10

T : Wasn't he in Vienna a month ago?

S : Yes, he was in Vienna a month ago, but he had never been in Vienna before.

Key to KS Exercises

A

What happened : returned (1.2); bought (1.4); went (1.4); began (1.5); rained (1.6); got (1.7); acted (1.8); was ... could bear (1.9); sold... left (1.9); ended (1.10)

What had happened : had lived (1.1); had often dreamed (1.2); had planned (1.3); had no sooner returned (1.4); had never lived (1.8); had hardly had (1.9); had had (1.10); had thought (1.10)

Key to SD Exercises

A

1 I had no sooner left the house than it began to rain.

2 We had no sooner hung the picture on the wall than it fell down.

B

1 continuously

2 continually

3 country

Key to Multiple choice questions

1 b 2 c 3 a 4 a

5 c 6 b 7 d 8 d

9 b 10 a 11 d 12 d

Lesson 39 Am I all right?

Listening comprehension

1 Introduce the story

T: Today we'll listen to a story about a doctor and his patient.

2 Understand the situation

T: What do you think is happening in the picture?

3 Listening objective

T: Listen to the story and see if you can answer this question:

Why did Mr. Gilbert telephone Dr. Millington?

4 Play the tape or read the story

5 Answer the question

After the reading, ask the question again: Why did Mr. Gilbert telephone Dr. Millington?

Train students not to shout out the answer. Instead, ask one student, then ask the others to agree or disagree with a show of hands.

Answer: To find out if his operation had been successful.

6 Intensive reading

Play the tape or read the story again, pausing after every sentence to check the students understand. Obtain brief explanations to difficulties in the text from the students themselves. Only use Chinese if a confirmatory translation is necessary.

7 Play the tape or read the story again

The students listen only.

8 Repetition (Optional)

Play the tape or read the story again, pausing after every sentence, and ask the students to repeat (a) in chorus, (b) in small groups, and (c) individually.

9 Reading aloud

Ask one or two students to read the story aloud.

Comprehension questions

1 Where was John Gilbert? (In hospital.)

2 Had he had an operation? (Yes, he had.)

3 What did he ask his doctor to tell him? (Whether his operation had been successful.)

4 The doctor refused to, didn't he? (Yes, he did.)

5 What did the patient ask for the following day? (For a bedside telephone.)

6 When did he ring the hospital exchange? (When he was alone.)

7 Whom did he ask to speak to? (Dr. Millington.)

8 What did Mr. Gilbert say? (He was inquiring about a certain patient, Mr. John Gilbert.)

9 Did he ask if Mr. Gilbert's operation had been successful?
(Yes, he did.)

10 What did the doctor tell him in reply? (That the operation
had been successful.)

11 What did he ask the doctor next? (When Mr. Gilbert would
be allowed to go home.)

12 How long would he have to stay? (For another two weeks.)

Asking questions: Ask me if ...

T: Ask me if John Gilbert was in hospital.

S: Was John Gilbert in hospital?

T: Where ...?

S: Where was John Gilbert?

1 John Gilbert was in hospital. (Where)

2 he'd had an operation. (What)

3 he wanted to know whether it had been successful. (What)

4 he asked his doctor. (Who)

5 the doctor refused to tell him. (What)

6 he asked for a bedside phone. (What ...for)

7 he telephoned the hospital exchange when he was alone. (When)
(Where) (Why)

8 he asked for Dr. Millington. (Who ... for)

9 he said he was enquiring about a patient. (What) (Who ...
about) 10 the patient's name was John Gilbert.

Pattern drill

1

T: sold the house

S1: I wonder if he's sold the house.

S2: I asked if he'd sold it, but no one knew.

bought the flat had lunch

phoned the doctor taken the car

posted the parcel had the operation

2

T: Has Mary met John?

S1: Did Mary say she'd met John?

S2: She didn't tell me whether she had or not.

Has John seen/been to that film?

Have the Smiths bought/sold the flat?

Have the children had lunch/eaten?

Has your secretary lost/found my letter?

3

T: they' ll come - tomorrow

S1: Will they come tomorrow?

S2: They didn't tell me when they'd come.

they' ll return home/go abroad - next week

she'll arrive/leave -this evening
he'll go to hospital/start work - tomorrow
he'll retire/settle down - next year

4

T : Why didn't Tom come to the party?

S1 : Our teacher asked why Tom didn't come to the party. Do you know why?

S2 : I've no idea why he didn't come.

Jane come to/attend the lecture

Mary speak/pay attention during the class

John play in/watch the match

that boy answer/understand the question

Tell the story

1 John Gilbert - in hospital - asked - operation - successful
- refused

2 following day - asked for - telephone

3 alone - exchange - Dr. Millington

4 asked - operation - successful - and - doctor told him

5 then asked - allowed - go home - told - stay in hospital
- two weeks

6 doctor asked - relative - patient

7 ' No ' - answered - ' John Gilbert '

Topics for discussion

1 Have you ever visited a hospital or had an operation? Tell us about it.

2 Think of some other situations when, like Mr. Gilbert, you might pretend to be someone else on the telephone.

3 Should doctors always inform patients about their condition? Why/Why not?

Key to Summary writing

Dr. Millington refused to tell his patient, Mr. John Gilbert, whether his operation had been successful. The next day the patient telephoned Dr. Millington and inquired about a certain patient, Mr. John Gilbert. The doctor answered a number of questions about the patient and then asked whether the caller was a relative. The caller then told him who he was.

(60 words)

Key to Composition

1 After the telephone call, Dr. Millington was angry, so he went to Gilbert's room.

2 Gilbert was telephoning the nurses and asking questions about himself.

3 Then both the doctor and the patient burst out laughing.

Key to Letter writing

3rd Jan., 28th Feb., 20th Aug., 13th Sept., 22nd Oct

Key structures : Indirect questions

a The sequence of tenses in indirect questions follows the same rules as those for indirect statements (KS 15).

Note the word order in the indirect questions :

‘ Are you tired? ’ she asked. She asked if you were tired.

b When there is a wh- question word (when, why, etc.) in the direct question, this is used in the indirect question :

‘ When will Jack arrive? ’ Tom asked. Tom asked when Jack would arrive. If there is no question word, either if or whether must be used :

Mary asked if you had been abroad. Mary asked whether you had been abroad.

c When the question contains an alternative (with or), whether is usually preferred to if :

They asked me if/whether I was ill.

They asked me whether I was ill or just lazy.

Pattern drill

1 I wonder if he's sold the house. -I asked if he'd sold it...

Note the sequence of tenses : present perfect after I wonder (present tense) and past perfect after I asked (past tense).

2 The past perfect is used in indirect statements and questions.

She didn't tell me whether she had or not : i. e. whether she'd met John or not. The contraction she'd is not possible when the main verb is omitted. Note whether... or(not).

3 They didn't tell me when they'd come. Indirect questions with when. Note that here they'd=they would.

4 Indirect questions with why.

Our teacher asked why Tom didn't come to the party. Do you know why? (i. e. why he didn't come?) -I've no idea why he didn't come.

Note that ‘ the party ’ is equivalent to a time reference(i. e. the party last night; both speakers know when it was). It is therefore not necessary to use the past perfect after asked. Compare : ‘ Why hasn't Tom come to the party(tonight)? ’ -She asked me why Tom hadn't come to the party.

Repetition drill

Chorus, group or individual repetition

To elicit affirmative reported questions where a tense change is involved.

T : Listen. Do not speak.

(1)

T : Are you surprised?

What did he ask?

S : He asked if you were surprised.

(2)

T : Why are you surprised?

What did he ask?

S : He asked why you were surprised.

(3)

T : Will Jack arrive tomorrow?

What did he ask?

S : He asked if Jack would arrive tomorrow.

(4)

T : When will Jack arrive?

What did he ask?

S : He asked when Jack would arrive.

T : Now you answer the questions in the same way. Ready?

1 As in (1) above.

2 As in (2) above.

3 As in (3) above.

4 As in (4) above.

5

T : Has Mary ever been abroad before?

What did he ask?

S : He asked if Mary had ever been abroad before.

6

T : Why has Mary never been abroad before?

What did he ask?

S : He asked why Mary had never been abroad before.

7

T : Can you come tomorrow?

What did he ask?

S : He asked if you could come tomorrow.

8

T : When can you come?

What did he ask?

S : He asked when you could come.

9

T : Did Jack arrive yesterday?

What did he ask?

S : He asked if Jack had arrived yesterday.

10

T : When did Jack arrive?

What did he ask?

S : He asked when Jack had arrived.

Key to Multiple choice questions

1 d	2 a	3 c	4 d
5 d	6 a	7 b	8 a
9 c	10 c	11 a	12 b

Key to Sentence structure

While John Gilbert was in hospital, he asked his doctor to tell him whether his operation had been successful, but the doctor refused to do so.

Lesson 40 Food and talk

Listening comprehension

1 Introduce the story

T: Today we'll listen to a story about a man who goes to a dinner party.

2 Understand the situation

T: What do you think is happening in the picture?

3 Listening objective

T: Listen to the story and see if you can answer this question: Was Mrs. Rumbold a good companion at dinner?

4 Play the tape or read the story

5 Answer the question

After the reading, ask the question again: Was Mrs. Rumbold a good companion at dinner?

Train students not to shout out the answer. Instead, ask one student, then ask the others to agree or disagree with a show of hands.

Answer: No, she wasn't.

6 Intensive reading

Play the tape or read the story again, pausing after every sentence to check the students understand. Obtain brief explanations to difficulties in the text from the students themselves. Only use Chinese if a confirmatory translation is necessary.

7 Play the tape or read the story again

The students listen only.

8 Repetition (Optional)

Play the tape or read the story again, pausing after every sentence, and ask the students to repeat (a) in chorus, (b) in small groups, and (c) individually.

9 Reading aloud

Ask one or two students to read the story aloud.

Comprehension questions

- 1 Did you go to a dinner party last week? (Yes, I did.)
- 2 Who did your hostess ask you to sit next to? (Mrs. Rumbold.)
- 3 Was she large or small? (Large.)
- 4 She didn't smile. did she? (No, she didn't.)
- 5 What was she wearing? (A tight black dress.)
- 6 What was she looking at? (Her plate.)
- 7 What was she soon busy doing? (Eating.)
- 8 What did you try to do? (To make conversation.)
- 9 You told her a new play was coming to 'The Globe' soon, didn't

you? (Yes, I did.)

10 Did you ask her if she'd be seeing it? (Yes, I did.)

11 What did she reply? (' No. ')

12 What did you ask her next? (Whether she would be spending her holidays abroad this year.)

Asking questions : Ask me if...

T : Ask me if I went to a dinner party last week.

S : Did you go to a dinner party last week?

T : When...?

S : When did you go to a dinner party?

1 I went to a dinner party last week. (When) (Where) (Who)

2 the hostess asked me to sit next to a large, unsmiling lady. (Where)

3 her name was Mrs. Rumbold. (What)

4 she was wearing a tight black dress. (What kind of) (Who)

5 her eyes were fixed on her plate. (What)

6 she was busy eating in a short time. (How, soon) (Who)

7 I tried to make conversation. (What)

8 I told her about a new play. (What)

9 It was coming to ' The Globe ' . (Where)

10 it would start soon. (When)

Pattern drill

1

T : asked you to go to-the play

S1 : Has she asked you to go to the play?

S2 : No, she hasn't. But I'd go to it if she asked me to.

told you to write/post-the letter

asked you to apologize to/thank-the boy

invited you to play for/join-her team

hired you to paint/decorate-his house

2

T : hit him, told you to

S1 : Would you hit him if he told you to?

S2 : Don't be silly! He'd never tell me to hit him.

read/write-his essay-paid you to

play for/join-his team-invited you to

marry/advise-him/her-asked you to

apply for/take-his job-advised you to

3

T : drive to London-busy roads

S1 : Will you be driving to London today?

S2 : I would drive if the roads weren't so busy.

set out/sail-from Dover-rough sea

ride/go-to the station-thick fog

set off/leave-for Rome-bad weather
climb/walk-up the mountain-heavy snow

4

T : drive-to London-busy roads

S1 : I'll be driving to London soon.

S2 : I wouldn't drive now if I were you. The roads are too busy.

set out/sail-from Dover-rough sea

ride/go-to the station-thick fog

set off/leave-for Rome-bad weather

climb/walk-up the mountain-heavy snow

Tell the story

1 Last-dinner-hostess-Mrs. Rumbold

2 large, unsmiling-tight black dress

3 not even-look up-seat beside her

4 eyes-on plate-busy eating

5 tried-make conversation

6 I asked about-theatre-holidays

7 she answered ' No ' -every question

8 despair-enjoying-dinner?

9 answered- ' ate more-talked less-both enjoy '

Topics for discussion

1 What subjects do you like talking about? Why?

2 If you are at a party, which do you think is more important, meeting and talking to people or food? Why?

3 ' Listening is as much part of "good conversation" as talking. ' Do you agree? Why/Why not?

Key to Summary writing

The writer sat next to Mrs. Rumbold at the dinner party. He tried to make conversation but she was busy eating. He talked about the new play at ' The Globe ' and about the holidays. She answered his questions briefly. Then he asked her if she was enjoying her dinner and she answered, ' Young man, if you ate more and talked less, we would both enjoy our dinner! '

(67 words)

Key to Composition

1 She not only refused to answer any questions but she did not ask any either.

2 She was interested neither in the theatre nor in travel.

3 She liked eating good food but (she) did not like talking about it.

Key to Letter writing

2nd March, 1995; 21st Sept., 1954; 13th Aug., 1976; 1st Dec., 1967; 22nd Jan., 1986; 11th Nov., 1990

Key structures : Type 2 conditional statements

a For Type 1 conditional sentences (if + present tense + will/shall) see KS 16.

b Type 2 conditional sentences use if + past tense + would/should (could/might).

There is no difference in time between Types 1 and 2, but in Type 2

i the action in the if-clause is unlikely to happen;

ii the action in the if-clause is contrary to known facts and therefore cannot be fulfilled.

Compare the following :

If you go to the exhibition, you will enjoy it. (Type 1, I think you may go.)

If you went to the exhibition, you would enjoy it. (Type 2, i. You might go but I suppose you are unlikely to go.)

If I were in London now, I would go to the exhibition. (Type 2, ii. But I am not in London now, so I cannot go -an impossible condition.)

Note that in Type 2 conditions, were may be used instead of was. Were is more usual than was when the condition is contrary to the known facts (see b ii above) : He would help you if he were here (but he isn't).

Note also that 'If I were you, I'd...' is a useful way of offering advice :

If I were you/If I were in your position, I would act differently.

Pattern drill

1 I'd (= I would) go to it if she asked me to (i.e. if she asked me to go). The action in the if-clause is possible, but unlikely.

Note that the particle to implies the infinitive of the verb in the main clause, which is not repeated.

2 Would you hit him if he told you to (i.e. told you to hit him)?

As in Pattern drill 1, but the question form is practised.

3 I would drive if the roads weren't so busy (but they are busy, so I shan't drive).

Would is stressed; without stress, we would say : I'd drive....

Note that weren't (instead of weren't/wasn't) may be used throughout the drill (S2).

4 I wouldn't drive now if I were you. Offering advice. Note were (NOT was).

Repetition drill

Chorus, group or individual repetition

To elicit Type 2 conditional statements with if.

T : Listen. Do not speak.

(1)

T : What would you do if you saw him?

Apologize to him.

S : If I saw him, I'd apologize to him.

(2)

T : What would you do if you were in my position? Act differently.

S : If I were in your position, I'd act differently.

(3)

T : What would he do if he won a lot of money? Spend it.

S : If he won a lot of money, he'd spend it.

T : Now you do the same. Ready?

1 As in (1) above.

2 As in (2) above.

3 As in (3) above.

4

T : What would you do if you lost your way?

Ask a policeman.

S : If I lost my way, I'd ask a policeman.

5

T : What would she do if she were here?

Get the dinner ready.

S : If she were here, she'd get the dinner ready.

6

T : What would they do if they were on holiday? Go fishing.

S : If they were on holiday, they'd go fishing.

7

T : What would you do if you lost your key?

Climb through the window.

S : If I lost my key, I'd climb through the window.

8

T : What would he do if he came home early?

Take me out to dinner.

S : If he came home early, he'd take me out to dinner.

9

T : What would she do if she couldn't get an air ticket?

Go by boat.

S : If she couldn't get an air ticket, she'd go by boat.

10 T : What would you do if you didn't hear from him?

Write him another letter.

S : If I didn't hear from him, I'd write him another letter.

Key to KS Exercises

1 were

2 tries

- | | |
|----------------|--------------------|
| 3 will burn | 4 would have to |
| 5 lost | 6 do not apologize |
| 7 were | 8 won |
| 9 would not be | 10 could |

Key to SD Exercises

- | | |
|-------------------|-----------------|
| 1 made ...do | 2 does ...makes |
| 3 doing ...making | 4 made...did |

Key to Multiple choice questions

- | | | | |
|-----|------|------|------|
| 1 c | 2 c | 3 b | 4 c |
| 5 a | 6 a | 7 c | 8 b |
| 9 b | 10 b | 11 b | 12 d |

Lesson 41 Do you call that a hat?

Listening comprehension

1 Introduce the story

T: Today we'll listen to a story about a man who goes shopping with his wife.

2 Understand the situation

T: What do you think is happening in the picture?

3 Listening objective

T: Listen to the story and see if you can answer this question: What kind of shopping does the writer enjoy, do you think?

4 Play the tape or read the story

5 Answer the question

After the reading, ask the question again: What kind of shopping does the writer enjoy, do you think?

Train students not to shout out the answer. Instead, ask one student, then ask the others to agree or disagree with a show of hands.

Answer: Shopping for himself.

6 Intensive reading

Play the tape or read the story again, pausing after every sentence to check the students understand. Obtain brief explanations to difficulties in the text from the students themselves. Only use Chinese if a confirmatory translation is necessary.

7 Play the tape or read the story again

The students listen only.

8 Repetition (Optional)

Play the tape or read the story again, pausing after every sentence, and ask the students to repeat (a) in chorus, (b) in small groups, and (c) individually.

9 Reading aloud

Ask one or two students to read the story aloud.

Comprehension questions

1 Were you in a shop or a theatre? (A shop.)

2 Who were you with? (My wife.)

3 She was trying a hat on, wasn't she? (Yes, she was.)

4 What did you say to your wife? (' Do you call that a hat? ')

5 Did she think you were being rude? (Yes, she did.)

6 How long had you been in the hat shop? (Half an hour.)

7 What was the remark you suddenly made? (' We mustn't buy things we don't need. ')

8 How soon did you regret saying it? (Almost at once.)

9 What did your wife remind you of? (The terrible tie I bought

yesterday.)¹⁰ Do you think it's terrible or beautiful?
(Beautiful.)

11 Can a man have too many ties? (No, he can't.)

12 What about a woman and her hats? (A woman can't have too many hats either.)

Asking questions : Ask me if ...

T : Ask me if I was in a hat shop.

S : Were you in a hat shop?

T : Where ...?

S : Where were you?

1 I was in a hat shop. (Where)

2 I was with my wife. (Who)

3 she was trying on a hat. (What)

4 it looked terrible. (How)

5 we'd been in the shop for half an hour. (How long)

6 I sat down on a modern chair. (Where)

7 it had holes in it. (What)

8 my wife was looking at herself in the mirror. (What... doing)

9 I made a sudden remark. (What)

10 I regretted it almost at once. (How soon)

11 I said we mustn't buy things we don't need. (What)

Pattern drill

1

T : some flowers

S1 : Why don't you buy some flowers?

S2 : I'd like to buy some, but I don't really need any.

some shoes a coat

a suit some cakes

an umbrella some cards

a dress some jam

a bicycle

2

T : phone the doctor

S1 : I must phone the doctor.

S2 : You needn't bother, I've already phoned him.

order the food tidy his room

cook the lunch pay the bill

make the beds make the coffee

3

T : you -wait for her

S1 : Did you wait for her?

S2 : I didn't have to wait for her. SHE waited for ME.

you -pay for him he-entertain her

she -call on him she -find them

they -speak to her they -phone her

4

T : Don't smoke! It's forbidden.

S1 : You mustn't smoke. It's forbidden.

S2 : You needn't have told me that. I know it is.

go near/use -that machine -dangerous

use/ride - that bicycle - broken

disturb/worry - the manager - busy

buy/accept - those radios - stolen

Tell the story

1 ' call that a hat ' - to my wife

2 ' needn't - so rude ' - answered

3 sat - modern chair - holes - waited

4 half an hour - wife - still - mirror

5 ' mustn't buy - don't need ' - remarked

6 ' needn't - said that ' - answered

7 ' remind - terrible tie - yesterday '

8 ' a man - never - too many ' - I said

9 ' a woman - many hats ' - answered

10 out - shop - wife - hat - lighthouse

Topics for discussion

1 What kinds of things would you like that you don't really need?

2 Who do you think are generally more extravagant, men or women? Why?

3 What is meant by the proverb : ' Waste not, want not ' ? Give some examples.

Key to Summary writing

The writer's wife was trying on a hat but he did not like it. He sat down and waited for her. Then they began arguing again. He had bought a tie the day before but his wife did not like it. ' A man can never have too many ties, ' he said. His wife used exactly the same argument and bought the hat. It looked like a lighthouse.

(67 words)

Key to Composition

1 My wife not only has too many hats but too many dresses as well.

2 We have been invited to a party this evening but she does not want to go.

3 She keeps looking at all those dresses and saying, ' I haven't got anything to wear! '

Key to Letter writing

7th May, 1995; 1st Oct., 1978; 31st Jan., 1967; 18th Feb., 1983; 23rd June, 1970; 17th April, 1927

Key structures : Must, Have to and Need

a For the use of must and have (got) to in affirmative sentences, see KS 17.

b Need (=require) is an ordinary verb when followed by an object, i.e. it takes-s in the third person singular and is used with do/does in the negative and interrogative : He needs/doesn't need a haircut. Does he need a haircut?

c

i Needn't + verb (infinitive without to) does not take-s in the third person singular and forms the negative without do/does : He needn't wait for me.

Needn't + have + past participle refers to a past action :

You needn't have waited for me.

Note that this implies : You did wait for me although it wasn't necessary.

ii Don't have to (or don't need to) may be used instead of needn't and is usually used when a habitual action is referred to :

I have a car, so I don't have to/don't need to use the buses (needn't would be unusual here).

Didn't have to + infinitive refers to a past action (which may or may not be habitual) :

He had his own car, so I didn't have to wait for him. Note that this means : I did not wait because it was not necessary.

Compare : Why did you wait? You didn't have to. (=You needn't have waited.)

d Needn't/don't have to/haven't got to all show the absence of necessity, but mustn't is a prohibition (a negative command) :

You mustn't make a noise. (= Do not make a noise. I forbid it.)

You needn't/don't have to come if you don't want to. (i.e. It's not necessary for you to come, so please yourself.)

Pattern drill

1 I don't really need any/one. Note the use of do(n't) with need + object.

2 I must phone the doctor. - You needn't bother (i.e. bother to phone the doctor).

Needn't is used to remove the obligation expressed by must.

3 I didn't have to wait for her. i.e. It wasn't necessary (for me to wait), so I didn't wait.

Note that in the second part of S2 the pronouns are stressed to emphasize that what happened was the opposite of what was expected.

4 You mustn't smoke (i.e. Don't smoke!). Prohibition.

You needn't have told me that. You told me, but it wasn't necessary.

Repetition drill

Chorus, group or individual repetition

To elicit statements contrasting the use of mustn't and needn't.

T: Listen. Do not speak.

(1)

T: Can I make a noise?

No, the children are asleep.

S: So I mustn't make a noise.

(2)

T: Must I drive fast?

No, we have plenty of time.

S: So I needn't drive fast.

(3)

T: Can I park my car here?

No, it says 'No Parking'.

S: So I mustn't park my car here.

(4)

T: Must I finish this soup?

Not if you don't like it.

S: So I needn't finish this soup.

T: Now you do the same. Ready?

1 As in (1) above.

2 As in (2) above.

3 As in (3) above.

4 As in (4) above.

5

T: Can I read in bed?

No, it's bad for your eyes.

S: So I mustn't read in bed.

6

T: Must I get up early tomorrow?

Not if you don't want to.

S: So I needn't get up early tomorrow.

7

T: Must I wait for him?

No, he's already gone.

S: So I needn't wait for him.

8

T: Can I smoke?

No, it says 'No Smoking'.

S: So I mustn't smoke.

9

T : Can I sit on the grass?

No, it's wet.

S : So I mustn't sit on the grass.

10

T : Must I take a taxi?

No, a bus is coming.

S : So I needn't take a taxi.

Key to KS Exercises

C

1 mustn't

2 mustn't

3 needn't

4 needn't

5 mustn't

Key to SD Exercises

1 remarked

2 noticed

3 remarks

4 notice

Key to Multiple choice questions

1 a

2 a

3 c

4 d

5 c

6 b

7 b

8 a

9 d

10 a

11 c

12 b

Lesson 42 Not very musical

Listening comprehension

1 Introduce the story

T : Today we'll listen to a story about some tourists in a market in India.

2 Understand the situation

T : What do you think is happening in the picture?

3 Listening objective

T : Listen to the story and see if you can answer this question :
What happened when the snake charmer began to play jazz?

4 Play the tape or read the story

5 Answer the question

After the reading, ask the question again : What happened when the snake charmer began to play jazz?

Train students not to shout out the answer. Instead, ask one student, then ask the others to agree or disagree with a show of hands.

Answer : The snake continued to dance slowly.

6 Intensive reading

Play the tape or read the story again, pausing after every sentence to check the students understand. Obtain brief explanations to difficulties in the text from the students themselves. Only use Chinese if a confirmatory translation is necessary.

7 Play the tape or read the story again

The students listen only.

8 Repetition (Optional)

Play the tape or read the story again, pausing after every sentence, and ask the students to repeat (a) in chorus, (b) in small groups, and (c) individually.

9 Reading aloud

Ask one or two students to read the story aloud.

Comprehension questions

1 Where had you had a long walk? (Through one of the markets of Old Delhi.)

2 Why did you stop at a square? (To have a rest.)

3 Who did you notice after a time? (A snake charmer.)

4 How many baskets did he have? (Two.)

5 What was his pipe covered with? (With coins.)

6 When did he pick it up? (As soon as he saw us.)

7 What did he open then? (One of the baskets.)

8 When did you have the first glimpse of the snake? (When he began to play a tune.)

9 Did it rise out of the basket? (Yes, it did.)

10 What movements did it begin to follow? (The movements of the pipe.)

11 What kind of music was the snake charmer playing to begin with? (An Indian tune.)

12 Did he change to jazz tunes? (Yes, he did.)

13 What else did he play? (Modern pop songs.)

14 Were you surprised? (Yes, we were.)

Asking questions : Ask me if ...

T : Ask me if we were in one of the markets of Old Delhi.

S : Were you in one of the markets of Old Delhi?

T : Where ...?

S : Where were you?

1 we were in one of the markets of Old Delhi. (Where)

2 we'd had a long walk. (What)

3 we stopped at a square. (Where) (Why)

4 we needed a rest. (What) (Why)

5 we noticed a snake charmer. (What) (Where)

6 he had two large baskets. (How many)

7 he was sitting at the other side of the square. (Where) (Who)

8 we went to have a look at him. (What ... do)

9 he picked up a long pipe. (What) (When)

10 it was covered with coins. (What ...with)

11 he opened one of the baskets. (What)

12 he began to play a tune. (What)

Pattern drill

1

T : some more soup

S1 : Have some more soup!

S2 : No thanks. I've had enough.

some more salad some more tea

another piece of cake another bowl of soup

another sandwich another biscuit

some more coffee some more fish

2

T : sugar- in his tea

S1 : I thought he took sugar in his tea.

S2 : He does, usually. But he's having tea without sugar today!

lemon/milk - with his tea

milk/cream - with his coffee

ice/water - with his whisky

lemon/ice - in Coca-Cola

3

T : nice swim - out to the island

S1 : Did they have a nice swim?

S2 : Yes, they swam out to the island.

good sleep/rest - all afternoon

useful practice/talk - for six hours

pleasant walk/ride - round the park

good laugh/cry - all through the film

4

T : felt that material - very soft

S1 : Have you felt that material? It's very soft.

S2 : Is it? Let me have a feel.

tasted that milk/cream - sour

tried that door- stuck

smelt that cheese/meat - bad

looked at these photos/pictures- good

Tell the story

1 long walk - market - Old Delhi - stopped - square - a rest

2 snake charmer - baskets - other side - so - went to have
a look

3 saw us - picked up - opened-baskets

4 began to play - snake rose out - began - followed movements
- pipe

5 surprised - jazz - modern pop songs

6 snake - continued - slowly

7 couldn't tell - Indian music - jazz

Topics for discussion

1 Many people are afraid of snakes. Why do you think this is
so? What about you?

2 Have you seen other kinds of animals ' performing ' ? Where?
What did they do?

3 What kind of music do you like (a) when you want to relax,
(b) when you are dancing, (c) at a concert? Give reasons for your
choice.

Key to Summary writing

We watched a snake charmer in a square in Old Delhi. He had
a long pipe and two large baskets. He played a tune and the snake
in one of the baskets rose out of the basket and began to follow
the movements of the pipe. Then the snake charmer played modern
tunes but the snake continued to dance slowly. It did not know the
difference between Indian music and jazz.

(69 words)

Key to Composition

1 The snake charmer opened his basket and started to play a
tune but the snake refused to move.

2 Then the snake charmer shook the basket and the snake obeyed

him.

3 Everybody was frightened but these snakes are not dangerous.

Key to Letter writing

84 Wiley Drive,	844 West 54th Street (St.),
Buxton,	New York,
Derbyshire,	N.Y.,
England.	U.S.A.

8th Jan., 19- May 21st, 19 -

Key structures : Have (ordinary verb)

a For have/have got (possession) and have = receive, take, eat, etc., see KS 18.

b Have + noun may replace a verb with the same root form as the noun. In some cases, the verb gives a greater sense of purpose or emphasizes the nature of the action. Compare :

I walked to work (i.e. I didn't drive or go by bus).

I went for a long walk this morning (i.e. that's how I spent the time).

Look at the blackboard! (i.e. Pay attention!)

I think there's someone at the door. Will you have a look? (i.e. Just go and see if anyone's there.) Note that have a bath/wash often replaces ' bath/wash oneself ' .

She bathed the baby.

She had a bath (i.e. She bathed herself).

Pattern drill

1 Have some more soup! Have is commonly used in the imperative for offering something. The polite form would be Would you like (to have) ...?

2 I thought he took sugar in his tea. Note the past tense in the indirect statement. He does, usually (or He usually does). But he's having tea without sugar today.

Note that have can be used in the present continuous when it means take, eat etc.

3 Did they have a nice swim? Note the question form Did they have (not Had they) ...? They swam out to the island. Intransitive verbs replace have + noun.

4 Have you felt that material? - Let me have a feel. The verbs in this drill are all transitive.

Repetition drill

Chorus, group or individual repetition

To elicit statements involving the use of have + noun in place of certain verbs.

T : Listen. Do not speak.

(1)

T : I walked in the garden this morning.

S : I had a walk, too.

(2)

T : I'm drinking a glass of beer.

S : I'm having a drink, too.

(3)

T : I shall rest this afternoon.

S : I shall have a rest, too.

T : Now you do the same. Ready?

1 As in (1) above.

2 As in (2) above.

3 As in (3) above.

4

T : I swam in the sea this morning.

S : I had a swim, too.

5

T : I shall wash before going out.

S : I shall have a wash, too.

6

T : I'm smoking.

S : I'm having a smoke, too.

7

T : I slept this afternoon.

S : I had a sleep, too.

8

T : I shall ride my bicycle tomorrow.

S : I shall have a ride, too.

9

T : I'm trying to get that job.

S : I'm having a try, too.

10

T : I looked at that picture she's painting.

S : I had a look, too.

Key to KS Exercises

A

1 had had a long walk (1.1)

2 have a rest (1.2)

3 to have a look (1.4)

4 had our first glimpse (1.6)

B

1 had a ride

2 was having a look

3 had a wash

- 4 had a swim
- 5 had a fight
- 6 have had a quarrel
- 7 had another try
- 8 having a rest
- 9 have a smoke
- 10 have a good sleep

Key to SD Exercises

- | | |
|--------------|-----------|
| 1 pick it up | 2 pick up |
| 3 pick out | 4 pick up |

Key to Multiple choice questions

- | | | | |
|-----|------|------|------|
| 1 d | 2 d | 3 d | 4 b |
| 5 b | 6 c | 7 d | 8 d |
| 9 a | 10 c | 11 d | 12 a |

Key to Sentence structure

As soon as he saw us, he picked up a long pipe which was covered with coins and opened one of the baskets.

Lesson 43 Over the South Pole

Listening comprehension

1 Introduce the story

T: Today we'll listen to a story about the first flight over the South Pole.

2 Understand the situation

T: What do you think is happening in the picture?

3 Listening objective

T: Listen to the story and see if you can answer this question :
How was the plane able to clear the mountain?

4 Play the tape or read the story

5 Answer the question

After the reading, ask the question again : How was the plane able to clear the mountain?

Train students not to shout out the answer. Instead, ask one student, then ask the others to agree or disagree with a show of hands.

Answer : The American explorer ordered his men to throw out two heavy food sacks so the plane rose to 10,000 feet.

6 Intensive reading

Play the tape or read the story again, pausing after every sentence to check the students understand. Obtain brief explanations to difficulties in the text from the students themselves. Only use Chinese if a confirmatory translation is necessary.

7 Play the tape or read the story again

The students listen only.

8 Repetition (Optional)

Play the tape or read the story again, pausing after every sentence, and ask the students to repeat (a) in chorus, (b) in small groups, and (c) individually.

9 Reading aloud

Ask one or two students to read the story aloud.

Comprehension questions

1 Was R. E. Byrd American or English? (American.)

2 When did he fly over the North Pole? (In 1926.)

3 When did he fly over the South Pole? (In 1929.)

4 Was this the first successful flight over the South Pole?
(Yes, it was.)

5 What were Byrd and his men able to do at first? (To take a great many photographs.)

6 Did they soon run into trouble? (Yes, they did.)

7 What seemed certain at one point? (That their plane would

crash.)

8 Why did it have to rise to 10,000 feet? (To get over the mountains.)

9 What did Byrd order his men to do? (To throw out two heavy food sacks.)

10 Did this make the plane lighter? (Yes, it did.)

11 What was it then able to do? (To reach the South Pole.)

12 By how much did it clear the mountains? (Four hundred feet.)

13 How far away was the South Pole at this point? (Three hundred miles.)

Asking questions : Ask me if ...

T : Ask me if R. E. Byrd was an explorer.

S : Was R.E. Byrd an explorer?

T : Who ...?

S : Who was R. E. Byrd?

1 R. E. Byrd was an explorer. (Who)

2 he came from America. (Where) (Who)

3 he was the first man to fly over the South Pole. (Who)

4 he flew over it in 1929. (When) (Who)

5 he had flown over the North Pole three years earlier. (When) (Who)

6 they were able to take a great many photographs. (How many)

7 they took photographs of the mountains below. (What...of)

8 they soon ran into difficulties. (When)

9 they thought that their plane would crash. (What) (Why)

Pattern drill

1

T : see

S1 : When can you see me?

S2 : I can see you tomorrow if you like.

come shopping with mend the iron for

choose a car for come for a walk with

go to the zoo with say goodbye to

have lunch with visit the church with

2

T : The baby-walk

S1 : Can the baby walk yet?

S2 : No, but he'll be able to walk in a few months' time.

Jane - swim/drive/use a computer

your brother - play jazz/play Chopin

John - speak German/read French

your sister - cook/make her own clothes

3

T : swim - 3

S1 : When did you learn to swim?

S2 : I could swim by the time I was three.

ride a bicycle - 8 use a keyboard - 17

speak English -15 read - 7

make a dress -12 drive a car - 16

read music - 10 sail a boat - 14

4

T : see the play

S1 : It's a pity he couldn't see the play.

S2 : Oh, didn't you know? He was able to see it after all.

visit Mary go to the party

take the exams take you out

get some leave attend the lecture

borrow a car watch the match

Tell the story

1 1929 - American explorer-Byrd - South Pole - first time

2 at first - many photographs - mountains - soon - serious trouble

3 one point - certain - crash

4 only get over - rose - 10,000 feet

5 ordered - throw out - food sacks

6 able to rise - cleared - by 400 feet

7 knew - reach - South Pole - 300 miles - no more mountains - sight

Topics for discussion

1 What other famous explorers do you know about? Tell us about one of them.

2 When and why can aerial photographs (i.e. those taken from the air) be useful?

3 What are the main differences between 'modern' expeditions and those of fifty years ago or more? Do you think explorers were braver then? Why/Why not?

Key to Summary writing

The American explorer, R.E. Byrd, became the first man to fly over the South Pole in 1929. He took a lot of photographs during the flight but then he ran into difficulties. His plane could not get over the mountains so he ordered his men to throw out two heavy food sacks. The plane then flew over the mountains and continued without further trouble.

(65 words)

Key to Composition

1 Byrd stayed in the Antarctic for a year and made many more flights.

2 He went back to America in 1930 but returned to the Antarctic in 1946.

3 This time he not only had 4,000 men with him but thirteen ships and seventeen aeroplanes as well.

Key structures : Can and Be able to

a

Can/could may be used to request or grant permission (KS 19, a).

b

i Can may be used to express ability in the (immediate) future when it has the meaning : ' be free ' or ' be in a position ' to do something :

I can see you tomorrow. Note that this means : I am in a position now to tell you that I shall be free tomorrow.

Generally speaking, future ability is expressed by shall/will be able to.

ii Note the tense sequence (see KS 15) in indirect statements.

iii Could/was able to expresses learned ability in the past : I could/was able to swim when I was five.

They also combine with stative verbs (understand, see, hear, etc.) to express the equivalent of the simple past tense. Compare : He had a strong accent, but I could/was able to understand him./I understood him.

c

When the ability refers to the successful completion of a past action (in spite of difficulties), could may NOT be used. Compare the following :

She could/was able to swim when she was five years old (= learned ability in the past).

She swam the Channel when she was eleven (= statement of fact; swim is a dynamic verb).

The weather was bad, but she was able to swim the Channel (Could is not possible here).

Note that in the negative, i.e. when an action was NOT completed, either couldn't or wasn't able to may be used :

He couldn't/wasn't able to go to London yesterday because his wife was ill.

Pattern drill

1 Can is used in the sense of ' am free to ' or ' I know I shall be free to... '

2 Can the baby walk yet? Can expresses ability in the present.

He'll be able to walk in a few months' time. Future ability is expressed by will be able to; can may not be used.

3 I could swim by the time I was three. Past ability. I was

able to swim ... is also correct, but could is usually preferred when both forms are possible.

4 It's a pity he couldn't see the play. Or he wasn't able to.

He was able to see it after all. ie. He DID see it. (See used as a dynamic verb expressing the successful completion of an action in spite of difficulty.) Could may not be used.

Repetition drill

Chorus, group or individual repetition

To elicit negative statements involving the use of be not able to in response to questions with can't/couldn't expressing inability.

T: Listen. Do not speak.

(1)

T: Can't he drive a car yet?

S: No, I'm afraid he still isn't able to.

(2)

T: Can't you come to the theatre with us tomorrow?

S: No, I'm afraid I won't be able to.

(3)

T: Couldn't she get any theatre tickets yesterday?

S: No, I'm afraid she wasn't able to.

T: Now you answer the questions in the same way. Ready?

1 As in (1) above.

2 As in (2) above.

3 As in (3) above.

4

T: Can't she make bread yet?

S: No, I'm afraid she still isn't able to.

5

T: Couldn't you persuade him to come with us yesterday?

S: No, I'm afraid I wasn't able to.

6

T: Can't they have dinner with us tomorrow?

S: No, I'm afraid they won't be able to.

7

T: Couldn't they understand him at all?

S: No, I'm afraid they weren't able to.

8

T: Can't you speak English yet?

S: No, I'm afraid I'm still not able to.

9

T: Can't you write to him tomorrow?

S: No, I'm afraid I won't be able to.

10

T : Couldn't you find out his address?

S : No, I'm afraid I wasn't able to.

Key to KS Exercises

A were able to take (1.3); could ... get over (1.6); was then able to rise (1.8); would be able to reach (1.9); was able to fly (1.10)

Key to SD Exercises

1 at last

2 at home

3 at once

4 at the moment

5 at times

6 was at a loss

7 At first

Key to Multiple choice questions

1 b

2 b

3 a

4 a

5 d

6 d

7 a

8 c

9 c

10 d

11 a

12 c

Key to Sentence structure

Byrd at once ordered his men to throw out two heavy food sacks.

Lesson 44 Through the forest

Listening comprehension

1 Introduce the story

T: Today we'll listen to a story about a woman who was having a picnic when something happened.

2 Understand the situation

T: What do you think is happening in the picture?

3 Listening objective

T: Listen to the story and see if you can answer this question :
How did Mrs. Sterling get her bag back?

4 Play the tape or read the story

5 Answer the question

After the reading, ask the question again How did Mrs. Sterling get her bag back?

Train students not to shout out the answer. Instead, ask one student. then ask the others to agree or disagree with a show of hands.

Answer : She ran after the thieves and gave them a fright.

6 Intensive reading

Play the tape or read the story again, pausing after every sentence to check the students understand. Obtain brief explanations to difficulties in the text from the students themselves. Only use Chinese if a confirmatory translation is necessary.

7 Play the tape or read the story again

The students listen only.

8 Repetition (Optional).

Play the tape or read the story again, pausing after every sentence, and ask the students to repeat (a) in chorus, (b) in small groups, and (c) individually.

9 Reading aloud

Ask one or two students to read the story aloud.

Comprehension questions

1 Who ran through a forest after two men? (Mrs. Anne Sterling did.)

2 What didn't she think of as she ran? (Of the risk she was taking.)

3 Was she with her children? (Yes, she was.)

4 What were they doing? (Having a picnic.)

5 Where were they having their picnic? (At the edge of a forest.)

6 Had the two men rushed up to her? (Yes, they had.)

7 What did they try to steal? (Her handbag.)

- 8 There was a struggle, wasn't there? (Yes, there was.)
- 9 What broke in the struggle? (The strap of her handbag.)
- 10 Where did they both start running? (Through the trees.)
- 11 Did she run after the two men? (Yes, she did.)
- 12 She was soon out of breath, wasn't she? (Yes, she was.)
- 13 She caught up with them, didn't she? (Yes, she did.)

Asking questions : Ask me if ...

T : Ask me if Mrs. Anne Sterling was having a picnic.

S : Was Mrs. Anne Sterling having a picnic?

T : Who ...?

S : Who was having a picnic?

1 Mrs. Anne Sterling was having a picnic. (Who) (Where)

2 she was with her children. (Who...with)

3 they were sitting at the edge of a forest. (Where) (Why)

(Who)

4 two men rushed up to her. (How many)

5 they tried to steal her handbag. (What)

6 the strap broke in the struggle. (What)

7 the men ran off with the bag. (What)

8 they started running through the trees. (Where) (Why) (Who)

9 Mrs. Sterling was very angry. (Why) (Who)

10 she ran after them. (What...do)

11 she was soon out of breath. (Why)

Pattern drill

1

T : live abroad - live here

S1 : Why don't you live abroad instead of living here?

S2 : I prefer living here to living abroad.

eat out - cook lunch drive to work - walk

sit down - stand up travel by boat - fly

teach - write books stay at home - go out

watch TV - read work - sleep all day

2

T : play tennis - rest

S1 : Shall we play tennis, or would you prefer to rest?

S2 : I'd prefer to rest, if you don't mind.

eat now - eat later keep the car - sell it

get a taxi - walk watch TV - read

go to see him - phone eat at home - go out

go home - wait here drive - go by bus

3

T : study

S1 : I started to study, but then a friend called.

S2 : That's no excuse for not studying!

cook lunch/make a cake/wash the dishes
mend the chair/hang the picture/work
write to him/phone her/help them
do my homework/cut the grass/have lunch

4

T : Mend his trousers!

S1 : His trousers need mending.

S2 : I don't care if they do. I hate mending.

iron your clothes	clean the windows
type that letter	water those plants
wash his shirt	polish that table
tidy your room	plan your trip

Tell the story

1 Mrs. Anne Sterling didn't think - risk - when - ran through
- two men

2 They'd - while she - picnic at the - with her children -
tried - handbag

3 struggle - strap - both - through trees

4 so angry that - ran after

5 When - caught up - saw - going through - contents - ran
straight at

6 such a fright - dropped - ran away

7 strap needed - but - hadn't stolen

Topics for discussion

1 What, do you think, were the contents of Mrs. Sterling's
handbag? What sort of things do you usually carry around in your
handbag/pocket? Why?

2 Do you like going on picnics? What sort of places do you
choose? Why?

3 In what kinds of situations do ordinary people suddenly
behave in an extraordinary way?

Key to Summary writing

Two men tried to steal Mrs. Sterling's handbag. She was having
a picnic at the edge of a forest with her children at the time.
They took the bag after a struggle and ran through the trees. She
ran after them and caught up with them. The men had sat down and
were going through the contents of the bag. Mrs. Sterling ran
straight at them so they ran away.

(70 words)

Key to Composition

1 Thieves can either be very daring or very timid.

2 A thief once broke into a house and stole some money but
the lady of the house caught him.

3 The thief not only gave back the money but paid for the

window he had broken.

Key structures : The gerund and the infinitive

a

For the gerund as a subject, or after (adjective +) preposition, see KS 20.

b

The gerund may follow a verb + preposition, e.g. look forward to/be used to....

I'm Looking forward to seeing him. I'm used to getting up early.

c

After the verbs start, begin and continue either the infinitive or the gerund may be used without any difference in meaning : They started to run/running.

d

The verbs love, like (= enjoy), hate and prefer :

i When used in the past or present these verbs are usually followed by the gerund, especially when we wish to imply ' always ' : I like fishing/swimming, etc.

The infinitive is also possible, but it is more likely to be used with reference to a particular moment : I hate to disturb you (just now) but may I come in?

Note that when like means ' think it right or wise ' , the infinitive is always used :

I like to answer letters quickly (it is right to do this).

Compare : I like answering letters (I enjoy doing it).

ii When these verbs are in the conditional, they are usually followed by the infinitive :

I'd love/like to help you. I can stay, but I'd prefer to go home.

e

Want and need are followed by the gerund in sentences like :

That shirt needs mending/wants washing (i.e. someone should mend/wash it).

Pattern drill

1 ...instead of living here? Gerund after prepositional phrase instead of.

I prefer living here to living abroad : Note the two gerunds. The infinitive is never used here since it would produce : I prefer to live here to to live....

2 Shall we play tennis, or would you prefer to rest? Note shall used for a suggestion and the infinitive after prefer in the conditional. The question could be rephrased : Would you prefer to play tennis or to rest?

3 I started to study : the gerund (studying) could also be used

here.

That's no excuse for not studying : the gerund is used after noun + preposition.

Note the negative construction.

4 The gerund is practised after need and hate.

Repetition drill

Chorus, group or individual repetition

To elicit statements involving the use of a gerund or an infinitive after certain verbs.

T : Listen. Do not speak.

(1)

T : I started to run as soon as I heard him. What about you?

S : I started running, too.

(2)

T : I continued reading when he turned on the television. What about Mary?

S : She continued to read, too.

(3)

T : I began to work when the boss arrived. What about Jim?

S : He began working, too.

T : Now you do the same. Ready?

1 As in (1) above.

2 As in (2) above.

3 As in (3) above.

4

T : I love to sit in the garden when it's fine. What about you?

S : I love sitting in the garden, too.

5

T : I prefer drinking wine. What about Mary?

S : She prefers to drink wine, too.

6

T : I learnt to type. What about you?

S : I learnt typing, too.

7

T : I intend to look for a new job. What about Jim?

S : He intends looking for a new job, too.

8

T : I hate speaking in public. What about you?

S : I hate to speak in public, too.

9

T : I like walking in the rain. What about you?

S : I like to walk in the rain, too.

10

T : I started to collect stamps. What about Tom?

S : He started collecting stamps, too.

Key to KS Exercises

A

tried to steal (1.4); started running (1.5); continued to run (1.7); needs mending (1.10)

B

- | | |
|--------------------|--------------------|
| 1 to see | 2 working |
| 3 ironing | 4 to leave |
| 5 to argue/arguing | 6 to come |
| 7 seeing | 8 knocking |
| 9 waiting | 10 to rain/raining |
| 11 working | 12 taking |

Key to SD Exercises (sample sentences)

1 In the last minutes of the race, Jim caught up with the leader and passed him.

2 The farmer shouted at the children and they ran away.

Key to Multiple choice questions

- | | | | |
|-----|------|------|------|
| 1 c | 2 b | 3 c | 4 c |
| 5 c | 6 b | 7 d | 8 a |
| 9 b | 10 a | 11 b | 12 d |

Lesson 45 A clear conscience

Listening comprehension

1 Introduce the story

T: Today we'll listen to a story about a man who lost a large sum of money.

2 Understand the situation

T: What do you think is happening in the picture?

3 Listening objective

T: Listen to the story and see if you can answer this question :
How did Sam get his money back?

4 Play the tape or read the story

5 Answer the question

After the reading, ask the question again : How did Sam get his money back?

Train students not to shout out the answer. Instead, ask one student, then ask the others to agree or disagree with a show of hands.

Answer : It was returned, little by little, by the villager who had found his wallet.

6 Intensive reading

Play the tape or read the story again, pausing after every sentence to check the students understand.

Obtain brief explanations to difficulties in the text from the students themselves. Only use Chinese if a confirmatory translation is necessary.

7 Play the tape or read the story again

The students listen only.

8 Repetition (Optional)

Play the tape or read the story again, pausing after every sentence, and ask the students to repeat (a) in chorus, (b) in small groups, and (c) individually.

9 Reading aloud

Ask one or two students to read the story aloud.

Comprehension questions

- 1 What had been lost? (A large sum of money.)
- 2 Who soon learnt the news? (The whole village.)
- 3 What was Sam Benton's job? (He was a butcher.)
- 4 What had he lost? (His wallet.)
- 5 When had he lost it? (When he went to the post office.)
- 6 He was sure the wallet must have been found, wasn't he? (Yes, he was.)
- 7 Who could have found it? (One of the villagers.)
- 8 Was the wallet soon returned to him? (No, it wasn't.)

- 9 When did he find it? (One morning three months later.)
- 10 Where was it? (Outside his front door.)
- 11 What had it been wrapped in? (Newspaper.)
- 12 How much money did it contain? (Half the money he had lost.)
- 13 What else was inside it? (A note.)
- 14 What did the note say? (' A thief, yes, but only 50 per cent a thief. ')
- 15 What happened two months later? (Some more money was returned.)

Asking questions : Ask me if ...

T : Ask me if the whole village soon learnt the news.

S : Did the whole village soon learn the news?

T : How quickly ...?

S : How quickly did the village learn the news?

1 the whole village soon learnt the news. (How quickly) (What) (Who)

2 a large sum of money had been lost. (What)

3 Sam Benton had lost his wallet. (What)

4 Sam was the local butcher. (What) (Who)

5 he was taking his savings to the post office (Where) (What) (Who)

6 the wallet was returned three months later. (When) (What)

7 Sam found the wallet outside his front door. (What) (Where)

(Who) 8 it had been wrapped up in newspaper. (What ... in)

9 there was a note in it. (What)

Pattern drill

1

T : car - left in a car park

S1 : Was the car ever found?

S2 : Yes, it had been left in a car park.

pen/glasses - picked up by mistake

papers/case - sent to the wrong address

luggage/parcels - labelled incorrectly

dogs/child - taken to the police station

2

T : No one has returned the wallet.

S1 : The wallet hasn't been returned yet.

S2 : No, but we expect it to be returned any day now.

found the car answered my letter

caught the thief published his book

paid the bill arranged the meeting

repaired the clock explained the plan

3

T : pay the rent

S1 : I've been told to pay the rent.

S2 But it's already been paid. It must have been paid by someone else.

post the letters	put away the tools
deliver the parcel	put up the notice
return the books	repair the gate
feed the cat	buy the tickets

4

T : pay the bill

S1 : The bill hasn't been paid.

S2 : I thought it had been paid by your secretary. I'm sorry.

post the letters	put away the books
deliver the parcel	put up the notice
return the keys	make the coffee
lock the desk	book the seats

Tell the story

1 village soon learnt - Sam Benton - lost - while taking - post office

2 Sam - sure - must have - by one of - but - not returned

3 Three months - his wallet - front door

4 warped - newspaper - contained half - with a note - ' 50% thief '

5 later - more money - another note

6 In time - all - paid back - this way

7 last note - ' 100% honest '

Topics for discussion

1 What would you do if you lost the equivalent of £1,000? Would you expect to get it back? Why/Why not?

2 Do you think anyone is ' 100% honest ' ? Give examples to illustrate your answer.

3 ' Honesty is the best policy. ' Is this always true? Why/Why not?

Key to Summary writing

The local butcher, Sam Benton, was taking his savings to the post office but he lost his wallet. Three months later, Sam not only received half his money but a note as well. The note said : ' A thief, yes, but only 50 per cent a thief! ' The thief included a note every time he sent Sam more money. The last note said : ' I am 100 per cent honest now! '

(68 words)

Key to Composition

1 Sam told everybody about the wallet but he did not try to find the thief.

2 The man was not really a thief but he needed money badly.

3 He not only paid back the money but also bought himself a clear conscience.

Key structures : The passive

a

The following uses of the passive are revised :

in the present, simple past and present perfect (KS 10);

with the modals can, must, will, etc. (KS 21);

with verbs which take an object + to-infinitive (KS 34).

b

Note the form of the passive in the past perfect : HAD + BEEN + PAST PARTICIPLE :

Compare I found out that someone had sent the parcel to the wrong address and

I found out that the parcel had been sent to the wrong address.

Compare He told me that the police had arrested the thief and

He told me that the thief had been arrested (by the police)

Again, by + agent is only necessary for purposes of identification.

Pattern drill

1 Was the car ever found? Simple past (passive). Note the use of ever(= at any time).

Yes, it had been left in a car park. Past perfect (passive) because this action took place before the car was found.

2 The wallet hasn't been returned yet. Present perfect (passive) with not ... yet.

... we expect it to be returned any day now. Passive infinitive after expect.

Note any day now = today, tomorrow or the next day, etc.

3 I've been told to pay the rent. i.e. Someone told me to pay the rent.

It's already been paid. Present perfect (passive). Note the position of already.

It must have been paid by someone else. Must have + past participle showing deduction about a past action. Note that by + agent is necessary here, but compare :

It's already been paid. John must have paid it. The active voice is preferred when the agent is a named person.

4 I thought it had been paid by your secretary. The present perfect (passive) becomes past perfect (passive) in reported speech. The agent is again included for the purpose of identification.

Repetition drill

Chorus, group or individual repetition

To elicit statements involving the use of the passive (personal and impersonal subjects) with the past perfect and auxiliary verbs.

T : Listen. Do not speak.

(1)

T : Tell me about him. Must they pay him for this?

S : Yes, he must be paid for this.

(2)

T : Tell me about Betty. Can they inform her?

S : Yes, Betty can be informed.

(3)

T : Tell me about the parcel. Had they sent it to the wrong address?

S : Yes, the parcel had been sent to the wrong address.

(4)

T : Tell me about yourself. Will they send you home?

S : Yes, I shall be sent home.

T : Now you answer the questions in the same way. Ready?

1 As in (1) above.

2 As in (2) above.

3 As in (3) above.

4 As in (4) above.

5

T : Tell me about the fire. Had they put it out before the fire brigade arrived?

S : Yes, the fire had been put out before the fire brigade arrived.

6

T : Tell me about the thief. Will they arrest him?

S : Yes, the thief will be arrested.

7

T : Tell me about the man. May they dismiss him?

S : Yes, the man may be dismissed.

8

T : Tell me about yourself. Will they ask you to make a speech?

S : Yes, I shall be asked to make a speech.

9

T : Tell me about the singers. Can we see them on television?

S : Yes, the singers can be seen on television.

10

T : Tell me about the boy. Must they take him to hospital?

S : Yes, the boy must be taken to hospital.

Key to KS Exercises

A

had been lost (11.1-2); must have been found (11.3-4); was not returned (1.4); had been wrapped (1.6); was sent (1.9); was paid back (1.10)

C

- 1 A meal has been prepared for you.
- 2 The book will be translated into English.
- 3 A telegram must be sent to him.
- 4 The fire had been put out before the fire brigade arrived.
- 5 The cat was given some milk to drink.

Key to SD Exercises

- | | |
|----------|--------------------|
| 1 back | 2 robbed ... stole |
| 3 back | 4 stole |
| 5 robbed | |

Key to Multiple choice questions

- | | | | |
|-----|------|------|------|
| 1 b | 2 d | 3 a | 4 b |
| 5 b | 6 d | 7 c | 8 b |
| 9 c | 10 b | 11 d | 12 b |

Key to Sentence structure

Sam was sure that the wallet must have been found by one of the villagers, but it was not returned to him.

Lesson 46 Expensive and uncomfortable

Listening comprehension

1 Introduce the story

T: Today we'll listen to a story about something strange that happened at Sydney airport.

2 Understand the situation

T: What do you think is happening in the picture?

3 Listening objective

T: Listen to the story and see if you can answer this question :
What did the man in this story do?

4 Play the tape or read the story

5 Answer the question

After the reading, ask the question again: What did the man in this story do?

Train students not to shout out the answer. Instead, ask one student, then ask the others to agree or disagree with a show of hands.

Answer : The man hid himself in a wooden box before the plane left London to avoid paying the fare to Sydney.

6 Intensive reading

Play the tape or read the story again, pausing after every sentence to check the students understand.

Obtain brief explanations to difficulties in the text from the students themselves. Only use Chinese if a confirmatory translation is necessary.

7 Play the tape or read the story again

The students listen only.

8 Repetition (Optional)

Play the tape or read the story again, pausing after every sentence, and ask the students to repeat (a) in chorus, (b) in small groups, and (c) individually.

9 Reading aloud

Ask one or two students to read the story aloud.

Comprehension questions

- 1 Where was the plane from? (London.)
- 2 Which airport did it arrive at? (Sydney airport.)
- 3 What did workers begin to unload? (Some wooden boxes.)
- 4 What did they contain? (Clothing.)
- 5 One of the boxes was extremely heavy, wasn't it? (Yes, it was.)
- 6 Could anyone account for this fact? (No, they couldn't.)
- 7 What suddenly occurred to a worker? (To open up the box.)
- 8 What was he astonished to find? (A man.)

- 9 Where was the man lying? (On top of a pile of woollen goods.)
- 10 Why didn't he try to run away? (He was so surprised at being discovered.)
- 11 Was he arrested? (Yes, he was.)
- 12 When did he hide in the box? (Before the plane left London.)
- 13 Had he had a comfortable trip? (No, he hadn't.)
- 14 Why had it been an uncomfortable one? (He had been confined to the wooden box for over 18 hours.)
- 15 How much was he ordered to pay? (£ 3,500.)

Asking questions : Ask me if...

T : Ask me if the plane arrived at Sydney airport.

S : Did the plane arrive at Sydney airport?

T : Which airport ... ?

S : Which airport did the plane arrive at?

- 1 the plane arrived at Sydney airport. (Which airport) (What)
- 2 it had come from London. (Where)
- 3 workers began to unload some wooden boxes. (What) (When) (Who)

4 they contained clothing. (What)

5 one box was extremely heavy. (How heavy)

6 one of the workers had an idea. (Who)

7 the worker opened the box. (What) (Why)

8 he was astonished at what he found. (Why)

9 a man was lying in the box. (Who)

10 he was on top of a pile of woollen goods. (Where)

11 he stayed there. (What ... do)

Pattern drill

1

T : amused at - your expression

S1 : Why were they so amused?

S2 : They were amused at your expression.

annoyed at - my suggestion/her mistake

astonished at - your reply/my refusal

surprised at - her reaction/the result

shocked at - his rudeness/her behaviour

2

T : charged for the repairs

S1 : Will he be charged for the repairs?

S2 : He's already been charged for them.

punished/forgiven - for his mistake

asked/searched - for the stolen money

blamed/excused - for his bad behaviour

mistaken/exchanged - for the spy

3

T : interfere with their work

S1 : Don't interfere with their work.

S2 : Don't worry. I've no intention of interfering with it.

quarrel with him mix with those people

compete with her part with that coat

play with fire correspond with them

argue with them disagree with the boss

Tell the story

1 plane from London - Sydney airport

2 began to unload - boxes - contained

3 one box - heavy - occurred to - open up

4 found a man - on top - woollen goods

5 surprised - didn't even try - run away

6 arrested - admitted - before - London

7 long and uncomfortable - confined - box - over 18 hours

8 ordered - £3,500 - cost

9 normal price - trip - £2,000

Topics for discussion

1 If you found a stranger hiding somewhere in your house, what would you do?

2 If you wanted a free trip on a plane or a boat, how would you try to get one?

3 Employees of many air and rail companies get free or reduced fares for themselves and their families. Is this a good thing? Why/Why not?

Key to Summary writing

The plane from London arrived at Sydney airport and workers unloaded a number of wooden boxes from it. They contained clothing. One of the boxes was extremely heavy so a worker opened it up. He found a man lying on top of a pile of woollen goods. The man was arrested. He had travelled in the box from London. He had to pay £3,500. An ordinary ticket costs £2,000.

(69 words)

Key to Composition

1 The man not only had had an uncomfortable trip but was very hungry as well.

Or : The man had not only had a very uncomfortable trip, but he was very hungry as well.

2 He had neither eaten nor drunk anything for thirteen hours.

3 Woollen goods cannot be eaten but at least they are soft so the man had a few hours' sleep.

Key structures : Verbs followed by prepositions : To, At, For and With

A selection of verbs followed by to, at, for and with is

provided. It must be stressed that although these prepositions commonly follow the listed verbs, they are NOT the only prepositions which may follow these verbs.

Consider the following :

He worked to a tight schedule.

He's working on a new novel.

He's working against time.

He's working hard at his studies.

He's working out a problem.

Pattern drill

1 They were amused at your expression. Verbs commonly followed by at.

2 Will he be charged for the repairs? Verbs commonly followed by for.

3 Don't interfere with their work. Verbs commonly followed by with.

I've no intention of interfering with it. Note the use of the gerund (after of).

Repetition drill

Chorus, group or individual repetition

To elicit statements involving the use of verbs followed by to, at, for and with.

T : Listen. Do not speak.

(1)

T : You must comply.

These are the rules of the game.

S : You must comply with the rules of the game.

(2)

T : You must reply.

You got his letter.

S : You must reply to his letter.

(3)

T : Don't blame me.

It was an accident.

S : Don't blame me for the accident.

(4)

T : I'm surprised!

A person like him!

S : I'm surprised at a person like him.

T : Now you do the same. Ready?

1 As in (1) above.

2 As in (2) above.

3 As in (3) above.

4 As in (4) above.

5

T: He's still working.

He's doing that exercise.

S: He's still working at that exercise.

6

T: She paid £10.

She bought that hat.

S: She paid £10 for that hat.

7

T: You can apply.

Ask the secretary.

S: You can apply to the secretary.

8

T: I'm not satisfied.

He doesn't like your work.

S: I'm not satisfied with your work.

9

T: Mix the contents of this packet.

Use water.

S: Mix the contents of this packet with water.

10

T: You didn't thank her.

You received her present.

S: You didn't thank her for her present.

Key to KS Exercises

A

arrived at Sydney(1.1); could account for the fact(1.3);
occurred to one(1.4); was astonished at what (1.5); was so
surprised at being(1.6-); had been confined to the(1.9); pay £
3,500 for the cost(1.10)

B

1	with	9	for	17	with	25	with...to	33	to...with
2	to...for	10	to...at	18	for	26	to...with	34	for
3	with	11	at	19	at	27	for	35	to
4	for	12	with	20	with	28	to...to	36	to
5	to	13	with	21	to	29	for	37	at
6	at	14	to...for	22	with	30	to	38	at
7	to	15	for	23	at	31	for	39	with
8	to	16	for	24	to	32	to	40	for

Key to Multiple choice questions

1	a	2	c	3	d	4	d
5	a	6	c	7	b	8	c
9	a	10	d	11	c	12	a

Lesson 47 A thirsty ghost

Listening comprehension

1 Introduce the story

T: Today we'll listen to a ghost story.

2 Understand the situation

T: What do you think is happening in the picture?

3 Listening objective

T: Listen to the story and see if you can answer this question :
What evidence is there of a ghost?

4 Play the tape or read the story

5 Answer the question

After the reading, ask the question again : What evidence is there of a ghost?

Train students not to shout out the answer. Instead, ask one student, then ask the others to agree or disagree with a show of hands.

Answer : None at all.

6 Intensive reading

Play the tape or read the story again, pausing after every sentence to check the students understand.

Obtain brief explanations to difficulties in the text from the students themselves. Only use Chinese if a confirmatory translation is necessary.

7 Play the tape or read the story again

The students listen only.

8 Repetition (Optional)

Play the tape or read the story again, pausing after every sentence, and ask the students to repeat (a) in chorus, (b) in small groups, and (c) individually.

9 Reading aloud

Ask one or two students to read the story aloud.

Comprehension questions

1 What is up for sale? (A public house is.)

2 Who is the present owner? (Mr. Ian Thompson is.)

3 Has he owned it for long? (No, he hasn't.)

4 Why is he going to sell it? (It is haunted.)

5 Why couldn't he go to sleep one night? (He heard a strange noise.)

6 Where was it coming from? (From the bar.)

7 When did he find the doors blocked? (The next morning.)

8 What had been moved? (The furniture had.)

9 When had Mr. Thompson turned the lights off? (Before he went to bed the night before.)

10 Were they on or off in the morning? (They were on.)

11 How many empty whisky bottles did he find? (Five.)

Asking questions : Ask me if...

T : Ask me if a public house is up for sale.

S : Is a public house up for sale?

T : What ...?

S : What is up for sale?

1 a public house is up for sale. (What)

2 it was recently bought by Mr. Ian Thompson. (How long ago)

(Who ... by)

3 he's going to sell it because it's haunted. (Why)

4 he heard a strange noise one night. (What)

5 it was coming from the bar. (Where)

6 he stayed awake all night. (How long)

7 he went to the bar the next morning. (When) (Where)

8 the doors had been blocked by chairs. (What) (What ... by)

9 the furniture had been moved. (What)

10 the lights were on. (What)

Pattern drill

1

T : seen that film

S1 : He's just seen that film again.

S2 : If he sees it once more, he'll have seen it ten times!

read that notice counted the votes

painted the gate given that lecture

made that speech written to the boss

seen the ghost heard that programme

2

T : she - go abroad

S1 : Is she going to go abroad?

S2 : She would if she could, but she can't afford to.

he - go round the world/buy a pub

they - send a telegram/get a Rolls-Royce

you - visit Old Delhi/learn to fly

she - give a party/stay at a hotel

3

T : play with the children

S1 : Did you play with the children?

S2 : They didn't come, so I didn't have to play with them after all.

pay the milkman

help the old lady

feed the beggar

speak to the manager

advise the boy

listen to the doctor

threaten the man

confess to the police

4

T : show him a picture

S1 : I've shown him a picture.

S2 : You needn't have done that! I'd already shown him one.

give him a stamp look at a flat

buy her a dress book a seat

tell them a story call a taxi

send them a letter light a fire

Tell the story

1 public house - recently - by Mr. Ian Thompson - up for sale

2 going to sell - haunted

3 told me - couldn't go to sleep - noise - from the bar

4 morning - doors blocked - furniture

5 lights off before - bed - on - morning

6 five empty - ghost must have - night

7 I suggested - villagers - shook head

8 won't accept - even - gives it to him

Topics for discussion

1 If you wanted to buy a house, what kinds of things would

(a) persuade you to buy it and (b) make you decide not to buy it?

2 Do you believe in ghosts? Why/Why not?

3 Have you ever had a strange experience you could not explain?

Tell us about it.

Key to Summary writing

Mr. Ian Thompson bought a public house recently but it is haunted so he is going to sell it. There was a strange noise in the bar one night and the room was in disorder next morning. Mr. Thompson also found five empty whisky bottles. He does not believe that any villagers broke into the bar and had a drink. Nobody in the village wants to buy the inn.

(69 words)

Key to Composition

1 One night Mr. Thompson heard a noise and went downstairs.

2 In the bar, five men were drinking whisky but they did not see him.

3 Mr. Thompson put a sheet over his head and went into the bar.

4 The villagers ran away in fear and never came back again.

Key structures : Review of tenses, modal and auxiliary verbs

1 Going to in place of the simple future. (KS 36)

2 The future perfect simple. (KS 37)

3 The past perfect simple. (KS 38)

4 Indirect statements and questions. (KS 39)

5 Type 2 conditional statements. (KS 40)

6 Must, have to and need. (KS 41)

7 Have (ordinary verb). (KS 42)

8 Can and Be able to. (KS 43)

9 The past perfect simple in the passive voice. (KS 45)

Pattern drill

1 If he sees it once more, he'll have seen it ten times. The future perfect replaces the simple future in

Type 1 conditional sentences.

2 Is she going to go abroad? Going to + infinitive asking about someone's intentions in the (near) future.

She would if she could, but she can't afford to. Type 2 condition. Note the particle to (implying the infinitive go) at the end of the sentence.

3 They didn't come, so I didn't have to play with them after all : i.e. the (past) action was not necessary, so I did not do it (compare Pattern drill 4).

4 You needn't have done that. You did it, but it was not necessary (compare Pattern drill 3).

I'd already shown him one. Practice with the past perfect, i.e. I showed him one before you did.

Repetition drill

Chorus, group or individual repetition

To elicit negative statements revising some of the tenses and auxiliary verbs practised so far.

T : Listen. Do not speak.

(1)

T : I don't think she's going to swim across the Channel.

S : No, she isn't going to swim across the Channel.

(2)

T : I don't think they will have completed the new road by next year.

S : No, they won't have completed the new road by next year.

(3)

T : I don't think he had been there before.

S : No, he hadn't been there before.

(4)

T : I don't think he can park his car here.

S : No, he can't park his car here.

T : Now you do the same. Ready?

1 As in (1) above.

2 As in (2) above.

3 As in (3) above.

4 As in (4) above.

5

T: I don't think he's having a swim.

S: No, he isn't having a swim.

6

T: I don't think she'll be able to come tomorrow.

S: No, she won't be able to come tomorrow.

7

T: I don't think he has to leave early.

S: No, he doesn't have to leave early.

8

T: I don't think he had been told about it.

S: No, he hadn't been told about it.

9

T: I don't think they can be blamed.

S: No, they can't be blamed.

10

T: I don't think he'll be dismissed.

S: No, he won't be dismissed.

Key to KS Exercises

C

1 will have finished 2 broke

3 were 4 could

D

1 mustn't 2 needn't

E

1 I asked George what those people were looking at.

2 George answered that he did not know. He thought a new road was being built and that it would be finished soon.

3 I told George that all those people were silly because they were looking into an empty hole.

4 George said that some people enjoy/enjoyed watching others work.

5 Half an hour passed. George told me to hurry up as we had been there for half an hour. He added that there was nothing to see in an empty hole.

6 I answered that I didn't want to go yet because it was very interesting.

Key to Multiple choice questions

1 d 2 a 3 b 4 a

5 d 6 a 7 a 8 d

9 d 10 c 11 a 12 c

Key to Sentence structure

Though Mr. Thompson had turned the lights off before he went

to bed, they were on in the morning.

Lesson 48 Did you want to tell me something?

Listening comprehension

1 Introduce the story

T: Today we'll listen to a story about a man who went to the dentist's.

2 Understand the situation

T: What do you think is happening in the picture?

3 Listening objective

T: Listen to the story and see if you can answer this question :
Why did the writer become very worried?

4 Play the tape or read the story

5 Answer the question

After the reading, ask the question again : Why did the writer become very worried?

Train students not to shout out the answer. Instead, ask one student, then ask the others to agree or disagree with a show of hands.

Answer : Because he suddenly realized that the dentist had pulled out the wrong tooth.

6 Intensive reading

Play the tape or read the story again, pausing after every sentence to check the students understand.

Obtain brief explanations to difficulties in the text from the students themselves. Only use Chinese if a confirmatory translation is necessary.

7 Play the tape or read the story again

The students listen only.

8 Repetition (Optional)

Play the tape or read the story again, pausing after every sentence, and ask the students to repeat (a) in chorus, (b) in small groups, and (c) individually.

9 Reading aloud

Ask one or two students to read the story aloud.

Comprehension questions

1 When do dentists always ask questions? (When it's impossible for us to answer.)

2 Have you just had a tooth out? (Yes, I have.)

3 Who pulled it out for you? (My dentist did.)

4 What did he tell you to do afterwards? (To rest for a while.)

5 Did you try to say something? (Yes, I did.)

6 You couldn't, could you? (No, I couldn't.)

7 Why couldn't you? (My mouth was full of cotton wool.)

8 What did the dentist know about you? (That collected match

boxes.)

9 What did he ask you about your collection? (Whether my collection was growing.)

10 Did he ask you about your brother? (Yes, he did.)

11 What else did he ask you? (Whether I liked my job in London.)

12 What was your tongue busy doing? (Searching out the hole where the tooth had been.)

13 How did you feel suddenly? (Very worried.)

Asking questions : Ask me if ...

T : Ask me if dentists always ask questions when you can't answer.

S : Do dentists always ask questions when you can't answer?

T : When ...?

S : When do dentists always ask questions?

1 dentists always ask questions when you can't answer. (When) (Who)

2 my dentist does this. (Who) (What)

3 he'd just pulled out a tooth. (What)

4 I had to rest for a while. (How long)

5 I tried to speak. (What ... do)

6 my mouth was full of cotton wool. (What)

7 I collect match boxes. (What)

8 the dentist asked me about my collection. (What ... about) (Who)

9 he wanted to know about my new job. (What ... about) (Who)

10 I answered him with nods and strange noises. (How) (Why)

Pattern drill

1

T : she speaks English - student

S1 : She speaks English very well, doesn't she?

S2 : Yes, there aren't many students who speak English as well as she does.

he - plays tennis/chess/football - boy

she - types/works/takes shorthand - secretary

he - jumps/runs/swims/dives/sings - pupil

2

T : ill, do any work

S1 : He says he's too ill to do any work.

S2 : Then he must be very ill!

tired/weak/lazy - make an effort

proud/upset/angry - apologize

busy/worried/anxious - help us

stupid/uneasy/nervous - pass the exam

3

T : mend his shirt - badly torn

S1 : Did she mend his shirt?

S2 : No, it was so badly torn (that) she couldn't mend it.

lift the box/move the cases - heavy

drink the coffee/finish her soup - hot

mend the stereo/sell her CDs - old

finish the book/read the poem - boring

4

T : naughty boy/boys

S1 : What a naughty boy/What naughty boys!

S2 : Yes, I've never met such a naughty boy/such naughty boys before.

pretty girl/-s

clever child/-ren

amusing boy/-s

nice person/people

kind dentist/-s

good-looking man/men

generous host/-s

hard-working student/-s

Tell the story

1 Dentists - ask - impossible - to answer

2 My dentist - pulled out - told me - rest

3 tried to say - mouth full - cotton wool

4 asked - collection of - eggs - growing

5 then - my brother - new job - London

6 In answer - nodded - strange noises

7 tongue - searching - tooth had been

8 suddenly - worried - couldn't say

9 When - dentist at last - from my mouth - able to tell - wrong tooth

Topics for discussion

1 How often do you go to the dentist's? Do you go regularly? Why/Why not?

2 What reason(s) might a dentist have for talking to his patients while treating them?

3 People in some countries have much better teeth than those in others. Can you suggest any reasons for this?

Key to Summary writing

The dentist in the story had pulled out one of the writer's teeth and (had) told him to rest for a while. He asked several questions but the writer could not answer them. His mouth was full of cotton wool. He suddenly discovered something wrong but he could not say anything. The dentist eventually removed the cotton wool from his mouth and the writer told him that he had pulled out the wrong tooth.

(72 words)

Key to Composition

- 1 The dentist smiled and showed me the tooth.
- 2 He had pulled out the right one but I had not realized it.
- 3 I had not only made a mistake but (had) criticized his work as well.

Key to Letter writing

Seaview Hotel,
Princes' Ave.,
Brighton,
England.

Sept. 19th, 19-

Special difficulties : Review

Some Special difficulties are revised. References are provided in the exercises.

Pattern drill

1 There aren't many students who speak The relative pronoun who is used as a subject and therefore cannot be omitted (SD 28).

2 He says he's too ill to do any work. Too + adjective + to-infinitive (SD 29 and 85).

Compare : He's so ill that he cannot work (see Pattern drill 3). Note that very cannot be used.

Then he must be very ill! Must is used for deduction.

3 It was so badly torn (that) she couldn't mend it. So + adjective + (that-) clause (SD 35).

Note that the conjunction that is usually omitted in spoken English.

What a naughty boy/What naughty boys! Note the use of a with the singular noun (SD 2).

I've never seen such a naughty boy/such naughty boys before. Such a + adjective + singular noun/such + adjective + plural noun (SD 35).

Repetition drill

Chorus, group or individual repetition

To elicit statements involving the use of phrasal verbs : a pronoun object followed by a transposed particle.

T : Listen. Do not speak.

(1)

T : Did they put out the forest fire?

S : Yes, they put it out.

(2)

T : Will you fill in this form?

S : Yes, I'll fill it in.

(3)

T : Can she put up all these guests?

S : Yes, she can put them all up.

T : Now you answer the questions in the same way. Ready?

1 As in (1) above.

2 As in (2) above.

3 As in (3) above.

4

T : Has he paid back the money?

S : Yes, he's paid it back.

5

T : Did the children pick up the toys?

S : Yes, they picked them up.

6

T : Did she call out all the names?

S : Yes, she called them all out.

7

T : Have you put away your clothes?

S : Yes, I've put them away.

8

T : Will they put off the meeting?

S : Yes, they'll put it off.

9

T : Can you look up the word in the dictionary?

S : Yes, I can look it up.

10

T : Did you pick up John at the station?

S : Yes, I picked him up.

Key to SD Exercises

A

- | | | |
|-----------|--------------------|----------------|
| 1 which | 5 jobs | 9 watching |
| 2 denied | 6 One ...a ... who | 10 continually |
| 3 fetched | 7 past | 11 remarked |
| 4 too | 8 next | 12 robbed |

B

(sample sentences)

I'm sorry to cause you such trouble.

Have you ever seen such beautiful pictures before?

It's such a nice day that we can't stay indoors!

I'm feeling so tired that I shall have to stop work.

C

1 He had no sooner come home than they rang him up from the office.

2 The plane had no sooner take off than it returned to the

airport.

D

1	made	2	do	3	make	4	do
5	Do	6	make	7	made	8	does

E

1	out	2	up	3	up	4	up...away
5	up	6	out	7	back	8	up
9	up with						

F (sample sentences)

If you don't stop that noise at once, you'll have to go to bed.

I'm at a loss to know what to do.

It's stopped raining at last!

He's very busy and can't accept any more work at present. I'll be at home tonight.

Key to Multiple choice questions

1	c	2	b	3	c	4	b
5	a	6	c	7	b	8	b
9	d	10	a	11	b	12	c

Key to Sentence structure

Dentists always ask questions when it is impossible for you to answer.

Key to Pre-unit Test 3

Key structures

A

- 1 He read the book and returned it to the library.
- 2 The boy climbed the tree and picked some apples.
- 3 I opened the door and he came into the hall.
- 4 He looked for his pen but (he) could not find it.
- 5 She called to him but he did not answer her.
- 6 Everyone was out so I left a message.
- 7 He plays both soccer and rugby.
- 8 Both children and adults enjoy holidays.
- 9 He must be either very clever or very foolish.
- 10 Neither George nor Dave plays football.
- 11 George plays neither soccer nor rugby.
- 12 He neither knows nor cares.
- 13 He not only forgot to take his umbrella but he forgot to take his briefcase as well.

B

a believe ... are joking ... do not know ... know ... believe ...
forget ... looked ... Are you trying ... believed ... think ... do you
live ... do not know

b put ... cooked ... smelt ... told ... sang ... began ... felt ...
put ... crept

c has begun ... was ... flew ... has flown ... landed ...
landed ... has just refused ... wanted ... did not take ... was

d was telling/told ... used to work ... was ... used to work ...
saved ... bought ... used to make/made ... had ... employed ...
smiled ... remembered ... was still smiling ... opened ... came ...
wanted

e

- 1 We are going to leave at six o'clock.
- 2 I am going to pay these bills tomorrow.
- 3 Are you going to write to him?
- 4 She is not going to look for a new job.
- 5 When are you going to buy a new car?

f will be held ... will be visiting ... will be building/will
build ... will also be building/will also build ... will be held ...
will be called ... will have completed ... will have finished

g found ... had run ... had spent ... took ... saw ... burst ...
said ... had never run h was asked ... was wanted ... was told ... had
been picked up ... is now being sent ... to be found ... was stolen

i

- 1 He said (that) he was very tired.

1 with ... to 2 for

3 for 4 with

5 at

Special difficulties

a

1 too 4 passed 7 so 10 robbed

2 denied 5 other 8 such a 11 one

3 jobs 6 looked at 9 continuously 12

notice

b

‘ Haven't you finished this book yet? ’ he asked.

‘ I haven't even started it, ’ I answered.

‘ Why not? ’ he asked. ‘ It's an exciting story. ’

‘ Perhaps it is, ’ I answered, ‘ but it's too difficult for

me. I spend more time looking up the dictionary

than reading the book. ’

c

1 out 2 up

3 with 4 up

5 back

d

1 made 2 make

3 does 4 make

5 do 6 makes

Lesson 49 The end of a dream

Listening comprehension

1 Introduce the story

T: Today we'll listen to a story about a young man in Teheran.

2 Understand the situation

T: What do you think is happening in the picture?

3 Listening objective

T: Listen to the story and see if you can answer this question:

How did the dream end?

4 Play the tape or read the story

5 Answer the question

After the reading, ask the question again: How did the dream end?

Train students not to shout out the answer. Instead, ask one student, then ask the others to agree or disagree with a show of hands.

Answer: A gust of wind swept the bed off the roof and his bed was smashed to pieces.

6 Intensive reading

Play the tape or read the story again, pausing after every sentence to check the students understand.

Obtain brief explanations to difficulties in the text from the students themselves. Only use Chinese if a confirmatory translation is necessary.

7 Play the tape or read the story again

The students listen only.

8 Repetition (Optional)

Play the tape or read the story again, pausing after every sentence, and ask the students to repeat (a) in chorus, (b) in small groups, and (c) individually.

9 Reading aloud

Ask one or two students to read the story aloud.

Comprehension questions

1 Who saved up for years? (A young man in Teheran did.)

2 What did he save up to buy? (A real bed.)

3 Why did he want one? (He was tired of sleeping on the floor.)

4 Did his bed have springs and a mattress? (Yes, it did.)

5 Where did he take his bed? (On to the roof of his house.)

6 Why did he take it there? (Because the weather was very hot.)

7 How did he sleep at first? (Very well.)

8 What happened on the third night? (A storm blew up.)

9 What swept the bed off the roof? (A gust of wind did.)

10 Where did it land? (In the courtyard below.)

11 When did the young man wake up? (After the bed had struck the ground.)

12 Was he hurt? (No, he wasn't.)

13 What about the bed? (It was smashed to pieces.)

14 Was the young man still on the mattress, or on the ground? (On the mattress.)

Asking questions : Ask me if...

T : Ask me if the young man lived in Teheran.

S : Did the young man live in Teheran?

T : Where...?

S : Where did the young man live?

1 the young man lived in Teheran. (Where)

2 he was tired of sleeping on the floor. (What) (Who)

3 he saved up for years. (How long) (Why)

4 he wanted to buy a real bed. (What) (why)

5 he bought a bed with springs and a mattress. (What kind) (Why)

6 the weather was very hot. (What...like)

7 he carried his bed on to the roof. (Where...to)

8 he slept very well. (How) (Who)

9 a storm blew up on the third night. (When)

10 a gust of wind swept the bed off the roof. (What) (When)

11 it landed in the courtyard. (Where)

Pattern drill

1

T : read-a dull book-fall asleep

S1 : Were you reading a dull book last night?

S2 : Yes, I was. I fell asleep reading it.

finish/write-the report-work late

wait for/speak to-them-get very angry worry

about/think about-Mary-stay awake

look at/look for-the photos-spend ages

2

T : bought-a new pen-saved up for weeks

S1 : I see you've bought a new pen.

S2 : Yes, I saved up for weeks to buy it.

passed-the exam/exams-worked hard

got-a new coat/car-borrowed some money

found-the book/boxes-searched all day

had-a bath/swim-got up early

3

T : miss the train-run

S1 : Why did he miss the train? He ran, didn't he?

S2 : Yes, but he missed it, even though he ran.

lose his job/position-work hard

fail the exam/test-study hard
return/refuse our present-like it
damage/crash the car-drive slowly

4

T : tired-fell asleep

S1 : She was tired, wasn't she?

S2 : She was so tired(that) she fell asleep.

angry/upset-left immediately

surprised/astonished-couldn't move

lonely/unhappy-became very ill

frightened/nervous-burst into tears

Tell the story

1 Tired-on the floor-saved-real bed

2 proud owner-bed-springs-mattress

3 very hot-carried the bed-roof

4 slept-two nights-third-storm

5 gust-swept the bed off-courtyard

6 didn't wake-bed-struck the ground

7 bed-smashed to pieces-man-unhurt

8 woke up-still on the mattress

9 Glancing-sadly picked up-carried it

10 put it-floor-promptly-sleep again

Topics for discussion

1 Describe a storm that you've known or heard about. What kind of damage was done?

2 Describe the most uncomfortable night you've ever spent.

3 How does the climate affect the kind of houses and furniture people have? Give as many examples as you can to illustrate your answer.

Key to Summary writing

A young man in Teheran bought a real bed for the first time in his life. He slept on the roof of his house because the weather was hot. Three nights later, the bed was swept off the roof during a storm. The man was not only unhurt but still on his mattress. As the bed was in pieces, he carried his mattress indoors and after he had put it on the floor he went back to sleep.

(78 words)

Key structures : Word order in complex statements

a For word order in simple and compound sentences, see KS 1 and 25.

b In complex sentences, at least one clause is made subordinate to the main clause. The most usual way of doing this is by using one of the various subordinating conjunctions : when, until, after, before, as soon as, while(time); because, as

since(reason); though, although(concession); who, which, that, etc.(relative);and to, in order to, etc., see also SD 59(purpose).

e. g .He missed the train(=main clause)BECAUSE he did not hurry(=subordinate clause of reason).

Note that a comma is generally used when the subordinate clause comes first :

ALTHOUGH he ran fast, he failed to win the race.

c So + adverb/adjective and such + adjective +noun are followed by a that-clause(of result) :

I was so tired THAT I went to sleep immediately. Note that that is often omitted.

Compare : I was very tired AND went to sleep immediately(=compound sentence).

d A present participle can replace a subject + verb when one action is followed closely by another which has the same subject. The participle must come first :

Finding the door unlocked I went into the kitchen.(See also Text,1.10)

If the two actions occur simultaneously, the participle can come before or after the main verb : (Screaming for help,) She ran out of the house(screaming for help).

Similarly, a past participle may replace a subject + passive verb, though this is very rare in spoken English : Destroyed during the war(i. e .it was destroyed), the city has now been rebuilt.

Pattern drill

1 I fell asleep reading it : i.e. I fell asleep while I was reading it. Note that a participle used in this way must ' belong ' to the subject of the main verb.

Compare : The child fell asleep while his mother was reading to him.

2 I saved up for weeks to buy it. The infinitive expresses purpose(to = in order to).

3 Why did he miss the train? He ran, didn't he? Note that the question tag has a rising intonation(asking for confirmation)

Yes, but he missed it, even though he ran. Even is used with though for emphasis.

Compare : Although he ran, he missed it(=statement of fact).

Even though he ran, he missed it. (showing great surprise that he missed it).

4 She was tired, wasn't she? The question tag has a falling intonation here(it is a statement of fact rather than a question).

She was so tired (that)she fell asleep. So + adjective + that-clause. The drill could be done first using that and later omitting it. It would usually be omitted in spoken English.

Repetition drill

Chorus, group or individual repetition

To elicit complex statements in answer to questions beginning with When, Why and How long.

T: Listen. Do not speak.

(1)

T: When did he see the accident?

While waiting for the bus.

S: He saw the accident while waiting for the bus.

(2)

T: Why did he leave early?

To catch the train.

S: He left early to catch the train.

(3)

T: How long did Betty wait?

Until her mother arrived.

S: She waited until her mother arrived.

T: Now you do the same. Ready?

1 As in(1)above.

2 As in(2)above.

3 As in(3)above.

4

T: Why did he go to bed?

Because he felt ill.

S: He went to bed because he felt ill.

5

T: When did Mr Jones leave?

When his wife telephoned him.

S: He left when his wife telephoned him.

6

T: When did he take a taxi?

After it began to rain.

S: He took a taxi after it began to rain.

7

T: When did she send a fax?

Before he returned to London.

S: She sent a fax before he returned to London.

8

T: When did he return to the office?

As soon as he finished lunch.

S: He returned to the office as soon as he finished lunch.

9

T: Why did the police go into the building?

In order to find out what had happened.

S : They went into the building in order to find out what had happened.

10

T : Why didn't she buy the hat?

Because it was too expensive.

S : She didn't buy the hat because it was too expensive.

Key to KS Exercises

A to buy (1.2); which(1.3); Because(1.3-4);
but(1.5); and(1.7); until(1.8); Although(1.8); When(1.9); that
(1.10); and(1.10); After(1.11)

Key to Multiple choice questions

1 d	2 a	3 b	4 a
5 b	6 c	7c	8 a
9 c	10 c	11 a	12a

Key to Sentence structure

A gust of wind swept the bed off the roof.

Lesson 50 Taken for a ride

Listening comprehension

1 Introduce the story

T: Today we'll listen to a story about a man who had a long ride on a bus.

2 Understand the situation

T: What do you think is happening in the picture?

3 Listening objective

T: Listen to the story and see if you can answer this question :
Why did the writer not get off the bus at Woodford Green?

4 Play the tape or read the story

5 Answer the question

After the reading, ask the question again : Why did the writer not get off the bus at Woodford Green?

Train students not to shout out the answer. Instead, ask one student, then ask the others to agree or disagree with a show of hands.

Answer : Because the conductor forgot to put him off.

6 Intensive reading

Play the tape or read the story again, pausing after every sentence to check the students understand. Obtain brief explanations to difficulties in the text from the students themselves. Only use Chinese if a confirmatory translation is necessary.

7 Play the tape or read the story again

The students listen only.

8 Repetition(Optional)

Play the tape or read the story again, pausing after every sentence, and ask the students to repeat(a)in chorus,(b)in small groups, and(c)individually.

9 Reading aloud

Ask one or two students to read the story aloud.

Comprehension questions

1 Where do you love travelling? (In the country.)

2 When did you go on an excursion?(Recently.)

3 How long did your trip take you?(Longer than I expected.)

4 Where were you going?(To Woodford Green.)

5 How did you travel?(By bus.)

6 You didn't know where to get off, did you?(No, I didn't.)

7 Did the conductor offer to tell you?(Yes, he did.)

8 In what part of the bus did you sit?(In the front.)

9 Why did you sit there?(To get a good view.)

10 When did the bus stop?(After some time.)

11 Did you look round?(Yes, I did.)

12 Why were you shocked? (Because I realized that I was the only passenger left on the bus.)

13 What had the conductor forgotten?(To put me off at Woodford Green.)

14 Were you angry with him?(No, I wasn't.)

Asking questions : Ask me if...

T: Ask me if I love travelling in the country.

S: Do you love travelling in the country?

T: What...?

S: What do you love doing?

1 I love travelling in the country.(What)

2 I went on an excursion recently.(When)

3 I went by bus.(How)(Where)

4 my trip took longer than I expected.(How long)(What)(Why)

5 I wanted to get off at Woodford Green.(Where)(Why) (Who)

6 I told the conductor where I was going.(Who)(What)

7 he said he'd tell me where to get off.(What)(Why)

8 I sat in the front of the bus . (Where)

9 I got a good view of the countryside.(What...of)(Who)

Pattern drill

1

T: look-kick the dog

S1: Look at him! He's kicking the dog.

S2: I refuse to look at anyone who kicks dogs.

listen-shout at/interrupt the speaker

look-steal/eat a bird's egg

look-fight with/hit a little boy

listen-sing/play a pop song

2

T: buy a Ford-not a Fiat

S1: Why are you buying a Ford? Why don't you buy a Fiat?

S2: I prefer Fords.

drink/make tea-not coffee

go out with/help John-not Henry

study/learn Latin-not English

read/write a novel-not a play

3

T: buy that hat

S1: Why on earth is she buying that hat?

S2: I expect she likes it.

wear that dress teach Mary

feed the lions drink whisky

exercise his dogs study English

help that man play football

4

T : arrive

S1 : Hasn't she arrived yet?

S2 : No, but I'm expecting her to arrive any minute now.

finish get back

pay them cook the lunch

leave come in

phone you book the seats

return go out

make the tea come to see you

Tell the story

1 love-in the country-don't like losing

2 excursion recently-Woodford Green

3 by bus-didn't know where

4 Conductor promised-tell-get off

5 sat-front of the bus-view so-stayed on the bus

6 bus stopped-shock-only passenger

7 'get off here' -said- 'as far as...'

8 forgotten-put me off

9 I decided-get off-but-conductor told me-

Topics for discussion

1 Have you ever lost your way? Tell us about it.

2 Do you like travelling in the country? Why/Why not?

3 What are the advantages/disadvantages of travelling by public transport?

Key to Summary writing

The writer wanted to go to Woodford Green but as he did not know the way, the conductor promised to tell him where to get off. When they arrived at the bus terminus, the writer asked if they were at Woodford Green. The conductor then realized that he had forgotten to put him off. The writer stayed on the bus because it was going back.

(65 words)

Key to Composition

1 On going into the kitchen, I turned on the light because it was dark.

2 My brother shouted angrily when the lights went on.

3 I spoilt a film which he was developing.

Key to Letter writing

Dear Grandmother, Dear Elizabeth, Dear Jack, Dear Uncle Tom

Key structures : The present(continuous and simple) :

Stative verbs

a A further selection of stative verbs is presented(see KS

26 c).

b Note that hope is not used in the present continuous when it expresses an immediate or spontaneous thought, e. g. It feels cold today. I hope(that)it isn't going to snow. But it can be used in the present continuous if it expresses a long-standing hope that something may or may not happen : He's been waiting to hear from them for months and he's still hoping(that)they'll contact him.

Pattern drill

1 Look at him! He's kicking the dog. - I refuse to look at anyone who kicks dogs.

A contrast is drawn between he's kicking(i. e. now, at the moment of speaking)and anyone who kicks(i. e. who makes a habit of kicking).Refuse is a stative verb and therefore not usually used in the continuous forms.

2 Why are you buying a Ford(i. e. now)?-Why don't you buy a Fiat? The simple present is used to make a suggestion.

I prefer Fords. Prefer is a stative verb.

3 Why on earth is she buying that hat(i. e. now)?-I expect she likes it. Expect is a stative verb when it means think, suppose and is followed by a that-clause.

4 I'm expecting her to arrive any minute now. When expect is used in the present continuous it is similar to wait for and takes a direct object. Compare : I expect(that)she'll arrive soon(expect = think, suppose; see Pattern drill 3).

It is possible to say : I expect her(to arrive)any minute now, but the continuous form is probably more usual and makes ' her arrival ' seem more definite.

Repetition drill

Chorus, group or individual repetition

To elicit negative statements distinguishing between the use of stative verbs in the simple present and other verbs in the present continuous.

T : Listen. Do not speak.

(1)

T : She usually wears her green hat.

S : But she isn't wearing it now.

(2)

T : He usually means what he says.

S : But he doesn't mean what he's saying now.

(3)T : I always need more money.

S : But you don't need more money now.

T : Now you do the same. Ready?

1 As in(1)above.

2 As in(2) above.

3 As in(3)above.

4

T: He always travels by train.

S: But he isn't travelling by train now.

5

T: He usually wants two boiled eggs.

S: But he doesn't want two boiled eggs now.

6

T: He usually sits at the front of the bus.

S: But he isn't sitting at the front of the bus now.

7

T: That vase usually contains flowers.

S: But it doesn't contain flowers now.

8

T: She usually eats at this restaurant.

S: But she isn't eating at this restaurant now.

9

T: I always prefer wine.

S: But you don't prefer wine now.

10

T: The waiter usually brings the menu.

S: But he isn't bringing the menu now.

Key to KS Exercises

A

love travelling(1.1); don't like losing(1.1); don't know where it is(1.5); This is as far as we go(1.10)

B

' Let's eat here, ' I said to my wife.

' I(would)prefer to have a drink first, ' she answered.

' That's a good idea, ' I said. I picked up the menu. ' I don't understand a thing. ' I said. ' It's all in Spanish

' It doesn't matter, ' said my wife.

' What does that word mean? ' I asked.

' I don't know, ' she answered.

We called the waiter and pointed to the word on the menu. ' Two, ' I said, holding up two fingers. After some time, my wife said suddenly, ' Look! He's bringing us two boiled eggs! '

Key to SD Exercises

a/b

1 miss

2 loose

3 expect

4 lose

5 waited

c

- 1 It takes me an hour to get to my office.
- 2 It took me fifteen hours to reach Tokyo.
- 3 It took him six months to write the book.

Key to Multiple choice questions

- | | | | |
|-----|------|------|-----|
| 1 b | 2 d | 3 a | 4 c |
| 5 c | 6 a | 7 a | 8 d |
| 9 b | 10 b | 11 c | 12d |

Lesson 51 Reward for virtue

Listening comprehension

1 Introduce the story

T: Today we'll listen to a story about a man with a weight problem.

2 Understand the situation

T: What do you think is happening in the picture?

3 Listening objective

T: Listen to the story and see if you can answer this question : Why did Hugh's diet not work?

4 Play the tape or read the story

5 Answer the question

After the reading, ask the question again : Why did Hugh's diet not work?

Train students not to shout out the answer. Instead, ask one student, then ask the others to agree or disagree with a show of hands.

Answer : Because he rewarded himself occasionally with chocolate and sweets.

6 Intensive reading

Play the tape or read the story again, pausing after every sentence to check the students understand.

Obtain brief explanations to difficulties in the text from the students themselves. Only use Chinese if a confirmatory translation is necessary.

7 Play the tape or read the story again

The students listen only.

8 Repetition(Optional)

Play the tape or read the story again, pausing after every sentence, and ask the students to repeat (a) in chorus, (b) in small groups, and (c) individually.

9 Reading aloud

Ask one or two students to read the story aloud.

Comprehension questions

1 What's your friend called?(Hugh.)

2 What did he recently decide to do?(To go on a diet.)

3 When did he begin his diet?(A week ago.)

4 What did he do first of all? (He wrote out a long list of all the foods that were forbidden.)

5 Which foods were on the list?(Most of the things Hugh loves.)

6 What are the foods Herbert loves?(Butter, potatoes, rice, beer, milk, chocolate, and sweets.)

- 7 When did you visit him?(Yesterday.)
- 8 Were you surprised?(No, I wasn't.)
- 9 He hadn't got any thinner, had he?(No, he hadn't.)
- 10 Where did he lead you?(Into his room.)
- 11 What did he do then?(He hid a large parcel under his desk.)
- 12 How did he look?(Embarrassed.)
- 13 What did you ask him?(What he was doing.)

Asking questions : Ask me if...

T : Ask me if my friend is called Hugh.

S : Is your friend called Hugh?

T : What...?

S : What is your friend called?

- 1 my friend is called Hugh.(What)
- 2 he's always been fat.(How long)(Who)
- 3 he decided to go on a diet.(Who) (Why)
- 4 he began his diet a week ago.(When)
- 5 he wrote out a list.(What)(When)
- 6 it included all the food he loves.(What)
- 7 I paid him a visit yesterday.(When)
- 8 I rang the bell.(What...do)
- 9 Hugh was as fat as ever.(Who)
- 10 he led me into his room.(Where)
- 11 he hid a large parcel under his desk.(Where)(What)(Who)
- 12 he was very embarrassed.(Who)(Why)

Pattern drill

1

T : paint the gate-mend

S1 : Did you paint the gate last week?

S2 : Yes, I mended it first and then I painted it.

give a lecture-write/prepare

eat those vegetables-wash/cook

sell that machine-repair/test

use your bicycle-clean/oil

2

T : go on a diet-beg

S1 : He went on a diet once, didn't he?

S2 : Yes, he did. His wife begged him to.

cook dinner/clean the car-ask

wear a hat/borrow some money-want

iron a shirt/wash his socks-tell

change his job/see a doctor-advise

3

T : find the body-return home

S1 : When did she find the body?

S2 : She found it when she returned home.

discover the gun/knife-enter the room

run to the phone/door-see the man

hear a noise/movement-walk forward

drop the phone/gun-fall to the floor

4

T : give a party this month

S1 : Are they going to give a party this month?

S2 : I don't expect so.They gave one last month.

buy a new house/flat/car this year

have a haircut/bath/day off work this week

enter for a race/competition this month

see a film/play/football match this month

Tell the story

1 friend Hugh-fat-so bad-

2 First-list-foods-forbidden

3 included most-things Hugh loves : ...

4 Yesterday-visit-fat as ever

5 led me-room-hid-large parcel recently-decided-go on a diet

6 obvious-very embarrassed

7 I asked-smiled guiltily-parcel-desk

8 explained-diet so strict-reward

9 showed-contents-chocolate-sweets

Topics for discussion

1 Have you ever tried to give up something you like? Why? How successful were you?

2 Fat people are often very kind, cheerful and contented. Can you suggest why such people might tend to be fat rather than thin?

3 What kind of bad habits are most difficult to break? Why?

Key to Summary writing

Hugh is so fat that he has gone on a diet. He has forbidden himself all the foods he likes but he has not lost weight. When the writer visited him yesterday, he hid a large parcel under his desk. The parcel contained chocolates and sweets. Hugh said that he had to reward himself occasionally because his diet was so strict.

(61 words)

Key to Letter writing

Dear(Jane), Dear Bill, Dear Mr. X, Dear Mr. Y

Key structures : The simple past

a Remember that exact time references must be clearly understood(see KS 27 note, in this book).Once a time has been established, it need not be repeated :

(I travelled to Portsmouth by bus yesterday.)I got on the bus and sat down.

(You remember I went to the newsagent's last week?) The magazine I ordered was sent to the wrong address.

If the person receiving the information cannot be expected to understand the time implied, it must be given, e. g. The magazine I ordered last week was sent...

b Note that recently may be used with the simple past or the present perfect. Compare :

A fire broke out in our town recently...(recently = a short time ago)

I have seen him several times recently...(recently = a period of time, beginning a short time ago and stretching up to the present)

c Parts of some irregular verbs used in the text, exercises and pattern drill :

beat beat beaten	forbid forbid (e)forbidden
lose lost lost	break broke broken
hide hid hidden	ring rang rung
burn burnt burnt	lead led led
rise rose risen	cut cut cut
lie lay lain	run ran run
eat ate eaten	(compare : lay laid laid)
wear wore worn	fall fell fallen
win won won	

Note that forbid (e) and lain are rarely used in spoken English, usually being replaced by told...not to and lying(e.g. for he had lain use he had been lying).

Pattern drill

1 Did you paint the gate last week? The simple past(interrogative)+exact time reference.

Yes. I mended it first and then I painted it. Two past actions are described in the order in which they were performed(compare : I painted it after I'd mended it).

2 He went on a diet once, didn't he? The question tag may have a rising intonation(asking for confirmation) or a falling tone(stating a fact). Note that once = 'at a certain time in the past'.

Yes, he did. His wife begged him to : i. e. begged him to go on a diet.

3 When did she find the body?-She found it when she returned home. The simple past is practised with adverbial clauses of time(when...).

4 Are they going to give a party this month?-I don't expect so. They gave one last month. The simple past is contrasted with the going to future. Note the use of so with(don't)expect(=that

they will).

Repetition drill

Chorus, group or individual repetition

To elicit affirmative statements involving the use of regular and irregular verbs in the simple past.

T: Listen. Do not speak.

(1)

T: Did Hugh decide to go on a diet?

S: Yes, he decided to go on a diet.

(2)

T: Did he begin his diet a week ago?

S: Yes, he began his diet a week ago.

(3)

T: Did he write out a long list of forbidden foods?

S: Yes, he wrote out a long list of forbidden foods.

T: Now you answer the questions in the same way. Ready?

1 As in(1)above.

2 As in(2)above.

3 As in(3)above.

4

T: Did the list include a lot of things?

S: Yes, the list included a lot of things.

5

T: Did you pay him a visit?

S: Yes, I paid him a visit.

6

T: Did you ring the bell?

S: Yes, I rang the bell.

7

T: Did Hugh lead you into his room?

S: Yes, he led me into his room.

8

T: Did he hide the parcel under his desk?

S: Yes, he hid the parcel under his desk.

9

T: Did you ask him what he was doing?

S: Yes, I asked him what he was doing.

10

T: Did Hugh put the parcel on the desk?

S: Yes, he put the parcel on the desk.

11

T: Did he show you the contents of the parcel?

S: Yes, he showed me the contents of the parcel.

T : Did the parcel contain sweets and chocolate?

Key to KS Exercises

Key to SD Exercises

3 laid 4 rose

Key to Multiple choice questions

5 d 6 a 7 d 8 c

Key to Sentence structure

When I asked him what he was doing, he smiled guiltily and then put the parcel on the desk.

Lesson 52 A pretty carpet

Listening comprehension

1 Introduce the story

T: Today we'll listen to a story about a special carpet.

2 Understand the situation

T: What do you think is happening in the picture?

3 Listening objective

T: Listen to the story and see if you can answer this question :

What is the writer's carpet made of?

4 Play the tape or read the story

5 Answer the question

After the reading, ask the question again : What is the writer's carpet made of?

Train students not to shout out the answer. Instead, ask one student, then ask the others to agree or disagree with a show of hands.

Answer : Books.

6 Intensive reading

Play the tape or read the story again, pausing after every sentence to check the students understand.

Obtain brief explanations to difficulties in the text from the students themselves. Only use Chinese if a confirmatory translation is necessary.

7 Play the tape or read the story again

The students listen only.

8 Repetition(Optional)

Play the tape or read the story again, pausing after every sentence, and ask the students to repeat(a)in chorus, (b)in small groups, and(c)individually.

9 Reading aloud

Ask one or two students to read the story aloud.

Comprehension questions

1 Where have you just moved to?(To a new house.)

2 How long have you been working? (All morning.)

3 What have you been trying to do?(To get my new room in order.)

4 Has this been difficult?(Yes, it has.)

5 Why hasn't it been easy?(Because I own over a thousand books.)

6 Is the room big or small?(Small.)

7 Where have you put your books?(On the floor.)

8 Are they all over the floor?(Yes, they are.)

9 What do you have to do if you want to get in or out of the

room?(To walk on the books.)

10 What did your sister help you to do?(To carry one of my old bookcases up the stairs.)

11 Why was she surprised when she went into your room?(She saw all the books on the floor.)

12 What did she say about the books?(' This is the prettiest carpet I have ever seen. ')

Asking questions : Ask me if...

T : Ask me if we've just moved into a new house.

S : Have you just moved into a new house?

T : Where...to?

S : Where have you just moved to?

1 we've just moved into a new house. (Where...to)

2 I've been working hard all morning. (How long)(Why) (Who)

3 I've been trying to get my new room in order. (What)

4 this has been difficult. (Why)(What)

5 I own over a thousand books. (How many)

6 the room is rather small. (How big)

7 I've put the books on the floor. (Where)

8 I have to walk on them to get in or out of the room.

(Why)(When)(What)

9 my sister helped me a short time ago. (When)(Who)

10 she got a big surprise. (Who)(When)

Pattern drill

1

T : upset-say goodbye to a friend

S1 : You look upset. What've you been doing?

S2 : I've been saying goodbye to a friend.

dirty-clean the garage/mend my bike

wet-walk in the rain/water the garden

tired-work late/drive all night

angry-fight/argue with John

2

T : book-read-all day

S1 : Have you finished that book already!

S2 : Well, I've been reading it all day!

speech-prepare-all evening/for hours

book-study-all term/for 3 months

work-do-all morning/since 9 o'clock

fruit-eat-all evening/since tea time

3

T : take their exams

S1 : Have they been taking their exams?

S2 : Yes, they have. They've taken five of them so far.

make the beds	play their CDs
type the letters	attend the lectures
open their presents	visit the museums
correct the essays	sell their pictures

4

T : ring John up

S1 : Why hasn't she rung John up yet?

S2 : What do you mean? She's been ringing him up all morning.

do the housework	speak to Mary
------------------	---------------

pack her clothes	cook lunch
------------------	------------

practise the piano	do the washing
--------------------	----------------

read the paper	clean the office
----------------	------------------

Tell the story

1 We-just moved-new house-and I-working hard-trying-room in order

2 not easy-I own-over a thousand

3 room-rather small-books-the floor

4 cover every-floor-walk-in or out

5 while ago-sister-bookcase-stairs

6 surprised to see-books-on the floor

7 ' prettiest carpet-ever seen-said

8 gazed-added- ' don't need bookcases-sit-spare time-read the carpet '

Topics for discussion

1 Do you enjoy moving house/changing the furniture in your room?Why/Why not?

2 What sorts of books do you like reading? Give reasons for your choice(s).

3 some people prefer watching television to reading books. Can television take the place of books? why/ Why not?

Key to Summary writing

The writer has been trying to get his new room in order all morning. This has proved difficult because he owns over a thousand books which cover every inch of floor space at the moment. His sister helped him to carry one of his old bookcases up the stairs a short while ago. She got a surprise when she saw the room, but she thought that the books made a pretty carpet.

(72 words)

Key to Composition

1 When I moved into a new room, three workmen brought my things upstairs.

2 There were not only several cases of clothes, but hundreds of books as well.

3 Since the pile was as high as the ceiling, I could not get

into my room.

Key to Letter writing

Dear Ted, Dear Mr. X/Sir, Dear Mary, Dear Grandfather

Key structures : The present perfect, simple and continuous

a Both the simple and continuous forms of the present perfect can describe an action which began in the past and still continues or has only just finished. When a time expression with for or since is used, both forms may be possible :

He has worked/has been working here for ten years/since he was a boy.

b When the simple form is used without a time expression, it refers to a single completed action : I've painted the sitting room(I've completed the job). Compare : What have you been doing all day?-I've been painting the sitting room(I may or may not have completed the job, I'm only telling you what I've been doing).

c The simple present perfect may describe a repeated action : He's rung me up five times today(i. e. on five separate occasions). The continuous form here would emphasize the continuity of the action : He's been ringing me up all day(i. e. the phone has hardly stopped ringing).

Pattern drill

1 You look upset. What've you been doing? The present perfect continuous indicates that an action has been in progress for some time(up till a short time ago) and the effects of the action can still be seen(You look upset).

2 Have you finished that book already! Note that this is not a question, since it is obvious that ' you've already finished the book '. It is an exclamation of surprise(Compare : Have you finished that book yet?).

3 Have they been taking their exams?-Yes, they have. They've taken five of them so far. i. e. Five have been completed up till now and there are still more to take.

The continuous and simple forms of the present perfect are contrasted.

4 Why hasn't she rung John up yet?-What do you mean?(i. e. What a silly question!)

She's been ringing him up all morning. The simple and continuous forms are again contrasted.

Repetition drill

Chorus, group or individual repetition

To elicit affirmative statements involving the use of the present perfect continuous and the present continuous.

T : Listen. Do not speak.

(1)

T : He's worked hard all morning.

S : Yes, he's been working hard all morning and he's still working hard.

(2)

T : It's rained for three days.

S : Yes, it's been raining for three days and it's still raining.

(3)

T : They've watched television for three hours.

S : Yes, they've been watching television for three hours and they're still watching it.

T : Now you do the same. Ready?

1 As in(1)above.

2 As in(2)above.

3 As in(3)above.

4

T : He's listened to that CD for hours.

S : Yes, he's been listening to that CD for hours and he's still listening to it.

5

T : She's looked for her handbag for hours.

S : Yes, she's been looking for her handbag for hours and she's still looking for it.

6

T : He's tried to get his room in order all morning.

S : Yes, he's been trying to get his room in order all morning and he's still trying.

7

T : They've lived in that flat for years.

S : Yes, they've been living in that flat for years and they're still living in it.

8

T : They've played in the park since lunchtime.

S : Yes, they've been playing in the park since lunchtime and they're still playing there.

9

T : He's helped you all day.

S : Yes, he's been helping me all day and he's still helping me.

10

T : He's carried that bag for over an hour.

S : Yes, he's been carrying that bag for over an hour and he's still carrying it.

Key to KS Exercises

A What has happened : We have just moved(1. 1);This has not been easy(1. 3);I have... put(11. 4-5);I have ever seen(1. 9)

What has been happening : I have been working(1. 1);I have been trying(1. 2)

C have explained...have understood...Have you been listening... has been working/has worked...has been earning/has earned...has she earned...have not been listening

Key to SD Exercises

1 carefully 2 hard 3 hard 4 late
5 nearly 6 fast 7 high

Key to Multiple choice questions

1 b 2 c 3 c 4 a
5 b 6 d 7 c 8 b
9 a 10 c 11 b 12 d

Key to Sentence structure

To make matters worse, the room is rather small.

Lesson 53 Hot snake

Listening comprehension

1 Introduce the story

T: Today we'll listen to a story about a big forest fire in California.

2 Understand the situation

T: What do you think is happening in the picture?

3 Listening objective

T: Listen to the story and see if you can answer this question :
What caused the fire?

4 Play the tape or read the story

5 Answer the question

After the reading, ask the question again :What caused the fire?

Train students not to shout out the answer. Instead, ask one student, then ask the others to agree or disagree with a show of hands.

Answer : A snake got wound round the wires of a 16, 000-volt power line.

6 Intensive reading

Play the tape or read the story again, pausing after every sentence to check the students understand. Obtain brief explanations to difficulties in the text from the students themselves. Only use Chinese if a confirmatory translation is necessary.

7 Play the tape or read the story again

The students listen only.

8 Repetition(Optional)

Play the tape or read the story again, pausing after every sentence, and ask the students to repeat(a)in chorus, (b)in small groups, and(c)individually.

9 Reading aloud

Ask one or two students to read the story aloud.

Comprehension questions

1 Where was there a big forest fire?(In California.)

2 Have firemen put it out?(Yes, they have.)

3 What have they been trying to find out since then? (How the fire began.)

4 What are forest fires often caused by?(Broken glass or cigarette ends.)

5 People are careless, aren't they?(Yes, they are.)

6 When did the firemen examine the ground?(Yesterday.)

7 Did they find any broken glass? (No, they didn't.)

8 Did they think a cigarette end started the fire?(No, they

didn't.)

9 They were quite sure it didn't, weren't they?(Yes, they were.)

10 When was the cause discovered? (This morning.)

11 Who discovered it?(A fireman did.)

12 Was it what he was looking for?(No, it wasn't.)

13 What did he notice?(The remains of a snake which was wound round the electric wires of a 16, 000-volt power line.)

Asking questions : Ask me if...

T : Ask me if there's been a big forest fire in California.

S : Has there been a big forest fire in California?

T : Where...?

S : Where has been a big forest fire?

1 there's been a big forest fire in California. (Where)

2 firemen have put it out. (What)(Who)

3 they've been trying to discover the cause. (What)(Who)

4 fires are often caused by broken glass. (What...by)

(How)(What)

5 they're also caused by cigarette ends. (What else)

6 the firemen examined the ground yesterday.

(When)(What)(Who)

7 they looked for broken glass. (What)

8 a fireman discovered the cause accidentally.

(How)(What)(Who)

Pattern drill

1

T : a shoemaker

S1 : How long have you been a shoemaker?

S2 : I've been making shoes for a long time.

a stamp collector a painter

a horse trainer a nurse

a boat builder a farmer

a tax collector an art teacher

2

T : teach-a year

S1 : He didn't teach there for long, did he?

S2 : No, he taught there for a year and then he left.

work-a few months stay-two days

wait-half an hour sit-five minutes

park-ten minutes lecture-a month

live-three months stop-an hour or so

3

T : dictionary

S1 : Could you lend me your dictionary?

S2 : I'm sorry, I lent it to Tom last week and he hasn't returned it yet.

ladder	garden tools
suitcase	hammer
brown gloves	scissors
guitar	French books
bicycle	car
tennis balls	black boots

Tell the story

- 1 firemen-put out-fire in California
- 2 since then-find out-fire began
- 3 forest fires-glass-cigarette ends
- 4 examined-couldn't find-broken glass
- 5 quite sure-cigarette end-not start
- 6 This morning-accidentally-the cause
- 7 remains snake wires power line
- 8 explanation-simple-unusual
- 9 bird-snatched up-dropped on to
- 10 When-wound-sent sparks-started

Topics for discussion

- 1 Describe a fire you've seen or heard about.
- 2 What are the most common causes of fires in towns/houses?
How can ordinary people help to prevent them?
- 3 In what ways can modern technology endanger wild life?

Key to Summary writing

Now that firemen have put out a big forest fire in California, they have been trying to discover its cause. There was no evidence that it was started by broken glass or a cigarette end. However a fireman has just solved the mystery. He noticed the remains of a snake which had been dropped by a bird on to some electric wires. In winding itself round the wires, the snake had sent sparks to the ground and this caused the fire.

(81 words)

Key structures : The simple past and the present perfect, simple and continuous

The simple past(with exact time references)is contrasted with the present perfect.

Compare the following questions and answers :

When did you stay at this hotel?-I stayed here five years ago.

Have you ever stayed at this hotel?

----Yes, I've stayed here twice. (No time reference).

----Yes, I stayed here five years ago. (Exact time reference.)

----Yes, I once stayed here for two months. (Past period of time.)

How long have you been staying at this hotel?

----I've been staying here for three weeks/since last Monday.

(i. e. I'm still here.)

Pattern drill

1 How long have you been a shoemaker?-I've been making shoes for a long time. The present perfect of be is contrasted with the continuous form of 'dynamic' verbs.

2 No, he taught there for a year and then he left. The simple past is used :

i with for + period of time to describe an action which continued for a period of time in the past;

ii to describe a past action which was completed in a moment.

3 Could you lend me your dictionary? Or : Can/Would/Will you lend me...?

I lent it to Tom last week and he hasn't returned it yet. The simple past + exact time is contrasted with the simple present perfect + not yet.

Repetition drill

Chorus, group or individual repetition

To elicit contrasting statements(affirmative and negative)involving the use of the simple present perfect and the simple past.

T : Listen. Do not speak.

(1)

T : Has he tried to telephone her today?

S : Yes, he's tried to telephone her several times today, but he didn't try yesterday.

(2)

T : Have you driven your car today?

S : Yes, I've driven my car several times today, but I didn't drive it yesterday.

(3)

T : Have they listened to the radio today?

S : Yes, they've listened to the radio several times today, but they didn't listen to it yesterday.

T : Now you answer the questions in the same way. Ready?

1 As in(1)above.

2 As in(2)above.

3 As in(3)above.

4

T : Have you seen George today?

S : Yes, I've seen George several times today, but I didn't see him yesterday.

5

T : Has Mary spoken to Tom today?

S : Yes, she's spoken to Tom several times today, but she didn't speak to him yesterday.

6

T : Have the children hidden in the garden today?

S : Yes, they've hidden in the garden several times today, but they didn't hide in it yesterday.

7

T : Have you looked at a newspaper today?

S : Yes, I've looked at a newspaper several times today, but I didn't look at it yesterday.

8

T : Has he drunk any whisky today?

S : Yes, he's drunk whisky several times today, but he didn't drink any yesterday.

9

T : Have you opened this window today?

S : Yes, I've opened this window several times today, but I didn't open it yesterday.

10

T : Has she answered the telephone today?

S : Yes, she's answered the telephone several times today, but she didn't answer it yesterday.

Key to KS Exercises

A

What happened : began(1. 2); examined(1. 4); were not able to find(1. 5); did not start(1. 6); discovered (1. 7); noticed(1. 8); was wound(1. 8); was able to solve(1. 9); dropped(1. 10); wound(1. 11); it did so(1. 11); sent(1. 11); started (1. 11)

What has happened : have put out(1. 1)

What has been happening : have been trying to find(1. 2)

C

Jack looked at his watch for the twentieth time. Suddenly Jill arrived.

' I've been waiting for over an hour, ' he said angrily. ' You never come on time. '

' Oh, is that so? ' Jill answered. ' Were you here at 2. 30? '

Jack went red. ' Well, ' he said, ' I got here five minutes late myself, but you weren't here. '

' I came here at exactly 2. 30, ' Jill said, ' and I waited for five minutes, but you didn't come. '

' What have you been doing since then? ' Jack asked.

' I've just been to the hairdresser's, ' Jill answered brightly.

Key to SD Exercises(sample sentences)

a Look :you threw the potato-peeler away by mistake.

The shepherd threw some food to his dogs.

The teacher threw some chalk at a boy who wasn't listening.

b I'm quite certain these are my glasses.

The children are very quiet. What's going on?

c The cause of unemployment are complicated.

Can you explain the reason for changing our arrangements?

He reasoned that we would have to comply, even if we didn't wish to.

d Please don't drop that vase!

It fell from my hands and broke.

Key to Multiple choice questions

1 c 2 d 3 a 4 c

5 c 6 c 7 d 8 c

9 d 10 a 11 c 12 c

Key to Sentence structure

When it did so, it sent sparks down to the ground.

Lesson 54 Sticky fingers

Listening comprehension

1 Introduce the story

T : Today we'll listen to a story about a woman who was interrupted when she was busy.

2 Understand the situation

T : What do you think is happening in the picture?

3 Listening objective

T : Listen to the story and see if you can answer this question :
What two interruptions did the writer have?

4 Play the tape or read the story

5 Answer the question

After the reading, ask the question again : What two interruptions did the writer have?

Train students not to shout out the answer. Instead, ask one student, then ask the others to agree or disagree with a show of hands.

Answer : First she was interrupted by a phone call and then by the postman who wanted her to sign for a registered letter.

6 Intensive reading

Play the tape or read the story again, pausing after every sentence to check the students understand. Obtain brief explanations to difficulties in the text from the students themselves. Only use Chinese if a confirmatory translation is necessary.

7 Play the tape or read the story again

The students listen only.

8 Repetition(Optional)

Play the tape or read the story again, pausing after every sentence, and ask the students to repeat (a) in chorus, (b) in small groups, and (c) individually.

9 Reading aloud

Ask one or two students to read the story aloud.

Comprehension questions

1 Where did you send the children?(To school.)

2 Had you all had breakfast?(Yes, we had.)

3 Where did you go then?(To the shops.)

4 Were your children back from school when you returned home?(No, they weren't.)

5 Where was your husband?(At work.)

6 The house was quiet, wasn't it?(Yes, it was.)

7 What did you decide to do?(To make some meat pies.)

8 What were you soon busy doing? (Mixing butter and flour.)

9 When did the phone ring?(When my hands were covered with sticky pastry.)

10 Were your fingers clean or sticky?(Sticky.)

11 Who was on the phone?(Helen Bates.)

12 Were you pleased to hear her voice?(No, I wasn't.)

13 How long did it take you to persuade her to ring back?(10 minutes.)

14 Why was there a mess?(There was pastry on my fingers, on the telephone, and on the doorknobs.)

Asking questions : Ask me if...

T : Ask me if I sent the children to school after breakfast.

S : Did you send the children to school after breakfast?

T : When...?

S : When did you send the children to school?

1 I sent the children to school after breakfast.
(When)(Where)

2 I went to the shops. (Where)(When)

3 it was still early when I returned home. (What time)

4 my children were at school. (Who)(Where)

5 my husband was at work. (Where)(Who)

6 I decided to make some meat pies. (What)

7 I mixed some butter and flour. (What)

8 my hands were soon covered with sticky pastry. (What...
with)

9 the telephone rang just then. (When)

10 I felt extremely annoyed. (How)

11 it was Helen Bates. (Who)

Pattern drill

1

T : any more news of John

S1 : Have you any more news of John?

S2 : No, I've given you all the news there is.

any more work/mending to give me

any more information about the accident

any more proof/evidence of his guilt

any more washing/ironing to be done

2

T : apples

S1 : These are the only apples I have. Do you want some of them?

S2 : Yes, please. Any apples will do.

clothes meat pies string glue

bags cigarettes boxes glasses

paper paint wire material

3

T : at school-for a short time

S1 : Has he ever been to school?

S2 : Yes, he was at school for a short time.

in hospital-last year/for his operation

in prison-a year ago/for robbery

in town- yesterday/for the meeting

at sea-with the navy/as a boy

4

T : the cattle market

S1 : I'm going to the cattle market.

S2 : Oh, can I come with you? I've never been to a cattle market before.

the cinema

the hospital

the police station

the tax office

the theatre

the lawcourt

the car factory

the airport

Tell the story

1 breakfast-children-school-the shops

2 early-returned-and the house-quiet

3 decided-meat pies

4 short time-busy-my hands-sticky

5 that moment-telephone rang

6 dismayed-recognized-Helen Bates

7 ten minutes-persuade-ring-later

8 pastry-fingers-telephone-knobs

9 no sooner-back-kitchen-doorbell

10 postman-me to sign-registered letter

Topics for discussion

1 Describe how you would bake a cake/make one of your favourite dishes.

2 Do you enjoy visiting the shops? Describe a typical shopping day.

3 It is possible that in future we shall be able to see, as well as hear, people when we use the telephone. Do you think this is a good idea? Why/Why not?

Key to Summary writing

As soon as the writer returned home from the shops she began to make some meat pies. When the telephone rang soon afterwards, her fingers were very sticky. She spent ten minutes talking to Helen Bates on the telephone. After that she looked at the mess she had made. Her fingers, the telephone and the doorknobs were covered with pastry. Just then the postman rang the doorbell. He wanted her to sign for a registered letter.

(75 words)

Key to Composition

1 After putting the cake in the oven, I forgot all about it.

2 When two hours had passed, I smelt something burning.

3 On going into the kitchen, I found it full of smoke.

Key structures : The indefinite and definite articles

a

Some and any are used before plural and uncountable nouns(KS 30a).

b

The may be used before an adjective to represent a class of people : e. g. the rich (= all rich people), the poor(= all poor people), the blind (= all blind people), etc.

Note that the adjective becomes a collective, invariable noun (we cannot add -s), but the following verb and any related pronoun will be plural :

The rich should help the poor but unfortunately they don't help them often enough.

c

A few nouns (representing places or buildings which have a specific purpose) are used without an article when the building or place is visited or used for its main purpose. For example, we go to school/to college/to university/to study, to hospital when we are ill, to bed to sleep, to work as workers, to prison as prisoners, to church to worship God. The phrase go to market is used for the farmer who buys or sells animals, etc. , not for the housewife who does her shopping at the market or the shops.

Compare : She's going into hospital for an operation.

I'll visit you when you're in hospital.

She's been working at the hospital for some time now.

There's a big hospital next to the prison.

The definite article is used with cinema or theatre when we go to see a film or play.

Compare : There's a cinema near our house (i. e. a building, which is a cinema).

Let's go to the cinema tonight (i. e. Let's go to see a film).

d

The is always used before superlatives, but most meaning ' the majority of ' does not have an article :

It is the most interesting exhibition I've ever seen.

Most people (=the majority of people) enjoyed it.

Pattern drill

1 Have you any more news of John? Any is used with uncountable nouns in questions.

No, I've given you all the news there is (i. e. all the news

that there is) : the noun is defined by a relative clause (note the omission of that). (Remember : we use a singular verb (there is) with 'news' which is uncountable.)

2 Do you want some of them? Some is used in questions which are 'offers', expecting the answer 'Yes'.

Yes, please. Any apples will do. Any is used in the sense of 'almost every/all' or 'no particular one(s)'.

3 Has he ever been to school?-Yes, he was at school for a short time. Note that the omission of the article shows that we are referring to the main function of these places (see KS note c above). At sea-(go to sea)as a sailor.

4 I'm going to the cattle market. We presume that there is only one of its kind in the town. Note that the use of the definite article with cinema and theatre shows the main reason for going there (see KS note c above), but not with the other nouns.

I've never been to a cattle market before(i. e. any cattle market).

Repetition drill

Chorus, group or individual repetition

To practise uncountable nouns followed by singular verb forms and singular pronoun reference.

T: Listen. Do not speak.

(1)

T: What about this information?

It's correct.

S: This information is correct.

(2)

T: What about the news?

It's interesting.

S: The news is interesting.

(3)

T: What about the damage?

It's terrible.

S: The damage is terrible.

T: Now you do the same. Ready?

1 As in (1)above.

2 As in (2) above.

3 As in (3) above.

4

T: What about his luggage?

It's in the car.

S: His luggage is in the car.

5

T : What about her hair?

It's long.

S : Her hair is long.

6

T : What about the furniture?

It's modern.

S : The furniture is modern.

7

T : What about his progress?

It's good.

S : His progress is good.

8

T : What about mathematics?

It's difficult.

S : Mathematics is difficult.

9

T : What about his money?

It's in the bank.

S : His money is in the bank.

10

T : What about his advice?

It's sound.

S : His advice is sound.

Key to Multiple choice questions

1 d	2 b	3 d	4 b
5 d	6 b	7 a	8 d
9 c	10 b	11 d	12 d

Key to Sentence structure

I picked up the receiver between two sticky fingers and was dismayed when I recognized the voice of Helen Bates.

Lesson 55 Not a gold mine

Listening comprehension

1 Introduce the story

T: Today we'll listen to a story about some people who went looking for lost treasure.

2 Understand the situation

T: What do you think is happening in the picture?

3 Listening objective

T: Listen to the story and see if you can answer this question :
What did the team find?

4 Play the tape or read the story

5 Answer the question

After the reading, ask the question again : What did the team find?

Train students not to shout out the answer. Instead, ask one student, then ask the others to agree or disagree with a show of hands.

Answer : They found a small gold coin and an empty tin trunk.

6 Intensive reading

Play the tape or read the story again, pausing after every sentence to check the students understand.

Obtain brief explanations to difficulties in the text from the students themselves. Only use Chinese if a confirmatory translation is necessary.

7 Play the tape or read the story again

The students listen only.

8 Repetition (Optional)

Play the tape or read the story again, pausing after every sentence, and ask the students to repeat(a) in chorus, (b) in small groups, and(c) individually.

9 Reading aloud

Ask one or two students to read the story aloud.

Comprehension questions

1 What almost came true recently? (Dreams of finding lost treasure.)

2 Is 'The Revealer' a new machine? (Yes, it is.)

3 What's it been used to do? (To detect gold.)

4 Was the machine used in a cave? (Yes, it was.)

5 Where was the cave? (Near the seashore.)

6 Who are said to have buried gold there? (Pirates.)

7 What did they often fail to do? (To collect the gold they buried in the cave.)

8 Where did the search party go? (Into the cave.)

9 What did they have with them? (' The Revealer. ')
10 What did they hope to find? (Buried treasure.)
11 Who was examining the soil near the entrance to the cave?
(The leader was.)

12 What did the machine show? (That there was gold under the
ground.)

13 How did the party feel? (Very excited.)

14 They dug a hole, didn't they? (Yes, they did.)

15 How deep was it? (Two feet deep.)

Asking questions : Ask me if...

T : Ask me if a new machine has been invented.

S : Has a new machine been invented?

T : What...?

S : What has been invented?

1 a new machine has been invented. (What)

2 it's called ' The Revealer ' . (What)

3 it has been used to detect gold. (What...for)

4 it was used in a cave recently. (When) (Where) (Why)

5 the cave was near the seashore (Where)

6 pirates used to hide gold there. (Who)

7 they'd often fail to collect it. (What)

8 the search party went into the cave. (Where) (Who) (Why)

9 they were armed with the new machine. (What... with)

10 it showed that there was gold. (What)

Pattern drill

1

T : eat sweets-dentist

S1 : I used to eat a lot of sweets.

S2 : So did I until my dentist told me not to.

drink whisky/eat bread-doctor

buy clothes/spend money-father

read comics/miss lessons-teacher

recite/write poetry-friends

2

T : drive so much-lorry driver

S1 : It isn't good for him to drive so much!

S2 : Don't worry, he's used to driving. He's a lorry driver.

run so hard-athlete/footballer

argue so much-policeman/lawyer

stay up so late-journalist/writer

travel so much-sales rep/businessman

3

T : have a dog-take it for walks

S1 : They used to have a dog.

S2 : Yes, and they were always taking it for walks!

own a car-polish it/have it serviced

be in politics-make speeches/go abroad

have a gun-shoot birds/frighten people

play football-score goals/get hurt

4

T : child-explore caves

S1 : What sort of things did she like doing as a child?

S2 : She'd explore caves whenever she could.

girl-climb trees/miss lessons

student-miss lectures/go dancing

teenager-buy pop records/go to parties

tourist-visit museums/talk to people

Tell the story

1 Dreams-lost treasure-almost true

2 new- ' Revealers ' -invented-to detect gold-buried-ground

3 used-cave-near the seashore-pirates-to hide gold

4 pirates-bury-fail to collect

5 with-machine-party-hoping to find

6 leader-soil-machine showed-gold

7 excited-dug-found-coin-worthless

8 In spite-many-may reveal-of value

Topics for discussion

1 What kind of ' treasure ' would you like to discover? Where would you look for it?

2 For what different purposes can ' detector ' machines be used today?

3 If someone finds an object of historical value, do you think the object should remain the property of the finder or belong to the nation? Why?

Key to Summary writing

' The Revealers ' is a new machine which is used for detecting buried gold. Using this machine, a search party recently tried to find gold in a cave near the seashore. Although they examined the cave thoroughly they only found a small gold coin which was practically worthless. However many people believe that the machine may reveal something of value soon.

(60 words)

Key to Letter writing

17 Bunyan St. ,

Sevenoaks,

Kent.

England.

27th March, 19-

Key structures : The past continuous, ' Used to ' and ' Would '

a

For the use of the past continuous (with when, while, just as) see KS 7.

For used to + infinitive, indicating a discontinued action, see KS 31.

b

Used to may refer to a definite past time and describe a past routine with no direct or implied contrast with the present : e. g. Have you always liked walking? -Yes , I remember when I was young I often used to go for long walks on my own. Here, the speaker's present habits are irrelevant (he may or may not still go for long walks on his own, although the question implies that he does). In this kind of sentence used to can be replaced by would :

When I was young, I'd (I would) often go....

This use of would is found in narrative (rather than conversational) style.

Used to cannot be replaced by would when it is used to indicate that a past habit has been discontinued :

This sort of novel used to be very popular (but it isn't now).

I used to live near my work (but I don't now).

Pattern drill

1 I used to eat a lot of sweets. This implies : ' but I don't now ' ; so used to cannot be replaced by would.

2 Don't worry, he's used to driving. Be used to=be accustomed to (SD 55a).

3 They used to keep a dog. No time is mentioned and ' keeping a dog ' is not a ' routine action ' ; so used to cannot be replaced by would.

...and they were always taking it for walks! The past continuous used with always describes frequently repeated actions (in the past).

4 She'd explore caves whenever she could. She'd = she would. Note that there is no reference (stated or implied) to the present. Used to could also be used.

Repetition drill

Chorus, group or individual repetition

To elicit statements involving the use of would in the sense of used to.

T : Listen. Do not speak.

(1)

T : Does he ever visit you now?

S : No, but he used to. He'd often visit me when he was a boy.

(2)

T : Does he ever climb trees now?

S : No, but he used to. He'd often climb trees when he was a boy.

(3)

T : Does he ever eat sweets now?

S : No, but he used to. He'd often eat sweets when he was a boy.

T : Now you answer the questions in the same way. Ready?

1 As in (1) above.

2 As in (2) above.

3 As in (3) above.

4

T : Does he ever play football now?

S : No, but he used to. He'd often play football when he was a boy.

5

T : Does he ever watch children's programmes now?

S : No, but he used to. He'd often watch children's programmes when he was a boy.

6

T : Does he ever sleep in that bed now?

S : No, but he used to. He'd often sleep in that bed when he was a boy.

7

T : Does he ever write stories now?

S : No, but he used to. He'd often write stories when he was a boy.

8

T : Does he ever go climbing now?

S : No, but he used to. He'd often go climbing when he was a boy.

9

T : Does he ever write to Tom now?

S : No, but he used to. He'd often write to Tom when he was a boy.

10

T : Does he ever quarrel with his sister now?

S : No, but he used to. He'd often quarrel with his sister when he was a boy.

Key to KS Exercises

A What happened : came true (1. 1); was used (1. 4); went (1. 7); showed (1. 9); dug (1. 9); found(1. 10); searched ... did not find (11. 10-11)

What was happening : was examining (1. 8)

What used to/would happen : used to hide (1. 5); would often
bury... and then (they would) fail (11. 5-6)

Key to SD Exercises

a

1 used to

2 used to

3 uses

4 used to

5 am used to

6 am used to

b

1 gold

2 golden

Key to Multiple choice questions

1 a

2 a

3 b

4 d

5 a

6 a

7 c

8 a

9 b

10 d

11 a

12 b

Lesson 56 Faster than sound!

Listening comprehension

1 Introduce the story

T: Today we'll listen to a story about a car race.

2 Understand the situation

T: What do you think is happening in the picture?

3 Listening objective

T: Listen to the story and see if you can answer this question :

How fast did the winning car go?

4 Play the tape or read the story

5 Answer the question

After the reading, ask the question again : How fast did the winning car go?

Train students not to shout out the answer. Instead, ask one student, then ask the others to agree or disagree with a show of hands.

Answer : Forty miles an hour.

6 Intensive reading

Play the tape or read the story again, pausing after every sentence to check the students understand.

Obtain brief explanations to difficulties in the text from the students themselves. Only use Chinese if a confirmatory translation is necessary.

7 Play the tape or read the story again

The students listen only.

8 Repetition (Optional)

Play the tape or read the story again, pausing after every sentence, and ask the students to repeat (a) in chorus, (b) in small groups, and (c) individually.

9 Reading aloud

Ask one or two students to read the story aloud.

Comprehension questions

1 What kind of race is held once a year? (A race for old cars.)

2 It was held last year, wasn't it? (Yes, it was.)

3 How many cars entered for it? (A lot of cars.)

4 Which was one of the most handsome? (A Rolls-Royce Silver Ghost.)

5 Which was the most unusual? (A Benz with three wheels.)

6 When was it built? (In 1885 :)

7 Was there another car as old as the Benz? (No, there wasn't.)

8 Was there a lot of excitement before the race? (Yes, there was.)

9 Was there just one loud explosion? (No, there wasn't.)
 10 What happened to many of the cars on the course? (They broke down.)
 11 Where did some drivers spend a lot of their time? (Under their cars.)
 12 How many cars completed the race? (A few cars did.)
 Asking questions : Ask me if...
 T : Ask me if the car race for old cars is held once a year.
 S : Is the race for old cars held once a year?
 T : How often...?
 S : How often is the race for old cars held?
 1 the race for old cars is held once a year. (How often)
 2 a lot of cars entered for it last year. (How many)(When)
 3 one of the most handsome cars was a Rolls-Royce Silver Ghost.
 (Which)

4 the most unusual car was a Benz. (Which)
 5 it had only three wheels. (How many)
 6 it was built in 1885. (When) (What)
 7 the race began with a great many loud explosions. (How)(Why)
 8 many of the cars broke down on the course. (How many) (Where)
 9 a few completed the race. (How many)

Pattern drill

1

T : tall

S1 : Are you as tall as John?

S2 : I don't think so. I think John's a little taller than me.

clever	unlucky
efficient	hard-working
intelligent	strong
capable	dark
talkative	active
good-looking	generous

2

T : tall brother-height

S1 : My brother is much taller than yours.

S2 : He isn't! They're about the same height.

old house/young mother /old dog-age

heavy parcel/light case-weight

large shoes/small hands/big case-size

long ruler/short pencil-length

3

T : Scotch-Irish whisky

S1 : Is Scotch whisky very different from Irish whisky?

S2 : A Scot could tell you better than I can!

French-Italian wine/food /music
American-British English/customs
German-Japanese stereos/cars
Portuguese-Spanish art/literature

4

T : take jam/eggs

S1 : What a lot of jam/eggs Tom's taken!

S2 : Yes, he's taken much/many more than he did yesterday.

drink beer

eat food

do work

buy sweets

paint pictures

write letters

break glasses

pick flowers

Tell the story

1 Once a year- race-old cars

2 a lot-last year-excitement-began

3 most handsome-Silver Ghost

4 Benz-unusual -also oldest-1885

5 After-explosions-race began

6 Many-broke down-some drivers- more time-under-than in them

7 winning car-40 m. p. h-much faster

8 sped downhill -trouble -stop it

9 race -different -no less exciting

Topics for discussion

1 Do you think old (i. e. veteran) cars should be used or kept in museums? Why?

2 Would you prefer to own something (a) very old or (b) very modern? Why?

3 Imagine it is the year 2100. In what way do you think things like cars, aeroplanes, buildings, etc. will differ from those of today?

Key to Summary writing

A lot of old cars entered for the race, which is held once a year. A great many loud explosions could be heard when they set off and though many cars broke down during the race, a few managed to complete the course. The winning car went downhill so quickly that its driver had a lot of difficulty trying to stop it.

(62 words)

Key to Composition

1 There was a loud explosion and my old car stopped.

2 I got out to have a look at the engine.

3 Then a man who was driving a large modern car passed me.

4 I waved to him but he did not stop.

5 When I passed the car later, its driver was changing a wheel.

Key structures : The comparison of adjectives, ' Much ' ,

‘ Many ’ , ‘ A lot of ’

a For as + adjective + as, see KS 32. Remember that a little/a few = not much/many, but enough; very little/very few = not much/many, and not enough (KS 32).

b In affirmative sentences much (of) is usually replaced by a lot (of), or less commonly by a great/good deal (of); many (of) is often replaced by a lot (of), or less commonly by a great/good many (of) or a great number (of).

e. g.

He doesn't have much money. He has a lot (a great deal) of money.

He doesn't read much. He reads a lot (a great deal).

We don't sell many of our products overseas.

We sell a lot (a great many/number) of our products overseas.

c Note the comparative constructions with the same as and different from :

My jacket is exactly like yours. It is the same as yours.

My jacket isn't like yours. It is different from yours.

Pattern drill

1 Are you as tall as John? As + adjective + as.

...John's a little taller than me. Compare much taller (Pattern drill 2). Some speakers still insist that formal, ‘ correct ’ English requires ‘ ... taller than I(am) ’, ‘ than ’ being an adverb, not a preposition, but the object pronoun is more usual, ‘ than ’ being treated as a preposition + object when the verb is omitted.

2 My brother is much taller than yours. Compare a little taller (Pattern drill 1).

They're about the same height. i. e. My brother is about the same height as yours.

3 Is Scotch whisky very different from Irish whisky? Practice in using different from. The adjective Scotch is always used for whisky, but Scottish is the standard adjective for everything else.

A Scot could tell you better than I can. Note the tenses here. The use of could implies the conditional (Type 2) sentence : If you asked a Scot, he could tell you.

4 What a lot of jam/eggs Tom's taken! Note that much/many cannot be used after exclamatory What...!

He's taken much/many more than he did yesterday. Note the use and tense of did, replacing ‘ took ’ (i. e. ...more than he took yesterday).

Repetition drill

Chorus, group or individual repetition

To elicit statements involving the use of countable and uncountable nouns with a great many (countable), a great deal (uncountable) and a lot of (countable and uncountable).

T : Listen. Do not speak.

(1)

T : Do you sell any products overseas?

S : Oh yes, a great many. I sell a lot of products overseas.

(2)

T : Did you get any information?

S : Oh yes, a great deal. I got a lot of information.

(3)

T : Have you got any friends?

S : Oh yes, a great many. I've got a lot of friends.

T : Now you answer the questions in the same way. Ready?

1 As in (1) above.

2 As in (2) above.

3 As in (3) above.

4

T : Is there any news in the paper?

S : Oh yes, a great deal. There's a lot of news in the paper.

5

T : Can you see any people?

S : Oh yes, a great many. I can see a lot of people.

6

T : Has he made any progress?

S : Oh yes, a great deal. He's made a lot of progress.

7

T : Did you buy any postcards?

S : Oh yes, a great many. I bought a lot of postcards.

8

T : Did you bring any luggage?

S : Oh yes, a great deal. I brought a lot of luggage.

9

T : Did you ask any questions?

S : Oh yes, a great many. I asked a lot of questions.

10

T : Have you got any furniture?

S : Oh yes, a great deal. I've got a lot of furniture.

Key to KS Exercises

A One of the most handsome cars(1. 3); The most unusual car (1. 4); the oldest car (1. 5); more time under their cars than in them(11. 7-8); much faster than any of... (1. 9); but no less exciting (than modern car races) (1. 11)

Key to SD Exercises (sample sentences)

a

They have some very handsome antique furniture.

Switzerland is a very beautiful country.
She was a very pretty baby, but she's quite plain now.
They make a very good-looking couple.

b

Can you reach the top of that cupboard?
They arrived at the station just in time.

c

Are you taking part in the new play?
The meeting took place in Paris last week.

Key to Multiple choice questions

1 c	2 a	3 c	4 c
5 a	6 c	7 a	8 b
9 b	10 c	11 c	12 c

Lesson 57 Can I help you, madam?

Listening comprehension

1 Introduce the story

T: Today we'll listen to a story about a woman who wanted to buy a dress.

2 Understand the situation

T: What do you think is happening in the picture?

3 Listening objective

T: Listen to the story and see if you can answer this question : Did the woman get what she wanted?

4 Play the tape or read the story

5 Answer the question

After the reading, ask the question again : Did the woman get what she wanted?

Train students not to shout out the answer. Instead, ask one student, then ask the others to agree or disagree with a show of hands.

Answer : Yes, she did.

6 Intensive reading

Play the tape or read the story again, pausing after every sentence to check the students understand.

Obtain brief explanations to difficulties in the text from the students themselves. Only use Chinese if a confirmatory translation is necessary.

7 Play the tape or read the story again

The students listen only

8 Repetition (Optional)

Play the tape or read the story again, pausing after every sentence, and ask the students to repeat (a) in chorus, (b) in small groups, and (c) individually.

9 Reading aloud

Ask one or two students to read the story aloud.

Comprehension questions

- 1 Who stood at the window of an expensive shop? (A woman did.)
- 2 Did she hesitate before going in? (Yes, she did.)
- 3 What did she ask the assistant? (To see a dress in the window.)
- 4 What didn't the assistant like? (The way she was dressed.)
- 5 How did he glance at her? (Scornfully.)
- 6 What did he tell her? (That the dress was sold.)
- 7 Was the woman angry or pleased? (Angry.)
- 8 She walked out of the shop, didn't she? (Yes, she did.)
- 9 What did she decide to do the next day? (To punish the

assistant.)

10 When did she return to the shop? (The following morning.)

11 How was she dressed? (In a fur coat.)

12 Whom did she seek out? (The rude assistant.)

13 What did she ask him for? (The same dress.)

14 Did he realize who she was? (No, he didn't.)

Asking questions : Ask me if...

T : Ask me if a woman stood at a shop window.

S : Did a woman stand at a shop window?

T : Who...?

S : Who stood at a shop window?

1 a woman stood at a shop window. (Who)

2 she was wearing jeans. (What)

3 it was an expensive shop. (What kind of)

4 she was looking at a dress. (What)

5 she hesitated for a moment. (How long)

6 she finally went into the shop. (Where)

7 she asked to see the dress. (What)

8 the assistant glanced at her scornfully. (How) (Why) (Who)

9 he told her the dress was sold. (What)

10 the woman walked out of the shop angrily. (Why) (Who)

11 she returned to the shop the next day. (When) (Why) (Who)

Pattern drill

1

T : station-under the clock

S1 : Shall we meet at the station?

S2 : Yes. I'll wait for you under the clock.

cinema-near the entrance/ticket office

school-in the playground/hall/office

hotel-in the lobby/lounge/bar

car park-by the car/ticket machine

2

T : Jane looks young-bikini

S1 : Jane looks very young in that bikini, doesn't she?

S2 : She looks young in anything!

Mary looks nice/smart/elegant-coat

Betty looks pretty/beautiful-long dress

John looks handsome/important-uniform

Tom looks funny/silly/stupid-little hat

3

T : man-a beard

S1 : The police say the man they're looking for has a beard.

S2 : There's a man with a beard over there!

man-a black briefcase/a bald head

child-a brown dog/red hair
woman-a red handbag/a broken leg
dog-a long tail/two black spots on it

4

T : coat

S1 : It's hot. Why doesn't he take off his coat?

S2 : He says he wants to keep it on.

hat	raincoat	jacket	uniform
tie	pullover	gloves	sweater
boots	shirt	scarf	overalls

Tell the story

- 1 woman-jeans-expensive shop
- 2 hesitated-went in-dress-window
- 3 assistant-didn't like-way-dressed
- 4 scornfully-told her-dress-sold
- 5 angrily-decided-punish-next day
- 6 returned-the following morning
- 7 seeking-rude-asked-same dress
- 8 Not realizing-eager to-this time
- 9 difficulty-got the dress but-said
- 10 enjoyed-making-bring-before buying

Topics for discussion

- 1 Describe an annoying experience you've had while being served in a shop.
- 2 Do you sympathize with the woman in the story? Why/Why not?
- 3 What are the advantages/disadvantages of shopping in (a) large stores and (b) small shops?

Key to Summary writing

Though the woman in jeans hesitated for a moment, she entered an expensive shop and asked to see a dress that was in the window. On being told by an assistant that the dress was sold, the woman returned the following morning dressed in a fur coat. The assistant was eager to serve her this time. After making him bring her almost everything in the window, the woman finally bought the dress she had first asked for.

(77 words)

Key structures :Prepositions :At, In, Off (showing place, position); In, With (describing people and their possessions)

a

At is used with an address (number or name of a house, etc.) or to indicate a certain point : at 27 West Street, at the bus stop.

In indicates an enclosed space :in the street, in a warm country, in Berlin.

It is sometimes possible to use either in or at with the same noun, but there is a slight difference in meaning :

at means inside, just outside or just beside (i. e. the exact position is not clear);

in means inside only. Compare :

I'll see you at the hotel (we are not sure whether this means at the entrance, just outside or inside the hotel).

I'll see you in the hotel (here, we know we must go inside).

Off indicates ' separation ' and is, generally speaking, the opposite of on :

(The lid was on the jar.) The lid came off easily.

(You have your coat on.) Take your coat off.

(The pencil was on the table.) The pencil rolled off the table.

b

In is also used to describe what someone is wearing :

He was (dressed) in a black suit. = He was wearing a black suit.

With indicates something that is a part of or accompanying a person or thing :

the man with long hair, a woman with a dog, a house with four bedrooms.

Pattern drill

1 Shall we meet at the station? -Yes, I'll wait for you under the clock. At indicates the place, but it is necessary to say more in order to give the exact position (i. e. under the clock).

2 Jane looks very young in that bikini. In is used to describe what a person is wearing : i. e. Jane is wearing/(dressed) in a bikini.

3 There's a man with a beard over there! With describes a physical feature or something that accompanies or is carried by a person. Note : a man who has a beard = a man with a beard.

4 Take off (an article of clothing) is contrasted with keep (it)on. Note the position of the pronoun in keep it on (but take off his coat OR take his coat off).

Repetition drill

Chorus, group or individual repetition

To elicit statements involving the use of in and with describing people, their clothes and possessions.

T : Listen. Do not speak.

(1)

T : Who did you see?

A man. He was wearing a black suit.

S : I saw a man in a black suit.

(2)

T : Who did you see?
A woman. She was carrying a brown handbag.
S : I saw a woman with a brown handbag.

(3)

T : Who did you see?
A man. He had a scar on his face.
S : I saw a man with a scar on his face.

T : Now you do the same. Ready?

1 As in (1) above.

2 As in (2) above.

3 As in (3) above.

4

T : Who did you see?
A woman. She was wearing blue jeans.
S : I saw a woman in blue jeans.

5

T : Who did you see?
A man. He was carrying a long umbrella.
S : I saw a man with a long umbrella.

6

T : Who did you see?
A woman. She had red hair.
S : I saw a woman with red hair.

7

T : Who did you see?
A man. He had a big nose.
S : I saw a man with a big nose.

8

T : Who did you see?
A woman. She was wearing a funny hat.
S : I saw a woman in a funny hat.

9

T : Who did you see?
A man. He was wearing a red tie.
S : I saw a man in a red tie.

10

T : Who did you see?
A woman. She had blue eyes.
S : I saw a woman with blue eyes.

Key to SD Exercises

- 1 Don't let him bully you.
- 2 Why don't you make him apologize for his behaviour?
- 3 No one can make me believe he's telling the truth.

4 Will your parents let you come to the theatre with us?

5 Let's go for a drive in the country.

Key to Multiple choice questions

1 a	2 b	3 b	4 b
5 b	6 d	7 c	8 d
9 c	10 b	11 d	12 a

Lesson 58 A blessing in disguise?

Listening comprehension

1 Introduce the story

T: Today we'll listen to a story about a tree with an evil reputation.

2 Understand the situation

T: What do you think is happening in the picture?

3 Listening objective

T: Listen to the story and see if you can answer this question :
Why does the vicar refuse to cut down the tree?

4 Play the tape or read the story

5 Answer the question

After the reading, ask the question again : Why does the vicar refuse to cut down the tree?

Train students not to shout out the answer. Instead, ask one student, then ask the others to agree or disagree with a show of hands.

Answer : Probably because he doesn't believe the story, and anyway, the tree is a useful source of income for the village.

6 Intensive reading

Play the tape or read the story again, pausing after every sentence to check the students understand.

Obtain brief explanations to difficulties in the text from the students themselves. Only use Chinese if a confirmatory translation is necessary.

7 Play the tape or read the story again

The students listen only.

8 Repetition (Optional)

Play the tape or read the story again, pausing after every sentence, and ask the students to repeat (a) in chorus, (b) in small groups, and (c) individually.

9 Reading aloud.

Ask one or two students to read the story aloud.

Comprehension questions

1 Is Frinley a large or tiny village? (Tiny.)

2 What is it said to possess? (A 'cursed tree' .)

3 Why has the number of visitors to Frinley increased?
(Because the tree was mentioned in a newspaper.)

4 Where was the tree planted? (Near the church.)

5 How long ago was it planted? (Fifty years ago.)

6 Has it had an evil reputation for long? (No, it hasn't.)

7 If anyone touches the tree, he'll have bad luck, won't he?
(Yes, he will.)

- 8 What will happen if he picks a leaf? (He will die.)
- 9 What do many villagers believe? (That the tree has already claimed a number of victims.)
- 10 What's the vicar been asked to do? (To have the tree cut down.)
- 11 Has he agreed to do so? (No, he hasn't.)
- 12 Why is the tree useful? (Because tourists have been coming from all parts of the country to see it.)
- Asking questions : Ask me if...
- T : Ask me if the village of Frinley is tiny.
- S : Is the village of Frinley tiny?
- T : How big...?
- S : How big is the village of Frinley?
- 1 the village of Frinley is tiny. (How big)
- 2 it's said to possess a ' cursed tree ' . (What)
- 3 it was mentioned in a newspaper. (Where)
- 4 there have been more visitors to Frinley since then. (Since when) (Why)
- 5 they come to see the tree. (What)(Why)
- 6 it was planted fifty years ago. (When)
- 7 it's near the church. (Where)(What)
- 8 it's gained an evil reputation. (What)
- 9 the villagers say it's unlucky. (What)
- 10 anyone who touches the tree will have bad luck. (What will happen to)(Who)
- 11 the vicar's been asked to have it cut down. (What) (Why)(Who)

Pattern drill

1

T : ticket sent two free tickets

S1 : Did you get the ticket you were promised?

S2 : Yes, I was sent two free tickets.

money-paid/offered/given- £ 10

books-lent/sold-three good books

job-offered/given-a job in the bank

holiday-offered/given-two weeks off

2

T : read-the report-sent

S1 : Did he read the report?

S2 : It was sent to him, but he didn't read it.

get/receive-the letter-posted

accept/take-the reward-offered

buy/like-the flat-shown

use/like-the car-given

3

T : clever boy

S1 : They say that boy's clever.

S2 : He's not as clever as he's said to be.

good book

old church

dangerous bull

exciting film

brilliant play

beautiful actress

interesting city

valuable painting

4

T : an earthquake-1 00 people killed

S1 : There's been an earthquake.

S2 : I know. At least a hundred people are said to have been killed.

an accident-10 people hurt/injured

a robbery-4 men arrested/caught

a fight-6 soldiers wounded/shot

a competition-3 prizes won/awarded

Tell the story

1 village of Frinley-possess-cursed

2 tree-newspaper-visitors-increased

3 planted church fifty years ago recent years-evil reputation

4 touches-bad luck; if-leaf-die

5 many-already claimed-victims

6 vicar-asked-cut down-refused

7 useful-income-tourists-all parts

8 in spite-tourists-picking-cutting-and so far, not one-sudden death

Topics for discussion

1 Do you know of a place/thing (real or in fiction) said to be ' cursed ' ? Tell us about it.

2 Imagine you are (a) a villager and (b) the vicar in the story. Give your reasons for (a) wishing and (b) refusing to have the tree cut down.

3 Tell us about some common superstitions in this country.

Key to Summary Writing

The number of visitors to the village of Frinley has increased because there is said to be a ' cursed tree ' near the church. Since the villagers believe that if anyone picks a leaf he will die, they have asked the vicar to have the tree cut down. As the tree is a useful source of income, the vicar has refused to have the tree cut down. Meanwhile, though tourists have been picking leaves, not one of them has come to harm.

(81 words).

Key to Composition

1 A village well which was said to be cursed was bought by

a man.

2 Tourists came to see it though there was not even any water in it.

3 Before the tourists could look into the well, they had to throw a coin in.

Key structures : The passive

a

For the use of the passive in the present, simple past and present perfect, see KS 10 and 34.

b

i With verbs like say, think, believe, know, find, etc. , in sentences like. People say (that) he is a genius, or People say (that) there is oil under the sea there are two possible passive forms :

It is said that he is a genius. It is said that there is oil under the sea.

He is said to be a genius. There is said to be oil under the sea.

The personal subject followed by an infinitive construction is preferable, especially in spoken English.

ii When an active verb has two objects (one direct, the other indirect), either object may be the subject of the passive verb. However, the indirect object, usually a person, is usually preferred unless there is a good reason for emphasizing the direct object, often a thing.

Compare : Have you got a pen? -Yes, I was given a blue pen for my birthday.

You got the blue pen, but what happened to the red pen? -The red pen was given to Mary because I didn't want it.

Pattern drill

1 Did you get the ticket you were promised? i. e. the ticket which you were promised.

Yes, I was sent two free tickets. i. e. Someone sent me two free tickets. The indirect object of the dynamic verb is the subject of the passive verb.

2 It was sent to him. i. e. Someone sent it to him. The direct object of the dynamic verb is the subject of the passive verb.

3 He's not as clever as he's said to be. i. e. He's said to be clever, but he's not really very clever. Note that the alternative passive construction (He's not as clever as it's said that he is) is very clumsy here.

4 At least a hundred people are said to have been killed. = It is said that at least a hundred people have been killed. Note the use of the perfect infinitive referring to a past event.

Repetition drill

Chorus, Group or Individual Repetition

To elicit statements involving the use of the passive (impersonal subjects only) with verbs followed by a direct or indirect object.

T: Listen. Do not speak.

(1)

T: Is it true that someone is sending her the prize?

S: Yes, the prize is being sent to her.

(2)

T: Is it true that someone gives you a free railway ticket every year?

S: Yes, a free railway ticket is given to me every year.

(3)

T: Is it true that someone has promised her a reward?

S: Yes, a reward has been promised to her.

(4)

T: Is it true that someone offered him the vacant post?

S: Yes, the vacant post was offered to him.

T: Now you answer the questions in the same way. Ready?

1 As in (1) above.

2 As in (2) above.

3 As in (3) above.

4 As in (4) above.

5

T: Is it true that someone paid him a lot of money?

S: Yes, a lot of money was paid to him.

6

T: Is it true that someone has sold her all those pictures?

S: Yes, all those pictures have been sold to her.

7

T: Is it true that someone brings her flowers every day?

S: Yes, flowers are brought to her every day.

8

T: Is it true that someone is offering you the job?

S: Yes, the job is being offered to me.

9

T: Is it true that someone has left him a lot of money?

S: Yes, a lot of money has been left to him.

10

T: Is it true that someone is showing her the new house?

S: Yes, the new house is being shown to her.

Key to KS Exercises

A Frinley is said to possess (1. 1) It is said that if...
(1. 5)

Key to SD Exercises

1 picked 2 gain 3 earns 4 grown

Key to Multiple choice questions

1 b 2 d 3 a 4 a

5 c 6 b 7 d 8 c

9 a 10 d 11 b 12 d

Lesson 59 In or out?

Listening comprehension

1 Introduce the story

T: Today we'll listen to a story about a dog who has run away.

2 Understand the situation

T: What do you think is happening in the picture?

3 Listening objective

T: Listen to the story and see if you can answer this question :

Why did Rex run away?

4 Play the tape or read the story

5 Answer the question

After the reading, ask the question again :Why did Rex run away?

Train students not to shout out the answer. Instead, ask one student, then ask the others to agree or disagree with a show of hands.

Answer : He got annoyed because my husband removed the gate and ruined his game.

6 Intensive reading

Play the tape or read the story again, pausing after every sentence to check the students understand.

Obtain brief explanations to difficulties in the text from the students themselves. Only use Chinese if a confirmatory translation is necessary.

7 Play the tape or read the story again

The students listen only.

8 Repetition (Optional)

Play the tape or read the story again, pausing after every sentence, and ask the students to repeat (a) in chorus, (b) in small groups, and (c) individually.

9 Reading aloud

Ask one or two students to read the story aloud.

Comprehension questions

- 1 What's your dog called? (Rex.)
- 2 Where did he use to sit? (Outside our front gate.)
- 3 What did he use to do there? (Bark.)
- 4 Why did he bark? (He wanted to come into the garden.)
- 5 When did he stop barking? (When someone opened the gate.)
- 6 Who complained of the noise? (The neighbours did.)
- 7 What did your husband train him to do? (To press his paw on the latch to let himself in.)
- 8 How long did he spend training him? (Weeks.)
- 9 What did Rex soon become expert at? (At opening the gate.)
- 10 Where were you going last week? (Shopping.)

- 11 Where was Rex? (In the garden near the gate.)
 12 Why was he barking this time? (Because he wanted someone to let him out.)
 13 What's he developed since then? (Another bad habit.)
 14 What does he do as soon as he opens the gate from the outside? (He comes into the garden and waits until the gate shuts.)
 15 What does he do then? (Then he sits and barks until someone lets him out.)

Asking questions : Ask me if...

T : Ask me if our dog is called Rex.

S : Is your dog called Rex?

T : What... ?

S : What is your dog called?

- 1 our dog is called Rex. (What)
 2 he used to sit outside our front gate. (Where) (Why)
 3 he used to bark. (What) (Why)
 4 he'd bark until someone opened the gate. (How long)
 5 the neighbours complained. (Who)
 6 my husband spent weeks training Rex. (How long) (Who)
 7 I noticed him near the gate. (Where)
 8 he was barking so that someone would let him out. (What... doing) (Why)
 9 he's developed another bad habit. (What else) (Who)

Pattern drill

1

T : read the paper

S1 : He's reading the paper, isn't he?

S2 : Yes, he always reads the paper at this time of the day.

go to work speak to his secretary

dictate letters attend a meeting

read his mail phone New York

go to the bank have lunch

2

T : play the piano

S1 : She's playing the piano, isn't she?

S2 : Yes, she's been playing the piano all morning.

read her library book/a detective story write her report/the invitations

work in the library/on her new book

do a crossword/an experiment

3

T : make films

S1 : I was told that films were made here.

S2 : They used to be made here, but they aren't any more.

grow tomatoes	bottle milk
sell tickets	train horses
build ships	mine coal
serve meals	repair radios

4

T : stopped by the police

S1 : You've taken your time! What on earth have you been doing?

S2 : I'm sorry. We got stopped by the police.

delayed by fog/on the way

involved in an accident/in an argument

caught in a storm/in a traffic jam

lost on the way/in the town

Tell the story

1 dog, Rex - front gate - bark

2 Every time he wanted - until someone

3 neighbours complained- my husband - training him - latch

- let himself in

4 last week - noticed - near the gate

5 This time - barking - let him out

6 Since then - another bad habit

7 opens - the outside - until - gate shuts

8 sits and barks - let him out

9 removed - gate - annoyed - haven't seen

Topics for discussion

1 Which animals make good/bad pets? Why?

2 In what ways can animals be trained to be useful to men?

3 Many people enjoy watching animals do tricks in circuses and seeing animals in cages in zoos. Others say both are wrong. What is your opinion?

Key to Summary writing

Our dog, Rex, used to sit outside the front gate and bark so that someone would open it. Ever since my husband trained him to open the gate himself, Rex has developed another bad habit. He barks when he is in the garden so that someone will let him out. After this he lets himself in and barks until someone opens the gate again. Now that my husband has removed the gate, Rex has disappeared.

(75 words)

Key to Letter writing

1 st August/August 1 st; 3rd December/December 3rd; 2nd July/July 2nd; Ave. ; Pl. ; St. ; London E. C. 4

Key structures : Review of tenses

1 Stative verbs practised in the simple present. (KS 50)

2 The simple past. (KS 51)

3 The present perfect, simple and continuous. (KS 52)

4 Would in place of used to. (KS 58)

5 The passive. (KS 58)

Pattern Drill

1 He's reading ... - He always reads ... : The simple present is contrasted with the present continuous.

2 She's playing ... - She's been playing the piano all morning. The present perfect continuous is contrasted with the present continuous.

3 I was told that films were made here. Note that the past tense in the indirect speech (although it refers to something that 'always happens') suggests some doubt about whether it still happens. Compare: I was told that films are made here. Let's go and watch one being made (there is no doubt that films are still made here).

They used to be made here, but they aren't any more. Used to (+ passive) is not replaceable by would here since it refers to a discontinued action, not a past habit.

4 You've taken your time! i. e. You haven't hurried (implying: You're late).

We got stopped by the police. i. e. We were stopped. Note this colloquial use of get + past participle.

Repetition drill

Chorus, group or individual repetition

To elicit negative statements revising some of the tenses practised so far.

T: Listen. Do not speak.

(1)

T: I don't think he means what he says.

S: No, he doesn't mean what he says.

(2)

T: I don't think she rang the bell.

S: No, she didn't ring the bell.

(3)

T: I don't think he's been working very hard.

S: No, he hasn't been working very hard.

(4)

T: I don't think he's being offered the job.

S: No, he isn't being offered the job.

T: Now you do the same. Ready?

1 As in (1) above.

2 As in (2) above.

3 As in (3) above.

4 As in (4) above.

5

T: I don't think he's been left a lot of money.

S: No, he hasn't been left a lot of money.

6

T: I don't think she needs any help.

S: No, she doesn't need any help.

7

T: I don't think he paid the bill.

S: No, he didn't pay the bill.

8

T: I don't think it's been raining all morning.

S: No, it hasn't been raining all morning.

9

T: I don't think he's being sent abroad.

S: No, he isn't being sent abroad.

10

T: I don't think she has heard the news.

S: No, she hasn't heard the news.

Key to KS Exercises

A

b opens (1. 9); comes (1. 9); waits... shuts (11. 9-10);
sits ... barks ... lets ... lets (1. 10); begins (1. 10)

c wanted (1. 2); opened (1. 3); complained (1. 3); spent (1.
4); became (1. 5); noticed (1. 6); removed (1. 11); got (1. 11)

d has developed (1. 8); have not seen (1. 11)

e was going out (1. 6); was barking (1. 7)

C

1 He is said to be/ It is said that he is very rich.

2 There is said to be/It is said that there is a hold-up on
the roads.

3 I was given a pen/A pen was given to me.

4 She was given a prize/A prize was given to her.

5 We were promised a new office/A new office was promised to
us.

(N. B. In numbers 3 -5, the second alternative is grammatically
correct but rarely used.)

Key to SD Exercises

1 He left early so as not to see me.

2 The secretary asked me into the office so that the manager
might speak to me.

3 I ran to the station so as not to be late.

4 He worked hard in order to learn English.

5 He has not sent me his address so that I will/shall not be
able to write to him.

6 I went to see him to find out what had happened.

Key to Multiple choice questions

1 d	2 b	3 d	4 d
5 d	6 a	7 b	8 a
9 d	10 a	11 a	12 b

Key to Sentence structure

Then he sits and barks until someone lets him out.

Lesson 60 The future

Listening comprehension

1 Introduce the story

T: Today we'll listen to a story about a man who visited a fortune-teller.

2 Understand the situation

T: What do you think is happening in the picture?

3 Listening objective

T: Listen to the story and see if you can answer this question : Does what Madam Bellinsky said come true?

4 Play the tape or read the story

5 Answer the question

After the reading, ask the question again : Does what Madam Bellinsky said come true?

Train students not to shout out the answer. Instead, ask one student, then ask the others to agree or disagree with a show of hands.

Answer : Yes, it does.

6 Intensive reading

Play the tape or read the story again, pausing after every sentence to check the students understand. Obtain brief explanations to difficulties in the text from the students themselves. Only use Chinese if a confirmatory translation is necessary.

7 Play the tape or read the story again

The students listen only.

8 Repetition (Optional)

Play the tape or read the story again, pausing after every sentence, and ask the students to repeat (a) in chorus, (b) in small groups, and (c) individually.

9 Reading aloud.

Ask one or two students to read the story aloud.

Comprehension questions

1 Where were you? (At a village fair.)

2 What did you decide to do there? (To visit a fortune-teller called Madam Bellinsky.)

3 Where did you go? (Into her tent.)

4 What did she tell you to do? (To sit down.)

5 You gave her some money, didn't you? (Yes, I did.)

6 What did she do then? (She looked into a crystal ball.)

7 Who did she say was coming to see you? (A relation of mine.)

8 When would she be arriving? (This evening.)

9 How long did she intend to stay? (A few days.)

10 She said you'd get a big surprise, didn't she? (Yes, she did.)

11 When would you get a surprise? (When I left her tent.)

12 Would someone rush towards you? (Yes, they would.)

13 Would it be a man or a woman? (A woman.)

14 What were you told she'd do? (She'd speak to me.)

15 Where would she lead you? (Away from this place.)

Asking questions : Ask me if...

T : Ask me if I went to a village fair.

S : Did you go to a village fair?

T : Where...?

S : Where did you go?

1 I went to a village fair. (Where)

2 I visited a fortune-teller. (Who)

3 she was called Madam Bellinsky. (What)

4 I went into her tent. (Where)

5 she told me to sit down. (What) (Who)

6 I gave her some money. (What) (When)

7 she looked into a crystal ball. (What)

8 she told me my fortune. (What)

9 a relation of mine was coming to see me. (Who) (When)

10 she would be arriving that evening. (When)

11 she intended to stay for a few days. (How long) (Where)
(Who)

12 I'd get a big surprise. (Who) (When)

Pattern drill

1

T : dinner -visiting Mary

S1 : Can you come to dinner tonight?

S2 : I'm sorry. I'm visiting Mary this evening.

the theatre - working late/teaching

the lecture - watching TV/dining out

the cinema - staying at home/lecturing

supper - meeting a friend/going out

2

T : return

S1 : He's returning soon, isn't he?

S2 : Yes, he's returning in two days' time.

play in a concert meet the vicar

appear on TV go to the dentist's

catch a plane run in a race

make a speech bring the car back

3

T : clean his room

S1 : He's coming home this evening. Have you cleaned his room?

S2 : I'll clean it before he comes.

make his bed prepare a meal

iron his trousers make a fire

wash his shirt let his family know

find his slippers tell his girlfriend

4

T : tired on arriving - look after her

S1 : She'll be tired when she arrives.

S2 : I'll look after her if she's tired.

angry on seeing the mess - calm her down

sad on learning the news - comfort her

hungry on returning - give her a meal

nervous on meeting you - be kind to her

Tell the story

1 village fair - visit a fortune-teller

2 into her tent - told - sit down

3 after - money - looked - crystal ball

4 relation - coming to see me

5 arriving --- evening - for a few days

6 the moment - tent - woman - towards

7 speak - then - lead - away from

8 outside - my wife hurried towards

9 told me my sister - station - meet her

10 walked away - I followed - out of

Topics for discussion

1 Have you ever had your fortune told? Describe the experience.

2 When and why do people have fairs in your part of the country? Describe one you have been to recently.

3 Do you believe that some people can really foretell the future? Why/Why not?

Key to Summary writing

The writer visited a fortune-teller at a village fair who told him that a relation was coming to see him. She added that a woman he knew well would speak to him when he left the tent and he would follow her out of the fair. This came true because his wife spoke to him when he went outside. She told him they had to meet his sister at the station and she led him out of the fair.

(79 words)

Key to Composition

1 Fortune-tellers always tell the truth because they speak in general terms.

2 If they say you will go on a journey or meet a friend, they

are right because we often do these things.

Key structures :The present tense, simple and continuous, used in place of Shall/Will

a

For going to + infinitive, to express intention in the future, see KS 36.

For shall/will in Type 1 conditions, see KS 16.

b

The present continuous is used to indicate a definite future arrangement. The time is usually the immediate future and the time expression is generally included :

He's arriving tomorrow.

She's leaving in two days' time.

c

The simple present (NOT the simple future) is used after if in Type 1 conditions and after temporal conjunctions (until, as soon as, after, before, when, etc.) when referring to future time :

If it rains tomorrow, we shall stay at home.

I shall wait here until he comes.

The moment/As soon as he arrives, I shall let you know.

Pattern drill

1 I'm visiting Mary this evening. The present continuous is used to describe a future arrangement.

2 He's returning soon/ in two days' time. The present continuous is again used for future arrangements.

3 I'll clean it before he comes. The simple present replaces the future (will come) in the time clause.

4 She'll be tired when she arrives. The simple present is used after when.

I'll look after her if she's tired. The simple present is used after if in Type 1 conditional sentences.

Repetition drill

Chorus, group or individual repetition

To elicit statements involving the use of the present continuous as a future substitute.

T : Listen. Do not speak.

(1)

T : Will he be arriving tomorrow?

S : Yes, he's arriving tomorrow.

(2)

T : Will you be leaving at 5. 0 o'clock?

S : Yes, I'm leaving at 5. 0 o'clock,

(3)

T : Will they be sailing tomorrow?

S : Yes, they're sailing tomorrow.

T : Now you answer the questions in the same way. Ready?

1 As in (1) above.

2 As in (2) above.

3 As in (3) above.

4

T : Will you be flying to London next week?

S : Yes, I'm flying to London next week.

5

T : Will you be meeting him in the morning?

S : Yes, I'm meeting him in the morning.

6

T : Will you be seeing Mr. Jones tomorrow?

S : Yes, I'm seeing Mr. Jones tomorrow.

7

T : Will they be coming by bus?

S : Yes, they're coming by bus.

8

T : Will she be taking the exam next week?

S : Yes, she's taking the exam next week.

9

T : Will he be going to the cinema this evening?

S : Yes, he's going to the cinema this evening.

10

T : Will she be visiting her aunt next week?

S : Yes, she's visiting her aunt next week.

Key to KS Exercises

A is coming (1. 4); will be arriving (1. 4); The moment you leave...will get (11. 5-6); will rush (11. 6-7); will speak (1. 7); will lead (1. 7); will be here (1. 10)

C is setting out/will set out; will send; receive; receive; will try; locate; will fire; will carry; will pour; will be sent

Key to SD Exercises

1 Our school dining room

2 ghost story

3 birthday present

4 the village inn

5 The party leader

6 the front door key

7 Christmas card

8 garden gate

Key to Multiple choice questions

1 b

2 a

3 c

4 b

5 c	6 b	7 a	8 b
9 a	10 c	11 a	12 d

Key to Sentence structure

After I had given her some money, she looked into a crystal ball.

Lesson 61 Trouble with the Hubble

Listening comprehension

1 Introduce the story

T: Today we'll listen to a story about the Hubble telescope

2 Understand the situation

T: What do you think is happening in the picture?

3 Listening objective

T: Listen to the story and see if you can answer this question :

What is the special importance of a telescope in space?

4 Play the tape or read the story

5 Answer the question

After the reading, ask the question again : What is the special importance of a telescope in space?

Train students not to shout out the answer. Instead, ask one student, then ask the others to agree or disagree with a show of hands.

Answer : It can see stars and distant galaxies more clearly because it is above the earth's atmosphere.

6 Intensive reading

Play the tape or read the story again, pausing after every sentence to check the students understand. Obtain brief explanations to difficulties in the text from the students themselves. Only use Chinese if a confirmatory translation is necessary.

7 Play the tape or read the story again

The students listen only.

8 Repetition (Optional)

Play the tape or read the story again, pausing after every sentence, and ask the students to repeat (a) in chorus, (b) in small groups, and (c) individually.

9 Reading aloud

Ask one or two students to read the story aloud.

Comprehension questions

1 When was the Hubble telescope launched into space? (On April 20, 1990.)

2 Who launched the telescope? (NASA did.)

3 What was the cost? (Over a billion dollars.)

4 When did the trouble begin? (Right from the start.)

5 What was the trouble? (The pictures it sent us were very disappointing.)

6 Why were the pictures disappointing? (Because the telescope's main mirror was faulty.)

7 What is NASA planning to do? (It will be sending four astronauts to repair it.)

8 How will the astronauts get to the telescope? (The shuttle, Endeavour, will take them there.)

9 How will the shuttle grab the telescope? (A robot-arm from the shuttle will grab the telescope.)

10 Where is the telescope? (Above the earth's atmosphere.)

11 What kinds of pictures shall we get soon? (The clearest ones that we have ever seen.)

12 What will the pictures show us? (The stars and distant galaxies.)

13 What will the Hubble tell us? (A great deal about the age and size of the universe.)

Asking questions : Ask me if...

T : Ask me if the Hubble telescope was launched into space.

S : Was the Hubble telescope launched into space?

T : What...?

S : What was launched into space?

1 the Hubble telescope was launched into space. (What)

2 the cost was over a billion dollars. (How much)

3 there was trouble right from the start. (When)

4 the pictures were very disappointing. (Why)

5 NASA will put the telescope right. (How)

6 four astronauts will be sent up to repair it. (How many)

7 Endeavour will take them into space. (What)

8 a robot-arm will grab the telescope. (What)

9 the Hubble is above the earth's atmosphere. (Where)

10 the Hubble will tell us about the age and size of the universe. (What)

Pattern drill

1

T : making boats - a year

S1 : Have you been making boats for long?

S2 : By the time I've completed this one, I'll have been making them for a year.

designing/building bridges - ten years

writing/illustrating books - six years

directing/making films - two years

producing/writing plays - five years

2

T : make hats - thirteen

S1 : How many hats have you made now?

S2 : When I've made this one, I'll have made thirteen altogether.

do exercises - twenty

build bridges - five

write novels - eight

review books - twelve

3

T : arrive - get lunch

S1 : John'll be arriving soon.

S2 : Let me know when he arrives. Then I'll get lunch.

return - get dressed/change my clothes

get up - cook breakfast/make the beds

leave - come and see you/tidy his room

come back - borrow his car/pay him

4

T : post my letter - write

S1 : When shall I post my letter?

S2 : You can post it as soon as you've written it!

eat the cakes - make/ cook

publish these reports - write/finish

sell my bicycle - mend/ clean

cook the fish - wash/prepare

Tell the story

1 The Hubble - launched - NASA

2 a cost - billion dollars

3 Right - trouble - Hubble

4 pictures - disappointing - mirror - faulty

5 NASA - put - right

6 astronauts - send up - repair

7 Endeavour - take - Hubble

8 robot-arm - grab - hold - repairs

9 Hubble - above - atmosphere

10 send - pictures - stars - galaxies

11 Hubble - tell - age - size - universe

Topics for discussion

1 How much do you know about the universe?

2 Do you enjoy following the news about space exploration?

3 Are there any areas of modern science that interest you more?

If so, what are they, and why?

Key to Summary writing

When the Hubble telescope was launched into space in April 1990, the pictures it sent us were very disappointing because the main mirror was faulty. Four astronauts will soon be making the necessary repairs, and eventually, pictures from the Hubble will tell us a great deal about the age and size of the universe.

(54 words)

Key to Composition

There was trouble with the Hubble right from the start. The main mirror was faulty, so the pictures it sent us were very

disappointing. Now the shuttle Endeavour will be taking four astronauts to make the necessary repairs, so that the Hubble will soon be sending us the clearest pictures of the stars and distant galaxies that we have ever seen.

Key structures : The simple present perfect used in place of the future perfect after temporal conjunctions

a For the future continuous and the future perfect simple, see KS 37.

b The future perfect continuous is formed with shall/will + have + been + present participle. Compare the following :

Soon the astronauts will have repaired the telescope (the action will be completed).

By Friday midday, they will have been working on it for seven days (the action will still be in progress).

c The present perfect is used in place of the future perfect after temporal conjunctions (after, as soon as, before, etc.) Compare :

He will have arrived by this time tomorrow.

The moment/As soon as he has arrived, I shall let you know.

Note that the simple present and the present perfect may be interchangeable after temporal conjunctions (see KS 60c) :

We shall go out this afternoon. It will have stopped raining by then.

As soon as it has stopped (OR As soon as it stops) raining, we shall go out.

Note the use of the present perfect (NOT the simple present) after now that :

(I've finished work.) Now that you've finished work, you can go home.

Pattern drill

1 By the time..., I'll have been making them for a year. The future perfect continuous describes an action which, at a given time in the future, will already have been in progress for some time (and will continue).

2 When I've made this one, I'll have made thirteen altogether. The future perfect is used for an action which, at a given time in the future, will be completed. Note that the present perfect replaces the future perfect after when.

3 Let me know (i. e. Tell me) when he arrives. The present replaces the future in the time clause. We could also use the present perfect : Let me know when he's arrived.

4 You can post it as soon as you've written it. The present perfect replaces the future perfect after as soon as.

Repetition drill

Chorus, group or individual repetition

To elicit affirmative statements involving the use of shall and will in the future perfect continuous.

T: Listen. Do not speak.

(1)

T: You'll still be learning English in a year's time.

S: By then I shall have been learning English for three years.

(2)

T: That spaceship'll still be circling the earth in a year's time.

S: By then it will have been circling the earth for three years.

(3)

T: You and Tom'll still be working on this book in a year's time.

S: By then we shall have been working on this book for three years.

T: Now you answer the questions in the same way. Ready?

1 As in (1) above.

2 As in (2) above.

3 As in (3) above.

4

T: They'll still be receiving radio messages in a year's time.

S: By then they will have been receiving radio messages for three years.

5

T: You'll still be paying for this house in a year's time.

S: By then I shall have been paying for this house for three years.

6

T: He'll still be travelling in a year's time.

S: By then he will have been travelling for three years.

7

T: She'll still be studying for her exams in a year's time.

S: By then she will have been studying for her exams for three years.

8

T: They'll still be building this bridge in a year's time.

S: By then they will have been building this bridge for three years.

Key to SD Exercises

1 cost 2 price 3 value 4 cost

5 value 6 priced 7 cost

Key to Multiple choice questions

1 b 2 a 3 c 4 c

5	a	6	d	7	c	8	a
9	b	10	b	11	d	12	d

Lesson 62 After the fire

Listening comprehension

1 Introduce the story

T: Today we'll listen to a story about what people did after a forest fire.

2 Understand the situation

T: What do you think is happening in the picture?

3 Listening objective

T: Listen to the story and see if you can answer this question :
What was the danger to the villages after the fire?

4 Play the tape or read the story

5 Answer the question

After the reading, ask the question again : What was the danger to the villages after fire?

Train students not to shout out the answer. Instead, ask one student, then ask the others to agree or disagree with a show of hands.

Answer : That winter rain would wash the soil away and cause serious floods.

6 Intensive reading

Play the tape or read the story again, pausing after every sentence to check the students understand. Obtain brief explanations to difficulties in the text from the students themselves. Only use Chinese if a confirmatory translation is necessary.

7 Play the tape or read the story again

The students listen only.

8 Repetition (Optional)

Play the tape or read the story again, pausing after every sentence, and ask the students to repeat (a) in chorus, (b) in small groups, and (c) individually.

9 Reading aloud

Ask one or two students to read the story aloud.

Comprehension questions

- 1 What kind of fire was it? (A forest fire.)
- 2 Did firemen get it under control? (Yes, they did.)
- 3 How long had they been fighting it? (For three weeks.)
- 4 What had covered the countryside a short time before? (Great trees had.)
- 5 How did the hills look now? (Desolate.)
- 6 What still rose from it? (Smoke.)
- 7 Was winter coming on, or was it spring? (Winter was coming on.)

8 Were the surrounding villages threatened with destruction?
(Yes, they were.)

9 Would heavy rain wash away the soil? (Yes, it would.)

10 What else would happen? (There would be serious floods.)

11 Did the forest authorities order several tons of
grass-seed? (Yes, they did.)

12 What was special about it? (It would grow quickly.)

Asking questions : Ask me if...

T : Ask me if there was a forest fire recently.

S : Was there a forest fire recently?

T : When... ?

S : When was there a forest fire?

1 there was a forest fire recently. (When)

2 firemen fought it for nearly three weeks. (How long) (What)
(Who)

3 there had been great trees for miles around. (Where) (What)

4 they'd covered the countryside. (What)

5 the hills were now desolate. (What)

6 smoke still rose up from the warm ground. (What)

7 winter was coming on. (What)

8 the villages surrounding the hills were threatened. (Which)
(Why)

9 heavy rain would wash away the soil from the hills. (What)

Pattern drill

1

T : this afternoon -working

S1 : What was Tom's excuse for being late this afternoon?

S2 : He said he'd been working.

last night - reading/making phone calls

for lunch - teaching/marking exam papers

this evening - writing/watching T. V.

for the meeting -painting/playing chess

2

T : anxious - thinking about the exams

S1 : Mary looked very anxious this morning.

S2 : I know. She'd been thinking about the exams.

worried -worrying/thinking about her son

tired -working/writing all night

angry -arguing/quarrelling with John

dirty -cleaning out/painting the shop

3

T : finish the job

S1 : Did the men finish the job this morning?

S2 : Yes, they'd already finished it when I arrived.

repair the pipes	fill the tank
spray the trees	put the fire out
hang the pictures	move the furniture
plant the seeds	receive my message

4

T : collect stamps

S1 : Did you collect stamps before you got married?

S2 : Oh yes! I'd been collecting stamps for years before I met my wife.

play golf	sail yachts
go camping	go skiing
race horses	read poetry

Tell the story

1 Firemen - forest fire - three weeks before - under control

2 before - trees covered - for miles

3 Winter - hills threatened - rain - wash away soil - floods as well

4 at last - put out - forest authorities - several tons - grass- seed - quickly

5 sprayed - huge quantities - aeroplanes

6 planting - a month - began to rain

7 By then - grass - taken root

Topics for discussion

1 Why are trees so important to (a) industry, (b) the countryside, (c) animals and people?

2 Describe some of the ways in which land can be protected against flooding.

3 Aeroplanes are now widely used for spraying insecticides, etc. What are the advantages and disadvantages of this?

Key to Summary writing

It took the firemen nearly three weeks to get the forest fire under control. Now that all the great trees had been burnt, there was danger that heavy rain would cause serious floods which would destroy the surrounding villages. To prevent this, the forest authorities ordered grass-seed which was sprayed over the ground by planes for nearly a month. By the time that it began to rain, the grass had taken root in many places.

(75 words)

Key to Composition

1 The firemen cut down trees in order to prevent the fire from spreading.

2 The fire, which raged for two weeks, caused millions of pounds' worth of damage.

3 Forest workers planted young trees quickly so that the whole

area would not become a desert.

Key to Letter writing (sample sentences)

- 1 I am sorry to hear that you have not been well.
- 2 Forgive me for not writing sooner.
- 3 I was so glad to hear your good news.
- 4 I have not heard from John for over a month now.
- 5 What a (pleasant) surprise to get a letter from you at last!
- 6 It was very kind of you to reply so quickly.

Key structures : The past perfect, simple and continuous
a

For the past perfect with before and in reported speech, see
KS 38b.

b

i When already is used with a past action that occurred before
another past action, the past perfect must be used. Compare :

He finished (OR had finished) work before I arrived.

He had already finished work before I arrived (only one form
possible).

ii The past perfect continuous is used to emphasize
continuity. Compare :

He (had) worked in a factory before he got this job.

He had been working in a factory for years before he got this
job.

iii In indirect speech the present perfect becomes past
perfect :

‘ What have you lost? ’ I asked. I asked him what he had lost.

‘ What have you been doing? ’ I asked. I asked him what he had
been doing.

Pattern drill

1 He said he'd been working. The direct speech would be :
‘ I've been working. The past perfect replaces the present perfect
in the indirect speech.

2 She'd been thinking about the exams. i. e. her ‘ looking
anxious ’ was the result of what she had been doing for some time
before.

3 Yes, they'd already finished it when I arrived. The past
perfect is used with already to describe an action completed before
another past action. Compare this sentence with :

They finished it when I arrived, which means ‘ I arrived and
then they finished it. ’

4 I'd been collecting stamps for years before I met my wife.
The past perfect continuous with for + period of time emphasizes
the continuity of the action.

Repetition drill

Chorus, group or individual repetition

To elicit affirmative statements involving the use of the past perfect continuous and the simple past.

T : Listen. Do not speak.

(1)

T : He had been working in a factory for years.

That was before he got this job.

S : He had been working in a factory for years before he got this job.

(2)

T : I had been studying for years.

That was before you became a doctor.

S : I had been studying for years before I became a doctor.

(3)

T : They had been searching the valley for months.

That was before they found anything.

S : They had been searching the valley for months before they found anything.

T : Now you do the same. Ready?

1 As in (1) above.

2 As in (2) above.

3 As in (3) above.

4

T : She had been waiting for days.

That was before she heard any news.

S : She had been waiting for days before she heard any news.

5

T : They had been looking for him for weeks.

That was before they found him.

S : They had been looking for him for weeks before they found him.

6

T : The prisoner had been hiding for days.

That was before they discovered him.

S : The prisoner had been hiding for days before they discovered him.

7

T : She had been working as a secretary for years.

That was before she got married.

S : She had been working as a secretary for years before she got married.

8

T : They had been climbing the mountain for hours.

That was before they reached the top.

S : They had been climbing the mountain for hours before they reached the top.

Key to KS Exercises

A

What had happened : had covered (1. 3); had... been put out (11. 7-8); had already taken root (11. 10-11); had begun (1. 12)

What had been happening : had been fighting (1. 1); had been planting (11. 9-10); had been growing (1. 11).

C

(had) discovered... appeared; had taken part...died; happened... claimed... had died; had been searching ...was/had been found

Key to SD Exercises

1 checked

2 soil

3 checked

4 great

Key to Multiple choice questions

1 a

2 d

3 d

4 c

5 d

6 c

7 c

8 b

9 d

10 a

11 d

12 b

Lesson 63 She was not amused

Listening comprehension

1 Introduce the story

T: Today we'll listen to a story about a man who is famous for his sense of humour.

2 Understand the situation

T: What do you think is happening in the picture?

3 Listening objective

T: Listen to the story and see if you can answer this question :
Why did Jenny want to leave the wedding reception?

4 Play the tape or read the story

5 Answer the question

After the reading, ask the question again : Why did Jenny want to leave the wedding reception?

Train students not to shout out the answer. Instead, ask one student, then ask the others to agree or disagree with a show of hands.

Answer : Because she didn't like to see people laughing at her father.

6 Intensive reading

Play the tape or read the story again, pausing after every sentence to check the students understand. Obtain brief explanations to difficulties in the text from the students themselves. Only use Chinese if a confirmatory translation is necessary.

7 Play the tape or read the story again

The students listen only.

8 Repetition (Optional)

Play the tape or read the story again, pausing after every sentence, and ask the students to repeat (a) in chorus, (b) in small groups, and (c) individually.

9 Reading aloud

Ask one or two students to read the story aloud.

Comprehension questions

- 1 Has Jeremy Hampden many friends? (Yes, he has.)
- 2 Where is he very popular? (At parties.)
- 3 What does everyone admire him for? (His great sense of humour.)
- 4 What about his daughter, Jenny? (She doesn't.)
- 5 Who asked Jeremy to make a speech? (One of his closest friends.)
- 6 Where did he ask him to make it? (At a wedding reception.)
- 7 How did he prepare the speech? (Carefully.)

- 8 Who went with him to the wedding? (Jenny did.)
- 9 What had he included in his speech? (A large number of funny stories.)
- 10 What did Jenny tell him as soon as he had finished? (That she wanted to go home.)
- 11 Was he disappointed to leave so soon? (Yes, he was.)
- 12 What did he ask Jenny on the way home? (If she had enjoyed the speech.)
- 13 Had she enjoyed the speech? (No, she hadn't.)

Asking questions : Ask me if...

T : Ask me if Jeremy Hampden has a large circle of friends.

S : Does Jeremy Hampden have a large circle of friends?

T : Who...?

S : Who has a large circle of friends?

1 Jeremy Hampden has a large circle of friends. (Who) (How many)

2 he's very popular at parties. (Where)

3 everyone admires him for his sense of humour. (Why)

4 his daughter is called Jenny. (What)

5 she's six years old. (How old)

6 one of Jeremy's friends asked him to make a speech recently. (When) (Who)

7 his friend wanted him to speak at a wedding reception. (Where)

8 Jeremy loves this sort of thing. (What)

9 he prepared the speech carefully. (How)

10 he took Jenny to the wedding. (Who)

Pattern drill

1

T : Be quiet!

S1 : The teacher's telling you to be quiet.

S2 : He's telling YOU to be quiet, too!

Take out/Hand in your exercise books!

Write out/Do the exercise on page ninety!

Look at/Copy down the words on the board!

Open/Close/Put away your books!

2

T : Please lend me a book.

S1 : She asked me to lend her a book.

S2 : I advise you not to lend her ANYthing!

buy me a present fetch me a knife

tell me a joke lend me a camera

bring me a glass send me a card

sell me some tickets give me a lift

3

T : Why don't they pay her?

S1 : He suggested that they should pay her.

S2 : I hope they won't pay her!

sell the flat produce that play

call a strike change the plans

cut the tree down go to the moon

punish him make a speech

4

T : You must stay!

S1 : He's still insisting that we should stay.

S2 : Oh dear! His wife's just warned me NOT to stay!

help him take a taxi

sign the contract call the police

join them leave now

refuse the money pay the bill

Tell the story

1 Jeremy Hampden - friends - popular

2 Everybody admires - humour - except

3 Recently - asked - speech - wedding

4 prepared - carefully - went - Jenny

5 included - stories - great success

6 As soon as - Jenny told - go home

7 Jeremy - disappointed - did as - asked

8 way home - asked Jenny if - enjoyed

9 To his surprise - hadn't

10 why - didn't like - people laughing

Topics for discussion

1 Do you know any funny stories? Tell us one.

2 Describe a wedding you have been to.

3 What kind of speeches do you find boring/interesting? Have you ever felt 'embarrassed' for the speaker? Why?

Key to Summary writing

When Jeremy Hampden, who is greatly admired for his great sense of humour, was invited to make a speech at a wedding reception, he immediately agreed to do so. Since the speech contained a lot of funny stories, it was a great success. When his six-year-old daughter, Jenny, wanted to go home after his speech, Jeremy was disappointed. She had not enjoyed it because she did not like to see so many people laughing at him.

(76 words)

Key structures : Indirect speech (indirect commands)

a

For the sequence of tenses in indirect statements and questions,

see KS 15, 39.

b

The most usual way to turn a direct command into an indirect command is to replace the verb say (where this introduces the direct speech) and use a verb of command (tell, order, command) or of request (ask) or a verb such as advise, warn, invite, etc. The verb is followed by an object + to-infinitive :

e. g. ' Open the door for me please, ' she said (to me).

She asked me to open the door for her.

' Open the door for me! ' she said (to me).

She told me to open the door for her.

Note the position of not in the negative :

She told the children not to make so much noise.

c

The verbs insist and suggest cannot be used with the object + infinitive construction. They are commonly followed by a that-clause + should :

He insisted that I should stay to lunch.

He suggested that I should go with him.

Pattern drill

1 He's telling you to be quiet. Reported command in the present. Note the stress on you (S2).

N. B. In all these drills, the stimulus (T) initiates the exchange and it will be more realistic if S 1 and S2 use the pronouns He, She, him, her, etc. according to whether their teacher (or whoever gives the stimulus) is male or female.

2 She asked me to lend her a book. Reported request. I advise you not to lend her ANYthing! Indirect negative command (Don't lend her anything!). Note the position of not and the stress on anything.

3 Why don't they pay her? Why don't/doesn't...? is a very common way of expressing a suggestion.

He suggested that they should pay her. Reported suggestion. That may be omitted.

4 He's still insisting that we should stay. Reported command. Note that should is used in the that-clause even when insist is in the present.

Oh dear! His wife's just warned me NOT to stay! Reported negative command. Note the stress on not.

Repetition drill

Chorus, group or individual repetition

To elicit reported statements involving the use of imperative patterns (affirmative and negative).

T: Listen. Do not speak.

(1)

T : Open the door for me please.

What did he ask me to do?

He asked you to open the door for him.

(2)

T : Don't make so much noise.

What did he tell me to do?

S : He told you not to make so much noise.

(3)

T : Come with me.

What did he suggest?

S : He suggested that you should go with him.

T : Now you answer the questions in the same way. Ready?

1 As in (1) above.

2 As in (2) above.

3 As in (3) above.

4

T : Keep quiet.

What did he tell me to do?

S : He told you to keep quiet.

5

T : Send him a fax.

What did he suggest?

S : He suggested that you should send him a fax.

6

T : Don't worry about it.

What did he tell me to do?

S : He told you not to worry about it.

7

T : Wait for me.

What did he suggest?

S : He suggested that you should wait for him.

8

T : Make up your mind.

What did he tell me to do?

S : He told you to make up your mind.

Key to KS Exercises

A

1 ' I want to go home, ' Jenny told him.

2 ' Did you enjoy the speech, Jenny? ' Jeremy asked.

3 ' No, ' she said.

4 ' Why didn't you enjoy it? ' Jeremy asked.

5 ' I don't like to see so many people laughing at you, ' she told him.

C

- 1 He told me to keep quiet.
- 2 He suggested that I should send him a fax.
- 3 He told me not to worry about it.
- 4 He insisted that I should ask him about it.

D

- 1 I wonder if he can wait a few minutes longer.
- 2 I wonder when he will arrive.
- 3 I wonder if he has passed his examination.
- 4 I wonder where he is.
- 5 I wonder why she didn't telephone.
- 6 I wonder when we shall see him again.
- 7 I wonder if she caught the wrong bus.
- 8 I wonder if you could spare me a moment.

Key to Multiple choice questions

- | | | | |
|-----|------|------|------|
| 1 d | 2 b | 3 a | 4 a |
| 5 b | 6 d | 7 d | 8 a |
| 9 c | 10 d | 11 c | 12 a |

Key to Sentence structure

He prepared the speech carefully and went to the wedding with Jenny.

Lesson 64 The Channel Tunnel

Listening comprehension

1 Introduce the story

T: Today we'll listen to a story about how the channel Tunnel came to be built.

2 Understand the situation

T: What do you think is happening in the picture?

3 Listening objective

T: Listen to the story and see if you can answer this question :
Why was the first tunnel not completed?

4 Play the tape or read the story

5 Answer the question

After the reading, ask the question again : Why was the first tunnel not completed?

Train students not to shout out the answer. Instead, ask one student, then ask the others to agree or disagree with a show of hands.

Answer : Because the British were afraid of invasion through the tunnel.

6 Intensive reading

Play the tape or read the story again, pausing after every sentence to check the students understand.

Obtain brief explanations to difficulties in the text from the students themselves. Only use Chinese if a confirmatory translation is necessary.

7 Play the tape or read the story again

The students listen only.

8 Repetition (Optional)

Play the tape or read the story again, pausing after every sentence, and ask the students to repeat (a) in chorus, (b) in small groups, and (c) individually.

9 Reading aloud.

Ask one or two students to read the story aloud.

Comprehension questions

1 When did Aimé Thoméde Gamond arrive in England? (In 1858.)

2 Was he an engineer or an astronaut? (He was an engineer.)

3 What nationality was he? (French.)

4 What did he have a plan for? (For a 21-mile tunnel under the English Channel.)

5 What did he say it would be possible to build in the centre of the Channel? (A platform.)

6 What would this platform serve as? (A port and a railway station.)

7 How would the tunnel be ventilated? (Tall chimneys would be built above sea level.)

8 Who put forward a better plan? (William Lowe did.)

9 He wasn't French, was he? (No, he wasn't.)

10 What did he suggest should be built? (A double railway-tunnel.)

11 What problem would this solve? (The problem of ventilation.)

12 What would happen if a train entered this tunnel? (It would draw in fresh air behind it.)

13 When was a tunnel actually begun? (In 1902.)

Asking questions : Ask me if...

T : Ask me if Aim é Thom é de Gamond was French.

S : Was Aim é Thom é de Gamond French?

T : What nationality...?

S : What nationality was Aim é Thom é de Gamond?

1 Aim é Thom é de Gamond was French. (What nationality)

2 he was an engineer. (What) (Who)

3 he came to England in 1858. (When)

4 he had a plan for a tunnel. (What...for)

5 it would be twenty-one miles long. (How long)

6 it would cross the English Channel. (What)

7 a platform could be built in the centre of the Channel.
(Where) (What)

8 the platform would serve as a port. (What)

9 it would also serve as a railway station. (What else)

10 ventilation would be a problem. (What)

Pattern drill

1

T : meet John-like

S1 : What a pity they couldn't meet John!

S2 : Yes, I'm sure they'd have liked him very much if they had met him.

see the play/ go to the concert-enjoy

visit the museum/ watch the match-enjoy

hear his lecture/ see his paintings-like

try her cooking/ meet my aunt-like

2

T : made a mistake-listened to me

S1 : She's made a mistake.

S2 : She wouldn't have made a mistake if she'd listened to me.

broken her arm/ leg-been more careful

lost her watch/ handbag-mended the strap

failed the exam/ test-worked harder

lost her job/ reputation-taken my advice

3

T : work hard-pass the exam

S1 : He had to work hard to pass the exam.

S2 : Yes, he wouldn't have passed it if he hadn't worked so hard.

drive carefully/ well-avoid an accident

look hard/ carefully-find the money

run fast/ hard-catch the thief

fight hard/ well-win the title

4

T : speak to John-find

S1 : Why didn't you speak to John yesterday?

S2 : I'd have spoken to him if I could've found him!

enjoy the lecture-understand/ hear

arrest the thief-catch/ stop

read the book-keep/ borrow/ buy

search the house-enter/ get into

Tell the story

1 1858-French-21-mile tunnel-Channel

2 possible-build a platform-centre

3 serve as-port-railway station

4 ventilated-chimneys-above sea level

5 1860-Lowe-suggested-double railway

6 ventilation-train-draw in-air

7 42 years later-tunnel-begun

8 British-feared invasion-completed

9 wait-100-tunnel

10 opened-March 7, 1994-connecting

Topics for discussion

1 What are the advantages/ disadvantages of living in a country surrounded by the sea?

2 Would you like to travel twenty-one miles through a tunnel under the sea? Why/ Why not?

3 What, in your opinion, are the advantages to Britain and continental Europe of the Channel Tunnel?

Key to Summary writing

The tunnel, which the French engineer, Aimé Thomé, planned to build under the English Channel in 1858, would be ventilated by tall chimneys built above sea level. An Englishman, William Lowe, suggested a better plan two years later. Passing trains would solve the problem of ventilation in his proposed double railwaytunnel because they would draw in fresh air behind them. Though work began forty-two years later, it was stopped because the British feared invasion. However, the tunnel was officially opened on March 7,

1994.

(85 words)

Key to Composition

1 Thanks to the English Channel, which separates Britain from Europe, the country has not been invaded since 1066.

2 However, now that modern warfare is far more complex, such fears no longer exist.

3 Both Britain and Europe would benefit enormously from a Channel Tunnel.

Key structures : Type 3 conditional statements

a

Type 1 (if + present + tense + shall/ will/ can/ may) : the condition is likely to be fulfilled (KS 16).

Type 2 (if + past tense + should/would/ could/ might) : the condition is unlikely to be fulfilled or is contrary to known facts (KS 40b).

b

Type 3 conditional statements are 'impossible' conditions, i. e. they cannot be fulfilled, because the statements always refer to past events. In such statements, if is followed by the past perfect tense and the verb in the main clause is in the perfect conditional (should/ would/ could/ might + have + past participle) : e. g. You would have missed your train if you had not hurried (but you did hurry, so you caught your train).

If you had gone to the exhibition, you would have enjoyed it (but you didn't go).

Note that could have + past participle may replace had been able to + infinitive in an if-clause :

If you could have made (=If you had been able to make) him change his mind, you would have saved him a lot of trouble.

Pattern drill

1 Yes, I'm sure they'd have liked him very much if they had met him. Type 3 condition.

Note that there is a slight stress on had (if they HAD met him). We could also say : if they'd met him (without any stress).

2 She wouldn't have made a mistake if she'd listened to me. Type 3 condition (i. e. she didn't listen to me).

3 He had to work hard to pass the exam. Note that to (pass) =in order to (pass).

Yes, he wouldn't have passed if he hadn't worked so hard. ' i. e. if he hadn't worked as hard as he did. Type 3 condition.

4 I'd have spoken to him if I could've found him! Type 3 condition (i. e. I couldn't/ didn't find him). Note the pronunciation of the contracted form could've /'k(d+v/.

Repetition drill

Chorus, group or individual repetition

To elicit Type 3 conditional statements with if.

T: Listen. Do not speak.

(1)

T: What would you have done if you'd missed the bus?

Taken a taxi.

S: If I'd missed the bus, I could have taken a taxi.

(2)

T: What would you have done if you'd been there?

Gone for a swim.

S: If I'd been there, I could have gone for a swim.

(3)

T: What would she have done if she hadn't received his letter?

Sent a telegram.

S: If she hadn't received his letter, she could have sent a telegram.

T: Now you do the same. Ready?

1 As in (1) above.

2 As in (2) above.

3 As in (3) above.

4

T: What would she have done if she could have heard him?

Laughed.

S: If she could have heard him, she would have laughed.

5

T: What would she have done if she'd had enough money?

Bought the dress.

S: If she'd had enough money, she could have bought the dress.

6

T: What would you have done if you'd been in my position?

Sold the car.

S: If I'd been in your position, I could have sold the car.

7

T: What would they have done if they'd come home early?

Played in the garden.

S: If they'd come home early, they could have played in the garden.

8

T: What would she have done if she'd seen him earlier?

Made him change his mind.

S: If she'd seen him earlier, she could have made him change his mind.

9

T : What would he have done if he'd known this would happen?
Built it himself.

S : If he'd known this would happen, he could have built it
himself.

10

T : What would you have done if you'd known this was a test?
Been more careful.

S : If I'd known this was a test, I could have been more careful.

Key to KS Exercises

A

Three sentences : 1. 5, Type 2; 1. 9, Type 2; 1. 10, Type 3

C

1 would have been able

2 could have come

3 would not have made

4 were

5 is

Key to SD Exercises

1 up 2 back 3 up

Key to Multiple choice questions

1 c 2 c 3 c 4 c

5 b 6 b 7 c 8 c

9 a 10 b 11 b 12 b

Key to Sentence structure

In 1860, a better plan was put forward by an Englishman, William
Lowe. He suggested that a double railway-tunnel should be built.

Lesson 65 Jumbo versus the police

Listening comprehension

1 Introduce the story.

T: Today we'll listen to a story about a baby elephant called Jumbo.

2 Understand the situation.

T: What do you think is happening in the picture?

3 Listening objective.

T: Listen to the story and see if you can answer this question :
Why did the police have to push Jumbo off the main street?

4 Play the tape or read the story.

5 Answer the question.

After the reading, ask the question again : Why did the police have to push Jumbo off the main street?

Train students not to shout out the answer. Instead, ask one student, then ask the others to agree or disagree with a show of hands.

Answer : Because Jimmy couldn't get Jumbo to move.

6 Intensive reading

Play the tape or read the story again, pausing after every sentence to check the students understand. Obtain brief explanations to difficulties in the text from the students themselves. Only use Chinese if a confirmatory translation is necessary.

7 Play the tape or read the story again

The students listen only.

8 Repetition (Optional)

Play the tape or read the story again, pausing after every sentence, and ask the students to repeat (a) in chorus, (b) in small groups, and (c) individually.

9 Reading aloud

Ask one or two students to read the story aloud.

Comprehension questions

1 Who is Jimmy Gates? (A circus owner.)

2 What did he decide to do last Christmas? (To take some presents to a children's hospital.)

3 Who did he dress up as? (As Father Christmas.)

4 Who was in his 'guard of honour' ? (Six pretty girls.)

5 Did he set off down the main street of the city or a side street? (The main street.)

6 What was he riding? (A baby elephant.)

7 He was called Jumbo, wasn't he? (Yes, he was.)

8 What should Jimmy have known? (That the police would never

allow this sort of thing.)

9 Who approached him? (A policeman did.)

10 Which way did he say Jimmy ought to have gone? (Along a side street.)

11 Why should he have done this? (Because Jumbo was holding up the traffic.)

12 Did Jimmy agree to go? (Yes, he did.)

13 What about Jumbo? (He refused to move.)

14 How many policemen had to push him? (Fifteen.)

Asking questions : Ask me if...

T : Ask me if Jimmy Gates is a circus owner.

S : Is Jimmy Gates a circus owner?

T : Who...

S : Who is Jimmy Gates?

1 Jimmy Gates is a circus owner. (Who)

2 he decided to take some presents to a children's hospital last Christmas. (When)

3 he dressed up as Father Christmas. (What)

4 he was accompanied by six pretty girls. (How many) (Who... by)

5 they were his ' guard of honour ' . (What)

6 he set off down the main street of the city. (Which way)

7 he was riding a baby elephant. (What)

8 the elephant was called Jumbo. (What)

9 a policeman approached them. (Who)

10 he told Jimmy that Jumbo was holding up the traffic. (What)

Pattern drill

1

T : write that letter

S1 : Do you have to write that letter now?

S2 : I ought to write it, but I'm not going to!

prepare your speech wash the dishes

light the fire see the manager

do your homework pick the apples

burn the rubbish phone the doctor

2

T : apologize

S1 : Do you think he should apologize?

S2 : It doesn't matter WHO apologizes, but SOMEone's got to!

stay here open the door

pay them stop the traffic

make a speech feed the horses

finish the job call the police

3

T : take a taxi

S1 : Why didn't you take a taxi last night?

S2 : I know I should have taken one, but I didn't think of it at the time.

wear a hat

order some wine

call on the Smiths

buy a paper

book some seats

take an umbrella

ring the police

take some medicine

4

T : arrive

S1 : He ought to have arrived by now.

S2 : He had to change his plans, but he should be arriving soon.

return

phone us

buy the goods

send us the money

get home

reach the airport

tell us the result

apply for the job

Tell the story

1 Christmas-Jimmy Gates-some presents-children's hospital

2 Father Christmas- ' guard of honour ' -main street-riding-called Jumbo

3 should have known-police-never allow

4 policeman-told him-ought to-side street-holding up-traffic

5 Jimmy agreed-Jumbo refused

6 15 policemen-push-off the main

7 Afterwards-should arrest-let him off

Topics for discussion

1 When have you seen a procession in the streets? Describe it.

2 Have you ever been to a circus? Which act did you enjoy most? Why?

3 Are there any traffic problems where you live? Can you suggest any way to solve them?

Key to Summary writing

After having decided to take some presents to a children's hospital, the circus owner, Jimmy Gates, dressed up as Father Christmas and set off down the main street of the city riding an elephant called Jumbo. On being told that he was holding up the traffic, Jimmy agreed to go at once but Jumbo refused to move, so fifteen policemen had to push him off the main street. As he had a good record, however, Jumbo was not arrested.

(79 words)

Key structures : Must, Have to, Should and Ought to
a

For must, have (got) to, had to, see KS 17a/ b.

b

i Must and have to express necessity, but should (for all persons) and ought to express duty, or indicate an obligation or a correct action. Compare :

I can't go to the cinema tonight; I must (or have to) write some letters (i. e. I have no choice; I must and therefore shall write them).

I should (or ought to) do some work tonight, but I think I shall go to the cinema instead (i. e. the correct thing for me to do would be to work, but I choose to go to the cinema).

ii. Had to indicates necessity in the past, but should (or ought to) + have + past participle expresses a past obligation or duty which was not performed :

I missed the train, so I had to take a taxi (i. e. I had no choice, so I took a taxi).

I'm sorry I'm late. I should (or ought to) have taken a taxi (i. e. I know the correct thing to do would have been to take a taxi, but I didn't take one).

Pattern drill

1 Do you have to write that letter now? Or Must you write...?

I ought to write it, but I'm not going to (write it). Or I should write it.

Ought to (indicating ' the right thing to do ') is contrasted with have to (expressing necessity in the present) in the question.

2 Do you think he should (or ought to) apologize? i. e. Is it his duty to apologize?

...but someone's got to! i. e. It is necessary for someone to apologize. Note the stress on who and someone (S2).

3 I know I should have (or ought to have) taken one... : should have + past participle indicates that the correct action (in the past) was not performed. Note the pronunciation of the contracted form should have /'M(d+v/or/'M+d+v/.

4 He ought to (or should) have arrived by now (= before now). i. e. He hasn't arrived.

He had to change his plans : had to expresses necessity in the past, but he should (or ought to) be arriving soon. Note the use of the continuous form here (Compare : He will be arriving soon = a future arrangement).

Repetition drill

Chorus, group or individual repetition

To elicit contrasting affirmative statements involving the use of have to and should.

T : Listen. Do not speak.

(1)

T: Must you go to the bank? Is it absolutely necessary?
It certainly is.

S: I have to go to the bank. It's absolutely necessary.

(2)

T: Must you go to the bank? Is it really necessary?
Not really.

S: I should go to the bank, but it isn't really necessary.

T: Now you answer the questions in the same way. Ready?

1 As in (1) above.

2 As in (2) above.

3

T: Must he call the police? Is it absolutely necessary?
It certainly is.

S: He has to call the police. It's absolutely necessary.

4

T: Must he call the police? Is it really necessary?
Not really.

S: He should call the police, but it isn't really necessary.

5

T: Must she go shopping? Is it really necessary?
Not really.

S: She should go shopping, but it isn't really necessary.

6

T: Must he ask for permission? Is it absolutely necessary?
It certainly is.

S: He has to ask for permission. It's absolutely necessary.

7

T: Must he work this evening? Is it absolutely necessary?
It certainly is.

S: He has to work this evening. It's absolutely necessary.

8

T: Must you send a fax? Is it really necessary?
Not really.

S: I should send a fax, but it isn't really necessary.

9

T: Must you buy a new car? Is it really necessary?
Not really.

S: I should buy a new car, but it isn't really necessary.

10

T: Must you buy a new car? Is it absolutely necessary?
It certainly is.

S: I must buy a new car. It's absolutely necessary.

Key to KS Exercises

C

- 1 should (or ought to) come
- 2 had to do
- 3 should (or ought to) have come
- 4 should (or ought to) have asked
- 5 had to explain

Key to SD Exercises

- 1 accepted...off
- 2 dress up...down

Key to Multiple choice questions

- | | | | |
|-----|------|------|------|
| 1 a | 2 d | 3 b | 4 b |
| 5 c | 6 a | 7 a | 8 d |
| 9 c | 10 c | 11 b | 12 d |

Lesson 66 Sweet as honey!

Listening comprehension

1 Introduce the story

T: Today we'll listen to a story about some people who want to restore an old plane.

2 Understand the situation

T: What do you think is happening in the picture?

3 Listening objective

T: Listen to the story and see if you can answer this question :
What was 'sweet as honey' and why?

4 Play the tape or read the story

5 Answer the question

After the reading, ask the question again : What was 'sweet as honey' and why?

Train students not to shout out the answer. Instead, ask one student, then ask the others to agree or disagree with a show of hands.

Answer : The fourth engine was as sweet as honey because it was preserved in beeswax.

6 Intensive reading

Play the tape or read the story again, pausing after every sentence to check the students understand. Obtain brief explanations to difficulties in the text from the students themselves. Only use Chinese if a confirmatory translation is necessary.

7 Play the tape or read the story again

The students listen only.

8 Repetition (Optional)

Play the tape or read the story again, pausing after every sentence, and ask the students to repeat (a) in chorus, (b) in small groups, and (c) individually.

9 Reading aloud

Ask one or two students to read the story aloud.

Comprehension questions

1 Where did a Lancaster bomber crash? (On Wallis Island.)

2 Where is Wallis Island? (In the South Pacific.)

3 When did it happen? (In 1963.)

4 Was the plane badly damaged? (No, it wasn't.)

5 When was the plane rediscovered? (In 1989.)

6 Why was it worth rescuing? (Because a Lancaster bomber was rare by this time.)

7 Who had the plane packaged? (The French authorities did.)

8 What are the enthusiasts going to do with the plane? (Have

it restored.)

9 What type of engine does the plane have? (Rolls-Royce Merlin engines.)

10 How many of the engines do they have to rebuild? (Three)

11 What was the condition of the fourth engine? (Perfect.)

12 Who had preserved the last engine? (A colony of bees.)

Asking questions : Ask me if...

T : Ask me if in 1963 a Lancaster bomber crashed on Wallis Island.

S : Did a Lancaster bomber crash on Wallis Island in 1963.

T : When...?

S : When did a Lancaster bomber crash on Walks Island?

1 in 1963 a Lancaster bomber crashed on Wallis Island. (When)
(What) (Where)

2 the island is a long way west of Samoa. (Where)

3 the plane wasn't too badly damaged. (Why)

4 the wreck remained undisturbed. (Why)

5 it was rediscovered in 1989. (When)

6 the French authorities had the plane packaged and moved to France. (Who) (What)

7 enthusiasts are going to have it restored. (Who) (What)

8 they need to rebuild three of the four engines. (How many)

9 the fourth engine was still in perfect condition. (How)
(What...Like)

10 bees had turned the engine into a hive. (What)

Pattern drill

1

T : make the cake

S1 : Did she make the cake herself?

S2 : Good heavens no! She had it made in town.

cut her hair	polish the car
--------------	----------------

make the curtains	sharpen those knives
-------------------	----------------------

clean her coat	repair her watch
----------------	------------------

mend the typewriter	translate the article
---------------------	-----------------------

2

T : hair-cut

S1 : How nice your hair looks!

S2 : Thank you. I've just had it cut.

carpet-cleaned	car-washed
----------------	------------

kitchen-painted	furniture-installed
-----------------	---------------------

floor-polished	suit-made
----------------	-----------

house-redecorated	roses-sprayed
-------------------	---------------

3

T : photos-your passport-taken

S1 : You'll need some photos for your passport.

S2 : I'll have some taken next week.

heating/ gas fires-the winter-installed

warm clothes/ boots-the journey-made

oil/ safety belts-your car-put in

tables/ chairs-the meeting-sent round

4

T : clean his suit

S1 : He says he's got to clean his suit.

S2 : He can't clean it himself! Why doesn't he have it cleaned?

mend the stereo lay the carpet

test the engine rebuild the garage

paint the gate decorate the house

cut the trees down install the lighting

Tell the story

1 a Lancaster bomber-Walks

2 it-badly-damaged

3 years-forgotten-wreck-undisturbed

4 1989-rediscovered-survey

5 By this time-bomber-reasonable condition-rare

6 French-packaged-moved-France

7 enthusiasts-restored

8 delight-found-fourth engine-sweet-honey

9 bees-turned-hive-preserved-beeswax

Topics for discussion

1 Tell us about any plane crash you've heard about recently.

2 Tell us about the pleasure of restoring old cars or planes.

3 Tell us about what you know about the habits of bees.

Key to Summary writing

The Lancaster bomber was not too badly damaged when it crashed on a remote island in the South Pacific. Then the wreck remained undisturbed for twenty-six years until it was rediscovered in an aerial survey of the island. The French authorities had the plane packaged and moved in parts back to France, where a group of enthusiasts will be having it restored. They will have to have three of the engines rebuilt, but the fourth engine is still in perfect condition because a colony of bees had turned it into a hive and it was totally covered in beeswax.

(99 words)

Key to Composition

1 When the Lancaster bomber crashed it was not too badly damaged, but the island was so remote that the wreck remained undisturbed for more than twenty years.

2 Now some enthusiasts in France who plan to have the plane

restored are absolutely delighted.

3 They will only need to have three of the engines rebuilt because the fourth one was preserved in beeswax, and is still as sweet as honey.

Key structures : Have (causative use)

a

For have used to express possession and used as an ordinary verb, see KS 18, 42.

b

Instead of sentences of the type : ' I employed someone to do something for me ' , we can use the construction : have + object + past participle :

I had my car washed. = I asked/ employed someone (at the garage) to wash my car for me.

Note that the speaker is not interested in the person who washed the car, but only in the fact that the car was washed.

When have is used in this way, the negative and interrogative of the present and past tenses are formed with do :

How often do you have your car washed?

I didn't have it washed last week-I washed it myself!

Note the use of causative have with can, must, will, etc. :

He must/ should have his hair cut.

Are you going to/ Can you/ Will you have your watch repaired?

He had to have the plane rebuilt.

They shouldn't have had this room painted yellow.

Pattern drill

1 She had it made in town. The causative use of have (had it made) in S2 is contrasted with make it herself in S1.

2 I've just had it cut. Have is used causatively in the present perfect with just.

3 I'll have some taken next week. Have is used causatively referring to the future.

4 He can't clean it himself! Why doesn't he have it cleaned? Why doesn't he...is used to make a suggestion (see Lesson 63, note on Pattern drill 3). The causative use of have (have it cleaned) is contrasted with clean it himself.

Repetition drill

Chorus, group or individual repetition

To elicit affirmative statements involving the use of causative have. The past tense only will be practised.

T : Listen. Do not speak.

(1)

T : I washed my car.

S : Surely you didn't wash it yourself. You had it washed.

(2)

T : He cleaned his suit.

S : Surely he didn't clean it himself. He had it cleaned.

(3)

T : She made a beautiful dress.

S : Surely she didn't make it herself. She had it made.

T : Now you do the same. Ready?

1 As in (1) above.

2 As in (2) above.

3 As in (3) above.

4

T : I built a new garage.

S : Surely you didn't build it yourself. You had it built.

5

T : I decorated my house.

S : Surely you didn't decorate it yourself. You had it decorated.

6

T : He repaired his watch.

S : Surely he didn't repair it himself. He had it repaired.

7

T : I installed a new television set.

S : Surely you didn't install it yourself. You had it installed.

8

T : She cut her hair.

S : Surely she didn't cut it herself. She had it cut.

Key to KS Exercises

A

had the plane packaged, (had the plane) moved, have the plane restored, have only three of them rebuilt

B

1 The French authorities had the plane packaged and moved in parts back to France.

2 A group of enthusiasts are going to have the plane restored.

3 The group will need to have only three of the engines rebuilt.

C

1 He is having a new house built.

2 She will have a new dress made.

3 I did not have the house decorated.

4 They had the washing machine repaired.

5 We must have this dangerous tree cut down.

6 We have to have this new television set installed.

Key to SD Exercises

1 has 2 were

3 Have 4 is

Key to Multiple choice questions

1 c 2 b 3 a 4 a

5 d 6 a 7 a 8 b

9 a 10 b 11 b 12 a

Key to Sentence structure

A Lancaster bomber crashed on Wallis Island, a remote place
in the South Pacific, a long way west of Samoa.

Lesson 67 Volcanoes

Listening comprehension

1 Introduce the story

T: Today we'll listen to a story about the experiences of a volcano expert.

2 Understand the situation

T: What do you think is happening in the picture?

3 Listening objective

T: Listen to the story and see if you can answer this question :
Why does Tazieff risk his life like this?

4 Play the tape or read the story

5 Answer the question

After the reading, ask the question again : Why does Tazieff risk his life like this?

Train students not to shout out the answer. Instead, ask one student, then ask the others to agree or disagree with a show of hands.

Answer : He wants to find out about active volcanoes.

6 Intensive reading

Play the tape or read the story again, pausing after every sentence to check the students understand. Obtain brief explanations to difficulties in the text from the students themselves. Only use Chinese if a confirmatory translation is necessary.

7 Play the tape or read the story again

The students listen only.

8 Repetition (Optional)

Play the tape or read the story again, pausing after every sentence, and ask the students to repeat (a) in chorus; (b) in small groups, and (c) individually.

9 Reading aloud

Ask one or two students to read the story aloud.

Comprehension questions

1 Who is Haroun Tazieff? (A Polish scientist.)

2 What has he spent his lifetime doing? (Studying active volcanoes and deep caves.)

3 Where did he go in 1948? (Lake Kivu.)

4 Why did he go there? (To observe a new volcano.)

5 Where was Tazieff able to set up camp? (Very close to the volcano.)

6 What did he manage to do? (To take a number of brilliant photographs.)

7 He couldn't stay near the volcano for very long, could he?

(No, he couldn't.)

8 What did he notice coming towards him? (A river of liquid rock.)

9 What did it threaten to do? (To surround him completely.)

10 Was Tazieff surrounded or did he manage to escape? (He managed to escape.)

11 When was he able to return? (When the volcano had become quiet.)

Asking questions : Ask me if...

T : Ask me if Haroun Tazieff is Polish.

S : Is Haroun Tazieff Polish?

T : What nationality...?

S : What nationality is Haroun Tazieff?

1 Haroun Tazieff is Polish. (What nationality)

2 he is a scientist. (What)

3 he studies active volcanoes. (What)

4 he also studies deep caves. (What else)

5 he's been in all parts of the world. (Where) (Who)

6 he went to Lake Kivu in 1948. (When)

7 it's in the Congo. (Where) (What)

8 he went to observe a new volcano. (Why)

9 he later named it Kituro. (What)

10 he was able to set up his camp very close to the volcano.
(Where)

11 it was erupting violently. (What)

Pattern drill

1

T : see Tom

S1 : Did you manage to see Tom yesterday?

S2 : No, I won't be able to see him until next week.

meet the manager speak to the pilot

sell the tickets write your article

examine the cave talk to the prisoner

apply for the job translate the letter

2

T : got into university-a scholarship

S1 : I hear he's got into university.

S2 : Yes, and he managed to get a scholarship, too!

sold his car/ motorbike-a good price

passed the exam/ test-excellent marks

bought a Ford/ Fiat-the latest model

written a book/ play-good reviews

3

T : my book-read

S1 : What do you think of my book?

S2 : I'm afraid I haven't managed to read it yet.

that play/ film/ exhibition-see

the new plane/ car/ spaceship-examine

his latest record/ song-listen to

the firm's report/ offer/ sales-study

4

T : see the play

S1 : It's a pity he couldn't see the play.

S2 : Oh, didn't you know? He managed to see it after all.

visit Mary go to the meeting

get the job attend the lecture

sell the boat watch the match

fly the plane make the journey

Tell the story

1 Tazieff-Polish-lifetime studying-volcanoes-caves-all
parts-world

2 1948-Lake Kivu-new volcano-Kituro

3 able-camp-close-while-erupting

4 managed-photographs-not stay-long

5 river-liquid rock-but-to escape

6 waited-return-two days later

7 This time-climb-mouth of Kituro-photographs-measure
temperatures

8 able-tell-more about-any man alive

Topics for discussion

1 Have you ever seen a volcano/ been into a deep cave? Describe
your experience.

2 Suppose that you were going to become a professional
photographer. What subjects) would you choose to photograph and
why?

3 Should people risk their lives to study volcanoes? What is
your opinion?

Key to Summary writing

Tazieff, the Polish scientist, went to Lake Kivu in the Congo
in 1948 to observe a new volcano which he called Kituro. After
taking photographs, he had to leave almost at once because a river
of liquid rock threatened to surround him. He escaped just in time
but he returned two days later when the volcano had become quiet.
This time he climbed into the mouth of Kituro in order to take
photographs and measure temperatures.

(76 words)

Key to Letter writing (sample sentences)

1 Thank your for sending me your catalogue.

2 What a delightful surprise to hear from you!
3 Forgive me for not answering your letter before now.
4 I have not written before as I had lost your address.
5 I am sorry you've been ill and hope you're feeling better now.

6 It was very nice to hear from you.

Key structures : Can, Be Able to and Manage to

a For the use of could and was/ were able to see KS 43b and c.

b Manage to (= succeed in) often replaces be able to, especially with reference to a past action which was successfully completed, but with difficulty. Compare :

He left Europe before the war began (= statement of fact).

He was able to leave Europe before the war began (= it was possible for him to leave).

He managed to leave Europe before the war began (= he succeeded in leaving, though it was difficult for him to do so).

Pattern drill

1 Did you manage to see Tom yesterday? The use of manage suggests that the speaker knew that it would be difficult to see Tom.

No, I won't be able to see him until next week. i. e. It will not be possible for me to see him until next week.

2 Yes, and he managed to get a scholarship, too! i. e. It is not easy to get a scholarship, but he has succeeded in getting one. Note that if we do not wish to emphasize the ' success ' , we shall make a statement of fact : ' He got a scholarship. '

3 I'm afraid I haven't managed to read it yet. i. e. I haven't been able to read it yet. In the negative, manage and be able are often interchangeable.

4 It's a pity he couldn't see the play. i. e. He wasn't able to/ didn't manage to see it.

He managed to see it after all. i. e. In spite of difficulties, he succeeded in seeing it. Compare :

He was able to see it after all, which suggests that circumstances changed, so it was possible for him to see it.

Repetition drill

Chorus, group or individual repetition

To elicit statements bringing out the relationship between was able to and managed to.

T : Listen. Do not speak.

(1)

T : I wasn't able to swim to the other side of the river. What about you?

S : I managed to swim to the other side of the river.

(2)

T : I wasn't able to get into town this morning. What about Mary?

S : She managed to get into town this morning.

(3)

T : I wasn't able to translate the passage into English. What about George?

S : He managed to translate the passage into English.

T : Now you answer the questions in the same way, Ready?

1 As in (1) above.

2 As in (2) above.

3 As in (3) above.

4

T : I wasn't able to take any photographs. What about you and Tom?

S : We managed to take some photographs.

5

T : I wasn't able to climb to the top of the mountain. What about Jim and Frank?

S : They managed to climb to the top of the mountain.

6

T : I wasn't able to find a new job. What about you?

S : I managed to find a new job.

7

T : I wasn't able to leave the office before the rain started. What about Frank?

S : He managed to leave the office before the rain started.

8

T : I wasn't able to persuade him to come with us. What about you?

S : I managed to persuade him to come with us.

9

T : I wasn't able to pass the test. What about you and Mary?

S : We managed to pass the test.

10

T : I wasn't able to return before dark. What about Tom and Mary?

S : They managed to return before dark :

Key to KS Exercises

C

1 He did not manage to get into town this morning.

2 They did not manage to find the boy who had run away.

3 He did not manage to find a new job.

4 I did not manage to translate the passage into English.

Key to SD Exercises

3 say...tell 4 tell

Key to Multiple Choice questions

5 d 6 d 7 b 8 b

Key to Sentence structure

Tazieff noticed that a river of liquid rock was coming towards him. It threatened to surround him completely, but he managed to escape just in time.

Lesson 68 Persistent

Listening comprehension

1 Introduce the story

T: Today we'll listen to a story about an annoying young man.

2 Understand the situation

T: What do you think is happening in the picture?

3 Listening objective

T: Listen to the story and see if you can answer this question:

Why did Elizabeth tell Nigel that she was going to the dentist?

4 Play the tape or read the story

5 Answer the question

After the reading, ask the question again: Why did Elizabeth tell Nigel that she was going to the dentist?

Train students not to shout out the answer. Instead, ask one student, then ask the others to agree or disagree with a show of hands.

Answer: To get rid of him.

6 Intensive reading

Play the tape or read the story again, pausing after every sentence to check the students understand. Obtain brief explanations to difficulties in the text from the students themselves. Only use Chinese if a confirmatory translation is necessary.

7 Play the tape or read the story again

The students listen only.

8 Repetition (Optional)

Play the tape or read the story again, pausing after every sentence, and ask the students to repeat (a) in chorus, (b) in small groups, and (c) individually.

9 Reading aloud

Ask one or two students to read the story aloud.

Comprehension questions

1 Who did you see? (Nigel Dykes.)

2 Why did you cross the street? (To avoid meeting him.)

3 What did he do when he saw you? (He came running towards me.)

4 Why did you wave to him? (Because I couldn't pretend that I had not seen him.)

5 You never enjoy meeting him, do you? (No, I don't.)

6 Does he ever have anything to do? (No, he doesn't.)

7 What does he always insist on doing? (On coming with me.)

8 It doesn't matter how busy you are, does it? (No, it doesn't.)

9 Did you want him to follow you around all morning? (No, I didn't.)

10 What did you have to think of? (A way of preventing him from following me around.)

11 You said ' Hello ' to each other, didn't you? (Yes, we did.)

12 What was Nigel wondering? (How to spend the morning.)

Asking questions : Ask me if...

T : Ask me if I saw Nigel Dykes coming towards me.

S : Did you see Nigel Dykes coming towards you?

T : Who...?

S : Who did you see coming towards you?

1 I saw Nigel Dykes coming towards me. (Who)

2 I crossed the street. (When)

3 I crossed the street to avoid meeting him. (What...do) (Why)

4 he saw me. (Who)

5 he came running towards me. (Who)

6 I waved to him. (Who...to)

7 I don't enjoy meeting Nigel. (Why)

8 he always follows people around. (Who)

9 I said, ' Hello, Nigel. ' (What)

10 I said I was going to the dentist. (What) (Where)

11 there's always plenty to read in the waiting room. (What) (Where)

Pattern drill

1

T : see the film

S1 : I was looking forward to seeing the film.

S2 : Well, you can't see it, so it's no use thinking about it.

go to the concert visit my friends

watch that match do that experiment

hear the CDs read those books

act in that play run in that race

2

T : a car/ woman coming-see

S1 : There's a car/ woman coming.

S2 : Where? I can't see anything/ one coming.

a child crying/ a woman laughing-hear

a man running/a policeman coming-see

a fire burning/ something cooking-smell

someone shouting/ a girl singing-hear

3

T : call John

S1 : Would you mind calling John for me?

S2 : No, of course I don't mind calling him for you.

open the window	iron my shirt
wake the children	check these figures
play the piano	lock the door
cook lunch	answer the phone

4

T : riding

S1 : Will you come riding with us?

S2 : There's no point in my coming riding with you. I can't ride!

swimming	climbing
shooting	fishing
sailing	dancing
hunting	running

Tell the story

1 crossed the street-avoid meeting him-saw me-came running

2 no use-hadn't seen-waved

3 I never enjoy-Nigel Dykes

4 never-to do-insists-coming with

5 had to think-prevent-following me

6 He-wondering-and asked if-busy

7 told him-dentist-and he asked-mind-with me. I lied- 'not at all'

8 said he'd come-plenty to read in

Topics for discussion

1 What sort of people do you try to avoid? Why?

2 What method would you use to try to avoid (a) meeting someone you didn't like or (b) doing something you didn't want to do?

3 If you didn't have to work for a living, would you work anyway? Why/ Why not?

Key to Summary writing

Even though Elizabeth tried to avoid meeting Nigel Dykes, she was not able to do so. As he always insisted on accompanying her, she had to think of a way of preventing him from following her around all morning. When she told him she was going to the dentist, he said he would come with her because there was always plenty to read in the waiting room.

(67 words)

Key to Composition

1 As there was a dentist nearby whom she knew well, Elizabeth decided to go there in order to explain what had happened.

2 While Nigel was in the waiting room, Elizabeth spoke to the dentist and he told her to leave at once through another door.

3 After Elizabeth had left, the dentist went into the waiting room and asked Nigel if he wanted to have his teeth examined.

Key to Letter writing

1 You must be very annoyed with me for not remembering your birthday.

2 I have just heard that my sister is returning from Canada.

3 I really hate to complain, but your workmen made a terrible mess in my house today.

4 Some time ago, I asked you to send me your catalogue and I still have not received it.

Key structures : The gerund after certain verbs and expressions

a

Note the use of the -ing form in the examples :

He enjoys/ likes/ hates playing football. It's no use crying about it.

He denies taking it (Compare : He denies that he took it, SD 29).

b

The gerund is a verbal noun, so a possessive adjective can be used in front of it.

However, this is rather formal; in spoken English the object pronoun is more usual :

Would you mind my (or me) opening the window? (i. e. May I open it?)

Fancy your (or you) forgetting a thing like that!

c

Verbs of perception are followed by the -ing form (= present participle) or the infinitive without to. Compare :

I saw him coming (i. e. I caught sight of him as he was in the process of coming).

I saw him come into the shop (i. e. I watched him complete the whole action of coming into the shop).

d

After go and come, verbs which indicate physical activity and the verb to shop are often put into the -ing form :

Let's go dancing/ swimming/ riding. I went shopping/ skiing/ skating.

Pattern drill

1 I was Looking forward to seeing the film. i. e. I was looking forward to it until this moment, or until I knew that I wouldn't be able to go. The gerund is used after look forward to.

2 I can't see anything coming. The present participle is used after verbs of perception : see, hear, smell.

3 Would you mind/ I don't mind calling John. The gerund is used after mind. Note that the answer ' No ' means : I don't mind, so I will call him.

4 Will you come riding with us? Come + gerund of verbs indicating physical activity.

There's no point in my coming riding. The gerund is used after There's no point in (= It's no use). Note the use of the possessive adjective (my), which may be replaced by the object pronoun (me) in colloquial English.

Repetition drill

Chorus, group or individual repetition

To elicit statements involving the use of the gerund after certain verbs and expressions.

T: Listen. Do not speak.

(1)

T: I don't travel during rush hour.

What does he avoid doing?

S: He avoids travelling during rush hour.

(2)

T: I play football,

What does he enjoy doing?

S: He enjoys playing football.

(3)

T: I didn't take it.

What does he deny doing?

S: He denies taking it.

T: Now you answer the questions in the same way. Ready?

1 As in (1) above.

2 As in (2) above.

3 As in (3) above.

4

T: I'll open the window.

What doesn't he mind doing?

S: He doesn't mind opening the window.

5

T: Don't cry about it.

What isn't it worth doing?

S: It isn't worth crying about it.

6

T: People mustn't shout and push.

What can't he stand people doing?

S: He can't stand people shouting and pushing.

7

T: Mary came a moment ago.

What did he see Mary doing?

S: He saw Mary coming a moment ago.

8

T: I saw her last week.

What does he remember doing?

S: He remembers seeing her last week.

Key to KS Exercises

C (sample sentences)

1 It's no use trying to reason with him.

2 Let's go swimming.

3 Forgive my interrupting you.

4 Do you deny having taken/ taking the money?

5 He came rushing towards me.

6 I'm busy writing letters.

7 I always enjoy going to the cinema.

8 Would you mind closing the door, please?

Key to Multiple choice questions

1 b 2 b 3 c 4 d

5 b 6 b 7 b 8 c

9 c 10 c 11 a 12 a

Key to Sentence structure

No matter how busy you are, he always insists on coming with you.

Lesson 69 But not murder!

Listening comprehension

1 Introduce the story

T: Today we'll listen to a story about a man who was being tested for his driving license.

2 Understand the situation

T: What do you think is happening in the picture?

3 Listening objective

T: Listen to the story and see if you can answer this question :
Do you think that the writer passed his driving test? Why?

4 Play the tape or read the story

5 Answer the question

After the reading, ask the question again : Do you think that the writer passed his driving test? Why?

Train students not to shout out the answer. Instead, ask one student, then ask the others to agree or disagree with a show of hands.

Answer : No, because he failed the last part of the test.

6 Intensive reading

Play the tape or read the story again, pausing after every sentence to check the students understand. Obtain brief explanations to difficulties in the text from the students themselves. Only use Chinese if a confirmatory translation is necessary.

7 Play the tape or read the story again

The students listen only.

8 Repetition (Optional)

Play the tape or read the story again, pausing after every sentence, and ask the students to repeat (a) in chorus, (b) in small groups, and (c) individually.

9 Reading aloud

Ask one or two students to read the story aloud.

Comprehension questions

1 What were you being tested for? (My driving license.)

2 Was it the second or the third time? (The third.)

3 What had you been asked to do? (To drive in heavy traffic.)

4 You'd done it successfully, hadn't you? (Yes, I had.)

5 When did you begin to acquire confidence? (After having been instructed to drive out of town.)

6 Why were you almost beginning to enjoy your test? (Because I was sure that I had passed.)

7 Who smiled? (The examiner did.)

8 What did this make you think? (That he must have been pleased

with my performance.)

9 Did he ask you to do one more thing? (Yes, he did.)

10 What were you asked to suppose? (That a child suddenly crossed the road in front of me.)

11 When did he want the car to be stopped? (When he tapped on the window.)

12 When did the examiner tap loudly? (After some time.)

13 Could the sound be heard clearly? (Yes, it could.)

14 Did you react immediately? (No, I didn't.)

15 What did you press?(The brake pedal.)

Asking questions : Ask me if...

T : Ask me if I was being tested for my driving license.

S : Were you being tested for your driving license?

T : What... for?

S : What were you being tested for?

1 I was being tested for my driving license. (What...for)(Why)

2 it was my third test. (Which)

3 I'd been asked to drive in heavy traffic. (Where)

4 I'd done so successfully. (How)

5 I began to acquire confidence. (What)

6 I'd been instructed to drive out of town. (Which way)(Who)

7 I was almost beginning to enjoy my test. (What)(Why)

8 the examiner must have been pleased with my performance.
(What...with)(Why)

9 he smiled. (What... do)(Why)

Pattern drill

1

T : confess-arrested

S1 : Did the man confess?

S2 : Yes, but only after being arrested !

leave the hotel/restaurant-thrown out

give up the fight/argument-knocked out

become famous/well known-murdered

call the police/guard-robbed

2

T : became famous-his murder.

S1 : He became famous after his murder.

S2 : Oh no! He became famous BEFORE being murdered.

confessed/killed the guard-his arrest

called the police/fell down-the attack

phoned Mary/saw Tom-his interview

fell ill/became rich-his election

3

T : send the fax to Hong Kong

S1 : When do you want the fax sent to Hong Kong?

S2 : It should be sent some time today.

return/take the books to the library

send/deliver the goods to the shop

collect/fetch the luggage from the hotel

announce/explain the result to the Press

4

T : ask-your report

S1 : I'd like to ask you about your report.

S2 : Not again! I was being asked about my report all day yesterday!

consult/ask-our sales figures

question/interview-your latest film

advise/remind-the need for economy

inform/tell the firm's future plans

Tell the story

1 being tested-driving license-third time

2 asked-in heavy traffic-successfully

3 After-out of town-confidence

4 sure-passed-almost-enjoy

5 examiner must-pleased-smiled

6 suppose-child-cross-in front of

7 As soon as-tap-car-stop-five feet

8 continued-some time-loudly

9 long time-pressed-brake-forward

10 examiner- ' just killed that child '

Topics for discussion

1 Have you ever been over-confident and made a mistake? Tell us about it.

2 What particular things would you look out for if you were giving someone a driving test?

3 Apart from bad driving, what else can cause road accidents? How can we try to prevent these?

Key to Summary writing

Mr. Eames had driven successfully through heavy traffic during his third driving test when the examiner instructed him to drive out of town. He told him to suppose that a child would suddenly cross the road in front of him. Mr. Eames would have to stop the car within five feet when the examiner tapped on the window. Though he tapped loudly, Mr. Eames did not react quickly enough and was told that he had just killed the child.

(79 words)

Key structures : The passive

a

The following forms and uses of the passive are revised : the simple past (KS 10); with auxiliaries and modals (KS 21); the past continuous (KS 34); infinitive (KS 34); the past perfect (KS 45).

b

When one action is followed by another, the first action may be expressed by after + gerund (active or passive). A perfect gerund emphasizes that the first action was completed before the second started : After being arrested, the man confessed. (i. e. After his arrest/After he was arrested, ...)

After having been instructed to drive out of town, he began to acquire confidence. (i. e. After he had been instructed to...)

On and before may also be followed by a gerund, but not a perfect gerund :

On being arrested (=At the time when he was arrested), the man confessed.

Before being arrested (i. e. Before his arrest/Before he was arrested), the man confessed.

Note that this kind of construction is rarely used in spoken English.

Pattern drill

1 Yes, but only after being arrested! i. e. after he was/had been arrested. The perfect here (after having been arrested) would be very rare.

2 He became famous before being murdered. i. e. before he was murdered. Note the stress (for contrast) on BEFORE.

3 When do you want the fax sent to Hong Kong? i. e. want the fax to be sent. When want is followed by a passive infinitive, to be is often omitted.

It should be sent some time today. Or It ought to be sent....

4 I was being asked about my report all day yesterday! The past continuous (passive) is used to emphasize continuity. Note that when S2 exclaims Not again! he is annoyed at being asked about his report by anyone, not especially by S1.

Repetition drill

Chorus, group or individual repetition

To elicit statements involving the use of the passive (personal subjects only) with verbs followed by a direct and an indirect object.

T : Listen. Do not speak.

(1)

T : Tell me about Tom. Will they give him the job?

S : Yes, Tom will be given the job.

(2)

T : Tell me about yourself. Must they pay you a lot of money?

S : Yes, I must be paid a lot of money.

(3)

T : Tell me about Mary. May they offer her the vacant post?

S : Yes, Mary may be offered the vacant post.

(4)

T : Tell me about the boy. Do you think they must have promised him a reward?

S : Yes, the boy must have been promised a reward.

T : Now you answer the questions in the same way. Ready?

1 As in(1) above.

2 As in(2)above.

3 As in(3) above.

4 As in(4)above.

5

T : Tell me about yourself. Will she leave you some money?

S : Yes, I shall be left some money.

6

T : Tell me about Betty. Must they show her the collection?

S : Yes, Betty must be shown the collection.

7

T : Tell me about Frank. May they offer him one of those new houses?

S : Yes, Frank may be offered one of those new houses.

8

T : Tell me about yourself. Could they pay you a higher salary?

S : Yes, I could be paid a higher salary.

9

T : Tell me about the children. Can they give them the presents?

S : Yes, the children can be given the presents.

10

T : Tell me about Jim. Will they send him the parcel?

S : Yes, Jim will be sent the parcel.

Key to KS Exercises

A was being tested(1. 1); had been asked(11. 1-2); After having been instructed(11. 2-3); must have been pleased(1. 5); could be heard(1. 9); were both thrown forward(1. 10)

Key to SD Exercises

1 enjoy...practising 2 amused

3 advised...licence 4 entertain

5 entertained 6 amused

Key to Multiple choice questions

1 a 2 b 3 c 4 b

5 b 6 d 7 d 8 a

9 a 10 b 11 c 12 d

Key to Sentence structure

After having been instructed to drive out of town, I began to
acquire confidence.

Lesson 70 Red for danger

Listening comprehension

1 Introduce the story

T: Today we'll listen to a story about a drunk who got involved in a bullfight.

2 Understand the situation

T: What do you think is happening in the picture?

3 Listening objective

T: Listen to the story and see if you can answer this question: How was the drunk removed from the ring?

4 Play the tape or read the story

5 Answer the question.

After the reading, ask the question again: How was the drunk removed from the ring?

Train students not to shout out the answer. Instead, ask one student, then ask the others to agree or disagree with a show of hands.

Answer: He was dragged to safety by three men.

6 Intensive reading

Play the tape or read the story again, pausing after every sentence to check the students understand. Obtain brief explanations to difficulties in the text from the students themselves. Only use Chinese if a confirmatory translation is necessary.

7 Play the tape or read the story again

The students listen only.

8 Repetition(Optional)

Play the tape or read the story again, pausing after every sentence, and ask the students to repeat(a) in chorus, (b) in small groups, and(c) individually.

9 Reading aloud

Ask one or two students to read the story aloud.

Comprehension questions

1 Was there a crowd watching a bullfight?(Yes, there was.)

2 Who suddenly wandered into the middle of the ring?(A drunk did.)

3 What did the crowd begin to do?(To shout.)

4 Was the drunk aware of the danger?(No, he wasn't.)

5 Why didn't the bull notice the drunk at first?(It was busy with the matador.)

6 Did it suddenly catch sight of him?(Yes, it did.)

7 What was the drunk shouting? (Rude remarks.)

8 Was he waving a red cap or a blue one?(A red cap.)

9 Why did the bull forget all about the matador?(Because it caught sight of the drunk.)

10 It charged at the drunk, didn't it?(Yes, it did.)

11 What did the crowd do?(The crowd suddenly grew quiet.)

12 Did the drunk seem afraid?(No, he didn't.)

13 Who seemed quite sure of himself?(The drunk did.)

Asking questions : Ask me if...

T : Ask me if a drunk was at a bullfight.

S : Was a drunk at a bullfight?

T : Who...?

S : Who was at a bullfight?

1 a drunk was at a bullfight. (Who)

2 he suddenly wandered into the middle of the ring.
(Where)(Who)

3 the crowd began to shout. (Who)

4 the drunk was unaware of the danger. (What)(Why)(Who)

5 the bull was busy with the matador. (Who)

6 the drunk shouted rude remarks. (What)

7 he waved a red cap. (What)(Who)

8 the bull suddenly caught sight of him. (Who)(When)

9 it seemed to be sensitive to criticism. (What...do)

10 it forgot about the matador. (Who)

Pattern drill

1

T : grateful for your help

S1 : What did you say she was grateful for?

S2 : I said she was grateful for your help.

keen on tennis qualified in physics

afraid of ghosts uneasy about her job

bad at French famous for her beauty

guilty of murder content with her life

2

T : sorry for those poor children

S1 : Who did you say he was sorry for?

S2 : He's sorry for those poor children.

jealous of you useful to his boss

grateful to me rude to his parents

fond of Jane afraid of his father

angry with us faithful to his wife

3

T : write stories-very good

S1 : Can she write stories?

S2 : Yes, she can. She's very good at writing.

drive a car/fly a plane-very skilful

type letters/organize classes-efficient

sing opera/compose music-expert

run fast/swim/shoot/ski-very good

4

T : faithful to the boss-frightened

S1 : Why's he so faithful to the boss?

S2 : Because he's frightened of him, I suppose.

cruel to his brother/sister-jealous

polite to you/his manager-afraid

good to that child/dog-fond

rude to me/ all of us-envious

Tell the story

1 bullfight-a drunk-middle-ring

2 crowd-shout-but-unaware-danger

4 bull-forgot-charged at-drunk

3 bull-busy-caught sight-drunk

5 crowd-quiet, but-drunk-sure

6 bull-close-stepped aside-pass

7 crowd-cheers-drunk bowed

8 3 men-into ring-dragged-to safety

9 Even-bull-looked on-before turning

Topics for discussion

1 Some people think that bullfighting and other blood sports, such as cockfighting, hunting, etc. are cruel. How would you(a) defend them(b) criticize them?

2 What do you consider the most dangerous sport? Why do you think people enjoy(a) taking part in and, (b) watching such a sport?

Key to Summary writing

A drunk suddenly wandered into the middle of the ring during a bullfight and shouted rude remarks and waved a red cap. Ignoring the matador, the bull charged at the drunk, but he stepped aside to let it pass. The crowd cheered and the drunk bowed. Just after this, three men dragged the drunk to safety while the bull looked on sympathetically before it once more turned its attention to the matador.

(72 words)

Key to Composition

1 When the man became sober, it was possible to discover his identity.

2 He was Domingo Cordova, a man who had been a great matador in his youth but, having failed in the ring, he had taken to drink.

3 He had changed so much that no one recognized him.

Key to Letter writing(sample sentences)

I have not forgotten that I owe you some money and will pay

you back when I see you.

You will find it hard to believe, but I've just won £100 on the football pools!

I am afraid I cannot meet you next week as I shall be in Singapore.

Key structures : Adjectives followed by prepositions :
For, With, Of, To, At, From, In, On, and About

A brief selection of adjectives followed by the above prepositions is provided. Note that these are not the only prepositions which may follow these adjectives. For example :

He's very good at games.

Exercise is good for you.

He is very good with children.

He was very good about letting us all have a ride on his horse.

Pattern drill

1 What did you say she was grateful for? Adjectives followed by various prepositions are practised. Note the position of the preposition at the end of the question.

2 Who did you say she was sorry for? Adjectives followed by various prepositions are practised. Note that Who is preferred to Whom in the question.

3 Adjectives followed by at are practised.

4 Adjectives followed by to and of are practised.

Repetition drill

Chorus, group or individual repetition

T : Listen. Do not speak.

(1)

T : He's very jealous.

It's his younger sister.

S : He's very jealous of his younger sister.

(2)

T : She is well qualified.

Look at her typing.

S : She is well qualified in typing.

(3)

T : She's very efficient.

She does very good work.

S : She's very efficient at her work.

T : Now you do the same. Ready?

1 As in(1)above.

2 As in(2) above.

3 As in(3) above.

4

T : He's very keen.
 He likes reading.
 S : He's very keen on reading.

5
 T : He's very sensitive.
 He dislikes criticism.
 S : He's very sensitive to criticism.

6
 T : She's very uneasy.
 She's expecting the results.
 S : She's very uneasy about the results.

7
 T : I'm not responsible.
 Look at this mistake.
 S : I'm not responsible for this mistake.

8
 T : I'm very angry.
 Don't blame Jim.
 S : I'm very angry with Jim.

9
 T : This one is different.
 It's not like the others.
 S : This one is different from the others.

10
 T : He's not sure.
 He doesn't know the exact date.
 S : He's not sure of the exact date.

Key to KS Exercises

A unaware of(1. 2); busy with(1. 3); sensitive to(1. 5); sure of(1. 7); close to(1. 8); sorry for(1. 10)

C
 1 of 6 at...with 11 on 16 for ...21 to
 with
 2 in...at 7 to...for 12 for 17 at 22 of
 3 in... for 8 in 13 from 18 of 23 of
 4 to... about 9 to... to 14 at... of 19 to... to 24 to
 5 with...on 10 of 15 on...about of 20 with 25
 for

Key to Multiple choice questions

1 d 2 b 3 c 4 c
 5 d 6 b 7 c 8 a
 9 c 10 d 11 d 12 c

Lesson 71 A famous clock

Listening comprehension

1 Introduce the story

T: Today we'll listen to a story about the great clock, Big Ben in the centre of London.

2 Understand the situation

T: What do you think is happening in the picture?

3 Listening objective

T: Listen to the story and see if you can answer this question.
Mas Big Ben ever gone wrong?

4 Play the tape or read the story

5 Answer the question

After the reading, ask the question again: Mas Big Ben ever gone wrong?

Train students not to shout out the answer. Instead, ask one student, then ask the others to agree or disagree with a show of hands.

Answer: Yes. Once.

6 Intensive reading.

Play the tape or read the story again, pausing after every sentence to check the students understand.

Obtain brief explanations to difficulties in the text from the students themselves. Only use Chinese if a confirmatory translation is necessary.

7 Play the tape or read the story again

The students listen only.

8 Repetition(Optional)

Play the tape or read the story again, pausing after every sentence, and ask the students to repeat(a) in chorus, (b) in small groups, and(c) individually.

9 Reading aloud

Ask one or two students to read the story aloud.

Comprehension questions

1 What's the name of the famous clock in London?(Big Ben.)
2 Is it one of the first things you'll see when you visit London?(Yes, it is.)

3 It can be heard all over the world, can't it?(Yes, it can.)

4 Which radio station can it be heard on?(On the B. B. C.)

5 What is the B. B. C. ?(The British Broadcasting Corporation.)

6 What happened to the Houses of Parliament in 1834?(They were burned down.)

7 Was Big Ben burned in the fire, too?(No, it wasn't.)

8 Who was responsible for making Big Ben?(Sir Benjamin Hall was.)

9 Big Ben is called after him, isn't it?(Yes, it is.)

10 How big is the clock?(Immense.)

11 How accurate is it?(Extremely accurate.)

12 How often is it checked?(Twice a day.)

Asking questions : Ask me if...

T : Ask me if Big Ben is a famous clock.

S : Is Big Ben a famous clock?

T : What...?

S : What is Big Ben?

1 Big Ben is a famous clock. (What)

2 it's in London. (Where)

3 it's one of the first things a visitor sees. (What)

4 it can be heard all over the world. (Where)(Why)(What)

5 you can hear it on the B. B. C. (How)

6 it's called after Sir Benjamin Hall. (Who)

7 he was responsible for making the clock. (What)(Who)

8 the Houses of Parliament were burnt down in 1834.
(What)(When)

9 the clock was made when the new Houses of Parliament were being built. (When)

Pattern drill

1

T : buy a car saving up

S1 : Will she be able to buy a car next year?

S2 : I think so. She'll have been saving up for it for three years by then.

get her degree/get a diploma-studying

pass her exam/ take the test-preparing

marry John/get the job-waiting

find the gold/ discover the cave-looking

2

T : applied for the job-thinking about

S1 : So John's finally applied for the job!

S2 : Yes, he applied for it yesterday, but he'd been thinking about it for ages!

found his wallet/tools-looking for

married Mary/his secretary-asking

finished his book/article-writing

sold his land/farm-talking about

3

T : go on the stage-actor

S1 : What a pity Jim didn't go on the stage!

S2 : Yes, isn't it! He could have been a famous actor!

study art/music-artist/composer

publish his story/poems-writer/poet

study medicine/law-doctor/judge

join the army/navy-general/admiral

4

T : wait for Tom

S1 : Did we have to wait for Tom?

S2 : Well, he'd have been very angry if we hadn't waited for him!

 speak to Mary

 phone your boss

 vote for John

 call on your aunt

 help Jane

 go with the Smiths

 visit your mother

 wave to the children

 Tell the story

 1 London-one of the first-Big Ben-famous clock-heard all over-B. B. C.

 2 Houses of Parliament-burnt down-1834

 3 Big Ben-name-Sir Benjamin Hall-responsible-when the new-being built

 4 immense size-extremely accurate

 5 Officials from Greenwich-twice a day

 6 B. B. C. -hear-striking-microphones

 7 rarely-wrong, but once-painter-pot of paint-hands-slowed it down

 Topics for discussion

 1 Describe a famous building you have visited and tell what you know of its history.

 2 Why is it necessary to have an international standard measure of time?

 3 How many foreign radio stations can you get on your radio? Which do you listen to most frequently?

 Why?

 Key to Summary writing

 After the Houses of Parliament were burnt down in 1834, Sir Benjamin Hall was made responsible for the construction of a huge clock, which became known as Big Ben. It is very accurate despite its immense size, for officials from the Greenwich Observatory have the clock checked twice a day. This clock, which has rarely gone wrong, can be heard on the B. B. C. When it is striking, because microphones are connected to the clock tower.

(75 words)

 Key structures : Review of tenses and auxiliary/modal verbs

1 The simple present in place of the future tense after temporal conjunctions. (KS 60)

2 The future perfect continuous. (KS 61)

3 The past perfect continuous. (KS 62)

4 Type 3 conditional statements. (KS 64)

5 Must, have to, should and ought to. (KS 65)

6 Have(causative use). (KS 66)

7 The passive in participial constructions. (KS 69)

Pattern drill

1 I think so. She'll have been saving up for it for three years by then. i. e. I think she'll have saved up enough money to buy it by that time. The future perfect continuous is practised.

2 Yes, he applied for it yesterday, but he'd been thinking about it for ages! i. e. he'd been thinking about it before he applied. The past perfect continuous is practised.

3 Yes, isn't it! i. e. Isn't it a pity. Note that this indicates agreement(it is not a question).

He could have been a famous actor(i. e. if he had gone on the stage). Type 3 conditional statement, in which the if-clause is understood from the context. Note that the contracted form is used to indicate the way this is spoken/'k(d+v/, but the full form should be used in writing. Would(prediction) can replace could(ability) in the drill.

4 Did we have to wait for Tom? i. e. We waited, but was it really necessary? There will usually be a stress on have in this type of question.

Well, he'd have been very angry if we hadn't waited for him! Type 3 conditional statement. The repetition in S2 is not necessary and the drill could be repeated with an invariable response :

(S2) Well, he'd have been very angry if we hadn't!

Repetition drill

Chorus, group or individual repetition

To elicit negative statements revising some of the tenses and auxiliary verbs practised so far.

T: Listen. Do not speak.

(1)

T: I don't think they'll be building this bridge in a year's time.

S: No, they won't be building this bridge in a year's time.

(2)

T: I don't think he had been working in a factory before he came here.

S: No, he hadn't been working in a factory before he came here.

(3)

T: I don't think she should buy that car.

S: No, she shouldn't buy that car.

(4)

T: I don't think he had his suit cleaned.

S: No, he didn't have his suit cleaned.

T: Now you do the same. Ready?

1 As in (1) above.

2 As in (2) above.

3 As in (3) above.

4 As in (4) above.

5

T: I don't think she had her hair cut.

S: No, she didn't have her hair cut.

6

T: I don't think they had been waiting long.

S: No, they hadn't been waiting long.

7

T: I don't think they should see that film.

S: No, they shouldn't see that film.

8

T: I don't think he had to go to the bank this morning.

S: No, he didn't have to go to the bank this morning.

9

T: I don't think he will have been working on it for three years by then.

S: No, he won't have been working on it for three years by then.

10

T: I don't think she managed to see that play.

S: No, she didn't manage to see that play.

Key to KS Exercises

C

1 shall have been working

2 have finished

D

1 had to go

2 should/ought to buy

3 should have/ought to have telephoned

Key to SD Exercises

1 shop assistant

2 hung

3 hanged

Key to Multiple choice questions

1	b	2	d	3	b	4	b
5	c	6	c	7	d	8	b
9	b	10	c	11	b	12	a

Key to Sentence structure

If the Houses of Parliament had not been burned down, the great clock would never have been erected.

Lesson 72 A car called Bluebird

Listening comprehension

1 Introduce the story

T: Today we'll listen to a story about a famous racing car called bluebird.

2 Understand the situation

T: What do you think is happening in the picture?

3 Listening objective

T: Listen to the story and see if you can answer this question :
What mistake was made?

4 Play the tape or read the story

5 Answer the question

After the reading, ask the question again : What mistake was made?

Train students not to shout out the answer. Instead, ask one student, then ask the others to agree or disagree with a show of hands.

Answer : A mistake was made in calculating Campbell's average speed.

6 Intensive reading

Play the tape or read the story again, pausing after every sentence to check the students understand.

Obtain brief explanations to difficulties in the text from the students themselves. Only use Chinese if a confirmatory translation is necessary.

7 Play the tape or read the story again

The students listen only.

8 Repetition(Optional)

play the tape or read the story again, pausing after every sentence, and ask the students to repeat (a) in chorus, (b) in small groups, and (c) individually.

9 Reading aloud

Ask one or two students to read the story aloud.

Comprehension questions

1 Was Sir Malcolm Campbell a great racing driver or a famous footballer? (A great racing driver.)

2 What was he the first man to do? (To drive at over 300 miles per hour.)

3 When did he set up a new world record? (In 1935.)

4 Where did he do it? (At Bonneville Salt Flats.)

5 What was the name of the car he was driving? (Bluebird.)

6 Had it been specially built for him? (Yes, it had.)

7 How long was it? (Over 30 feet.)

8 How powerful was its engine?(2, 500 horsepower.)
 9 What speed did Campbell reach?(Over 304 miles per hour.)
 10 Why did he have great difficulty in controlling his car?(Because a tyre burst.)
 11 Why was he disappointed at first?(Because his average speed was said to be 299 miles per hour.)
 12 Had someone made a mistake?(Yes, they had.)
 13 What was his average speed?(301 miles per hour.)
 Asking questions : Ask me if...
 T : Ask me if Sir Malcolm Campbell was the first man to drive at over 300 m. p. h.
 S : Was Sir Malcolm Campbell the first man to drive at over 300 m. p. h. ?
 T : Who...?
 S : Who was the first man to drive at over 300 m. p. h. ?
 1 Sir Malcolm Campbell was the first man to drive at over 300 m. p. h. (Who)
 2 he set up a new world record in September 1935. (When)(Who)
 3 he was racing at Bonneville Salt Flats, Utah. (Where)(When)
 4 his car was called Bluebird. (What)(Whose)
 5 It had been specially built for him. (Who)
 6 it was over 30 feet long. (How long)
 7 it had a 2, 500 horsepower engine. (What kind of)
 8 Campbell's top speed was 304miles per hour. (What)(Whose)
 9 a tyre burst on the first run. (When)
 Pattern drill
 1
 T : draw the map-wrong
 S1 : Why did she have to draw the map again?
 S2 : Mr Bates thought she'd drawn it wrong, so he made her draw it again.
 type the address/fill the form in-wrong
 count the money/do the accounts-wrong
 wrap the parcel/write the letter-badly
 do the flowers/clean the room-badly
 2
 T : come
 S1 : How did you get them to come?
 S2 : It wasn't difficult to persuade them to come, actually.
 play football lend you some money
 write the article see a doctor
 take the job take the medicine
 act in the play go to the dentist's
 3

T : leave so quietly-hear him

S1 : Why did he leave so quietly?

S2 : So that no one would hear him.

wear dark glasses-recognize/know him

put the glasses away-break/damage them

hide the money-spend/find it

sit at the back-see/notice him

4

T : arrive so early-miss anything

S1 : Why did he arrive so early?

S2 : So as not to miss anything.

leave so quietly-disturb/wake anyone

wear a coat-feel/catch cold

pack the umbrella-forget/lose it

drive so fast-be/arrive late

Tell the story

1 Sir Malcolm-first man-300 m. p. h.

2 new world record-1935-Utah

3 Bluebird-specially built-30 feet-2, 500 horsepower

4 over 304 m. p. h. -tyre burst-first run

5 disappointed-average speed-299m. p. h.

6 later-told-mistake-301 m. p. h.

7 son, Donald-also-world record

8 Like his father-car-Bluebird

Topics for discussion

1 Do you enjoy travelling at great speed? Why/Why not?

2 No one can use a car like Bluebird on the road, so what is the purpose in building it?

3 In the modern world, ' speed ' sometimes seems to be all important. Do you think this is a good or a bad thing? Should we try to slow down a little? Why/Why not?

Key to Summary writing

Sir Malcolm Campbell set up a land-speed record in 1935 driving a car called Bluebird, which had been specially built for him. His average speed was incorrectly declared to be 299 miles per hour, but this mistake was corrected later. He had averaged 301 miles an hour. Years later, his son, Donald, also broke a record and his car was also called Bluebird.

(63 words)

Key to Letter writing(sample sentences)

I have not forgotten that it's your birthday tomorrow.

You will find it hard to believe, but I've decided to move into the country.

I am afraid I owe you a letter of apology.

I wonder how you learnt that I had changed my address.

You will never guess who turned up/what happened the other day.

Special difficulties : Review

Some special difficulties are revised. References are provided in the exercises.

Pattern drill

1 ...so he made her draw it again. Note that the infinitive is used without to in the pattern make(=force, compel) + object + infinitive(SD 57). Compare Pattern drill 2.

2 How did you get them to come?-It wasn't difficult to persuade them to come, actually. Get in the pattern get + object + to-infinitive means 'persuade'. Note that get and persuade are followed by a to-infinitive (SD 66). Compare Pattern drill 1.

3 So that no one would hear him. So that + would in clauses of purpose(SD 59).

Compare :He left quietly in order that no one should hear him(SD 59). This is very formal.

4 So as not to miss anything. So as + (not +) to-infinitive expressing(negative) purpose(SD 59). Compare :

He arrived early in order not to miss anything. This is more formal. Note that the subject of the main clause(He arrived) is also the subject of the infinitive. Compare Pattern drill 3.

Repetition drill

Chorus, group or individual repetition

To elicit statements involving the use of phrasal verbs : verb + particle + noun object.

T: Listen. Do not speak.

(1)

T: Did he let all his friends down?

S: Yes, he let down all his friends.

(2)

T: Have you drawn the new agreement up?

S: Yes, I've drawn up the new agreement.

(3)

T: Did the children ask their friend along?

S: Yes, the children asked along their friend.

T: Now you answer the questions in the same way. Ready?

1 As in(1) above.

2 As in(2) above.

3 As in(3) above.

4

T: Did they call the doctor out?

S: Yes, they called out the doctor.

5

T: Will you bring that subject up at the meeting?

S: Yes, I'll bring up that subject at the meeting.

6

T: Did she throw all those newspapers away?

S: Yes, she threw away all those newspapers.

7

T: Has he finished the business off?

S: Yes, he's finished off the business.

8

T: Did they call the match off?

S: Yes, they called off the match.

9

T: Have they put the fire out?

T: Yes, they've put out the fire.

10

T: Did you pick the right one out?

S: Yes, I picked out the right one.

Key to SD Exercises

A

- | | | | | |
|-------------|--------------|------------|-------------|-----------|
| 1 miss | 5 beats | 9 price | 13 accept | 17 hung |
| 2 expecting | 6 quite | 10 cost | 14 dress up | 18 late |
| 3 raise | 7 am used to | 11 value | 15 | 19 hard |
| | | | practise | |
| 4 lying | 8 pick | 12 checked | 16 amused | 20 nearly |

B

1 I told him about it in order to help you.

2 I opened the door quietly so as not to disturb him.

3 He left the letter on the table in order that I might/should see it.

C

- | | |
|-------|--------|
| 1 up | 2 down |
| 3 out | 4 up |
| 5 off | |

D

- | | |
|---------------|--------|
| 1 say... told | 2 tell |
| 3 say | 4 said |
| 5 telling | |

Key to Multiple choice questions

- | | | | |
|-----|------|------|------|
| 1 a | 2 c | 3 a | 4 d |
| 5 b | 6 a | 7 c | 8 c |
| 9 d | 10 b | 11 a | 12 d |

Key to Sentence structure

Following his father's footsteps many years later, Sir

Malcolm's son, Donald, also set up a world record.

Key to Pre-unit Test 4

Key structures

A

- 1 He missed the train because he did not hurry.
- 2 Although he ran fast, he failed to win the race.
- 3 I was so tired that I went to sleep immediately.
- 4 My neighbour, who went to Tokyo for a holiday, could not return home because he did not have enough money.
- 5 Finding the door unlocked, I went into the kitchen.
- 6 I bought a picture which was very valuable.
- 7 He walked quietly down the corridor so that no one would hear him.
- 8 They cleared the ground to build a house.

B

One day, a workman who was digging in a field accidentally struck a 6, 000-volt electricity cable with his spade. Although he was thrown twenty feet, he was unhurt. However, that night the neighbouring town was in darkness and no one knew what had happened.

C

a I'd(would)prefer...don't understand...doesn't matter...does that word mean...don't know...is bringing

b got...decided...began...wrote...included...paid...rang...was not surprised...led...hid...was embarrassed

c lookd...arrived...have been waiting...said...answered...Were...went...said...got...weren't...came...said...waited...didn't come...have you been doing...asked...have just been... answered

d came... was used... used to hide... would often bury/often buried...(would)fail/failed... went...was examining... showed... was... dug... found

e is setting out/will set out...will send... receive... receive/have received...will try... locate/have located...will fire...will carry...will pour...will be sent

f will soon be sending up...will be taking...will grab...will soon be sending...will tell...will have sent

g (had)discovered...appeared...had taken...died...happened...claimed...had died...had been searching...had been found

h was taking...had been asked...having been instructed...must have been pleased...be stopped...could be heard... were both thrown

i

- 1 He told me to keep quiet.
- 2 He suggested(that) I should send him a telegram(or He suggested sending him...).
- 3 He insisted(that) I should ask him about it(or He insisted

on my asking him...).

4 He told me not to worry about it.

j

1 I wonder if he can wait a few minutes longer.

2 I wonder when he will arrive.

3 I wonder if he has passed his examination.

4 I wonder where he is.

k

1 had listened

2 had written

3 would have had

1 meeting ... running ... pretending ... meeting ... coming ...
preventing...following...meeting...doing... coming...speaking D

a

1 should/ought to come

2 had to do

3 should have/ought to have come

4 should have/ought to have asked

b

1 He is having a new house built.

2 She will have a new dress made.

3 I had my hair cut yesterday.

4 We must have this tree cut down.

c

1 I did not manage to get into town this morning.

2 They did not manage to find the boy who had run away.

3 He did not manage to find a new job.

4 I did not manage to translate the passage into English.

E

breakfast ... the children ... school ... (the) market ... The
children ... school ... work ... the house. some tarts for tea ... a
short time ... butter and flour ... sticky pastry ... the telephone ...
the receiver ... two sticky fingers ... the voice ... the receiver ... a
mess ... pastry ... the telephone ... the doorknobs ... the kitchen ... the
door bell ... the dead ... the postman ... a registered letter

F

of ... deal ... most ... most ... oldest ... many ... Many ... more ... few ...
than ... lot of ... deal ... from ... less

G

1 in ... at ... in ... in

2 at ... out of

3 to ... in ... with ... in ... in

H

1 with 2 at 3 of 4 for

5 to 6 for 7 of 8 to

Special difficulties

a

1 4 hard 7 used to 10 pick 13 let 16 amused
loose

2 rise 5 won 8 dropped 11 grown 14 part 17
checking

3 laid 6 9 at 12 15 18 advise
quiet invented reason

b(sample sentences)

If you promise not to mention it to anyone else, I'll tell you
a secret.

Have you said your prayers tonight, Johnny?

He told me a lie.

She said nothing to me or to anyone else.

I always tell the children a story before they go to bed.

'Are they really coming tonight?' - 'Of course. They said so.'

c

1 Our school dining room is very large.

2 He told us a ghost story.

3 She gave me a birthday present.

4 We stopped at a village pub.

5 The party leader made a speech.

Lesson 73 The record-holder

Listening comprehension

1 Introduce the story

T: Today we'll listen to a story about a boy who set up a record in playing truant.

2 Understand the situation

T: What do you think is happening in the picture?

3 Listening objective

T: Listen to the story and see if you can answer this question : Did the boy go where he wanted to?

4 Play the tape or read the story

5 Answer the question

After the reading, ask the question again : Did the boy go where he wanted to?

Train students not to shout out the answer. Instead, ask one student, then ask the others to agree or disagree with a show of hands.

Answer No, he didn't. He ended up on the French-Spanish border.

6 Intensive reading

Play the tape or read the story again, pausing after every sentence to check the students understand.

Obtain brief explanations to difficulties in the text from the students themselves. Only use Chinese if a confirmatory translation is necessary.

7 Play the tape or read the story again

The students listen only.

8 Repetition(Optional)

Play the tape or read the story again, pausing after every sentence, and ask the students to repeat(a) in chorus, (b) in small groups, and(c) individually.

9 Reading aloud

Ask one or two students to read the story aloud.

Comprehension questions

1 Are children who play truant from school imaginative?(No, they aren't.)

2 How do they usually spend their time?(Fishing or seeing a film.)

3 Do they usually travel far?(No, they don't.)

4 They've been put to shame by one boy, haven't they?(Yes, they have.)

5 How far did he travel while playing truant?(1, 600 miles.)

6 Where did he go first?(To Dover.)

7 How did he get there?(By hitchhiking.)

8 Where did he go towards evening?(Into a boat.)
9 What did he want to do?(To find somewhere to sleep.)
10 Where was he when he woke up?(In Calais.)
11 Did anyone notice him creep off the boat?(No, they didn't.)

12 How did he get to Paris?(By hitchhiking.)

Asking questions : Ask me if...

T : Ask me if some children play truant from school.

S : Do some children play truant from school?

T : Who...?

S : Who play truant from school?

1 some children play truant from school. (Who)(What... do)

2 most of them are unimaginative. (How many)

3 they spend a day fishing. (How)

4 they go to the cinema sometimes. (Where)

5 they see the same film over and over again. (How many times)

6 one boy has put them all to shame. (Who)

7 he travelled 1, 600 miles while playing truant. (How far)(When)

8 he hitchhiked to Dover. (Where)

9 he went into a boat towards evening. (When)(Where)(Why)

10 he wanted to sleep. (What)

Pattern drill

1

T : found him-somewhere to sleep

S1 : What was he doing when you found him?

S2 : He was looking for somewhere to sleep.

met him-someone to talk to/go out with

met them-something to read/buy/do

saw her-somewhere to hide/put the money

found him-someone to help him/play with

2

T : burnt your arm-ironing

S1 : Oh dear! You've burnt your arm!

S2 : Yes, I burnt it when I was ironing.

broken the cup/vase-dusting the shelf

lost a glove/shoe-chasing a thief

torn your coat/trousers-climbing a tree

hurt your leg/foot-playing football

3

T : worn that dress-for the picnic

S1 : She hasn't worn that dress before.

S2 : Yes, she has. It's the dress she wore for the picnic last month.

read this book/magazine-in hospital
spoken to that boy/girl-on the telephone
seen that film/play/show-in London
heard that song/joke/story-on the radio

4

T : Paris-in a lorry

S1 : How did you get to Paris?

S2 : I got there in a lorry.

the house-in a taxi/on foot/by bus

Canada-by plane/by air/in a jumbo jet

the island-in a boat/by swimming

the village-by helicopter/by train

Tell the story

1 children who-truant-unimaginative

2 fishing-same film over-as far as

3 put to shame-boy-1, 600 miles

4 hitchhiked Dover-boat sleep

5 Woke up-discovered-boat-Calais

6 No one noticed-boy-crept off

7 From-hitchhiked-Paris-lorry

8 driver gave him-left-just outside

9 next-not-centre-Perpignan-border

10 There-picked up-England-authorities

Topics for Discussion

1 Describe any adventure that you or someone you know has had while travelling.

2 What would you do if you played truant from school/took a day off work?

3 What are the advantages/disadvantages of 'hitchhiking' as a method of travelling?

Key to Summary writing

A boy who played truant travelled 1, 600 miles. He hitchhiked to Dover where he slept in a boat, only to find himself in Calais the next morning. A lorry driver gave him a lift and something to eat, and the boy got off near Paris. He stopped another car but, instead of being taken to Paris, he was taken to Perpignan on the French-Spanish border. After being picked up by a policeman, he was sent home by the local authorities.

(80 words)

A boy played truant from school and travelled 1, 600 miles. After hitchhiking to Dover, he slept in a boat. The next morning he found himself in Calais, where a lorry driver gave him a lift and something to eat. On getting off near Paris, he stopped another car which did not take him to Paris but to Perpignan on the

FrenchSpanish border. There he was picked up by a policeman and sent home by the local authorities.

(77 words)

Key structure : Simple, compound and complex statements :
Review(KS 1, 25, 49)

Pattern drill

1 What was he doing when you found him? Note the use of tenses here.

He was looking for somewhere to sleep. Note the use of to + infinitive, avoiding a relative clause,

e. g. a place where he could sleep, some food which he could eat, etc. (See text, 11. 9-10)

2 Yes, I burnt it when I was ironing : adverbial clause of time(while could replace when here). Note the use of tenses.

3 It's the dress she wore for the picnic last month. Note the word order and the omission of the relative pronoun(that, which).

4 I got there in a lorry. The adverbial phrase of manner takes end position when it indicates the means by which a result was achieved.

Repetition drill

Chorus, group or individual repetition

To elicit complex statements involving the use of so and such a(n).

T : Listen. Do not speak.

(1)

T : Were you tired?

Did you go to bed immediately?

S : I was so tired I went to bed immediately.

(2)

T : Is he a good player?

Has he been chosen for the team?

S : He's such a good player, he's been chosen for the team.

(3)

T : Was it an interesting film?

Do you want to see it again?

S : It was such an interesting film, I want to see it again.

T : Now you answer the questions in the same way. Ready?

1 As in(1)above.

2 As in (2) above.

3 As in(3) above.

4

T : Were there a lot of people there?

Couldn't you get a seat?

S : There were such a lot of people there, I couldn't get a seat.

5

T : Does he drive dangerously?

Will he have an accident?

S : He drives so dangerously, he'll have an accident.

6

T : Did you have much work to do?

Did you leave the office after six o'clock?

S : I had so much work to do, I left the office after six o'clock.

7

T : Was it an expensive hat?

Couldn't you afford to buy it?

S : It was such an expensive hat, I couldn't afford to buy it.

8

T : Does she feel well now?

Has she gone back to work?

S : She feels so well now, she's gone back to work.

9

T : Did you get a shock?

Couldn't you finish your breakfast?

S : I got such a shock, I couldn't finish my breakfast.

10

T : Has he received many letters?

Can't he answer them all?

S : He's received so many letters, he can't answer them all.

Key to KS Exercises

A

who (1. 1); or (1. 2); as far as (1. 3); who (1. 4); while (1. 4); and (1. 5); When (1. 6); as (1. 8); and (1. 9); and (1. 9); as (1. 10); but (1. 10); and (1. 11); who (1. 12)

C

1 The climbers not only reached the top of the mountain, but (they) spent the night there as well.

2 When a fire broke out in a cinema, several hundred people tried to leave the building and a number of them were injured.

3 James Sullivan, whose book on the Antarctic was published recently, will give a lecture at the local library next week.

4 Although the police searched everywhere, neither the missing boy nor his dog could be found.

5 In spite of the fact that fares have increased, the railway company is still losing money because the employees have demanded higher wages.

6 He gave me such a fright that I knocked the teapot over.

7 After making sure that the alarm clock worked, I set it so

that it would ring at six o'clock.

8 I hid the Christmas presents under the desk quickly so that my young daughter would not see them when she entered the room.

9 Refusing the offer, I explained that I had already been offered a job by another company.

10 He fought the wolves off for three hours before help arrived.

Key to Multiple choice questions

1 c	2 a	3 d	4 a
5 c	6 d	7 a	8 d
9 a	10 a	11 d	12 b

Key to Sentence structure

When he woke up next morning, he discovered that the boat had, in the meantime, travelled to Calais.

Lesson 74 Out of the limelight

Listening comprehension

1 Introduce the story

T: Today we'll listen to a story about a group of famous actors and actresses.

2 Understand the situation

T: What do you think is happening in the picture?

3 Listening objective

T: Listen to the story and see if you can answer this question :
Why was their disguise ' too perfect ' ?

4 Play the tape or read the story

5 Answer the question

After the reading, ask the question again : Why was their disguise ' too perfect ' ?

Train students not to shout out the answer. Instead, ask one student, then ask the others to agree or disagree with a show of hands.

Answer : Because the sheriff did not recognize them and insisted they leave the place immediately.

6 Intensive reading

Play the tape or read the story again, pausing after every sentence to check the students understand.

Obtain brief explanations to difficulties in the text from the students themselves. Only use Chinese if a confirmatory translation is necessary.

7 Play the tape or read the story again

The students listen only.

8 Repetition (Optional)

Play the tape or read the story again, pausing after every sentence, and ask the students to repeat (a) in chorus, (b) in small groups, and (c) individually.

9 Reading aloud

Ask one or two students to read the story aloud.

Comprehension questions

1 Where did the bus stop? (By a dry river bed.)

2 Was it a new one? (No, it wasn't.)

3 Who got off? (A party of famous actors and actresses.)

4 How were they dressed? (In dark glasses and old clothes.)

5 Why had they dressed like this? (Because they didn't want to be recognized.)

6 What did they soon discover? (That disguises can sometimes be too perfect.)

7 Did Gloria Gleam approve of their picnicking place? (Yes,

she did.)

8 Did Brinksley Meers agree with her? (Yes, he did.)

9 What were its advantages? (There weren't any newspaper men or film fans.)

10 What had Rockwall Slinger and Merlin Greeves done during this conversation? (They had carried two food baskets into the shade of some trees.)

11 When did the sheriff appear? (When they had made themselves comfortable.)

12 What did he point out to them? (A notice saying, ' No Camping ' .)

13 Did Rockwall expect the sheriff to recognize him? (Yes, he did.)

Asking questions : Ask me if ...

T : Ask me if an ancient bus stopped by a dry river bed.

S : Did an ancient bus stopped by a dry river bed?

T : What kind of...?

S : What kind of bus stopped by a dry river bed?

1 an ancient bus stopped by a dry river bed. (What kind of (Where)

2 a party of famous actors and actresses got off. (Who) (When)

3 they were dressed in dark glasses and old clothes. (How) (Why) (Who)

4 they'd come for a picnic. (What) (Why)

5 they had taken special precautions so that no one should recognize them. (Why)

6 disguises can sometimes be too perfect. (What) (Why)

7 it was a wonderful place for a picnic. (What kind of)

8 they got out their food. (What)

Pattern drill

1

T : wearing your glasses - hate

S1 : Why aren't you wearing your glasses?

S2 : Because I hate wearing them.

polishing/cleaning the car - don't like

washing/drying the dishes - dislike

talking to/entertaining Frank - hate

watching/playing football - don't enjoy

2

T : wears glasses

S1 : John always wears glasses.

S2 : Are you sure?. He isn't wearing any today.

takes a taxi

reads a newspaper

catches a bus

carries an umbrella

smokes a cigar buys cigarettes here
wears gloves uses a fountain pen

3

T : pen - No/Yes

S1 : I'm using your pen. Do you mind?

S2 : No, it's all right. I don't need it just now. / Yes, I do.

I want to use it myself.

computer - No/Yes hammer - No/Yes

dictionary - Yes/No knife - Yes/No

ladder - Yes/No pencil - Yes/No

mirror - No/Yes ruler - No/Yes

4

T : she's doing - see

S1 : What's she doing?

S2 : I don't know what she's doing. I can't see anything.

he's saying/singing/talking about - hear

she's cooking/burning - smell

they're making/playing/writing - see

we're eating/drinking - taste

Tell the story

1 bus - river bed - party of - got off

2 dressed in - precautions - recognize

3 discovered - sometimes - too perfect

4 Gloria Gleam - wonderful place - picnic

5 Brinkley Meers - no newspaper men - fans

6 other actors - food - shady spot

7 comfortable - stranger - angry

8 sheriff - notice - No Camping

9 Rockwall told - who they were

10 didn't believe - ordered - get out

Topics for discussion

1 If you were famous, would you try to hide from the public?

Why/Why not?

2 If the sheriff in the story had recognized the film stars, do you think he (a) would (b) should have allowed them to stay?

Why/Why not?

3 What problems and/or advantages do very famous or very rich people have?

Key to Summary writing

After an ancient bus had stopped by a dry river bed, a party of famous film stars descended. They were dressed in dark glasses and old clothes so as not to be recognized. Two of the actors carried some picnic things to a shady spot and everyone sat down. Just then a sheriff arrived and told them rudely that they must leave because

camping was not allowed. Even when they told him who they were, he did not believe them.

(80 words)

An ancient bus stopped by a dry river bed. A party of famous film stars descended, dressed in dark glasses and old clothes in order that no one should recognize them. Two of the actors carried the picnic things to a shady spot. Everyone had sat down when a sheriff appeared and told them rudely that they must leave, as camping was not allowed there. They told him who they were but he did not believe them.

(77 words)

Key structures : The present, simple and continuous :
Review (KS 2, 26, 50)

Pattern drill

1 Why aren't you wearing ...? - Because I hate wearing them.
The present continuous (describing what is happening at the moment) is contrasted with the simple present (used for stative verbs).

2 John always wears glasses : the simple present for something that always happens.

He isn't wearing any today : the present continuous for what is (not) happening now.

3 I'm using your pen. Do you mind (i. e. now)? Note that mind is a stative verb.

No, it's all right. /Yes, I do. Note these answers to the question Do you mind? i. e. No, I don't mind (so you may use my pen), but Yes, I do mind (so you may not use my pen).

4 What's she doing? i. e. at this moment.

I don't know...I can't see anything. Note that we use can't (not don't) to make negative statements with verbs of perception.

Repetition drill

Chorus, group or individual repetition

To elicit questions distinguishing between the use of stative verbs in the simple present and other verbs in the present continuous.

T : Listen. Do not speak.

(1)

T : This house belongs to George.

S : Does it belong to him now?

(2)

T : He wears dark glasses.

S : Is he wearing dark glasses now?

(3)

T : I read the newspaper every day.

S : Are you reading the newspaper now?

T : Now you ask the questions. Ready?

1 As in (1) above.

2 As in (2) above.

3 As in (3) above.

4

T : He loves the girl next door.

S : Does he love her now?

5

T : He sits at the back of the class.

S : Is he sitting at the back of the class now?

6

T : This box contains cigarettes.

S : Does it contain cigarettes now?

7

T : They have a picnic every Sunday afternoon.

S : Are they having a picnic now?

8

T : George usually carries her bag.

S : Is he carrying her bag now?

9

T : He dislikes modern painting.

S : Does he dislike modern painting now?

10

T : He thinks he knows everything.

S : Does he think he knows everything now?

Key to KS Exercises

B

1 are now investigating 2 travels

3 resembles 4 delivers

5 looks 6 loves

7 is coming 8 do you prefer

C (sample sentences)

1 This box is empty, but that one contains old papers.

2 What does ' No Camping ' mean?

3 I don't believe a word he says!

4 I'm sorry, but I don't understand what you mean.

5 They want (to buy) a new house.

6 Don't hurry. It doesn't matter if we're late.

Key to SD Exercises

a

1 over 2 into 3 through

4 off 5 on ... with 6 on with

b

- 1 No Smoking (in this compartment)
- 2 No Parking
- 3 No Waiting on this side of the street today

Key to Multiple choice questions

- | | | | |
|-----|------|------|------|
| 1 b | 2 d | 3 c | 4 c |
| 5 d | 6 c | 7 a | 8 c |
| 9 b | 10 c | 11 a | 12 b |

Lesson 75 SoS

Listening comprehension

1 Introduce the story

T :Today we'll listen to a story about how a young mother managed to save her two babies.

2 Understand the situation

T :What do you think is happening in the picture?

3 Listening objective

T :Listen to the story and see if you can answer this question :
How did the woman get help?

4 Play the tape or read the story

5 Answer the question

After the reading, ask the question again : How did the woman get help?

Train students not to shout out the answer. Instead, ask one student, then ask the others to agree or disagree with a show of hands.

Answer : She stamped out the letters ' SOS ' in the snow and the signal was picked up by a pilot.

6 Intensive reading

Play the tape or read the story again, pausing after every sentence to check the students understand.

Obtain brief explanations to difficulties in the text from the students themselves. Only use Chinese if a confirmatory translation is necessary.

7 Play the tape or read the story again

The students listen only.

8 Repetition (Optional)

Play the tape or read the story again, pausing after every sentence, and ask the students to repeat (a) in chorus, (b) in small groups, and (c) individually.

9 Reading aloud

Ask one or two students to read the story aloud.

Comprehension questions

1 When did the plane crash? (Some time ago.)

2 Where did it crash? (In the mountains.)

3 Who was killed? (The pilot was.)

4 How many passengers were there? (Three.)

5 Were they injured or unhurt? (Unhurt.)

6 What time of the year was it? (Midwinter.)

7 How far away was the nearest village? (Miles away.)

8 What did the woman use for a bed? (A suitcase.)

9 Who slept inside it? (The two baby girls.)

10 What did the woman cover them with? (All the clothes she could find.)

11 Why did she keep as close as possible to her two babies? (It was terribly cold.)

12 Why couldn't she get inside the case? (It was too small.)

13 When did she hear the planes? (Early next morning.)

14 What did she wonder? (How she could send a signal.)

15 How did she solve her problem? (She stamped out the letters SOS in the snow.)

Asking questions : Ask me if ...

T : Ask me if a light passenger plane flew off course.

S : Did a light passenger plane fly off course?

T : What kind of ... ?

S : What kind of plane flew off course?

1 a light passenger plane flew off course. (What kind of)

2 it crashed in the mountains. (Where)

3 its pilot was killed. (Who)

4 there were three passengers. (How many)

5 the young woman and her two baby daughters were unhurt.

(Who)

6 it was the middle of winter. (What time of year)

7 snow lay thick on the ground. (What)

8 the nearest village was miles away. (How far)

9 she turned a suitcase into a bed. (What)

10 she put the children inside it. (Where)

Pattern drill

1

T : enter for a race - win

S1 : Did he really enter for a race?

S2 : He entered for several and he even won one!

write a story/book - publish/sell

see a thief/murderer-catch/arrest

design a boat/plane - build/fly

take an exam/a test - get through/pass

2

T : punish that boy

S1 : Why did you punish that boy yesterday?

S2 : I didn't punish him. No one did.

arrest that woman break the window

buy that house fly that plane

invite those people accept his excuse

do that job steal the money

3

T : hot - climbing

S1 : You look hot. What've you been doing?

S2 : I went climbing this morning and got very hot.

thirsty - running cold - fishing

dirty - riding hungry - skiing

tired - swimming sunburnt - walking

angry - shopping excited - sailing

4

T : thank your host - politely

S1 : Did you remember to thank your host?

S2 : Yes. I thanked him as politely as I could.

send/deliver my message - quickly

wrap up/pack up the parcel - carefully

return/take back my library book - soon

dust/tidy up your room - well

Tell the story

1 plane - off course - crashed - pilot

2 passengers - woman - two - unhurt

3 winter and snow - thick- ground

4 woman knew - village - miles away

5 dark - suitcase - children - covered

6 During - night - cold

7 as near as - even tried - too small

8 morning - planes - wondered - signal

9 idea - stamped - SOS - snow

10 pilot saw - message- not long - rescue

Topics for discussion

1 In what other ways could the woman have tried to attract the pilot's attention?

2 Have you (or anyone you know) ever had a lucky escape? Describe the experience.

3 If you had the choice of making a long journey by ship, by plane or by train, which would you choose and why?

Key to Summary writing

A plane crashed in the mountains, but the only passengers, a young woman and her two baby daughters, were not hurt. It was midwinter and extremely cold, so the woman put the children in a case, covered them with clothes and kept close to them all night. When she heard planes early next morning, she stamped out SOS in the snow. This was seen by a pilot, who sent a radio message, and they were soon rescued by a helicopter.

(80 words)

When a plane crashed in the mountains, the only passengers, a young woman and her two baby daughters, were not hurt. However, it was midwinter and extremely cold. After putting the children

in a case and covering them with clothes, the woman kept close to them all night. On hearing planes early next morning, the woman stamped out SOS in the snow, which was seen by a pilot. A message was sent and they were soon rescued by a helicopter.

(80 words)

Key structures : The simple past : Review (KS 3, 27, 51)

Pattern drill

1 He entered for several (races) and he even won one! The simple past is used to describe actions completed in the past. Note the use of really (suggesting disbelief) in the question and even (for emphasis) in the response.

2 I didn't punish him. No one did. Practise in the use of the auxiliary did, when referring to actions in the past.

3 I went climbing : see KS 68d.

I got very hot : see SD 75. Note the parallel use of look and get with these adjectives.

4 Did you remember to thank your host? i. e. Did you thank him? For remember + to-infinitive, see SD 16c.

I thanked him as politely as I could : i. e. as I could thank him. See also text, 11. 13-14.

Repetition drill

Chorus, group or individual repetition

To elicit affirmative statements involving the use of irregular verbs in the simple past.

T : Listen. Do not speak.

(1)

T : Did the plane fly off course?

S : Yes, it flew off course.

(2)

T : Did it hit the mountainside?

S : Yes, it hit the mountainside.

(3)

T : Did the snow lie thick on the ground?

S : Yes, it lay thick on the ground.

T : Now you answer the questions in the same way. Ready?

1 As in (1) above.

2 As in (2) above.

3 As in (3) above.

4

T : Did the woman know that the nearest village was miles away?

S : Yes, she knew that the nearest village was miles away.

5

T : Did it grow dark?

S : Yes, it grew dark.

6

T : Did it get terribly cold during the night?

S : Yes, it got terribly cold during the night.

7

T : Did the woman keep near the children?

S : Yes, she kept near the children.

8

T : Did she hear planes in the morning?

S : Yes, she heard planes in the morning.

9

T : Did the woman have an idea?

S : Yes, she had an idea.

10

T : Did she send a signal?

S : Yes, she sent a signal.

11

T : Did the pilot see the signal?

S : Yes, he saw the signal.

12

T : Did he send a message?

S : Yes, he sent a message.

Key to KS Exercises

A

flew (1. 1); crashed (1. 2); was killed (1. 2); grew dark (1. 5); turned (1. 6); put (1. 6); could find (1. 7); got (1. 8); kept (1. 8); could (1. 8); tried to get (1. 9); heard (1. 9); wondered (1. 10); could send (1. 10); had (1. 10); stamped out (1. 11); saw (11. 10-11); sent (1. 11); arrived (1. 12) N. B. Other past tenses (e. g. lay, [1. 4]; knew [1. 5]; was [1. 12]) are descriptive, i. e. they do not indicate something that happened.

Key to SD Exercises

1 grew/got/turned

2 fell

3 grew

4 turn/go

5 come/become

6 grew

7 growing/getting ... growing/getting

8 got/grown

9 fell

10 come

Key to Multiple choice questions

1 c

2 a

3 b

4 d

5 b	6 a	7 b	8 b
9 d	10 d	11 c	12 c

Key to Sentence structure

When it grew dark, she turned a suitcase into a bed and put the children inside it, covering them with all the clothes she could find.

Lesson 76 April Fools' Day

Listening comprehension

1 Introduce the story

T: Today we'll listen to a story about a strange news bulletin.

2 Understand the situation

T: What do you think is happening in the picture?

3 Listening objective

T: Listen to the story and see if you can answer this question:

What was the joke?

4 Play the tape or read the story

5 Answer the question

After the reading, ask the question again: What was the joke?

Train students not to shout out the answer. Instead, ask one student, then ask the others to agree or disagree with a show of hands.

Answer: Macaroni is not grown in the fields. It is man-made.

6 Intensive reading

Play the tape or read the story again, pausing after every sentence to check the students understand.

Obtain brief explanations to difficulties in the text from the students themselves. Only use Chinese if a confirmatory translation is necessary.

7 Play the tape or read the story again

The students listen only.

8 Repetition (Optional)

Play the tape or read the story again, pausing after every sentence, and ask the students to repeat (a) in chorus, (b) in small groups, and (c) individually.

9 Reading aloud

Ask one or two students to read the story aloud.

Comprehension questions

1 When was there a special news bulletin on television? (On April 1st.)

2 How did the bulletin end? (By giving the date, April 1st.)

3 What is grown in Calabria? (Macaroni.)

4 How long has it been grown there? (For over 600 years.)

5 Who are Giuseppe Moldova and Riccardo Brabante? (Two of the leading growers in the area.)

6 What have they been expecting this year? (A splendid crop.)

7 Has harvesting already begun? (Yes, it has.)

8 The film showed two workers, didn't it? (Yes, it did.)

9 What had they just finished cutting? (Three cart-loads of golden brown macaroni stalks.)

10 Have all the villagers been working day and night? (Yes, they have.)

11 Why have they been working day and night? (Because they want to finish gathering and threshing the crop before the September rains.)

12 Whose wife appeared in the film? (Riccardo Brabante's.)

13 How long has she been helping him? (For thirty years.)

14 Who was she talking to? (The manager of the local factory.)

Asking questions : Ask me if ...

T : Ask me if it was Thursday, April 1st.

S : Was it Thursday?

T : What day ...?

S : What day was it?

1 it was Thursday, April 1st. (What day)

2 there was a special news bulletin on television. (What)
(When)

3 it ended with a programme about macaroni growing. (What...
with)

4 viewers were shown the macaroni fields of Calabria. (What)

5 macaroni has been grown there for over six hundred years.
(How long) (Where)

6 the leading growers have been expecting a splendid crop this
year. (What) (Who)

7 the film showed two workers. (How many)

8 everyone has been working day and night. (How hard) (Why)
(Who)

Pattern drill

1

T : grow a beard

S1 : He's growing a beard.

S2 : Whatever for? He hasn't grown one before, has he?

have an operation make a film

give a speech enter a competition

write a book employ a secretary

buy a dog build a garage

2

T : his beard - grow

S1 : What do you think of his beard?

S2 : It's all right, but he hasn't been growing it for long,
has he?

my English - learn

his boat - sail

her car- drive

her pupils - teach

his glasses - wear

my violin - play

my camera - use

their work- do

3

T : telephone me

S1 : He's been telephoning me all morning.

S2 : Don't exaggerate! He's only telephoned you twice.

interrupt me

complain

repeat himself

drop asleep

shout at me

ring the doorbell

rush in and out

ask me for coffee

4

T : read magazines

S1 : Have you been reading magazines all the time I've been away?

S2 : No, I haven't read any since you left.

write letters

smoke cigarettes

do housework

drink tea

listen to music

eat chocolates

paint pictures

answer questions

Unit 4 Lesson 76

Tell the story

1 end - news bulletin - viewers - taken - Calabria - macaroni
- grown for over

2 growers - expecting - crop this year - harvesting - earlier
than usual

3 see two workers - cutting three cartloads - macaroni stalks

4 whole village - day and night - gathering - threshing - rains

5 wife of one - shown talking to - local factory - crop -
processed

6 last scene - end of harvest - competition

7 present champion - won - since 1991

Topics for discussion

1 Describe a practical joke you have played, or would like
to play, on someone.

2 How do people celebrate the end of harvest in your part of
the country?

3 Many British viewers were taken in by this news. Why do you
think this was so?

Key to Summary writing

To end the special news bulletin, the television announcer showed viewers the macaroni fields of Calabria, where macaroni has been grown for over six hundred years. Harvesting has begun earlier this year and the whole village has been working hard, gathering and threshing the crop before the September rains. The crop is processed in the local factory. After the harvest, the famous Calabrian macaroni-eating competition, which Signor Fratelli has won every year since 1991. will take place. That ended the news bulletin for April 1st .

(85 words)

To end the news bulletin, the television announcer showed viewers the fields of Calabria. Here, macaroni has been grown for over six hundred years. This year, harvesting has begun earlier. The whole village has been working hard, gathering and threshing before the September rains so that the crop can be processed in the local factory. After the harvest, the famous macaroni-eating competition will be held. This has been won by Signor Fratelli every year since 1991. With that, the news bulletin for April 1st ended.

(85 words)

Key structure : The present perfect, simple and
continuous : . Review (KS 4, 28, 52)

Pattern drill

1 He's growing a beard. - Whatever for? He hasn't grown one

before, has he? The present continuous and the present perfect (simple) + before are contrasted. Note that Whatever (instead of What) suggests great surprise.

2 ... he hasn't been growing it for long, has he? The present perfect continuous + for long describes an action which has been in progress over a period of time.

3 He's been telephoning me all morning. - He's only telephoned you twice. The present perfect simple + only twice contrasts with the continuous form of the verb + all morning.

4 Have you been reading magazines all the time? - No, I haven't read any since you left. The continuous form of the verb, for an action in progress over a period of time, is contrasted with the simple form + since (+ exact time reference).

Repetition drill

Chorus, group or individual repetition

To elicit contrasting statements (affirmative and negative) involving the use of the present perfect continuous and simple.

T: Listen. Do not speak.

(1)

T: How long have they been gathering the harvest?

For three weeks, but they haven't finished yet.

S: They've been gathering the harvest for three weeks, but they haven't finished yet.

(2)

T: How long has he been living in Italy?

Since 1995, but he's never been to Rome before.

S: He's been living in Italy since 1995, but he's never been to Rome before.

(3)

T: How long has she been looking for a new house?

For three years, but she hasn't found one so far.

S: She's been looking for a new house for three years, but she hasn't found one so far.

T: Now you do the same. Ready?

1 As in (1) above.

2 As in (2) above.

3 As in (3) above.

4

T: How long has he been collecting records?

For years, but he hasn't bought any new ones lately.

S: He's been collecting records for years, but he hasn't bought any new ones lately.

5

T: How long has he been going there?

Since 1996, but he hasn't been there recently.

S : He's been going there since 1996, but he hasn't been there recently.

6

T : How long has he been eating at this restaurant?

For months, but he's never complained about the food before.

S : He's been eating at this restaurant for months, but he's never complained about the food before.

7

T : How long has she been waiting?

For three hours, but the doctor hasn't seen her yet.

S : She's been waiting for three hours, but the doctor hasn't seen her yet.

8

T : How long have they been repairing his car?

Since this morning, but they haven't finished yet.

S : They've been repairing his car since this morning, but they haven't finished yet.

9

T : How long has the telephone been ringing?

For two minutes, but no one has answered it yet.

S : It's been ringing for two minutes, but no one has answered it yet.

10

T : How long have they been entering the competition?

Since 1996, but up till now they've never won a prize.

S : They've been entering the competition since 1996, but up till now they've never won a prize.

Key to KS Exercises

A What has happened : has been grown (1. 3); has begun (1. 6); have just finished (1. 7); has won (1. 13)

What has been happening : have been expecting (1. 5); has been working (11. 8-9); has been helping (1. 10)

Key to SD Exercises

1 among 3 manager 5 usual 7 between

2 usual 4 headmaster 6 director 8 usually

Key to Multiple choice questions

1 d 2 b 3 d 4 a

5 a 6 b 7 b 8 a

9 c 10 b 11 d 12 d

Lesson 77 A successful operation

Listening comprehension

1 Introduce the story

T: Today we'll listen to a story about an operation on an Egyptian mummy.

2 Understand the situation

T: What do you think is happening in the picture?

3 Listening objective

T: Listen to the story and see if you can answer this question :
Did the doctors find out how the woman died?

4 Play the tape or read the story

5 Answer the question

After the reading, ask the question again : Did the doctors find out how the woman died?

Train students not to shout out the answer. Instead, ask one student, then ask the others to agree or disagree with a show of hands.

Answer : No, they didn't.

6 Intensive reading

Play the tape or read the story again, pausing after every sentence to check the students understand.

Obtain brief explanations to difficulties in the text from the students themselves. Only use Chinese if a confirmatory translation is necessary.

7 Play the tape or read the story again

The students listen only.

8 Repetition (Optional)

Play the tape or read the story again, pausing after every sentence, and ask the students to repeat (a) in chorus, (b) in small groups, and (c) individually.

9 Reading aloud

Ask one or two students to read the story aloud.

Comprehension questions

- 1 When did the Egyptian woman die? (In 800 B. C.)
- 2 Her body was mummified, wasn't it? (Yes, it was.)
- 3 What's just happened to the mummy? (It has had an operation.)
- 4 What was the woman's name? (Shepenmut.)
- 5 What did she once do? (She was a singer.)
- 6 What showed up on the X-ray plates? (Strange marks.)
- 7 What have doctors been trying to do? (To find out whether the woman died of a rare disease.)
- 8 How long did the operation last? (For over four hours.)

9 Why did it prove to be so difficult? (Because of the hard resin that covered the skin.)

10 What did the doctors remove? (A section of the mummy.)

11 Where did they send it? (To a laboratory.)

12 What else did they find? (A small wax figure of the god Duamutef.)

13 What kind of head does this god have? (The head of a cow.)

14 Where was it normally placed? (Inside a mummy.)

Asking questions : Ask me if...

T : Ask me if doctors have just operated on a mummy.

S : Have doctors just operated on a mummy?

T : What ...?

S : What have doctors just operated on?

1 doctors have just operated on a mummy. (What) (Why) (Who)

2 the woman died in 800 B. C. (When)

3 her name was Shepenmut. (What)

4 she was a singer. (What) (Who)

5 she used to sing in the Temple of Thebes. (Where) (Who)

6 there were strange marks on the X-ray plates. (What) (Where)

7 doctors have been trying to find out what she died of. (What) (Who)

8 they suspected a rare disease. (What) (Why)

9 the operation lasted for over four hours. (How long) (Why) (What)

Pattern drill

1

T : play football

S1 : I didn't know you played football!

S2 : Didn't you? I've been playing it for some time now.

wear glasses study art

design dresses mend radios

teach chemistry drive buses

give concerts sell coffee

2

T : sing solo

S1 : I didn't know she sang solo!

S2 : Didn't you? She's sung solo on several occasions now.

swim/run/play for the school team

act/appear in television plays

write/report for this newspaper

read the news/speak on the radio

3

T : cry-during the film

S1 : He's been crying, hasn't he?

S2 : Yes, he has. He cried during the film.

ride/run - all the way here

eat garlic/eat raw onions - at lunch

sleep/rest- on your bed for an hour

read/write - for a while after lunch

4

T : play - tennis - at school

S1 : You've played tennis before, haven't you?

S2 : Yes, I played tennis at school.

speak/sing - on the radio - last month

mend/build - a bridge - during the war

travel/fly - round the world - 5 years ago

take/fail - this test - last year

Tell the story

1 mummy - woman who - 800 B. C. - operation

2 Shepenmut - once a singer - Thebes

3 strange marks - X-ray plates - doctors - find out if - died
- rare disease

4 only way - to operate

5 four hours - difficult - resin - skin

6 doctors removed - section - laboratory

7 found - wax figure - god Duamutef

8 not yet decided how - died

9 feared - pieces - but - survived

Topics for discussion

1 How has the discovery of X-rays affected our lives?

2 How do religious beliefs influence burial customs in
different countries?

3 Do you think the doctors' research on the mummy was (a)
valuable, (b) morally wrong, (c) interesting but of little or no
practical use? Give reasons for your answer.

Key to Summary writing

Doctors have just operated on the mummy of an Egyptian woman
who died in 800 B. C. They wanted to find out whether she died of
a rare disease. After removing a section of the mummy, they sent
it to a laboratory. During the operation, they unexpectedly found
a small wax figure of a god. Though they were afraid the mummy would
fall to pieces, it successfully survived the operation.

(69 words)

Doctors have just operated on the mummy of an Egyptian woman
who died in 800 B. C. , in order to find out if she died of a rare
disease. They removed a section of the mummy, which they sent to
a laboratory. Inside the mummy, they unexpectedly found a small
wax figure of a god. They were afraid the mummy would fall to pieces,

but it survived the operation.

(69 words)

Key structures : The simple past and the present perfect, simple and continuous : Review (KS 5, 29, 53)

Pattern drill

1 I didn't know you played football! Note the tense in the indirect statement when the introducing verb is in the simple past. I didn't know = I didn't know before/until now.

I've been playing for some time now. The action began in the past and still continues.

2 She's sung solo on several occasions now. The present perfect (again contrasted with the simple past) describes an action completed in the recent past. Note that several times now means : several times up till now.

3 He's been crying, hasn't he? The present perfect continuous is used for a past action, the results of which can still be seen, i. e. his eyes are still red.

He cried during the film : the simple past + adverbial phrase tells us when he cried.

4 You've played tennis before. - I played at school. The tenses show a simple contrast between indefinite and definite past time.

Repetition drill

Chorus, group or individual repetition

To elicit contrasting statements (affirmative and negative) involving the use of the present perfect continuous and the simple past.

T : Listen. Do not speak.

(1)

T : He's been ringing her up all day.

What about yesterday?

S : He's been ringing her up all day, but he didn't ring her up yesterday.

(2)

T : She's been expecting him since early this morning.

What about last night?

S : She's been expecting him since early this morning, but she didn't expect him last night.

(3)

T : I've been living here since January.

What about last year?

S : I've been living here since January, but. I didn't live here last year.

T : Now you answer the questions in the same way. Ready?

1 As in (1) above.

2 As in (2) above.

3 As in (3) above.

4

T : He's been practising since one o'clock.

What about this morning?

S : He's been practising since one o'clock, but he didn't practise this morning.

5

T : It's been snowing since Monday.

What about last week?

S : It's been snowing since Monday, but it didn't snow last week.

6

T : They've been sleeping since eight o'clock this morning.

What about last night?

S : They've been sleeping since eight o'clock this morning, but they didn't sleep last night.

7

T : They've been playing football all afternoon.

What about this morning?

S : They've been playing football all afternoon, but they didn't play football this morning.

8

T : I've been explaining it all morning.

What about yesterday?

S : I've been explaining it all morning, but I didn't explain it yesterday.

9

T : He's been writing letters all evening.

What about this afternoon?

S : He's been writing letters all evening, but he didn't write letters this afternoon.

10

T : I've been studying hard since yesterday.

What about the day before yesterday?

S : I've been studying hard since yesterday, but I didn't study hard the day before yesterday.

Key to KS Exercises

A

What happened : died (1. 1); died (1. 5); lasted (1. 6); proved to be (1. 7); covered (1. 8); removed (1. 8); sent (1. 9); found (1. 9); did not show (1. 9); was normally placed (1. 10); died (1. 11); feared (1. 11); cut (1. 12); survived (1. 12)

What has happened : has just had (11. 1 -2); have not yet decided
(1. 10)

What has been happening : have been trying (1. 4)

C

1 for 3 since 5 for 7 since 9 since

2 ago 4 since 6 ago ... since 8 ago 10 for

Key to SD Exercises

1 complexion

2 leather

3 skin

4 candle

5 B. C.

Key to Multiple choice questions

1 a 2 c 3 a 4 b

5 c 6 d 7 d 8 d

9 a 10 a 11 b 12 a

Lesson 78 The last one?

Listening comprehension

1 Introduce the story

T: Today we'll listen to a story about a man who tried to give up smoking.

2 Understand the situation

T: What do you think is happening in the picture?

3 Listening objective

T: Listen to the story and see if you can answer this question :
For how long did the writer give up smoking?

4 Play the tape or read the story

5 Answer the question

After the reading, ask the question again : For how long did the writer give up smoking?

Train students not to shout out the answer. Instead, ask one student, then ask the others to agree or disagree with a show of hands.

Answer : For a week.

6 Intensive reading

Play the tape or read the story again, pausing after every sentence to check the students understand.

Obtain brief explanations to difficulties in the text from the students themselves. Only use Chinese if a confirmatory translation is necessary.

7 Play the tape or read the story again

The students listen only.

8 Repetition (Optional),

Play the tape or read the story again, pausing after every sentence, and ask the students to repeat (a) in chorus, (b) in small groups, and (c) individually.

9 Reading aloud

Ask one or two students to read the story aloud.

Comprehension questions

1 What did you read an article on? (On cigarette smoking and health.)

2 What did you do afterwards? (I lit a cigarette.)

3 Why did you smoke with such concentration and pleasure?
(Because I was sure this would be my last cigarette.)

4 How long did you not smoke at all? (For a week.)

5 Did your wife suffer? (Yes, she did.)

6 What are a bad temper and an enormous appetite the symptoms of? (Of someone giving up smoking.)

7 What did your friends keep on offering you? (Cigarettes and

cigars.)

8 What happened whenever you produced a packet of sweets? (My friends were amused.)

9 When did you go to a party? (Seven days after I stopped smoking.)

10 Why did you feel so uncomfortable at the party? (Everybody else was smoking.)

Asking questions : Ask me if...

T : Ask me if I read an article on cigarette smoking.

S : Did you read an article on cigarette smoking?

T : What...?

S : What did you read?

1 I read an article on cigarette smoking. (What) (Who)

2 I lit a cigarette to calm my nerves. (Why)

3 I smoked with concentration and pleasure. (How) (Why) (Who)

4 I gave up smoking for a whole week. (How long) (What)

5 my wife suffered during this time. (When) (Why) (Who)

6 she suffered terribly. (How badly) (Why)

7 I had the usual symptoms. (What symptoms)

8 I had a bad temper. (When) (Why)

9 my friends kept on offering me cigarettes. (What) (Who)

Pattern drill

1

T : modern paintings

S1 : I can show you some modern paintings.

S2 : That's very kind of you, but modern paintings don't interest me very much. new stamps tropical fish card tricks costume jewellery old china long playing records modern art 18th century furniture

2

T : an orange/some fruit

S1 : Would you like an orange/some fruit?

S2 : No, thank you. I've already got one/some.

a pen/some ink

a coat/some shoes

a pencil/some chalk

a rose/some flowers

a drink/some water

a sweet/some grapes

a cake/some bread

a cigar/some matches

3

T : cake- some more - eaten

S1 : There's lots of cake left. Would you like, some more?

S2 : No thanks. I've eaten a lot already!

fruit/salad/fish - some more - had

tea/coffee/beer - some more - drunk

cakes/biscuits - another one - eaten

cigars/cigarettes - another one - smoked

4

T : fresh fruit in the shop

S1 : Is there any fresh fruit in the shop?

S2 : Most of it's fresh, but some of it isn't.

useful information/tests in this book

cheap material/clothes in the sale

interesting news/articles in the paper

old furniture/chairs in the attic

Tell the story

1 After reading - article - smoking - health - I decided -
give up

2 week- didn't smoke - wife suffered

3 usual symptoms - temper - appetite

4 friends - offering me - and cigars

5 amused - I produced - sweets - pocket

6 After seven - went - party

7 Everybody - smoking - friend - urged me

8 took one - smoked - satisfaction

9 wife - delighted - normal once more

Topics for discussion

1 Why do you think people take up or continue smoking even
when they know of its dangers?

2 If smoking were prohibited by law, what would the effect
be on (a) smokers, (b) cigarette manufacturers, (c) the economy
of certain countries?

3 Which do you think is worse, smoking or drinking alcohol?
Why?

Key to Summary writing

Having read an article on smoking, the writer smoked his last
cigarette. He did not smoke for a week and his wife suffered because
he had a bad temper and a large appetite. Meanwhile friends
offered him cigarettes and were amused to see him produce a packet
of sweets from his pocket. When he went to a party, he accepted
a cigarette which he was offered by a friend and since then things
have returned to normal.

(77 words)

The writer read an article on smoking and smoked his last
cigarette. He did not smoke for a week and his wife suffered because
of her husband's bad temper and large appetite. Whenever his

friends offered him cigarettes, they were amused because he would produce a packet of sweets from his pocket. However, at a party he accepted a cigarette from a friend. Now things have returned to normal.

(69 words)

Key to Letter writing

15 Gower St

Brisbane,

Queensland,

Australia.

24th April, 19 -

Key structures : The indefinite and definite articles :
Review (KS 6, 30, 54)

Pattern drill

1 I can show you some modern paintings. -... modern paintings don't interest me.

Some (showing a limited quantity) is contrasted with zero article (in general statements) + uncountable and plural nouns.

2 Would you like an orange/some fruit? - I've already got one/some. A/one is used with singular countable nouns and some/some with uncountable and plural countable nouns. Note that some (rather than any) is used in a question which is an offer (expecting the answer 'yes').

3 There's (There are) lots of cake (cakes) left. Would you like some more (another one)?

Some more (referring to an uncountable noun) is contrasted with another one (referring to a countable noun). Note that lots of can be used with both countable and uncountable nouns.

4 Is/Are there any ...? Any + uncountable and plural nouns is practised in questions.

Most of it's/Most of them are...but some of it, isn't/some of them aren't. Most/Some of ... practised with reference to uncountable and plural nouns.

Repetition drill

Chorus, group or individual repetition

To elicit statements involving the use of the definite article with countable and uncountable nouns. (Note : the zero article [e. g. Books aren't expensive = Books in general] in the general statement; the definite article [the books I bought this morning] in specific references.)

T : Listen. Do not speak.

(1)

T : Books aren't expensive.

S : No, but the books I bought this morning were very expensive.

(2)

T : Beer isn't expensive.

S : No, but the beer I bought this morning was very expensive.

(3)

T : Pens aren't expensive.

S : No, but the pens I bought this morning were very expensive.

T : Now you do the same. Ready?

1 As in (1) above.

2 As in (2) above.

3 As in (3) above.

4 T : Coffee isn't expensive.

S : No, but the coffee I bought this morning was very expensive.

5

T : Bananas aren't expensive.

S : No, but the bananas I bought this morning were very expensive.

6

T : Fruit isn't expensive.

S : No, but the fruit I bought this morning was very expensive.

7

T : Biscuits aren't expensive.

S : No, but the biscuits I bought this morning were very expensive.

8

T : Tea isn't expensive.

S : No, but the tea I bought this morning was very expensive.

9

T : Ties aren't expensive.

S : No, but the ties I bought this morning were very expensive.

10

T : Flowers aren't expensive.

S : No, but the flowers I bought this morning were very expensive.

]Key to KS Exercises

B

1 I'm making some coffee. Do you want some/any?

2 Exports have increased this year.

3 My dog is afraid of thunder and lightning.

4 The boy was sent to a school for the deaf.

5 Tax laws help the rich.

6 I spent the evening listening to some music.

7 Crime does not pay.

8 Would you like an apple or an orange?

9 Are you an artist or a musician?

10 Do you take sugar in your tea?

Key to SD Exercises

1 away from

2 off

3 up

4 on

5 out

6 up with

7 in

Key to Multiple choice questions

1 a

2 c

3 b

4 b

5 c

6 a

7 c

8 b

9 a

10 b

11 c

12 a

Key to Sentence structure

They made no effort to hide their amusement whenever I produced
a packet of sweets from my pocket.

Lesson 79 By air

Listening comprehension

1 Introduce the story

T: Today we'll listen to a story about someone who remembers making a frightening trip by air.

2 Understand the situation

T: What do you think is happening in the picture?

3 Listening objective

T: Listen to the story and see if you can answer this question :
Why did the plane turn back?

4 Play the tape or read the story

5 Answer the question

After the reading, ask the question again : Why did the plane turn back?

Train students not to shout out the answer : Instead, ask one student, then ask the others to agree or disagree with a show of hands.

Answer : Because the police had been told that there was a bomb planted on the plane.

6 Intensive reading

Play the tape or read the story again, pausing after every sentence to check the students understand. Obtain brief explanations to difficulties in the text from the students themselves. Only use Chinese if a confirmatory translation is necessary.

7 Play the tape or read the story again The students listen only.

8 Repetition (Optional)

Play the tape or read the story again, pausing after every sentence, and ask the students to repeat (a) in chorus, (b) in small groups, and (c) individually.

9 Reading aloud

Ask one or two students to read the story aloud.

Comprehension questions

1 When did you use to travel a great deal by air? (When I was a boy.)

2 Where did your parents use to live? (In South America.)

3 When did you use to fly there? (In the holidays.)

4 Who would take charge of you? (A flight attendant would.)

5 You never had an unpleasant experience, did you? (No, I didn't.)

6 Have you ever felt frightened? (Yes, I have.)

7 You're used to travelling by air, aren't you? (Yes, I am.)

8 Were you once on a plane that flew back to the airport after taking off? (Yes, I was.)

9 Were you flying low or high over the city? (Low.)

10 How quickly were you gaining height? (Slowly.)

11 What did the plane suddenly do? (It suddenly turned round and flew back to the airport.)

Asking questions : Ask me if ...

T : Ask me if I used to travel by air a great deal.

S : Did you use to travel by air a great deal?

T : How often...?

S : How often did you use to travel by air?

1 I used to travel by air a great deal. (How often) (How)

2 that was when I was a boy. (When)

3 my parents used to live in South America. (Where) (Who)

4 I used to fly there in the summer holidays. (When) (Where)

5 a flight attendant took charge of me. (Who)

6 I'm used to travelling by air. (What)

7 I felt frightened once. (When)

8 the plane had just taken off. (What...do)

9 it was flying low. (How high)

10 the plane turned round. (What... do)

11 it flew back to the airport. (Where...to)

Pattern drill

1

T : drive the car

S1 : John was driving the car this morning.

S2 : Was he really? He doesn't usually drive it, does he?

help Mary exercise the dog

prepare lunch talk to the postman

wash the car listen to the radio

clean his shoes read the paper

2

T : talked

S1 : Mary hardly talked at all today.

S2 : I'm not surprised! She was talking all night.

slept cried quarrelled wrote

worked spoke read sang

3

T : eating - very little - a lot

S1 : John has been eating very little recently.

S2 : So I noticed. He used to eat a lot.

drinking/going out - very little - a lot

behaving/talking - stupidly - sensibly

dressing/working - carelessly - carefully

going to bed/getting up - late - early

4

T : thief - work in a bank

S1 : He used to be a thief, didn't he?

S2 : He used to be, but he was working in a bank the last time I saw him.

pilot - drive a taxi/sell carpets

actress - look after her mother/teach

teacher - play a guitar/work on a farm

flight attendant - have a baby/learn to type

Oral composition

1 travel by air - great deal - as a boy

2 parents - South America - fly - holidays

3 flight attendant - never - unpleasant

4 used to - only on one - frightened

5 After - off - suddenly - back - airport

6 waiting to land - flight attendant told - calm - get off
- as soon - touched down

7 Later - important person - on board

8 police - told - bomb - planted

9 searched - nothing - able to - off again

Topics for discussion

1 Have you ever had a frightening experience while travelling?
Tell us about it.

2 What are the various dangers that threaten air-travellers today?

3 Do you think that most children would enjoy the kind of life the writer had as a boy? How might it affect a nervous or shy child, for example?

Key to Summary writing

The plane took off and flew low over the city. When it was slowly gaining height, it suddenly had to return to the airport. Meanwhile the passengers were told to keep calm. After they had disembarked, they learnt that there was a very important person on board. Someone had told the police that a bomb had been planted on the plane, but though it was searched, nothing was found. Five hours later, it took off again.

(76 words)

After having taken off, the plane flew low over the city. Although it was slowly gaining height, it had to return to the airport. During this time, the passengers were told to keep calm until they had disembarked. Later they learnt that there was a very important person on board. Because the police had been told that a bomb had been planted on the plane, it was searched, However,

nothing was found, so five hours later it took off again.

(80 words)

Key structures : The past continuous and 'Used to' : Review
(KS 7, 31, 55)

Pattern drill

1 John was driving the car this morning. - He doesn't usually drive it, does he?

The past continuous (describing a past action which continued over a period of time) is contrasted with the simple present (for a habitual action).

2 Mary hardly talked at all today. - She was talking all night. The past continuous (emphasizing continuity) is contrasted with the simple past.

3 John has been eating very little recently. - So I noticed. He used to eat a lot.

The present perfect continuous describes an action which has been in progress over a period of time and still continues. It is contrasted with used to + infinitive, describing an action which was recurrent or a state that was habitual in the past but has now ceased.

Note the use of so (So I noticed = I noticed that).

4 He used to be a thief, didn't he? Note the use of didn't in the question tag.

He used to be, but he was working in a bank the last time (that) I saw him. Note the need to repeat be after used to (compare Lesson 31, Pattern drill 3).

Notice also the different 'time' shown here : He used to be a thief (before I saw him); he was working in a bank (when I saw him).

Repetition drill

Chorus, group or individual repetition

To elicit complex statements involving the use of the past continuous with while.

T : Listen. Do not speak.

(1)

T : I was reading. What were you doing?

Writing letters.

S : While you were reading, I was writing letters.

(2)

T : I was preparing breakfast. What were you doing?

Shaving.

S : While you were preparing breakfast, I was shaving.

(3)

T : I was working in the kitchen. What were you doing?

Working in the garden.

S : While you were working in the kitchen, I was working in the garden.

T : Now you do the same. Ready?

1 As in (1) above.

2 As in (2) above.

3 As in (3) above.

4

T : I was shopping. What were you doing?

Looking after the children.

S : While you were shopping, I was looking after the children.

5

T : I was buying the tickets. What were you doing?

Buying a newspaper.

S : While you were buying the tickets, I was buying a newspaper.

6

T : I was talking to John. What were you doing?

Telephoning Mary.

S : While you were talking to John, I was telephoning Mary.

7

T : I was watching television. What were you doing?

Mending this clock.

S : While you were watching television, I was mending this clock.

8

T : I was dressing the children. What were you doing?

Cleaning my shoes.

S : While you were dressing the children, I was cleaning my shoes.

Key to KS Exercises

A What happened : never had (1. 4); turned round (1. 7); flew back (1. 7); told (1. 8); learnt (1. 10); was searched (1. 11); was found (1. 12); were able to take off (1. 12)

What was happening : were flying (1. 6); and slowly gaining (1. 6); were waiting (1. 8)

What used to/would happen : used to travel (1. 1); used to live (1. 2); used to fly (1. 2); would take charge (1. 3)

C (sample answers)

1 In the past (but not now), I habitually flew there from Europe in the holidays.

2 I am accustomed to travelling by air now (because I have done it many times).

Key to SD Exercises

1 over 2 off 3 in 4 up... up

5 after 6 off 7 down 8 off

Key to Multiple choice questions

1 b 2 d 3 c 4 c

5 a 6 d 7 b 8 a

9 d 10 a 11 a 12 c

Key to Sentence structure

Only on one occasion have I ever felt frightened.

Lesson 80 The Crystal Palace

Listening comprehension

1 Introduce the story

T: Today we'll listen to a story about a remarkable building, built for the Great Exhibition.

2 Understand the situation

T: What do you think is happening in the picture?

3 Listening objective

T: Listen to the story and see if you can answer this question :
How many people visited the Great Exhibition of 1851?

4 Play the tape or read the story

5 Answer the question

After the reading, ask the question again : How many people visited the Great Exhibition of 1851?

Train students not to shout out the answer. Instead, ask one student, then ask the others to agree or disagree with a show of hands.

Answer : Six million.

6 Intensive reading

Play the tape or read the story again, pausing after every sentence to check the students understand. Obtain brief explanations to difficulties in the text from the students themselves. Only use Chinese if a confirmatory translation is necessary.

7 Play the tape or read the story again

The students listen only.

8 Repetition (Optional)

Play the tape or read the story again, pausing after every sentence, and ask the students to repeat (a) in chorus, (b) in small groups, and (c) individually.

9 Reading aloud

Ask one or two students to read the story aloud.

Comprehension questions

1 Is the Crystal Palace an ordinary or an extraordinary building? (An extraordinary one.)

2 Was it built in the eighteenth or the nineteenth century? (The nineteenth.)

3 Where was it built? (In Hyde Park.)

4 What was it built for? (For the Great Exhibition of 1851.)

5 How was it different from all other buildings in the world? (It was made of iron and glass.)

6 Were there many other buildings as big as the Crystal Palace? (No, there weren't.)

7 Who came to see it? (A lot of people from many countries did.)

8 What was sent to the exhibition from abroad? (A great many goods were.)

9 What else was on display? (A great deal of machinery was.)

10 What was the most wonderful piece of machinery on show? (Nasmyth's steam hammer was.)

Asking questions : Ask me if ...

T : Ask me if the Crystal Palace was built in the nineteenth century.

S : Was the Crystal Palace built in the nineteenth century?

T : When ...?

When was the Crystal Palace built?

1 the Crystal Palace was built in the nineteenth century.
(When) (What)

2 it was built in Hyde Park. (Where)

3 it was built for the Great Exhibition of 1851. (Why) (What)

4 it was different from all other buildings in the world.
(What) (How)

5 it was made of iron and glass. (What)

6 a lot of people came to see it. (How many)

7 they came from many countries. (Where)

8 a great many goods were sent to the exhibition. (How many)

9 they came from various parts of the world. (Where)

Pattern drill

1

T : sweet oranges - Spanish

S1 : These oranges aren't sweet enough.

S2 : Get some Spanish oranges. They'd be much sweeter.

hard brushes - nylon

smart tie - silk

strong bag - leather

good watch - Swiss

warm socks - woollen

fast car - sports

cheap toys - plastic

big car - American

2

T : dirt on the floor

S1 : Was there much dirt on the floor?

S2 : No, it wasn't any dirtier than usual.

noise in the classroom/at the market

mist on the hills/in the valley

wind on the island/by the sea

clouds in the sky/over the mountains

3

T : attractive

S1 : She's the most attractive person I've ever met.

S2 : She's not as attractive as you are!

interesting	wonderful
delightful	unpleasant
hard-working	impatient
understanding	unfriendly

4

T : drive -quickly

S1 : He drove as quickly as he could.

S2 : Yes, he couldn't have driven any more quickly.

stay/wait - long	play/drive - well
walk/go -far	talk/speak - loudly
write/read - fast	speak/sing - clearly
work/fight - hard	give - generously

Tell the story

1 extraordinary building - 19th century - in Hyde Park -
Exhibition of 1851

2 different - all other - iron and glass

3 one of the biggest - people from - to see

4 many goods - sent - from various parts

5 machinery on display - steam hammer

6 steam boats - thousands - from Europe

7 On arriving - taken to - by train

8 six million - profits - used to build

9 moved to - remained - burnt - 1936

Topics for discussion

1 Tell us about an exhibition you have visited recently.

2 Describe the most wonderful building you have seen. Why and
when was it built?

3 Do you think international exhibitions serve an important
purpose? In what way are they useful?

Key to Summary writing

The Crystal Palace, which was built for the Great Exhibition of 1851, was different from other buildings because it was made of iron and glass. Goods from various parts of the world were on display as well as a great deal of machinery. So many visitors came by boat and train that it was possible to build colleges and museums from the profits. After the exhibition, the Crystal Palace was moved to South London, where it remained until it was burnt down in 1936.

(84 words)

The Crystal palace was built for the Great Exhibition of 1851. Made of iron and glass, it was different from other buildings. There were not only goods from various parts of the world on display but there was a great deal of machinery as well. This attracted thousands of visitors who travelled by boat and train. Later, colleges and museums were built from the profits. The Crystal Palace was moved to South London and it remained there until 1936 when it was burnt down.

(84 words)

Key structures :The comparison of adjectives :Review (KS 8, 32, 56)

Pattern drill

1 They'd be much sweeter (than those oranges) or It'd be ... (than this bag).

Note that this is a conditional sentence (type 2). The if-clause is implied by 'd, i. e. If you got some Spanish oranges, they'd be sweeter.

The adjectives all form the comparative by adding -er (note : good - better).

2 It wasn't any dirtier than usual : i. e. ... than it usually is. The adjectives are all formed from the given nouns by adding -y (note : noisy, muddy), the comparative form being -ier.

3 She's the most attractive person I've ever met. The adjectives are all of 3 or more syllables and form the superlative with most.

She's not as attractive as you are! Note that so could replace as in the negative and that the verb are could be omitted.

4 He drove as quickly as he could. The comparative of adverbs is practised. Note that long, fast, hard, far (farther or further) and well (better) do not add -ly when they are adverbs.

He couldn't have driven any more quickly (than he did). Note that this is a conditional (type 3) statement, in which the if-clause is implied by the tense of the verb in the first clause : He couldn't have driven any more quickly if he'd tried/if he'd wanted to. Any is again used for emphasis.

Repetition drill

Chorus, group or individual repetition

To elicit statements involving the use of the superlative form of adjectives.

T : Listen. Do not speak.

(1)

T : Is it a very big building?

S : Oh yes, it's one of the biggest buildings in the world.

(2)

T : Is it an extraordinary exhibition?

S : Oh yes, it's one of the most extraordinary exhibitions in the world.

(3)

T : Is he a very famous writer?

S : Oh yes, he's one of the most famous writers in the world.

T : Now you answer the questions in the same way. Ready?

1 As in (1) above.

2 As in (2) above.

3 As in (3) above.

4

T : Is she a beautiful actress?

S : Oh yes, she's one of the most beautiful actresses in the world.

5

T : Is it a very large ship?

S : Oh yes, it's one of the largest ships in the world.

6

T : Is it a very expensive car?

S : Oh yes, it's one of the most expensive cars in the world.

7

T : Is it a very bad experience?

S : Oh yes, it's one of the worst experiences in the world.

8

T : Is he a very successful businessman?

S : Oh yes, he's one of the most successful businessmen in the world.

9

T : Is it a very old bridge?

S : Oh yes, it's one of the oldest bridges in the world.

10

T : Is he a very good singer?

S : Oh yes, he's one of the best singers in the world.

Key to KS Exercises

A the most extraordinary building of the nineteenth century (1. 1); one of the biggest buildings of all time (11. 4-5), The most wonderful piece of machinery on show (11. 8-9); travelling was not as easy as it is today (1. 9); one of the most famous buildings in the world (1. 13)

Key to SD Exercises

1 on duty

2 On second thoughts

3 on purpose

- 4 on foot
- 5 on the whole
- 6 on any account
- 7 On the average

Key to Multiple choice questions

- | | | | |
|-----|------|------|------|
| 1 c | 2 b | 3 d | 4 a |
| 5 d | 6 c | 7 a | 8 d |
| 9 c | 10 c | 11 d | 12 b |

Key to Sentence structure

The Crystal Palace was different from all other buildings in the world, for it was made of iron and glass.

Lesson 81 Escape

Listening comprehension

1 Introduce the story

T: Today we'll listen to a story about a prisoner of war who escaped.

2 Understand the situation

T: What do you think is happening in the picture?

3 Listening objective

T: Listen to the story and see if you can answer this question :
Why did the prisoner attack the driver?

4 Play the tape or read the story

5 Answer the question

After the reading, ask the question again : Why did the prisoner attack the driver?

Train students not to shout out the answer. Instead, ask one student, then ask the others to agree or disagree with a show of hands.

Answer : He wanted to escape in the driver's car.

6 Intensive reading

Play the tape or read the story again, pausing after every sentence to check the students understand. Obtain brief explanations to difficulties in the text from the students themselves. Only use Chinese if a confirmatory translation is necessary.

7 Play the tape or read the story again

The students listen only.

8 Repetition (Optional)

Play the tape or read the story again, pausing after every sentence, and ask the students to repeat (a) in chorus, (b) in small groups, and (c) individually.

9 Reading aloud

Ask one or two students to read the story aloud.

Comprehension questions

- 1 Who had killed the guard? (The prisoner of war had.)
- 2 Where did he drag the guard's body? (Into the bushes.)
- 3 Was it dark? (Yes, it was.)
- 4 Did the prisoner change his clothes? (Yes, he did.)
- 5 Whose clothes did he change into? (The guard's.)
- 6 What was he now wearing? (A blue uniform.)
- 7 Did he have a rifle? (Yes, he did.)
- 8 Where did he march? (Up and down in front of the camp.)
- 9 What could he hear inside the camp? (Shouting.)
- 10 Why were men running about inside? (They had just

discovered that a prisoner had escaped.)

11 What kind of car stopped just then at the camp gates? (A large black car.)

12 How many officers were inside it? (Four.)

13 Did they get out? (Yes, they did.)

14 What did the prisoner do as they passed? (He stood to attention and saluted.)

Asking questions : Ask me if...

T : Ask me if the prisoner of war escaped from a camp.

S : Did the prisoner of war escape from a camp?

T : Where ... from?

S : Where did the prisoner of war escape from?

1 the prisoner of war escaped from a camp. (Where ... from)
(Who)

2 he killed the guard. (Who)

3 he dragged him into the bushes. (Where)

4 he worked rapidly. (How fast)

5 he changed into the dead man's clothes. (What) (Whose) (Why)

6 he was now dressed in a blue uniform. (What) (Who)

7 he put a rifle over his shoulder. (What)

8 he marched boldly up and down in front of the camp. (How)
(Where)

9 he could hear shouting in the camp itself. (What)

Pattern drill

1

T : hall - five minutes

S1 : John said he'd be at the hall at six.

S2 : Well, if he's not here in five minutes, we'll have to go inside.

theatre/cinema - half an hour

restaurant/entrance - ten minutes

stadium/exhibition - a quarter of an hour

club/church - fifteen minutes

2

T : library

S1 : Mary's just gone into the library.

S2 : That's funny! I've just come out of the library and I didn't see her in there.

Classroom

restaurant

dining room

pub

sitting room

station

waiting room

bank

3

T : the cake out of the oven - tin

S1 : Have you taken the cake out of the oven yet?

S2 : Yes, and I've put it in the tin.

some ice/milk from the fridge - jug

the beef/meat out of the fridge - oven

the apples/eggs out of the box - bowl

some fruit/eggs from the basket - box

4

T : jeans - a dress

S1 : Isn't she going to change out of those jeans?

S2 : Yes, she's going to change into a dress.

shorts - a shirt and blouse/a long dress

overalls - a suit/something cleaner

wet clothes - something dry/pyjamas

old clothes - something new/her new suit

Tell the story

1 killed - guard - dragged - bushes

2 rapidly - changed - dead man's clothes

3 dressed in - rifle - marched up and down

4 camp - shouting - lights - men running - had just discovered

- escaped

5 car - four officers - stopped - gates

6 got out - prisoner - as they passed

7 driver - towards him - wanted to talk

8 prisoner felt sorry - but - sharp blow

9 into the car - drove off - as he could

Topics for discussion

1 Do you know any good 'escape' stories? Tell us one.

2 Was the prisoner in the story guilty of 'murder'? Why/Why not?

3 Most people say war is terrible and wrong, yet stories and films about fighting and war are usually popular.

Why do you think this is so?

Key to Summary writing

After having killed the guard, the prisoner of war dragged him into the bushes and changed into his clothes. Then he put the rifle over his shoulder and marched up and down in front of the camp. A short time afterwards, four officers drove up in a car, so he stood to attention and saluted. When they had gone, the driver came towards him and after he had knocked him out, the prisoner jumped into the car and drove away.

(80 words)

As soon as he had killed the guard and dragged him into the bushes, the prisoner of war changed into his clothes. With a rifle over his shoulder, he was marching up and down in front of the camp

when four officers drove up in a car. He stood to attention and saluted. When the driver came towards him, the prisoner knocked him out. Then, jumping into the car, he drove away.

(72 words)

Key structures : Prepositions : Review (KS 9, 33, 57)

Pattern drill

1 John said he'd be at the hall at six. At is used to indicate place (without specifying inside, outside, etc.)and time (of the clock).

Well, if he's not here in five minutes, we'll have to go inside. In indicates within a period of time. Note that inside is an adverb here.

2 Mary's just gone into the library. - ... I didn't see her in there. Into follows a verb of movement and is contrasted with in, showing position inside.

Note the contrast : go into a place/come out of a place.

3 out of the oven/from the fridge : When something is in an enclosed space, either out of or from may be used to indicate removal from that position. Compare : He took the book out of/from my hand. He took the book from me/the shelf.

I've put it in the tin. In indicates locality (it is in the tin - I put it there).

4 change out of those jeans/change into a dress. Compare : put on/take off a dress. Note that change (with reference to clothes) can be used intransitively : Aren't you going to change (= change your clothes)? or transitively : I'm going to change my shoes (= put on a different pair of shoes).

Repetition drill

Chorus, group or individual repetition

To elicit statements involving the use of prepositions. This drill is based entirely on Text No. 81. The students must study this text again carefully before attempting this drill.

T : The questions in this drill are about passage number 81. Listen. Do not speak.

(1)

T : Where did the prisoner of war drag the guard after he had killed him?

S : Into the bushes.

(2)

T : Where did the prisoner work?

S : In the darkness.

(3)

T : What did the prisoner change into?

S : Into the dead man's clothes.

T : Now you give very short answers to these questions on the passage. Ready?

1 As in (1) above.

2 As in (2) above.

3 As in (3) above.

4

T : How was the prisoner dressed after he had changed into the dead man's clothes?

S : In a blue uniform.

5

T : Where did the prisoner march?

S : Up and down in front of the camp.

6

T : Where could he hear shouting?

S : In the camp.

7

T : Where did the large black car stop?

S : At the camp gates.

8

T : Where did the driver of the car go when the officers had left?

S : Towards the prisoner.

9

T : How did the prisoner knock the driver to the ground?

S : With a sharp blow.

10

T : Where did the prisoner jump?

S : Into the car.

Key to SD Exercises

1 saluted

2 clear

3 cloth

4 clothes

5 greeted

Key to Multiple choice questions

1 d 2 a 3 a 4 d

5 b 6 b 7 d 8 c

9 b 10 d 11 b 12 d

Key to Sentence structure

The officers got out and the prisoner stood to attention and saluted as they passed.

Lesson 82 Monster or fish?

Listening comprehension

1 Introduce the story

T: Today we'll listen to a story about a strange sea monster.

2 Understand the situation

T: What do you think is happening in the picture?

3 Listening objective

T: Listen to the story and see if you can answer this question :

What was the monster called?

4 Play the tape or read the story

5 Answer the question

After the reading, ask the question again : What was the monster called?

Train students not to shout out the answer. Instead, ask one student, then ask the others to agree or disagree with a show of hands.

Answer : An oarfish.

6 Intensive reading

Play the tape or read the story again, pausing after every sentence to check the students understand. Obtain brief explanations to difficulties in the text from the students themselves. Only use Chinese if a confirmatory translation is necessary.

7 Play the tape or read the story again

The students listen only.

8 Repetition (Optional)

Play the tape or read the story again, pausing after every sentence, and ask the students to repeat (a) in chorus, (b) in small groups, and (c) individually.

9 Reading aloud

Ask one or two students to read the story aloud.

Comprehension questions

1 What do fishermen and sailors sometimes claim? (To have seen monsters in the sea.)

2 What have people often laughed at? (At stories told by seamen.)

3 What is now known? (That many of these monsters are simply strange fish.)

4 What happens occasionally? (Unusual creatures are washed to the shore.)

5 How often are they caught out at sea? (Rarely.)

6 Where was a peculiar fish caught? (Near Madagascar.)

7 When was it caught? (Some time ago.)

8 How was a small fishing boat carried miles out to sea? (By the powerful fish pulling on the line.)

9 What did the fisherman realize? (That this was no ordinary fish.)

10 What did he try hard not to do? (Damage it.)

11 Where was it eventually brought? (To shore.)

12 How long was it found to be? (Over thirteen feet long.)

13 What kind of head had it got? (One like a horse.)

14 What colour were its eyes? (Blue.)

Asking questions : Ask me if ...

T : Ask me if fishermen tell many stories.

S : Do fishermen tell many stories?

T : What stories ... ?

S : What stories do fishermen tell?

1 fishermen tell many stories. (What) (Who)

2 they sometimes claim to have seen monsters in the sea. (What) (Where)

3 people laugh at stories told by seamen. (What) (Why)

4 many of these 'monsters' are simply strange fish. (What)

5 unusual creatures are occasionally washed to the shore.

(How often) (What kind)

6 they are rarely caught out at sea. (Where)

7 a peculiar fish was caught some time ago near Madagascar.

(Where) (When)

8 it carried a small fishing boat miles out to sea. (How far)

(What)

Pattern drill

1

T : warn John

S1 : Someone must warn John immediately.

S2 : Don't worry. He's already been warned.

find the girl tell the pilot

make the tea sign the letter

examine the body finish the work

light the fire polish the floor

2

T : men - caught

S1 : Have the men been caught yet?

S2 : One of them was caught yesterday, but the other hasn't been caught yet.

letters - written bodies - examined

messages - received houses - sold

books - published trees - cut down

cars - found plans - drawn up

3

T : that man working

S1 : Why isn't that man working?

S2 : I don't know. He's supposed to be working.

the children resting/doing their homework

those men digging/mending the road

that boy washing the car/playing football

the plane flying to Paris/stopping in Rome

4

T : finish the job - hours

S1 : When will the job be finished?

S2 : I've no idea. It should have been finished hours ago.

write/publish the book - months

mend/repair the radio - days

draw up/sign the agreement - weeks

burn/take away the rubbish - days

Tell the story

1 Fishermen - sailors - monsters - sea

2 people - often laughed - now known - many - at times - sighted

- strange fish

3 Occasionally - to shore - rarely - at sea

4 Some time ago - fish - near Madagascar

5 boat - out to sea - fish - pulled - line

6 Realizing - fisherman - not to damage

7 shore - 13 feet - head - skin - tail

8 museum - scientist - oarfish - rarely seen alive - live at

- 600 feet

Topics for discussion

1 Do you know any stories about 'monsters' or strange creatures? Tell us one.

2 Why do you think fishermen and sailors are noted for telling strange stories?

3 We still know comparatively little about the bottom of the deep oceans. Why is this? Do you think it is important that we should know more? Why/Why not?

Key to Summary writing

A strange fish was caught near Madagascar after having pulled a small fishing boat miles out to sea. Making every effort not to damage the fish, the fisherman brought it to shore. The fish, which was over thirteen feet long, with a head like a horse, was sent to a museum. It is being examined by a scientist, who said that it was an oarfish and that such creatures live at a depth of six hundred feet.

(77 words)

A strange fish was caught near Madagascar. Though it pulled a small fishing boat miles out to sea, the fisherman made every effort not to damage it. On being brought to shore, the fish was found to be over thirteen feet long and to have a head like a horse. Now that it has been sent to a museum, it is being examined by a scientist. It is called an oarfish and lives at a depth of six hundred feet.

(80 words)

Key structure : The passive : Review (KS 10, 34, 58)

Pattern drill

1 He's already been warned. The present perfect passive (with already) is practised.

2 One of them was caught yesterday, but the other hasn't been caught yet. The simple past and present perfect (negative + yet) are contrasted in their passive forms.

3 He's supposed to be working : i. e. he should be working (because it is his duty or because he was told to work).

4 When will the job be finished? The future passive is practised.

It should have been finished hours ago : should have + been + past participle, referring to the (unfulfilled) past action.

This drill can be done in other ways, varying the response :

It ought to have been finished hours ago.

It was supposed to be finished hours ago.

It was supposed to have been finished hours ago.

Repetition drill

Chorus, group or individual repetition

To elicit statements involving the use of the passive with by + agent practising some of the tenses introduced so far.

T : Listen. Do not speak.

(1)

T : Tell me about the car. Who is buying it?

George is.

S : The car is being bought by George.

(2)

T : Tell me about the goods. Who sends them abroad?

Your firm does.

S : The goods are sent abroad by my firm.

(3)

T : Tell me about the boat. Who damaged it?

The sailor did.

S : The boat was damaged by the sailor.

(4)

T : Tell me about the story. Who has told it to you?

A fisherman has.

S : The story has been told to me by a fisherman.

T : Now you do the same. Ready?

1 As in (1) above.

2 As in (2) above.

3 As in (3) above.

4 As in (4) above :

5

T : Tell me about the boy. Who examined him?

A doctor did.

S : The boy was examined by a doctor.

6

T : Tell me about the prisoner. Who has caught him?The guards have.

S : The prisoner has been caught by the guards.

7

T : Tell me about the children. Who takes them to school?Their mother does.

S : The children are taken to school by their mother.

8

T : Tell me about this house. Who is buying it?A friend of mine is.

S : This house is being bought by a friend of yours.

9

T : Tell me about the boy. Who has found him?The police have.

S : The boy has been found by the police.

10

T : Tell me about this building. Who is designing it?A famous architect is.

S : This building is being designed by a famous architect.

Key to SD Exercises

1 wash up

2 laugh at

3 washed

4 laughed

5 wash

Key to Multiple choice questions

1 a

2 b

3 a

4 d

5 c

6 c

7 d

8 a

9 a

10 c

11 b

12 d

Key to Sentence structure

The fish, which has since been sent to a museum where it is being examined by a scientist, is called an oarfish.

Lesson 83 After the elections

Listening comprehension

1 Introduce the story

T: Today we'll listen to a story about a man who kept on calling at the house of the former Prime Minister.

2 Understand the situation

T: What do you think is happening in the picture?

3 Listening objective

T: Listen to the story and see if you can answer this question :
Why did Patrick keep on asking the same question?

4 Play the tape or read the story

5 Answer the question

After the reading, ask the question again : Why did Patrick keep on asking the same question?

Train students not to shout out the answer. Instead, ask one student, then ask the others to agree or disagree with a show of hands.

Answer : Because he loved to hear the words ' Mr. Lane was defeated in the elections. '

6 Intensive reading

Play the tape or read the story again, pausing after every sentence to check the students understand. Obtain brief explanations to difficulties in the text from the students themselves. Only use Chinese if a confirmatory translation is necessary.

7 Play the tape or read the story again

The students listen only.

8 Repetition (Optional)

Play the tape or read the story again, pausing after every sentence, and ask the students to repeat (a) in chorus, (b) in small groups, and (c) individually.

9 Reading aloud

Ask one or two students to read the story aloud.

Comprehension questions

1 Who was defeated in the recent elections? (Mr. Wentworth Lane, the former Prime Minister, was.)

2 What's he doing now? (He's retiring from political life.)

3 Where has he gone? (Abroad.)

4 What's your friend called? (Patrick.)

5 What's Mr. Lane's party called? (The Radical Progressive Party.)

6 Does Patrick support the party? (No, he doesn't.)

7 He's always been a fanatical opponent of it, hasn't he? (Yes,

he has.)

8 Where did he go after the elections? (To Mr. Lane's house.)

9 What did he ask the policeman? (If Mr. Lane lived there.)

10 How did the policeman reply? (That the ex-Prime Minister had gone abroad.)

11 Did Patrick visit the house again on the following day? (Yes, he did.)

12 Was the same policeman on duty? (Yes, he was.)

13 What did Patrick ask him? (The same question.)

14 Did he receive the same answer? (Yes, he did.)

Asking questions : Ask me if ...

T : Ask me if Mr. Lane was Prime Minister.

S : Was Mr. Lane Prime Minister?

T : What ...?

S : What was Mr. Lane?

1 Mr. Lane was Prime Minister. (What) (Who)

2 he was leader of the Radical Progressive Party. (Which party) (Who)

3 he was defeated in the recent elections. (When) (Who)

4 he's retiring from political life. (Who)

5 he's gone abroad. (Where) (Why) (Who)

6 Patrick's always been an opponent of Mr. Lane's party. (How long) (Who)

7 he went to Mr. Lane's house after the elections. (Where) (When) (Why)

8 a policeman was there on duty. (Why)

9 Patrick asked the policeman if Mr. Lane lived there. (What) (Who)

Pattern drill

1

T : John - write a letter

S1 : John's writing a letter at the moment.

S2 : I don't envy him. I hate writing letters.

my sister - make her bed/wash up/cook lunch

my brother - cut the grass/clean the car

the children - take exams/learn new words

Mary - attend a meeting/catch a train

my parents - stay in a hotel/fly to Paris

2

T : stung - by a bee - a wasp

S1 : Is it true that he's been stung by a bee?

S2 : Not quite. It was a wasp that stung him, not a bee.

bitten - by a mosquito/a horse-fly - an ant

hit- by a car/a taxi/a bus - a bicycle

kicked - by a horse/a donkey - a mule
attacked - by a madman/a dog - a wild bull

3

T : yesterday - visit my grandmother

S1 : I tried to phone you yesterday, but you weren't in.

S2 : No, I was visiting my grandmother.

last night - stay with friends/work late

on Friday - attend a meeting/play tennis

at two - talk to the boss/meet a friend

at lunchtime - eat out/take a walk

4

T : study - hard - 6 months

S1 : You really must study hard.

S2 : I've been studying hard for the last six months!

take - driving lessons/a rest - 8 months

look for - a new job/a new flat - 10 days

learn - to swim/to ride/to dance - 6 weeks

think about - going abroad/retiring - year

Tell the story

1 former - Mr. Lane - defeated - elections

2 retiring - political life - abroad

3 friend - opponent - Mr. Lane's - Party

4 After - Patrick went - house

5 asked - policeman - told - abroad

6 Following day - again - same policeman - same question -
same answer

7 day after - again - this time - lost his temper - shouted,
' I told you ... '

8 ' I know, ' - Patrick, ' but I - say it. '

Topics for discussion

1 Why do you suppose that Mr. Lane decided to retire from
political life?

2 What qualities do you think a person must have to be a
good/successful politician?

3 What is your idea of a ' fanatic ' ? Why are fanatics usually
associated with politics or religion?

Key to Summary writing

After having been defeated in the recent elections, the former
Prime Minister, Mr. Wentworth Lane, retired abroad. My friend
Patrick, who has always been a fanatical opponent of Mr. Lane's
Radical Progressive Party, went to his house three times and asked
the policeman on duty whether it was Mr. Lane's house. When he asked
for the third time, the angry policeman told him again of Mr. Lane's
defeat and retirement. Patrick said that it was something he loved

to hear.

(80 words)

Since being defeated in the recent elections, the former Prime Minister, Mr. Wentworth Lane, has retired abroad. As my friend Patrick has always been a fanatical opponent of Mr. Lane's Radical Progressive Party, he went to his house three times. Each time he asked the same policeman if it was Mr. Lane's house. The third time he was told again by the angry policeman of Mr. Lane's defeat and retirement, but Patrick said it was something he loved to hear.

(80 words)

Key structures : Review of tenses (KS 74-82)

- 1 The present, simple and continuous. (KS 74)
- 2 The simple past. (KS 75)
- 3 The present perfect, simple and continuous. (KS 76)
- 4 The past continuous. (KS 79)
- 5 The passive. (KS 82)

Pattern drill

1 John's writing a letter at the moment. The present continuous is used for an action that is in progress at the time of speaking.

I don't envy him. I hate writing letters. Envy and hate are stative verbs, and therefore not usually used in the continuous forms. For hate + gerund, see KS 50.

2 Is it true that he's been stung by a bee? -It was a wasp that stung him. The simple past is contrasted with the present perfect (passive). Note that in Is it true that...? that is a conjunction; in It was a wasp that ... that is a relative pronoun (which is not usually used after preparatory 'it').

3 I tried to phone you yesterday. -I was visiting my grandmother. The past continuous is contrasted with the simple past and indicates an action that was in progress over a period of time.

4 I've been studying hard for the last six months! The present perfect continuous + for + period of time is used for an action that began in the past and is still in progress.

Repetition drill

Chorus, group or individual repetition

To elicit negative statements revising some of the tenses practised so far.

T: Listen. Do not speak.

(1)

T: I don't think this house belongs to George.

S: No, it doesn't belong to George.

(2)

T: I don't think he lost his temper.

S : No, he didn't lose his temper.

(3)

T : I don't think she's gone abroad.

S : No, she hasn't gone abroad.

(4)

T : I don't think the children are taken to school by their mother.

S : No, they aren't taken to school by their mother.

T : Now you do the same. Ready?

1 As in (1) above.

2 As in (2) above.

3 As in (3) above.

4 As in (4) above.

5

T : I don't think he was waiting for her all morning.

S : No, he wasn't waiting for her all morning.

6

T : I don't think they've been playing football all afternoon.

S : No, they haven't been playing football all afternoon.

7

T : I don't think the building's being designed by an architect.

S : No, it isn't being designed by an architect.

8

T : I don't think he's been defeated in the elections.

S : No, he hasn't been defeated in the elections.

9

T : I don't think the plane flew over the mountains.

S : No, it didn't fly over the mountains.

10

T : I don't think he's retiring from political life.

S : No, he isn't retiring from political life.

Key to SD Exercises (sample sentences)

1 He refused to help us and I lost my temper with him.

2 They were very rude but I managed to keep my temper.

3 He isn't usually in such a good temper on a Monday morning!

4 Don't ask him for a rise now. He's in a very bad temper today.

5 She's just won a prize in the lottery, so she's in a very good mood.

6 He's just lost a lot of money, so he's in a very bad mood.

7 Let's go out. I'm in the mood for a celebration!

Key to Multiple choice questions

1 b 2 a 3 c 4 c

5 a 6 b 7 c 8 b

9 c 10 d 11 a 12 b

Key to Sentence structure

The same policeman was just walking slowly past the entrance,
when Patrick asked the same question.

Lesson 84 On strike

Listening comprehension

1 Introduce the story

T: Today we'll listen to a story about a strike by the bus drivers.

2 Understand the situation

T: What do you think is happening in the picture?

3 Listening objective

T: Listen to the story and see if you can answer this question :
Who will be driving the buses next week?

4 Play the tape or read the story

5 Answer the question

After the reading, ask the question again : Who will be driving the buses next week?

Train students not to shout out the answer. Instead, ask one student, then ask the others to agree or disagree with a show of hands.

Answer : A number of university students.

6 Intensive reading

Play the tape or read the story again, pausing after every sentence to check the students understand.

Obtain brief explanations to difficulties in the text from the students themselves. Only use Chinese if a confirmatory translation is necessary.

7 Play the tape or read the story again

The students listen only.

8 Repetition (Optional)

Play the tape or read the story again, pausing after every sentence, and ask the students to repeat (a) in chorus, (b) in small groups, and (c) individually.

9 Reading aloud

Ask one or two students to read the story aloud.

Comprehension questions

1 Who's decided to go on strike? (Busmen have.)

2 When are they going to do so? (Next week.)

3 When is the strike due to begin? (On Tuesday.)

4 Does anyone know how long it will last? (No, they don't.)

5 How long have the busmen stated that the strike will continue? (Until general agreement is reached about pay and working conditions.)

6 How long do most people believe it will last? (For at least a week.)

7 Who's going to offer ' free rides ' ? (Owners of private cars

are.)

8 Who will they offer them to? (To people on their way to work.)

9 What will this do? (Relieve pressure on the trains.)

10 Who's volunteered to drive buses? (University students have.)

11 What kinds of drivers are they? (Expert drivers.)

12 What will they have to do before driving any of the buses? (To take a test.)

13 When are they going to take it? (In two days' time.)

Asking questions : Ask me if ...

T : Ask me if busmen have decided to go on strike next week.

S : Have busmen decided to go on strike next week?

T : When ...?

S : When have busmen decided to go on strike?

1 busmen have decided to go on strike next week. (When) (Who)

2 the strike will begin on Tuesday. (Which day)

3 most people believe the strike will last for at least a week.

(How long)

4 the busmen want more pay. (What)

5 they also want better working conditions. (What else)

6 the strike will continue until agreement is reached. (How long)

7 owners of private cars are going to offer ' free rides ' .

(What)

8 people will still get to work. (Where)

Pattern drill

1

T : away-a month

S1 : How long will they be away?

S2 : They'll be away for a month.

in Japan/in hospital-about two weeks

by the sea/in the country-a fortnight

at the meeting/in town-two hours

at the seaside/abroad-quite a while

2

T : climb the mountain-three weeks

S1 : How long will they take to climb the mountain?

S2 : They'll climb it in three weeks.

decorate/paint the house-three days

sail/cross the Atlantic-about a month

reply to/answer the letter-a week

mend/repair the radio-about two days

3

T : see the film

S1 : We're going to see the film. Do you want to come?

S2 : No thanks. I'll go and see it later.

visit Mary read the notice

see the exhibition call on the Smiths

admire the view talk to the men

speak to the manager look at the pictures

4

T : go into hospital

S1 : He's going into hospital some time.

S2 : Is he? Let me know when he goes.

set out for-the North Pole/the Arctic

come back from-South America/Europe

return from-his holiday/the country

arrive-in this country/at the airport

Tell the story

1 Busmen-strike-next week

2 have stated-will continue-until-agreement-about pay and
working

3 people believe-at least a week

4 car owners-free rides-to work

5 This-relieve pressure-trains

6 students-drive buses-strike lasts

7 expert drivers-but-special test

8 Even so-difficult-get to work

9 public-gratitude-but-too fast

Topics for discussion

1 Why do you suppose the 'expert drivers' had to take a special
test before being allowed to drive buses?

2 Would you like to be a bus or a train driver? Why/Why not?

3 Which do you think is more important in a job : good pay or
good working conditions? Why?

Key to Summary writing

The busmen's strike, which begins on Tuesday, may last a week.
Because of this, car owners have offered to give rides to people
going to work. University students, too, have volunteered to drive
buses but they will have to pass a special test. Though it will
be difficult to get to work, the public is grateful to the students.
Only one or two people have objected that the students will drive
too fast.

(73 words)

Because of the busmen's strike, which begins on Tuesday and
may last a week, car owners have offered to give rides to people
going to work. University students who have volunteered to drive

buses will have to pass a special test. Despite the fact that it will be difficult to get to work, the public is grateful to the students, except for one or two people who have objected that they will drive too fast.

(75 words)

Key to Letter writing (sample sentences)

- 1 I shall be looking forward to seeing you next week.
- 2 I am very sorry for any inconvenience I have caused you.
- 3 I hope you will accept my apologies.
- 4 I wish you every success in your new job.
- 5 Please give my regards to your parents.

Key structures : The future : Review (KS 12, 36, 60)

Pattern drill

- 1 How long will they be away?-They'll be away for a month.

Will is used to express a simple statement of fact in the future.

- 2 How long will they take to climb the mountain?-They'll climb it in three weeks. Will again expresses a statement of fact in the future.

The response can also be : They'll take three weeks (to climb it).

Another variation of the drill could be : S1 : How long will it take them to climb the mountain?S2 : It'll take them three weeks (to climb it).

- 3 We're going to see the film. Going to + infinitive expresses intention.

I'll go and see it later (=simple statement). Note go and see (rather than go to see).

- 4 He's going into hospital some time. The present continuous is used in place of shall/will with verbs indicating arrival and departure (see KS 60b).

Let me know when he goes. The simple present replaces shall/will in a time clause (after when).

Repetition drill

Chorus, group or individual repetition

To elicit statements involving the use of the simple present with a future meaning after temporal conjunctions.

T : Listen. Do not speak.

(1)

T : When will you let me know?

The moment he arrives.

S : I'll let you know the moment he arrives.

(2)

T : How long will you wait here?

Until he comes.

S : I'll wait here until he comes.

(3)

T : When will you give him the message?

When he returns.

S : I'll give him the message when he returns.

T : Now you do the same. Ready?

1 As in (1) above.

2 As in (2) above.

3 As in (3) above.

4

T : When will you go out?

As soon as the rain stops.

S : I'll go out as soon as the rain stops.

5

T : How long will you drive to work?

While the strike lasts.

S : I'll drive to work while the strike lasts.

6

T : When will you telephone him?

Before my aunt arrives.

S : I'll telephone him before my aunt arrives.

7

T : When will you be able to drive by yourself? When I pass my test.

S : I'll be able to drive by myself when I pass my test.

8

T : How long will you go on trying?

Until I succeed.

S : I'll go on trying until I succeed.

9

T : When will you go home?

When I finish my work.

S : I'll go home when I finish my work.

10

T : When will you decide what to do?

As soon as I learn the truth.

S : I'll decide what to do as soon as I learn the truth.

Key to KS Exercises

A What will happen : will last (1. 2); will continue until ... is reached (11. 3-4); will last (1. 5); are going to offer (1. 6); will relieve (1. 7); will have to pass (1. 10); are going to take (1. 10); are going to find (11. 10-11); will drive (1. 12)

Key to SD Exercises

- 1 He thought it safe to cross the road.
- 2 He finds it unnecessary to practise for long.
- 3 You'll find it hard to find a job.
- 4 She thinks it important to speak clearly.
- 5 I thought it unwise for him to wait so long.
- 6 I considered it a good thing that she gave up smoking.

Key to Multiple choice questions

- | | | | |
|-----|------|------|------|
| 1 c | 2 c | 3 a | 4 b |
| 5 d | 6 c | 7 c | 8 c |
| 9 d | 10 a | 11 c | 12 d |

Key to Sentence structure

University students have volunteered to drive buses while the strike lasts.

Lesson 85 Never too old to learn

Listening comprehension

1 Introduce the story

T : Today we'll listen to a story about a headmaster who is about to retire.

2 Understand the situation

T : What do you think is happening in the picture?

3 Listening objective

T : Listen to the story and see if you can answer this question :
How long has Mr. Page been teaching?

4 Play the tape or read the story

5 Answer the question

After the reading, ask the question again : How long has Mr. Page been teaching?

Train students not to shout out the answer. Instead, ask one student, then ask the others to agree or disagree with a show of hands.

Answer : For forty years.

6 Intensive reading

Play the tape or read the story again, pausing after every sentence to check the students understand.

Obtain brief explanations to difficulties in the text from the students themselves. Only use Chinese if a confirmatory translation is necessary.

7 Play the tape or read the story again

The students listen only.

8 Repetition (Optional)

Play the tape or read the story again, pausing after every sentence, and ask the students to repeat (a) in chorus, (b) in small groups, and (c) individually.

9 Reading aloud

Ask one or two students to read the story aloud.

Comprehension questions

1 Where have you just received a letter from? (From my old school.)

2 What is your old headmaster's name? (Mr. Stuart Page.)

3 When will he be retiring? (Next week.)

4 What will he be receiving to mark the occasion? (A present.)

5 Who will be sending it? (Pupils of the school will.)

6 Where will those who have contributed to the gift sign their names? (In a large album.)

7 Will it be sent to the school or to the headmaster's home? (To his home.)

8 What will you all remember Mr. Page for? (For his patience and understanding.)

9 He gave you kindly encouragement, didn't he? (Yes, he did.)

10 Did you go willingly to school? (No, we didn't.)

11 When is a farewell dinner being held in his honour? (Next Thursday.)

Asking questions : Ask me if ...

T : Ask me if I've just received a letter.

S : Have you just received a letter?

T : What ...?

What have you just received?

1 I've just received a letter. (What)

2 it was about Mr. Stuart Page, my former headmaster. (What)

3 he will be retiring next week. (When)

4 his pupils will send him a present. (Who)

5 they'll be sending him a present to mark the occasion. (Why)
(What) (Who)

6 the contributors will sign their names in an album. (Where)
(What)

7 it will be sent to his home. (Where)

8 we shall all remember Mr. Page for his patience and understanding. (What)

9 he gave us kindly encouragement when we went to school.
(What) (When)

Pattern drill

1

T : the library-read those papers

S1 : How much longer will he be staying at the library?

S2 : He'll have to stay here until he's read those papers.

the hotel-buy/find/rent a flat

school-correct/take/mark the tests

home-find/get/start a new job

2

T : print invitations-wedding

S1 : Will you be having invitations printed for the wedding?

S2 : Yes, we will. I only hope they'll be printed in time.

check the car/renew your passport-trip

put up decorations/prepare food-dance

make costumes/print programmes-play

3

T : have lunch

S1 : We can't visit the Smiths now. They'll be having lunch.

S2 : They'll have had lunch by now, surely?

have breakfast

pack their bags

have a rest	feed the horses/dogs
wash up	read the papers
do the shopping	put the children to bed

4

T : working

S1 : Shall we visit the Smiths tonight, or will they still be working?

S2 : If they are, they'll have been working the whole day!

painting	packing	revising
decorating	unpacking	practising
cleaning	studying	resting

Tell the story

1 letter-former headmaster-next week

2 Pupils-old and new-present-to mark

3 those who-sign-album-will be sent

4 shall all remember-patience and-encouragement-gave us when

5 many former pupils-farewell dinner-his honour-next

Thursday

6 day before-teaching-forty years

7 retired-devote-to gardening

8 new hobby-but-never too old

Topics for discussion

1 Have you any hobbies? What are they? Why do you enjoy them?

2 Do you think most people look forward to retirement? Why/Why not?

3 Do you agree with Mr. Page that 'one is never too old to learn'?

Why/Why not?

Key to Summary writing

Now that my former headmaster, Mr. Page, is retiring, pupils of the school will be sending him a gift and an album with the signatures of all those who have contributed. Many former pupils will be attending a farewell dinner in his honour. After having completed forty years as a teacher, Mr. Page will devote himself to gardening, which will be a new hobby for him, but one is never too old to learn.

(74 words)

After twenty-eight years as headmaster, Mr. Page is retiring. Pupils of the school will not only be sending him a gift, but also an album with their signatures. Many former pupils will be attending a farewell dinner in honour of a man who has completed forty years as a teacher. Now he will devote himself to gardening. Though it will be a new hobby for him, this does not matter because one is never too old to learn.

(78 words)

Key to Letter writing

Love, Love, Yours, /Yours sincerely,

Key structures :The future and the future perfect :Review
(KS 13, 37, 61)

Pattern drill

1 How much longer will he be staying at the library? The future continuous emphasizes the continuity (in the future) of the action already in progress.

He'll have to stay here until he's read those papers : future tense + until + present perfect.

The present perfect replaces the future perfect after a temporal conjunction (until).

2 Will you be having invitations printed ... ? The future continuous of have (causative use) is used referring to future arrangements.

I only hope they'll be printed in time : i. e. in time for the wedding. Note the use of only with the verb 'hope', suggesting doubt.

3 We can't visit the Smiths now. They'll be having lunch. i. e. Look at the time-it's lunchtime-so it's probable that they'll be having lunch. The future indicates probability and the continuous form shows that the action began before now and is continuing into the future. They'll have had lunch by now, surely? i. e.

The future perfect indicates that the action will be completed (by now). Note that surely replaces a question tag (won't they?) and means : 'I feel sure' or 'I think it must be true'. It has a falling intonation.

4 Shall we visit...? Shall we is used to make a suggestion... or will they still be working? The future continuous indicates that the action in progress at the moment will still be in progress at a given time in the future.

If they are, they'll have been working the whole day. i. e. If they are still working tonight (the present continuous replaces the future tense after if), by that time they'll have been working the whole day.

Repetition drill

Chorus, group or individual repetition

To elicit statements involving the use of the present perfect with a future perfect meaning after temporal conjunctions.

T : Listen. Do not speak.

(1)

T : He will have returned by then. When will you give him the

message?

When he has returned.

S : I'll give him the message when he has returned.

(2)

T : The rain will have stopped by then. When will you go out?

As soon as the rain has stopped.

S : I'll go out as soon as the rain has stopped.

(3)

T : He will have retired by then. When will you give him the present?

After he has retired.

S : I'll give him the present after he has retired.

T : Now you do the same. Ready?

1 As in (1) above.

2 As in (2) above.

3 As in (3) above.

4

T : They will have arrived in London by then. When will you see them?

After they have arrived.

S : I'll see them after they have arrived.

5

T : The train will have left by then. How long will you wait here?

Until the train has left.

S : I'll wait here until the train has left.

6

T : You will have received an answer by then. When will you decide what to do?

The moment I have received an answer.

S : I'll decide what to do the moment I have received an answer.

7

T : The children will have gone back to school by then. How long will you stay in the country?

Until they have gone back to school.

S : I'll stay in the country until they have gone back to school.

8

T : Your aunt will have telephoned by then. How long will you remain here?

Until my aunt has telephoned.

S : I'll remain here until my aunt has telephoned.

9

T : He will have found out the truth by then. When will you tell

him?

When he has found out the truth.

S : I'll tell him when he has found out the truth.

10

T : They will have caught the thieves by then. When will you inform the police?

Before they have caught the thieves.

S : I'll inform the police before they have caught the thieves.

Key to SD Exercises

1 This car is too expensive to buy. This car is too expensive for me to buy.

2 This car is cheap enough to buy. This car is cheap enough for me to buy.

3 The tea is too hot to drink. The tea is too hot for me to drink.

4 This piece of music is too difficult to play. This piece of music is too difficult for me to play.

5 This piece is easy enough to play. This piece is easy enough for me to play.

Key to Multiple choice questions

1 d 2 d 3 b 4 a

5 b 6 a 7 b 8 d

9 b 10 b 11 d 12 c

Key to Sentence structure

All those who have contributed towards the gift will sign their names in a large album which will be sent to the Headmaster's home.

Lesson 86 Out of control

Listening comprehension

1 Introduce the story

T: Today we'll listen to a story about a dangerous situation with a speedboat.

2 Understand the situation

T: What do you think is happening in the picture?

3 Listening objective

T: Listen to the story and see if you can answer this question :
What was the danger?

4 Play the tape or read the story

5 Answer the question

After the reading, ask the question again : What was the danger?

Train students not to shout out the answer. Instead, ask one student, then ask the others to agree or disagree with a show of hands.

Answer : That the speedboat would complete a circle and hit them.

6 Intensive reading

Play the tape or read the story again, pausing after every sentence to check the students understand. Obtain brief explanations to difficulties in the text from the students themselves. Only use Chinese if a confirmatory translation is necessary.

7 Play the tape or read the story again

The students listen only.

8 Repetition (Optional)

Play the tape or read the story again, pausing after every sentence, and ask the students to repeat (a) in chorus, (b) in small groups, and (c) individually.

9 Reading aloud

Ask one or two students to read the story aloud.

Comprehension questions

1 Was the man in a boat or a car? (In a boat.)

2 What kind of boat was it? (A speedboat.)

3 When did the steering wheel come away in his hand? (When he tried to swing the boat round.)

4 What had his companion been doing for the last fifteen minutes? (Water skiing.)

5 He waved desperately to him, didn't he? (Yes, he did.)

6 Did they realize what was happening? (No, they didn't.)

7 They were thrown violently into the sea, weren't they? (Yes, they were.)

8 What had the speedboat struck? (A buoy.)

9 What did it continue to do? (To move very quickly across the water.)

10 Was it moving in a straight line or a circle? (In a circle.)

11 How did the men feel when they saw this? (Dismayed.)

12 What had they just begun to do? (They had just begun to swim towards the shore.)

Asking questions : Ask me if ...

T : Ask me if the man tried to swing the speedboat round.

S : Did the man try to swing the speedboat round?

T : What ... do?

S : What did the man try to do?

1 the man tried to swing the speedboat round. (What ... do)

2 the steering wheel came away in his hands as he did so.

(When)

3 he waved desperately to his companion. (Who ... to) (Why)

(When)

4 he was water skiing. (What ... doing)

5 he had been water skiing for the last fifteen minutes. (How long) (Who)

6 both men were thrown violently into the sea. (How) (When) (Who)

7 they had hardly had time to realize what was happening. (How much time)

8 the boat had struck a buoy. (What)

Pattern drill

1

T : post the letter

S1 : Did he post the letter when you asked him to?

S2 : He'd already posted it.

pay the bill burn the papers

mend the boat sell the eggs

cut the grass feed the horses

sign the paper clean the windows

2

T : use-the iron-put away

S1 : Can I use the iron after you, please?

S2 : I'm sorry. I put it away after I'd used it.

read/look at-the paper-throw away

study/examine-the note-tear up

talk to/speak to-the boy-send home

look at/see-the photos-give to Mary

3

T : see a bad film

S1 : Why did you see such a bad film?

S2 : I hadn't seen it before, so I didn't know it was bad.

read a dull book make a boring journey

speak to a rude man drive a dangerous car

order bad wine take a difficult exam

use thick oil play terrible music

4

T : hot-running

S1 : Why was he so hot when he got home?

S2 : He'd been running.

tired-working angry-quarrelling

hungry-swimming happy-celebrating

rude-drinking dirty-gardening

nervous-fighting miserable-crying

Tell the story

1 man tried-boat round-steering wheel-away in his hands

2 waved-companion, who-skiing

3 hardly had time-realize-thrown-sea

4 boat-struck a buoy-continued to move

5 Both-begun-towards the shore-dismay-boat-in a circle

6 tremendous speed-past them

7 out of danger-again-a circle

8 slowed down-petrol-used up-drift

Topics for discussion

1 What do you enjoy doing most when you go to the seaside?

2 What kind of boat would you like to own? Give reasons for your choice.

3 Which do you consider the greater achievement : winning a gold medal in a sailing event in the Olympic

Games or sailing round the world single-handed? Why?

Key to Summary writing

The moment the speedboat struck the buoy, both men were thrown into the water. As it moved off very quickly across the water, the men began to swim towards the shore. Turning in a circle, the speedboat came straight towards them. After it had just missed them, they swam until they were out of danger. When the boat returned it had lost speed. Soon all the petrol was used up and it floated across the water.

(76 words)

Because the speedboat had struck a buoy, both men were thrown into the water. It moved off very quickly and, while the men were swimming towards the shore, it turned in a circle, came straight towards them and only just missed them. They had no sooner swum out of danger than the boat returned. This time, however, it had lost speed because nearly all the petrol had been used up and it

floated across the water.

(76 words)

Key to Letter writing

Yours sincerely, Yours,

Key structures : The past perfect, simple and continuous :

Review (KS 14, 38, 62)

Pattern drill

1 Did he post the letter when you asked him to? The simple past is used with an adverbial clause of time.

Note the use of the particle to, standing for the infinitive phrase (i. e. asked him to post it).

He'd already posted it : i. e. he posted it before I asked him to.

2 Can I use the iron after you, please? Note that S1 thinks that S2 is still using the iron.

I'm sorry. I put it away after I'd used it : i. e. I used it first, then I put it away. Note that I'm sorry implies : I'm sorry I have put it away; I didn't know you wanted to use it.

3 I hadn't seen it before, so I didn't know it was bad. The past perfect and the simple past are contrasted.

4 He'd been running. The past perfect continuous indicates that the action was in progress for a period of time before he got home.

Repetition drill

Chorus, group or individual repetition

To elicit affirmative statements involving the use of the past perfect simple and continuous.

T : Listen. Do not speak.

(1)

T : Why didn't he warn her?

S : Because he had already warned her. He had been warning her for a long time.

(2)

T : Why didn't you help him?

S : Because I had already helped him. I had been helping him for a long time.

(3)

T : Why didn't you speak to him?

S : Because I had already spoken to him. I had been speaking to him for a long time.

T : Now you answer the questions in the same way. Ready?

1 As in (1) above.

2 As in (2) above.

3 As in (3) above.

4

T: Why didn't she tell you?

S: Because she had already told me. She had been telling me for a long time.

5

T: Why didn't the police investigate?

S: Because they had already investigated. They had been investigating for a long time.

6

T: Why didn't he borrow some money?

S: Because he had already borrowed some money. He had been borrowing money for a long time.

7

T: Why didn't he try to escape?

S: Because he had already tried to escape. He had been trying to escape for a long time.

8

T: Why didn't he write to her?

S: Because he had already written to her. He had been writing to her for a long time.

9

T: Why didn't you learn English?

S: Because I had already learnt English. I had been learning English for a long time.

10

T: Why didn't they search for him?

S: Because they had already searched for him. They had been searching for him for a long time.

Key to KS Exercises

A What happened: tried (1. 1); came away (1. 2); waved (1. 2); were thrown (11. 4-5); continued to move (1. 6); noticed (1. 7); came straight towards (11. 8-9); roared past (1. 9); swam on (1. 10); knew (1. 10); completed (1. 11); dropped (1. 13); began to drift (1. 13)

What had happened: had hardly had (1. 4); had struck (1. 5); had just begun (11. 6-7); had passed (1. 10); had just had (1. 11); had slowed down (1. 12); had nearly all been used up (1. 12)

What had been happening: had been water skiing (1. 4)

Key to SD Exercises

1 fairly ... enough 2 fairly

3 enough 4 enough

5 enough

Key to Multiple choice questions

1 b	2 c	3 a	4 b
5 b	6 b	7 d	8 c
9 a	10 b	11 b	12 c

Key to Sentence structure

After it had passed, they swam on as quickly as they could because they knew that the boat would soon return.

Lesson 87 A perfect alibi

Listening comprehension

1 Introduce the story

T : Today we'll listen to a story about a police inspector investigating a suspect.

2 Understand the situation

T : What do you think is happening in the picture?

3 Listening objective

T : Listen to the story and see if you can answer this question :
What was wrong with the man's story?

4 Play the tape or read the story

5 Answer the question

After the reading, ask the question again : What was wrong with the man's story?

Train students not to shout out the answer. Instead, ask one student, then ask the others to agree or disagree with a show of hands.

Answer : The train that he claimed he had taken had not run at all.

6 Intensive reading

Play the tape or read the story again, pausing after every sentence to check the students understand.

Obtain brief explanations to difficulties in the text from the students themselves. Only use Chinese if a confirmatory translation is necessary.

7 Play the tape or read the story again

The students listen only.

8 Repetition (Optional)

Play the tape or read the story again, pausing after every sentence, and ask the students to repeat (a) in chorus, (b) in small groups, and (c) individually.

9 Reading aloud

Ask one or two students to read the story aloud.

Comprehension questions

1 Who was asking the man questions? (The inspector was.)

2 Why was he asking questions? (There had been a murder.)

3 Where was the man going at the time? (He was travelling to London.)

4 Which train did he say he was travelling on? (The 8 o'clock train to London.)

5 What did the inspector ask him then? (' Do you always catch such an early train?)

6 What time did the man say he had to be at work? (At 10.)

7 What would the man's employer do? (He would confirm the man was there on time.)

8 Would a later train get the man to work on time? (Yes, it would.)

9 Did he say he always caught a later train? (No, he didn't.)

10 What time did he say he arrived at the station? (At ten to eight.)

11 What did he buy? (A paper.)

12 What did he do then? (He waited for the train.)

Asking questions : Ask me if ...

T : Ask me if the inspector was interviewing a man.

S : Was the inspector interviewing a man?

T : Who ...?

S : Who was the inspector interviewing?

1 the inspector was interviewing a man. (Who) (Why)

2 the man said he was travelling to London. (What) (Where)
(Who)

3 he was on the train. (Where)

4 he always caught the early train. (When) (Which train) (Why)

5 he had to be at work at 10 o'clock. (At what time) (Where)

6 his employer would confirm that he was there on time. (What)
(Who)

7 a later train would get him to work on time. (When)

8 he was at the station at 7. 50. (Where)

Pattern drill

1

T : broke that plate

S1 : I wonder who broke that plate.

S2 : John told me he'd broken it.

tore the curtain drew up the plan

posted the card sent the message

invited the Smiths cut the grass

wrote this note saw the ghost

2

T : he'll be coming

S1 : Have you asked him when he'll be coming?

S2 : Yes, he said he'd be coming tomorrow.

she'll be singing he'll be arriving

they'll be sailing she'll be teaching

they'll be playing she'll be leaving

he'll be going they'll be flying

3

T : visit him

S1 : When will you visit him?

S2 : He hasn't asked me to visit him yet!
teach them marry him
go out with him help her wash up
sing for her perform for them
photograph them play tennis with him

4

T : sell this car

S1 : I think I'll have to sell this car.

S2 : I suggested you should sell it weeks ago!

phone John help those people
apply for the job take the exam
apologize to Mary learn Chinese
enter for the race see the exhibition

Tell the story

1 man said-8 o'clock train-London-at the time-murder

2 said-always caught-as he had to be-10 o'clock.

3 agreed-later train-on time

4 in reply to-question-said-arrived-ten to eight-hadn't noticed-unusual

5 inspector suggested-not-truth

6 morning of-8 o'clock train-didn't run-broke down-off the line

Topics for discussion

1 Supposing the man was not the murderer, what other reasons might he have had for lying to the inspector?

2 Which is your favourite detective story? Why do you like it?

3 Why do you think stories of crime and detection are generally so popular?

Key to Summary writing

At the time of the murder, the man claimed that he had been travelling on the 8 o'clock train to London and had arrived at work on time. When the inspector asked if a later train would get him to work on time, the man agreed it would but said that he always travelled early. The inspector suggested that he was lying because, that morning, the 8 o'clock train broke down, so the man must have caught the 8. 25.

(79 words)

When the murder was committed, the man claimed that he was travelling on the 8 o'clock train to London.

He said that he arrived at work on time. Then the inspector asked if a later train would get him to work on time. Though the man agreed it would, he said he always travelled early. In reply, the inspector suggested he was lying, as the 8 o'clock train broke

down that morning and therefore the man must have caught the 8.25.

(80 words)

Key structure : Indirect speech : Review (KS 15, 39, 63)

Pattern drill

1 I wonder who broke that plate. I wonder=I'd like to know (see KS 63).

John told me he'd broken it. The past perfect replaces the simple past after an introductory verb in the past tense (told).

2 Have you asked him when he'll be coming? Indirect question with when + future continuous suggesting a definite arrangement in the future.

He said he'd be coming tomorrow. Will becomes would after an introductory verb in the past tense (said).

3 He hasn't asked me to visit him yet!

Ask + object + to-infinitives (see KS 63).

4 I think I'll have to -I suggested you should ...! Note the omission of the conjunction that (also in Pattern drills 1 and 2, S2).

Compare suggest + (that +)someone should with ask + object + to-infinitive (Pattern drill 3).

Repetition drill

Chorus, group or individual repetition

To elicit indirect questions involving the use of various introductory expressions.

T: Listen. Do not speak.

(1)

T: Was he travelling on the 8.0 o'clock train?

I wonder.

S: I wonder if he was travelling on the 8.0 o'clock train.

(2)

T: Which train does he catch every morning?

Ask him.

S: Ask him which train he catches every morning.

(3)

T: Must he be at work at 10.0 o'clock?

How should I know?

S: How should I know if he must be at work at 10.0 o'clock?

T: Now you do the same. Ready?

1 As in (1) above.

2 As in (2) above.

3 As in (3) above.

4

T : Would a later train get him to work on time? I have no idea.

S : I have no idea if a later train would get him to work on time.

5

T : What time did he arrive at the station?

Tell me.

S : Tell me what time he arrived at the station.

6

T : Did she buy a new hat?

I'd love to know.

S : I'd love to know if she bought a new hat.

7

T : Why didn't he notice anything unusual?

I wonder.

S : I wonder why he didn't notice anything unusual.

8

T : Is he telling the truth?

You should know.

S : You should know if he's telling the truth.

9

T : Why didn't the train run that morning?

I can't explain.

S : I can't explain why the train didn't run that morning.

10 T : Where did the train break down?

I don't know.

S : I don't know where the train broke down.

Key to KS Exercises

A The man said that he was travelling on the eight o'clock train to London at the time the murder was committed. The inspector asked him if he always caught such an early train. The man said that he did because he had to be at work at ten o'clock, and that his employer would confirm that he was there on time. The inspector then asked him if a later train would get him to work on time. The man supposed that it would, but said that he never caught a later train. The inspector asked at what time he had arrived at the station. The man said that he had arrived at the station at ten to eight. He added that he had bought a paper and waited for the train. When the inspector asked him if he had noticed anything unusual, the man said he hadn't. The inspector suggested that he was not telling the truth and that he did not catch the eight o'clock train, but (caught) the eight twenty-five, which would still get him to work on time. The inspector pointed out that on the morning of the murder, the eight o'clock train did not run at all, as it had broken down at Ferngreen station and had been taken off the

line.

Key to Multiple choice questions

1 c	2 d	3 c	4 d
5 a	6 c	7 c	8 a
9 d	10 a	11 a	12 d

Key to Sentence structure

I suggest that you are not telling the truth.

Lesson 88 trapped in a mine

Listening comprehension

1 Introduce the story

T: Today we'll listen to a story about an operation to rescue six men who are trapped in a mine.

2 Understand the situation

T: What do you think is happening in the picture?

3 Listening objective

T: Listen to the story and see if you can answer this question : Why is the rescue taking so long?

4 Play the tape or read the story

5 Answer the question

After the reading, ask the question again : Why is the rescue taking so long?

Train students not to shout out the answer. Instead, ask one student, then ask the others to agree or disagree with a show of hands.

Answer : Because it is difficult to drill a hole through a hard layer of rock.

6 Intensive reading

Play the tape or read the story again, pausing after every sentence to check the students understand. Obtain brief explanations to difficulties in the text from the students themselves. Only use Chinese if a confirmatory translation is necessary.

7 Play the tape or read the story again

The students listen only.

8 Repetition (Optional)

Play the tape or read the story again, pausing after every sentence, and ask the students to repeat (a) in chorus, (b) in small groups, and (c) individually.

9 Reading aloud

Ask one or two students to read the story aloud.

Comprehension questions

1 How many men have been trapped in a mine? (Six.)

2 How long have they been there? (For seventeen hours.)

3 What may happen if they aren't brought to the surface soon? (They may lose their lives.)

4 Are rescue operations proving easy or difficult? (Difficult.)

5 Why aren't explosives being used? (Because vibrations would cause the roof to collapse.)

6 Are rescue workers drilling a hole? (Yes, they are.)

7 On which side of the mine are they drilling it? (On the north side of the mine.)

8 How do they intend to bring the men up? (In a special capsule.)

9 What did they discover beneath the soil? (A hard layer of rock.)

10 What would they have done if it hadn't been there? (They would have completed the job in a few hours.)

11 How long have they been drilling? (For sixteen hours.)

12 How far do they still have to go? (A long way.)

Asking questions : Ask me if ...

T : Ask me if six men have been trapped in a mine.

S : Have six men been trapped in a mine?

T : How many ...?

S : How many men have been trapped in a mine?

1 six men have been trapped in a mine. (How many) (Where)

2 they've been there for seventeen hours. (How long) (Where)

3 rescue operations are proving difficult. (What) (Why)

4 the men will lose their lives. (Who)

5 the roof will collapse. (What)

6 rescue workers are drilling a hole. (What)

7 they're drilling on the north side. (Where)

8 they'll bring the men up in a special capsule. (How) (What kind) (Who)

9 there's a hard layer of rock beneath the soil. (What) (Where)

Pattern drill

1

T : catch the train-hurry

S1 : I can't possibly catch the train now!

S2 : You might catch it-if you hurry!

pass the exam-work hard/study harder

sell the car-mend it/advertise it

win the race-keep calm/make an effort

finish in time-get help/work all night

2

T : catch the train-pack

S1 : He won't catch the train if he doesn't pack soon!

S2 : He won't catch it now, even if he's already packed!

be in time-leave/call a taxi/start

get the job-apply/write/pass the exam

find his case-tell the police/advertise

3

T : go with him-ask

S1 : Will you go with him?

S2 : I'd go with him if he asked me to-but I don't think he will!

clean his room/mend his coat-ask

enter for the race/rest-advise

join his team/go to his party-invite

work late/go down the mine-tell

4

T : failed so badly-worked harder

S1 : He shouldn't have failed so badly.

S2 : He wouldn't have failed so badly if he'd worked harder.

lost his way-had a map/followed my plan

died-gone into hospital/seen a doctor

been late-taken a taxi/known the way

retired-had a good job/liked his work

Tell the story

1 six men-trapped-seventeen hours

2 rescue operations-difficult

3 if explosives-roof-collapse

4 workers-drilling-north side

5 intend-bring men up-special capsule

6 hard layer of rock-drilling-six hours

7 microphone-enabled-keep in touch

8 running out of-confident-out soon

9 If they knew-difficult-lose heart

Topics for discussion

1 If you were trapped underground, could you remain cheerful?

What would you do?

2 Coal-mining is dangerous work. What other kind of work involves similar risks?

3 One day all the natural supplies of coal will be used up. What will happen in countries which at present depend largely on coal for industry, heating, etc. ?

Key to Summary writing

Six men who have been trapped in a mine for seventeen hours may lose their lives because rescue operations are proving difficult. Since explosives might cause the roof of the mine to collapse, rescue workers are drilling a hole through hard rock, but progress is slow. Two hours ago, a microphone was lowered into the mine and the men have been in touch with their relatives. They are running short of food and drink but they are in good spirits.

(80 words)

Six men have been trapped in a mine for seventeen hours and may lose their lives. Rescue operations are proving difficult as explosives might cause the roof of the mine to collapse. Because

of this, rescue workers are drilling a hole through hard rock, yet progress is slow. Now that a microphone has been lowered into the mine, the men are in touch with their relatives. Though they are running short of food and drink, they are in good spirits.

(80 words)

Key structures : Conditional statements : Review (KS 16, 40, 64)

Pattern drill

1

You might catch it-if you hurry! Type 1 condition, with if + present tense.

Might indicates remote possibility. Note the break before the if-clause, suggesting :

There's just a chance you can catch it, but only if you hurry.

Compare : You can catch it if you hurry (=Hurry and you'll catch it).

You could catch it if you hurried (=2nd type condition; i. e. I don't think you're going to hurry).

2

He won't catch the train if he doesn't pack soon. Type 1 condition.

He won't catch it now, even if he's already packed! Also Type 1. Note that the present perfect may replace the present tense after if. Even if is emphatic and now is stressed.

3

I'd go with him if he asked me to (go with him). Type 2 condition, unlikely to be fulfilled because : but I don't think he will (ask me to go with him).

Compare : I'll go with him if he asks me to (=Type 1, there is a good chance that he'll ask me).

4

He shouldn't have failed so badly. Shouldn't have (=oughtn't to have) + past participle, referring to a past action.

He wouldn't have failed so badly if he'd worked harder. Type 3 condition (=unreal past, i. e. he didn't work harder, so he failed very badly).

Repetition drill

Chorus, group or individual repetition

To elicit conditional statements with if (Types 1, 2 and 3).

T: Listen. Do not speak.

(1)

T: What'll happen if explosives are used?

The roof will collapse.

S: If explosives are used, the roof will collapse.

(2)

T: What would you do if you were there?

Help him.

S: If I were there, I'd help him.

(3)

T: What would have happened if he'd fitted safety belts?

He wouldn't have been injured.

S: If he'd fitted safety belts, he wouldn't have been injured.

T: Now you do the same. Ready?

1 As in (1) above.

2 As in(2) above.

3 As in(3) above.

4

T: What would you have done if you'd known what would happen?

Forbidden him to go.

S: If I'd known what would happen, I'd have forbidden him to go.

5

T: What would you do if you ran out of petrol?

Walk to the nearest garage.

S: If I ran out of petrol, I'd walk to the nearest garage.

6

T: What will she do if she meets Betty?

Invite her here.

S: If she metts Betty, she'll invite her here.

7

T: What will they do if it's raining tomorrow?

Stay at home.

S: If it's raining tomorrow, they'll stay at home.

8

T: What would happen it the roof collapsed?

They'd be killed.

S: If the roof collapsed, they'd be killed.

9

T: What would you have done if you'd known the truth? Acted differently.

S: If I'd known the truth, I'd have acted differently.

10

T: What will happen if they aren't brought to the surface soon? They may lose their lives.

S: If they aren't brought to the surface soon, they may lose their lives.

Key to KS Exercises

A The word if is contained in four sentences.

C 1 would not have been injured 2 had been 3 will find 4 had given 5 is forbidden

Key to SD Exercises

1 into 2 out of

3 in 4 over

5 after

Key to Multiple choice questions

1 c 2 b 3 b 4 c

5 c 6 a 7 b 8 b

9 c 10 c 11 c 12 b

Key to Sentence structure

If they knew how difficult it was to drill through the hard rock, they would lose heart.

Lesson 89 A slip of the tongue

Listening comprehension

1 Introduce the story

T: Today we'll listen to a story about a comedy show.

2 Understand the situation

T: What do you think is happening in the picture?

3 Listening objective

T: Listen to the story and see if you can answer this question :

Who made the only funny joke that evening and why?

4 Play the tape or read the story

5 Answer the question

After the reading, ask the question again : Who made the only funny joke that evening and why?

Train students not to shout out the answer. Instead, ask one student, then ask the others to agree or disagree with a show of hands.

Answer : The advertiser who presented the programme. Because he was very nervous.

6 Intensive reading

Play the tape or read the story again, pausing after every sentence to check the students understand.

Obtain brief explanations to difficulties in the text from the students themselves. Only use Chinese if a confirmatory translation is necessary.

7 Play the tape or read the story again

The students listen only.

8 Repetition (Optional)

Play the tape or read the story again, pausing after every sentence, and ask the students to repeat (a) in chorus, (b) in small groups, and (c) individually.

9 Reading aloud

Ask one or two students to read the story aloud.

Comprehension questions

1 What will people do anything for? (For a free show.)

2 Do they care if it's a bad one? (No, they don't.)

3 Did news get round about a comedy show at our local cinema? (Yes, it did.)

4 Who was it presented by? (By the P. and U. Bird Seed Company.)

5 We all rushed to see it, didn't we? (Yes, we did.)

6 How long did we have to queue to get in? (For hours.)

7 How many people were present? (Several hundred.)

8 What was the show like? (Very dull.)

- 9 It wasn't very good, was it? (No, it wasn't.)
- 10 Did some people fail to get in? (Yes, they did.)
- 11 Why needn't they have felt disappointed? (Many of the artistes who should have come did not appear.)
- 12 Who spoke at the beginning of the programme? (The advertiser did.)
- 13 Was he nervous? (Yes, he was.)
- Asking questions : Ask me if ...
- T : Ask me if people like to see a free show.
- S : Do people like to see a free show?
- T : What...?
- S : What do people like to see?
- 1 people like to see a free show. (What)
- 2 the P. & U. Bird Seed Company presented a comedy show. (What kind) (Who)
- 3 it was presented at a cinema. (Where)
- 4 the news got round. (What)
- 5 we all rushed to see it. (What)
- 6 we had to queue to get in. (Why)
- 7 we queued for hours. (How long) (Who)
- 8 several hundred people were present. (How many)
- 9 the show was very dull. (What... like)
- 10 the advertiser stood awkwardly before the microphone. (How) (Where)

Pattern drill

1

T : wash the dishes

S1 : She needn't have washed the dishes.

S2 : She had to wash them or her husband would have been furious with her.

buy a paper	make the tea
make the beds	go shopping
visit Mary	tidy the room
cook lunch	pay the bill
feed the dogs	help us
wait for us	post the card

2

T : type the letters

S1 : Didn't Mary type the letters yesterday?

S2 : They'd already been typed, so she didn't have to type them.

buy the food	prepare the speech
clean the car	sell the tickets
cook lunch	make the decision
mend the light	sign the contract

3

T : read-your eyes

S1 : You mustn't read so much or you'll strain your eyes.

S2 : I've got to do a lot of reading. It's part of my job.

talk/sing/shout - your voice

climb/walk/run about-your heart

carry/bend over/lift-your back

4

T : arrived-delayed

S1 : I can't understand it. He ought to have arrived by now.

S2 : He must have been delayed.

got here/been here-kept at the office

come back/returned-caught by the police

left home/set out--taken ill

done the job/finished-arrested

Tell the story

1 People will do-to see-free

2 news-comedy show-Seed Company-all rushed-see it

3 queue-several hundred people

4 one of the dullest--ever seen

5 Those who failed-needn't-disappointed

6 only funny things-advertiser

7 As soon as-burst out laughing

8 should have said-but-actually- ' Poo and Ee Seed Bird-Good ladies '

Topics for discussion

1 Describe an occasion when you or someone you know has made a ' slip of the tongue ' .

2 What is the dullest book/play/film you know? Can you suggest a way of improving it?

3 There is a saying, ' The best things in life are free. ' Do you agree? Why/Why not?

Key to Summary writing

The local cinema was packed because the P & U Bird Seed Company was presenting a free comedy show. As many of the artistes who should have appeared failed to turn up, the show was very dull. The funniest thing we heard came at the beginning from the advertiser who introduced the programme saying, ' This is the Poo and Ee Seed Bird Company. Good ladies, evening and gentlemen! '

(68 words)

The local cinema was packed. The P & U Bird Seed Company was presenting a free comedy show but many of the artistes who should have appeared failed to turn up. Because of this, the show was very dull. The funniest thing we heard came at the beginning from the

advertiser who introduced the programme saying, ' This is the Poo and Ee Seed Bird Company. Good ladies, evening and gentlemen! '

(70 words)

Key structures : Must, Have to, Need, Should : Review (KS 17, 41, 65)

Pattern drill

1 She needn't have washed the dishes. Needn't have + past participle indicates absence of necessity in the past, i. e. she washed the dishes, although it wasn't necessary for her to do so (compare Pattern drill 2).

She had to wash them or her husband would have been furious with her. Had to expresses necessity in the past. Note that this could also be expressed by a Type 3 conditional sentence : If she hadn't washed them, her husband would have been furious with her.

2 They'd already been typed, so she didn't have to type them. Didn't have to expresses absence of necessity in the past, i. e. it wasn't necessary for her to type the letters, so she didn't type them (compare Pattern drill 1).

3 You mustn't read so much or you'll strain your eyes. Mustn't = prohibition. Note that the use of or again makes it possible to express this as a conditional sentence (see Pattern drill 1) :

If you read so much, you'll strain your eyes.

I've got to do a lot of reading. Have got to (=have to) is used to express an ' external ' obligation, i. e. one that is imposed by an authority or circumstances outside the speaker's control.

4 He ought to have arrived by now. Or He should have arrived by now. Ought to/should + have + past participle indicates an unfulfilled action (i. e. he hasn't arrived yet).

He must have been delayed. Must + have + past participle expresses deduction with reference to a past action.

Repetition drill

Chorus, group or individual repetition

To elicit statements contrasting the use of had to and should have.

T : Listen. Do not speak.

(1)

T : Did you have to go to the bank?

Yes, I did.

S : I had to go to the bank and I did.

(2)

T : Did you go to the bank?

No, I didn't.

S : I should have gone to the bank, but I didn't.

T : Now you do the same. Ready?

1 As in(1) above.

2 As in(2) above.

3

T : Did he have to call the police?

Yes, he did.

S : He had to call the police and he did.

4

T : Did he call the police?

No, he didn't.

S : He should have called the police, but he didn't.

5

T : Did she go shopping?

No, she didn't.

S : She should have gone shopping, but she didn't.

6

T : Did he have to ask for permission?

Yes, he did.

S : He had to ask for permission and he did.

7

T : Did he have to work this evening?

Yes, he did.

S : He had to work this evening and he did.

8

T : Did you send a telegram?

No, I didn't.

S : I should have sent a telegram, but I didn't.

9

T : Did you buy a new car?

No, I didn't.

S : I should have bought a new car, but I didn't.

10

T : Did you have to buy a new car?

Yes, I did.

S : I had to buy a new car and I did.

Key to KS Exercises

C

1 must not

2 need not

D

1 had to go

2 should have gone

3 should begin

Key to SD Exercises

A

1 queue

2 single

B (sample sentences)

1 It was so funny that I still laugh whenever I think about it!

2 It's funny (that) he hasn't replied to your letter.

Key to Multiple choice questions

1 a	2 a	3 d	4 a
5 d	6 d	7 a	8 d
9 b	10 d	11 d	12 b

Lesson 90 What's for supper?

Listening comprehension

1 Introduce the story

T: Today we'll listen to a story about something that is a big problem for divers.

2 Understand the situation

T: What do you think is happening in the picture?

3 Listening objective

T: Listen to the story and see if you can answer this question :
What kind of fish are they?

4 Play the tape or read the story

5 Answer the question

After the reading, ask the question again : What kind of fish are they?

Train students not to shout out the answer. Instead, ask one student, then ask the others to agree or disagree with a show of hands.

Answer : They are favourite eating varieties like cod and skate which have grown to unnatural sizes.

6 Intensive reading

Play the tape or read the story again, pausing after every sentence to check the students understand.

Obtain brief explanations to difficulties in the text from the students themselves. Only use Chinese if a confirmatory translation is necessary.

7 Play the tape or read the story again

The students listen only.

8 Repetition (Optional)

Play the tape or read the story again, pausing after every sentence, and ask the students to repeat (a) in chorus, (b) in small groups, and (c) individually.

9 Reading aloud

Ask one or two students to read the story aloud.

Comprehension questions

1 What has always been a favourite dish in Britain? (Fish and chips.)

2 Why has fish become more and more expensive? (Because the oceans have been overfished.)

3 What's terrifying the divers? (Giant fish are.)

4 Is this a surprise? (Yes, it is.)

5 What do divers do on oil rigs? (Carry out repairs.)

6 Where do they often work? (A hundred feet under water.)

7 What do they use to protect them? (Special cages.)

8 Are the fish killer whales? (No, they aren't.)
9 What type of fish are they? (Favourite eating varieties.)
10 How big are the fish? (Sometimes as much as twelve feet long.)

11 Is the water round the oil pipes warm or cold? (Warm.)

12 Is there plenty of food? (Yes, there is.)

Asking questions : Ask me if...

T : Ask me if fish and chips has always been a favourite dish in Britain.

S : Has fish and chips always been a favourite dish in Britain?

T : What...?

S : What has always been a favourite dish in Britain?

1 fish and chips has always been a favourite dish in Britain.
(What) (Where)

2 fish has become more expensive. (Why)

3 divers have to repair oil rigs. (Who) (What)

4 they often have to work in darkness. (Where)

5 giant fish often bump into them. (What)

6 they have special cages to protect them. (What)

7 the fish are eating varieties. (What kinds of fish)

8 they grow to unnatural sizes. (How large)

9 the water is warm round the oil pipes. (Where)

10 food is supplied by the crews. (What)

Pattern drill

1

T : a pen

S1 : I need a pen. Have you got one to spare?

S2 : I'm sorry. I've only got one and I need it myself!

a stamp a clock a radio a cup

a pencil a knife a camera a bag

2

T : bread or toast-for tea

S1 : Would you like bread or toast for tea?

S2 : I'll have toast, if I may.

eggs or fish-for dinner/for supper

cake or biscuits-for tea/with your tea

salad or rice-with your meat/for lunch

jam or honey-with your toast/for tea

3

T : irritable-a long walk

S1 : I feel very irritable.

S2 : Have a long walk and you'll feel better.

dirty-a wash/bath/shower/swim

cold-a hot bath/run round the garden

tired-a rest/sleep/drink and a rest

hot-a swim/shower/rest/cool drink

4

T : cracked cup-mend

S1 : That cup is cracked. I'll have to have it mended.

S2 : Don't worry. I'll get it mended for you.

dirty car-wash

broken radio-repair

long grass-cut

old tree-cut down

Tell the story

1 Fish and chips-dish-Britain

2 oceans-overfished-fish-expensive

3 surprise-giant fish-divers-repair-oil rigs

4 divers-darkness-100 feet-frightened-fish

5 fish-sharks-killer whales-eating varieties

6 cod-unnatural sizes-sometimes-12 feet

7 warm water-oil pipes

8 plentiful food-crew

9 absence-boats

Topics for discussion

1 What is your favourite dish? How is it prepared?

2 Tell us what you think life is like on an oil rig.

3 Describe the most frightening experience you have ever had.

Key to Summary writing

Divers working on North Sea oil rigs are often terrified by giant fish that bump into them when they are working in deep water. These fish are not sharks or whales. On the contrary, they are favourite eating varieties that grow to unnatural sizes. Three factors have caused this to happen : the first is the warmth from oil-pipes; the second is the supply of plentiful food; the third is the absence of fishing round the rigs.

(76 words)

Divers who work on the North Sea oil rigs have been terrified out of their wits by giant fish bumping into them while they work in deep water. The fish are not sharks or whales, but favourite eating varieties like cod and skate which have grown to unnatural sizes. Three factors have caused this to happen : the warmth from the hot oil-pipes, the plentiful food thrown from the rigs and the absence of fishing around the rigs.

(76 words)

Key structures : Have : Review (KS 18, 42, 66)

Pattern drill

1

Have you got one to spare? Have one to spare = have a spare/an extra one.

I've only got one. In S 1 and S2, have got = have.

This drill may be repeated in the following way, without altering the meaning :

S1 : I need a pen. Do you have one to spare?

S2 : I'm sorry. I only have one and I need it myself!

2

Would you like bread or toast for tea? Have is used with items of food or drink and means ' take ' (eat or drink). Note that articles are not used with plural or uncountable nouns when we are talking about the kind (not quantity) of something.

3

Have a long walk.... Have is used in the sense of ' take ' (enjoy, go and...).

4

I'll have to have it mended. Causative use of have.

Don't worry. I'll get it mended for you. Get can be used in exactly the same way as causative have, though it is more colloquial.

Repetition drill

Chorus, group or individual repetition

To elicit statements involving the use of causative have in a variety of tenses.

T : Listen. Do not speak.

(1)

T : I'm washing my car.

S : Are you washing it yourself? I'm having mine washed.

(2)

T : He'll clean his suit.

S : Will he clean it himself? I'll have mine cleaned.

(3)

T : I must iron my shirt.

S : Must you iron it yourself? I must have mine ironed.

T : Now you do the same. Ready?

1 As in (1) above.

2 As in (2) above.

3 As in (3) above.

4

T : I'm building a garage.

S : Are you building it yourself? I'm having mine built.

5

T : She's decorated her house.

S : Has she decorated it herself? I've had mine decorated.

6

T : I'll install this new television set.

S : Will you install it yourself? I'll have mine installed.

7

T : He must repair his radio.

S : Must he repair it himself? I must have mine repaired.

8

T : He's mended his car.

S : Has he mended it himself? I've had mine mended.

9

T : He's published his book.

S : Has he published it himself? I've had mine published.

10

T : I've dyed this old jacket.

S : Have you dyed it yourself? I've had mine dyed.

Key to KS Exercises

B

1 They have had special cages made to protect the divers from these monsters.

2 The oil companies have had the rigs repaired frequently.

3 The divers often have to work in total darkness.

4 He has had a book published.

5 We have to protect fish stocks.

6 We have not had the letter sent to his new address.

7 ' I will have the package sent to you, ' she promised.

8 Do you have to go so soon?

9 Are you going to have this suit cleaned?

10 When will you have this loose handle fixed?

11 I have to take this cap in to have new brakes fitted.

12 How long is it since you had to see a doctor?

13 The doctor told me I had to get more exercise.

Key to SD Exercises

1 is 2 is 3 are 4 is

5 have

Key to Multiple choice questions

1 b 2 c 3 c 4 c

5 a 6 b 7 c 8 b

9 a 10 d 11 d 12 d

Key to Sentence structure

Divers, who often have to work in darkness a hundred feet under water, have been frightened out of their wits by giant fish bumping into them as they work.

Lesson 91 Three men in a basket

Listening comprehension

1 Introduce the story

T: Today we'll listen to a story about a mysterious balloon over a Royal Air Force Station.

2 Understand the situation

T: What do you think is happening in the picture?

3 Listening objective

T: Listen to the story and see if you can answer this question :
Where was the station's Commanding Officer?

4 Play the tape or read the story

5 Answer the question

After the reading, ask the question again : Where was the station's Commanding Officer?

Train students not to shout out the answer. Instead, ask one student, then ask the others to agree or disagree with a show of hands.

Answer : He was in the basket under the balloon.

6 Intensive reading

Play the tape or read the story again, pausing after every sentence to check the students understand.

Obtain brief explanations to difficulties in the text from the students themselves. Only use Chinese if a confirmatory translation is necessary.

7 Play the tape or read the story again

The students listen only.

8 Repetition (Optional)

Play the tape or read the story again, pausing after every sentence, and ask the students to repeat (a) in chorus, (b) in small groups, and (c) individually.

9 Reading aloud

Ask one or two students to read the story aloud.

Comprehension questions

1 Who noticed the balloon? (A pilot did.)

2 Where did it seem to be making for? (For a Royal Air Force Station.)

3 Did the pilot inform the station at once? (Yes, he did.)

4 Could anyone explain the mystery? (No, they couldn't.)

5 Who was very angry at the news? (The officer at the control tower was.)

6 Why was he so angry? (Because balloons can be a great danger to aircraft.)

7 What might someone be doing? (Spying on the station.)

8 What was the pilot ordered to do? (To keep track of the balloon.)

9 How long did he circle the balloon? (For some time.)

10 Where was the basket? (Under the balloon.)

11 How many men were there in the basket? (Three.)

12 What was one of them holding? (A pair of binoculars.)

13 What did the pilot see one of the men do then? (Take some photographs.)

Asking questions : Ask me if... -

T : Ask me if a pilot noticed a balloon.

S : Did a pilot notice a balloon?

T : What...?

S : What did a pilot notice?

1 a pilot noticed a balloon. (What) (Who)

2 there was a Royal Air Force Station nearby. (Where) (What)

3 the balloon was making for it. (What)

4 the pilot informed the station. (Who)

5 the officer in the control tower heard the news. (What)

(Who)

6 he was angry at the news. (Why)

7 balloons can be a danger to aircraft. (What)

8 the pilot was ordered to keep track of the object. (What...

do) (Who)

9 there were three men in the basket. (How many) (Where)

Pattern drill

1

T : put these towels-in the cupboard

S1 : Where shall I put these towels?

S2 : You can put them in the cupboard.

dry/hang the wet clothes-in the sun

write/read the report-in the library

park/leave the car-in that car park

buy/get the medicine- from the chemist's

2

T : go and see Mary

S1 : Can you go and see Mary soon?

S2 : I may be able to go and see her tomorrow.

come to see us have lunch with us

see the doctor take me to the zoo

wash my shirt visit your sister

mend this strap finish that report

3

T : jump over the stream- wide

S1 : Why didn't you jump over the stream?

S2 : I couldn't jump over it. It was too wide.

carry the case/box-heavy

buy the flat/boat-expensive

move the table/cupboard-big

drink your soup/coffee-hot

4

T : the door was locked-open

S1 : The door was locked, wasn't it?

S2 : Yes, but I managed to open it in the end.

he refused to agree-persuade/convince

the horse ran away-catch/stop

the box was very heavy-move/lift

the river was very wide-swim/get across

Tell the story

1 pilot noticed-balloon-making for-R. A. F. Station-and informed

2 officer in the-angry when-danger to

3 someone-spying-ordered pilot to

4 pilot managed to-for some time

5 three men-basket-one-binoculars

6 over the station-saw one-photographs

7 Soon-descend-near an airfield

8 police-couldn't arrest-M. P. -C. O.

9 later-one half-didn't know what

Topics for discussion

1 Was it likely that anyone was spying from the balloon?
Why/Why not?

2 Imagine you were one of the Members of Parliament in the story. What reasons did you give the C. O. to persuade him to take you over the station in a balloon?

3 Apart from balloons, what else can be a danger to aircraft?
In what way?

Key to Summary writing

While circling the balloon, the pilot saw three men in the basket, one of whom was holding a pair of binoculars. When it flew over the station, one of the men took photographs. Then it landed near an airfield, but the police could not arrest anyone because the basket contained two Members of Parliament and the Commanding Officer of the station. Afterwards the Commanding Officer explained that one half of the station did not know what the other half was doing.

(81 words)

The pilot circled the balloon, under which there was a basket containing three men, one of whom was holding a pair of binoculars.

Before landing near an airfield, it flew over the station and someone took photographs. As two of the men were Members of Parliament and the other was the Commanding Officer, the police could not arrest anyone. The mystery was explained when the Commanding Officer admitted (said) that one half of the station did not know what the other half was doing.

(83 words)

Key structures : Can, Be able to, Manage to : Review (KS 19, 43, 67)

Pattern drill

1

Where shall I put these towels? Asking for instructions. The question could also be : Where can I put these towels?

You can put them in the cupboard. i. e. There's room in the cupboard, so you will be able to put them there.

2

Can you go to see Mary soon? Can you here has the sense of : ' Are you free to...? '

I may be able to go and see her tomorrow. May + be able to indicates possibility in the future. Compare :

I can go... tomorrow = I am (shall be) definitely free to go... tomorrow.

3

Why didn't you jump over it ? -1 couldn't jump over it. Couldn't expresses inability in the past. It is interchangeable with wasn't able to, but couldn't is preferred.

4

Yes, but 1 managed to open it in the end. Managed to (open it) = succeeded in (opening it). Note that was able to (open it) is possible here, but NOT could (open it). In the end = finally, after a great effort.

Repetition Drill

Chorus, group or individual repetition

To elicit statements contrasting the use of could have = (possibility in the past) and was able to (=past success in doing something).

T : Listen. Do not speak.

(1)

T : She didn't swim across the river.

S : No, but she could have if she'd wanted to.

T : I don't believe it.

S : Well, she was able to swim across the river last week.

(2)

T : You didn't climb the mountain.

S : No, but I could have if I'd wanted to.

T : I don't believe it.

S : Well, I was able to climb the mountain last week.

(3)

T : He didn't land on that airfield.

S : No, but he could have if he'd wanted to.

T : I don't believe it.

S : Well, he was able to land on that airfield last week.

T : Now you do the same. Ready?

1 As in(1) above.

2 As in(2) above.

3 As in(3) above.

4

T : You didn't catch any fish.

S : No, but I could have if I'd wanted to.

T : I don't believe it.

S : Well, I was able to catch some fish last week.

5

T : They didn't win.

S : No, but they could have if they'd wanted to.

T : I don't believe it.

S : Well, they were able to win last week.

6

T : He didn't escape from the camp.

S : No, but he could have if he'd wanted to.

T : I don't believe it.

S : Well, he was able to escape from the camp last week.

7

T : You didn't stop smoking.

S : No, but I could have if I'd wanted to.

T : I don't believe it.

S : Well, I was able to stop smoking last week.

8

T : She didn't persuade him.

S : No, but she could have if she'd wanted to. T : I don't believe it.

S : Well, she was able to persuade him last week.

Key to KS Exercises

A

was able to explain (1. 3), can be a great danger (1. 5), managed to circle (1. 7), could make out (1. 8), could not arrest (1. 11).

C

1 Can/Could

2 could/was (soon) able to

3 were able to 4 can

Key to SD Exercises

1 out 2 out 3 for 4 up

5 up for

Key to Multiple choice questions

1 d 2 b 3 c 4 b

5 c 6 d 7 b 8 b

9 c 10 b 11 c 12 b

Key to Sentence structure

A pilot noticed a balloon which seemed to be making for a Royal Air Force Station nearby. He informed the station at once, but no one there was able to explain the mystery.

Lesson 92 Asking for trouble

Listening comprehension

1 Introduce the story

T: Today we'll listen to a story about a man who returned home late and couldn't get into the house.

2 Understand the situation

T: What do you think is happening in the picture?

3 Listening objective

T: Listen to the story and see if you can answer this question :
Why did the policeman ask the writer to come to the police station?

4 Play the tape or read the story

5 Answer the question

After the reading, ask the question again :Why did the policeman ask the writer to come to the police station?

Train students not to shout out the answer. Instead, ask one student, then ask the others to agree or disagree with a show of hands.

Answer : the policeman thought the writer was a burglar.

6 Intensive reading

Play the tape or read the story again, pausing after every sentence to check the students understand. Obtain brief explanations to difficulties in the text from the students themselves. Only use Chinese if a confirmatory translation is necessary.

7 Play the tape or read the story again

The students listen only.

8 Repetition (Optional)

Play the tape or read the story again, pausing after every sentence, and ask the students to repeat (a) in chorus, (b) in small groups, and (c) individually.

9 Reading aloud

Ask one or two students to read the story aloud.

Comprehension questions

1 What time was it when you returned home? (About two in the morning.)

2 How did you try to wake up your wife? (By ringing the doorbell.)

3 Did she wake up, or was she fast asleep? (She was fast asleep.)

4 Where did you get a ladder from? (From the shed in the garden.)

5 Where did you put it? (Against the wall.)

6 What did you begin doing then? (Climbing towards the bedroom

window.)

7 What did you hear when you were almost there? (A sarcastic voice.)

8 What did the voice say? (' I don't think the windows need cleaning at this time of the night. ')

9 You looked down, didn't you? (Yes, I did.)

10 What nearly happened when you saw a policeman? (I nearly fell off the ladder.)

11 What did you say to him? (' I enjoy cleaning windows at night. ')

12 Did you immediately regret answering the way you did? (Yes, I did.)

Asking questions : Ask me if...

T : Ask me if I returned home late.

S : Did you return home late?

T : When...?

S : When did you return home?

1 I returned home late. (When) (Who)

2 it was about two in the morning. (What time)

3 I tried to wake my wife by ringing the doorbell. (How) (Who) (When)

4 she was fast asleep. (Who)

5 I got a ladder. (What)

6 I got it from the garden shed. (Where)

7 I put it against the wall. (Where)

8 I began climbing towards the bedroom window. (Which) (Why)

9 I'd almost got to the top. (How far)

10 I heard a voice. (What)

11 it was a policeman. (Who)

Pattern drill

1

T : eating between meals

S1 : Eating between meals is bad for you.

S2 : But I LIKE eating between meals!

working all night/staying up late

swimming after a meal/doing heavy work

studying at night/sleeping all day

going to bed late/getting up late

2

T : check these figures

S1 : Would you mind checking these figures?

S2 : It's no use asking me to check YOUR figures. I'm busy checking my OWN!

do my homework

cook our lunch

prepare my speech	design our house
mend my radio	plan our holiday
type these letters	look after the children

3

T : get into the car-drive

S1 : Did you see him getting into the car?

S2 : I didn't see him getting into the car, but I saw him driving it.

open the window-climb towards/get through

steal the money-count/hide/spend

enter the house-wait outside/come out of

shoot the man-hit/knock out/speak to

4

T : give speeches

S1 : You must be used to giving speeches now!

S2 : I am, but I always look forward to giving another one!

win elections catch spies

see 'monsters' meet film stars

visit museums solve problems

receive presents break world records

Tell the story

1 about 2 a. m. - returned home

2 tried to wake-fast asleep-ladder-put it against-began climbing

3 almost there-voice--policeman

4 'don't think-need cleaning-night'

5 told him-enjoyed-at night

6 asked me-with him-station

7 prefer to stay-forgotten-key

8 shouting woke-wife, who-window-just as-started to climb

Topics for discussion

1 Have you ever said something that you regretted immediately? Why did you regret it?

2 What would you do if you had forgotten your house key late at night?

3 What would you do if you saw someone trying to enter the window of a house late at night? Would you call the police? Why/Why not?

Key to Summary writing

The writer returned home at about two in the morning and rang the doorbell. Having failed to wake up his wife, he put a ladder against the wall and began climbing towards the bedroom window. Suddenly a policeman called out, but the writer answered him rudely. He told him he had forgotten his key. The shouting woke his wife.

She opened the window just as the policeman had started climbing the ladder after him.

(74 words)

On arriving home at about two in the morning, the writer rang the doorbell but failed to wake up his wife. After having put a ladder against the wall, he was climbing towards the bedroom window when a policeman called out. Answering him rudely, the writer told him he had forgotten his key. The shouting woke his wife, who opened the window at the moment when the policeman started climbing the ladder after him.

(74 words)

Key structures : The gerund : Review (KS 20, 44, 68)

Pattern drill

1

Eating between meals is bad for you. The gerund (i. e. the phrase : Eating between meals) is the subject of the sentence.

But I like eating between meals! The gerund is the object of the verb like. Note the stress on like, showing that S2 is protesting against the statement by S 1.

2

This drill practises the use of the gerund after the verb mind (Would you mind checking?), the expression

It's no use (It's no use asking) and the adjective busy (I'm busy checking).

3

I didn't see him getting into the car, but I saw him driving it. i. e. He was driving the car when I happened to see him. The -ing form is used after see. Compare : I saw him get into the car and drive it away, i. e. I watched him and saw him perform and complete both these actions.

4

In this drill the gerunds is used after be used to and look forward to. Note that to is a preposition here (not the infinitive particle).

Repetition drill

Chorus, group or individual repetition

To elicit statements involving the use of the gerund after prepositions.

T : Listen. Do not speak.

(1)

T : I get up early every morning.

What's he accustomed to doing?

S : He's accustomed to getting up early every morning.

(2)

T : I work with my hands.

What's he good at doing?

S : He's good at working with his hands.

(3)

T : I'll take part in the race.

What's he keen on doing?

S : He's keen on taking part in the race.

T : Now you answer the questions in the same way. Ready?

1 As in (1) above.

2 As in (2) above.

3 As in (3) above.

4

T : I'll go on holiday.

What's he looking forward to doing?

S : He's looking forward to going on holiday.

T : I pushed him.

5

What did he apologize for doing?

S : He apologized for pushing him.

6

T : Mary won a prize.

What did he congratulate Mary on doing?

S : He congratulated Mary on winning a prize.

7

T : I'll find out the truth.

What's he interested in doing?

S : He's interested in finding out the truth.

8

T : I'll come with you.

What does he insist on doing?

S : He insists on coming with you.

9

T : I look after myself.

What's he used to doing?

S : He's used to looking after himself.

10

T : I won't stay here alone.

What's he afraid of doing?

S : He's afraid of staying here alone.

Key to KS Exercises

B (sample sentences)

1 I am accustomed to working late at night.

2 Fancy seeing you here!

3 I always avoid going to expensive restaurants.

4 He accused me of telling lies.

Key to SD Exercises

1 He likes classical music and so do I.

2 He has had breakfast and so have I.

3 He doesn't like classical music and neither do I.

4 She will buy a new dress and so will I.

5 He hasn't had any breakfast and neither have I.

6 They ran quickly and so did we.

7 She won't buy a new dress and neither will I.

8 You are late and so am I.

9 They didn't run quickly and neither did we.

10 He could speak French and so could I.

11 He could not speak French and neither could I.

Key to Multiple choice questions

1 b 2 c 3 d 4 c

5 b 6 a 7 b 8 b

9 a 10 d 11 c 12 a

Key to Sentence structure

It must have been about two in the morning when 1 returned home.

Lesson 93 A noble gift

Listening comprehension

1 Introduce the story

T : Today we'll listen to a story about how the Statue of Liberty came to be built.

2 Understand the situation

T : What do you think is happening in the picture?

3 Listening objective

T : Listen to the story and see if you can answer this question :
Where was the Statue of Liberty made?

4 Play the tape or read the story

5 Answer the question

After the reading, ask the question again : Where was the Statue of Liberty made?

Train students not to shout out the answer. Instead, ask one student, then ask the others to agree or disagree with a show of hands.

Answer : In France.

6 Intensive reading

Play the tape or read the story again, pausing after every sentence to check the students understand.

Obtain brief explanations to difficulties in the text from the students themselves. Only use Chinese if a confirmatory translation is necessary.

7 Play the tape or read the story again

The students listen only.

8 Repetition (Optional)

Play the tape or read the story again, pausing after every sentence, and ask the students to repeat (a) in chorus, (b) in small groups, and (c) individually.

9 Reading aloud

Ask one or two students to read the story aloud.

Comprehension questions

1 Which is one of the most famous monuments in the world? (The Statue of Liberty.)

2 When was it presented to the United States of America? (In the 19th century.)

3 Who was it presented by? (By the people of France.)

4 How long did the statue take to complete? (Ten years.)

5 Who was it designed by? (By Auguste Bartholdi.)

6 How was the actual figure supported? (By a metal framework.)

7 What was the figure made of? (Copper.)

- 8 Who constructed the metal framework? (Eiffel.)
 - 9 What had to be found before the statue could be transported to the States? (A site.)
 - 10 What had to be built? (A pedestal.)
 - 11 What site was chosen? (An island at the entrance of New York Harbour.)
 - 12 Where was the statue first erected? (In Paris.)
 - 13 How tall was it? (151 feet.)
- Asking questions : Ask me if ...
- T : Ask me if the Statue of Liberty is a world-famous monument.
- S : Is the Statue of Liberty a world-famous monument?
- T : How famous...?
- S : How famous is the Statue of Liberty?
- 1 the Statue of Liberty is a world-famous monument. (How famous) (What)
 - 2 it was presented to the U. S. A. in the nineteenth century. (When) (What)
 - 3 it was given by the French. (Who)
 - 4 it was designed by Bartholdi. (Who)
 - 5 he was a sculptor. (Who) (What)
 - 6 it took ten years to complete. (How long)
 - 7 the figure was made of copper. (What)
 - 8 it was supported by a metal framework. (How) (What)
 - 9 the frame was constructed by Eiffel. (Who)
 - 10 the statue was 151 feet tall. (How tall)
 - 11 it was erected in 1884. (When)

Pattern drill

1

T : send my case-to your home

S1 : Where will they be sending my case?

S2 : It'll be sent to your home.

test/locate the oil rig-in the North Sea

give/hold the lecture-in the town hall

build/construct the stadium-at Wembley

show/make the film-at the studios

2

T : this camera

S1 : I can't get this camera to work.

It must be broken.

S2 : Then it'll have to be repaired.

this clock this machine

these lights these scissors

this television this CD-player

these loudspeakers these microphones

3

T : the luggage sent-weighed

S1 : Why can't the luggage be sent now?

S2 : It must be weighed before it can be sent.

the men/workers admitted-searched

the meat/vegetables cooked-cut up

the house/rooms occupied-cleaned

the notice/posters put up-corrected

4

T : the luggage-weighed-sent

S1 : What happened to the luggage?

S2 : It had to be weighed before it could be sent.

the men/workers-searched-admitted the

meat/vegetables-cut up-cooked

the house/rooms-cleaned-occupied the

notice/posters-corrected-put up

Tell the story

1 Statue of Liberty-to the U. S. A -19th century-by the people of France

2 designed-Bartholdi-ten years to

3 figure-copper supported by-metal framework-especially-by Eiffel

4 before-to the U. S. A. -site-pedestal

5 island-entrance-N. Y. Harbour

6 1884-statue-151 feet-in Paris

7 pieces-sent to-together again-1886

8 since-symbol of liberty for-millions

Topics for discussion

1 Why do you think the island site was chosen? Was it a good one? Why/Why not?

2 Describe a famous statue in your country and say what you know of its history.

3 Why do you think the French presented the statue to America? Of what value is such a gift between nations?

Key to Summary writing

The Statue of Liberty, which was presented to the United States of America by the French people in the 19th century, was designed by Bartholdi and built on a metal frame constructed by Eiffel. The site chosen for it was an island at the entrance of New York Harbour, where a pedestal had to be built. The statue was erected in Paris in 1884 and re-erected two years later in America. It was officially presented in October, 1886.

(78 words)

The Statue of Liberty was presented to the United States of

America by the French people in the 19th century. Though designed by Bartholdi, it was built on a metal frame constructed by Eiffel. The site chosen for it was an island at the entrance of New York Harbour and a pedestal had to be built. The statue was first erected in Paris in 1884, but it was re-erected two years later in America and officially presented in October, 1886.

(80 words)

Key structures : The passive : Review (KS 21, 45, 69)

Pattern drill

1

Where will they be sending my case?-It will be sent to your home. The future continuous may be replaced by the simple future(Where will they send...?), but note that the continuous form of the future is extremely rare in the passive.

2

I can't get this camera to work(= I can't make this camera work). Get used in this way is more colloquial than make. Note that the infinitive is preceded by to after get, but not after make.

It must be broken. The passive is used with must expressing deduction.

Then it'll have to be repaired. The passive(infinitive) is used after have to.

Note the pronunciation of the contracted form it'll/'itl/.

3

Why can't the luggage be sent now? -It must be weighed before it can be sent.

The passive(infinitive) is used after can and must expressing ability and necessity.

4

It had to be weighed before it could be sent. The passive(infinitive) is used after had to and could expressing necessity and ability in the past.

Repetition drill

Chorus, group or individual repetition

To elicit statements involving the use of the passive with auxiliary verbs and by + agent.

T: Listen. Do not speak.

(1)

T: Tell me about the car. Who will buy it?

George will.

S: The car will be bought by George.

(2)

T: Tell me about these goods. Who must send them abroad?

My firm must.

S : These goods must be sent abroad by your firm.

(3)

T : Tell me about the boat. Who could have damaged it?

The sailor could have.

S : The boat could have been damaged by the sailor.

(4)

T : Tell me about the story. Who must have told it to him?

A fisherman must have.

S : The story must have been told to him by a fisherman.

T : Now you do the same. Ready?

1 As in (1) above.

2 As in (2) above.

3 As in (3) above.

4 As in (4) above.

5

T : Tell me about the boy. Who can examine him?

The doctor can.

S : The boy can be examined by the doctor.

6

T : Tell me about the prisoner. Who must have caught him?

The guards must have.

S : The prisoner must have been caught by the guards.

7

T : Tell me about the children. Who will take them to school?

Their mother will.

S : The children will be taken to school by their mother.

8

T : Tell me about this house. Who may have bought it?

A friend of mine may have.

S : This house may have been bought by a friend of yours.

9

T : Tell me about the boy. Who will find him?

The police will.

S : The boy will be found by the police.

10

T : Tell me about this building. Who must design it?

An architect must.

S : This building must be designed by an architect.

Key to KS Exercises

A was presented (1. 2); was designed (1. 4); took (1. 4); was made of (1. 5); supported by (1. 5); had been ... constructed (1. 6); could be transported (1. 7); had to be found (11. 7-8); had to be built (1. 8); was (1. 8); was (1. 9); had been erected (1.

9); was taken to pieces (1. 10); sent (1. 10); had been put... was ... presented (1. 10); has been (1. 12); have passed through (1. 12).

Key to SD Exercises

1 'exported ... 'imported (Note : the direct contrast between EXported and IMported in this sentence makes it necessary to stress the prefixes of these verbs. Normally, of course, the stress would be : ex'ported ... im'ported.)

2 'records ... 'exports

3 pro'tested ... 'increase

4 in'sulted ... 'accent

5 con'duct

6 'contest ... 'record

Key to Multiple choice questions

1 c 2 d 3 b 4 a

5 c 6 c 7 c 8 d

9 c 10 b 11 d 12 b

Key to Sentence structure

One of the most famous monuments in the world, the Statue of Liberty, was presented to the United States of America in the 19th century by the people of France.

Lesson 94 Future champions

Listening comprehension

1 Introduce the story

T: Today we'll listen to a story about how very young children learn to swim.

2 Understand the situation

T: What do you think is happening in the picture?

3 Listening objective

T: Listen to the story and see if you can answer this question :
What kind of race do the children compete in?

4 Play the tape or read the story

5 Answer the question

After the reading, ask the question again : What kind of race do the children compete in?

Train students not to shout out the answer. Instead, ask one student, then ask the others to agree or disagree with a show of hands.

Answer : An underwater tricycle race.

6 Intensive reading

Play the tape or read the story again, pausing after every sentence to check the students understand.

Obtain brief explanations to difficulties in the text from the students themselves. Only use Chinese if a confirmatory translation is necessary.

7 Play the tape or read the story again

The students listen only.

8 Repetition (Optional)

Play the tape or read the story again, pausing after every sentence, and ask the students to repeat (a) in chorus, (b) in small groups, and (c) individually.

9 Reading aloud -

Ask one or two students to read the story aloud.

Comprehension questions

1 What have experiments proved? (That children can be instructed in swimming at a very early age.)

2 Where is there a special swimming pool? (In Los Angeles.)

3 What do children learn to do there? (To hold their breath under water.)

4 They become expert at this, don't they? (Yes, they do.)

5 Must they be able to walk first? (No, they needn't.)

6 Are some of them very young? (Yes, they are.)

7 Do they appear to be reluctant to enter the water? (No, they don't.)

8 Can they pick up weights from the floor of the pool? (Yes, they can.)

9 Which game is very popular with them? (The underwater tricycle race.)

10 Where are the tricycles lined up? (On the floor of the pool.)

11 How deep is the water? (Seven feet.)

12 Who do the children compete against? (Against each other.)

13 What must they reach? (The other end of the pool.)

Asking questions : Ask me if ...

T : Ask me if children can be taught to swim at a very early age.

S : Can children be taught to swim at a very early age?

T : At what age ...?

S : At what age can children be taught to swim?

1 children can be taught to swim at a very early age. (At what age) (When)

2 this has been proved by experiments. (How)

3 there is a special swimming pool in Los Angeles. (Where) (What)

4 children become expert. (How good)

5 they hold their breath under water. (Where)

6 they can do it before they can walk. (What)

7 it's not long before they can swim. (How long)

8 they can pick up weights. (What)

9 the weights are on the floor. (Where)

10 the tricycle race is popular. (Which)

11 it's an underwater race. (What kind)

Pattern drill

1

T : uneasy about - the weather

S1 : What are you so uneasy about?

S2 : I'm uneasy about the weather.

afraid of - the ghost/sleeping alone

surprised at - her success/her winning

doubtful about - the result/succeeding

sad about - his death/his leaving us

2

T : he burnt the letter - right

S1 : He burnt the letter, didn't he?

S2 : Yes, but he was right to burn the letter.

she told a lie/sold the car - wrong

you arrived late/missed the play - sorry

she lent him money/went home - reluctant

they saw her go/said goodbye - sad

3

T : criticize - be late

S1 : What did they criticize him for?

S2 : They criticized him for being late.

thank - visit them/help the children

blame - drive too fast/cause the damage

charge - park there/use the phone

pay - guard the house/teach them French

4

T : join us - stop him

S1 : I don't want him to join us. Can't you stop him?

S2 : How can I stop him from joining us?

cause trouble/leave home - prevent her

use guns/start a fire - prohibit them

learn boxing/do his homework - excuse him

smoke in here/walk home - stop them

Tell the story

1 experiments have proved - children - in swimming - at an early age

2 pool in L. A. - expert at holding - even before - can walk

3 not long - weights from - the pool

4 popular game - tricycle race

5 lined up - floor - 7 feet under water

6 compete - each other - end of the pool

Repetition drill

Chorus, group or individual repetition

To elicit statements involving the use of verbs and adjectives followed by prepositions.

T : Listen. Do not speak.

(1)

T : He was found guilty.

The charge was murder.

S : He was found guilty of murder.

(2)

T : He's responding.

He's getting good treatment.

S : He's responding to treatment.

(3)

T : He's very enthusiastic.

He likes the idea.

S : He's very enthusiastic about the idea.

T : Now you do the same. Ready?

1 As in (1) above.

2 As in (2) above.

3 As in (3) above.

4

T: The red car is inferior.

It's worse than the blue one.

S: The red car is inferior to the blue one.

5

T: She's afraid.

She doesn't like dogs.

S: She's afraid of dogs.

6

T: Are you interested?

Do you like opera?

S: Are you interested in opera?

7

T: What happens if he fails?

It's his last attempt.

S: What happens if he fails in his last attempt?

8

T: She prides herself.

She's sure of her abilities.

S: She prides herself on her abilities.

9

T: Please don't mention it.

You mustn't tell him.

S: Please don't mention it to him.

10

T: You're ignorant.

You don't know the facts.

S: You're ignorant of the facts.

Key to KS Exercises

- | | | |
|------------------|-----------------------|-----------------|
| 1 of; | 8 with ... to | 15 of ... to |
| 2 of ... to | 9 to ... with | 16 of |
| 3 to ... from | 10 at ... on | 17 for |
| 4 on ... on | 11 of ... for | 18 of ... to |
| 5 from ... with | 12 in/with | 19 for ... for |
| 6 to ... of | 13 in | 20 on ... in |
| 7 with ... on | 14 to ... in ... with | 21 of ... about |
| 22 to | 29 on | |
| 23 for/about ... | 30 on ... of | |
| at/by | | |
| 24 in | 31 to | |
| 25 of ... of | 32 to/with ... of | |

26 to ... of 33 to ... to
27 for 34 from ... of
28 to 35 in ... on

Key to Multiple choice questions

1 a	2 b	3 c	4 b
5 a	6 d	7 a	8 c
9 d	10 a	11 b	12 c

Key to Sentence structure

It is not long before they are accustomed to swimming.

Lesson 95 A fantasy

Listening comprehension

1 Introduce the story

T: Today we'll listen to a story about the Ambassador's morning at the Embassy.

2 Understand the situation

T: What do you think is happening in the picture?

3 Listening objective

T: Listen to the story and see if you can answer this question :
Why was the Ambassador particularly lucky?

4 Play the tape or read the story

5 Answer the question

After the reading, ask the question again : Why was the Ambassador particularly lucky?

Train students not to shout out the answer. Instead, ask one student, then ask the others to agree or disagree with a show of hands.

Answer : He wasn't shot dead.

6 Intensive reading

Play the tape or read the story again, pausing after every sentence to check the students understand.

Obtain brief explanations to difficulties in the text from the students themselves. Only use Chinese if a confirmatory translation is necessary.

7 Play the tape or read the story again

The students listen only

8 Repetition (Optional)

Play the tape or read the story again, pausing after every sentence, and ask the students to repeat (a) in chorus, (b) in small groups, and (c) individually.

9 Reading aloud

Ask one or two students to read the story aloud.

Comprehension questions

1 When did the Ambassador return home? (At lunchtime.)

2 How did his wife feel? (Shocked.)

3 How did the Ambassador look? (Pale.)

4 What state were his clothes in? (Frightful.)

5 Why were his clothes in a mess? (Because of a fire extinguisher.)

6 Who had set the Embassy on fire? (University students had.)

7 What did she ask her husband then? (' Where were you at the time? ')

8 Where had he been? (In his office.)

9 Where did the fire break out? (In the basement.)
10 When did the Ambassador go down there? (Immediately.)
11 Who aimed a fire extinguisher at him? (Horst did.)
12 Why did he do this? (Because he thought the Ambassador was
on fire.)

13 Was the Ambassador pleased? (No, he wasn't.)

Asking questions : Ask me if ...

T : Ask me if the ambassador came home late for lunch.

S : Did the Ambassador come home late for lunch?

T : Why...?

S : Why did the Ambassador come home late for lunch?

1 the Ambassador came home for lunch. (Why) (When) (Who)

2 his wife got a shock. (Why) (Who)

3 he looked pale. (How) (Who)

4 his clothes were in a mess. (What) (Why)

5 students set the Embassy on fire. (What)

6 the Ambassador was in his office. (Where)

7 the fire broke out in the basement. (Where) (What) (When)

8 the Ambassador went down immediately. (Where) (When) (Who)

9 Horst aimed a fire extinguisher at him. (What) (Why) (Who)

10 there was a hole in his hat. (Where)

Pattern drill

1

T : you play chess

S1 : I've never seen you play chess.

S2 : But I often play chess! I was playing it only yesterday!

her wear trousers/wear make-up/smoke cigars

them sail that boat/work that machine

him drive the car/clean the windows

her talk to Mary/look after the baby

2

T : make this film

S1 : Have you been making this film for long?

S2 : No, we've only just started making it.

use this machine take singing lessons

write poetry make your own wine

3

T : smoke cigars

S1 : Does he smoke cigars?

S2 : He used to smoke a lot of cigars, but he gave up smoking
them several years ago.

drink whisky eat sweets

write poetry keep chickens

4

T : enter for - the race

S1 : I wonder why he entered for the race.

S2 : I don't know. If I'd been him, I wouldn't have entered for it!

compete against/argue with - the others

protest against/agree with - the decision

accept/refuse to accept - the offer

feel pleased with/object to - the result

Tell the story

1 Ambassador - returned - wife - shock

2 looked pale - clothes - frightful state

3 wife asked what - how

4 told her - students - Embassy on fire

5 asked where - in his office - usual

6 fire - basement - went down

7 Horst aimed - thought - on fire

8 wife suddenly - hole - hat

9 asked - explain - fired a shot - window

10 Fortunately - not wearing - at the time

Topics for discussion

1 Have you ever witnessed a fire? How did it start? Tell us about it.

2 What would you do if you discovered a fire at your place of work/study?

3 Why do people who want to make a protest sometimes attack a foreign embassy? Do you think this form of protest can be justified? Why/Why not?

Key to Summary writing

While the Ambassador of Escalopia was in his office, university students set the basement of the Embassy on fire. When the Ambassador went to investigate, a man called Horst aimed a fire extinguisher at him because he thought that the Ambassador was on fire. Moreover, there was a hole in the Ambassador's hat which had been made when someone fired a shot through his office window. The Ambassador was lucky, for he was not wearing it at the time.

(78 words)

The Ambassador of Escalopia was in his office when university students set the Embassy basement on fire. After the Ambassador had gone to investigate, a man called Horst aimed a fire extinguisher at him under the impression that the Ambassador was on fire. In addition to this, there was a hole in the Ambassador's hat. It had been made when someone fired a shot through his office window. It was lucky for the Ambassador that he was not wearing it.

(79 words)

Key structures : Review of tenses (KS 60, 69)

Pattern drill

1

I've never seen you play chess. The present perfect is used with never. Note that the infinitive (without to) is used after see (compare Lesson 92, Pattern drill 3).

But I often play chess! I was playing only yesterday! The simple present is used for a habitual action. The past continuous indicates that the action (I was playing) continued over a period of time and suggests that the first speaker had plenty of time to see it. The simple past could also be used, but it would merely state that the action took place, without emphasizing the length of time it was in progress.

2

Have you been making this film for long? - No, we've only just started making it.

The present perfect continuous + for is contrasted with the simple present perfect + only just. Note that for long = for a long time.

3

Does he smoke cigars? i. e. habitually.

He used to smoke a lot of cigars : i. e. habitually in the past.

but he gave up smoking them several years ago : i. e. he no longer smokes them.

4

If I'd been him, I wouldn't have entered for it! Type 3 conditional statement, in which the condition (in the past) was impossible to fulfil.

Repetition drill

Chorus, group or individual repetition

To elicit reported statements and questions. This drill is based on Text No. 95. The students should study the text again carefully before attempting the drill.

T : The questions in this drill are about passage 95. Listen. Do not speak.

(1)

T : What has happened?

What did she want to know?

S : She wanted to know what had happened.

(2)

T : How did your clothes get into such a mess?

What did she ask?

S : She asked how his clothes had got into such a mess.

(3)

T : University students set the embassy on fire. What did he say?

S : He said University students had set the embassy on fire.

T : Now you answer the questions in the same way. Ready?

1 As in (1) above.

2 As in (2) above.

3 As in (3) above.

4

T : Where were you?

What did she want to know?

S : She wanted to know where he had been.

5

T : I was in my office as usual.

What did he say?

S : He said he had been in his office as usual.

6

T : The fire broke out in the basement.

What did he say?

S : He said the fire had broken out in the basement.

7

T : I went down immediately.

What did he say?

S : He said he had gone down immediately.

8

T : How can you explain that?

What did she ask?

S : She asked how he could explain that.

9

T : Someone fired a shot.

What did he say?

S : He said someone had fired a shot.

10

T : I wasn't wearing my hat at the time.

What did he say?

S : He said he hadn't been wearing his hat at the time.

Key to KS Exercises

A When she asked what had happened and how his clothes had got into such a mess, the Ambassador answered drily that a fire extinguisher had been responsible. He then told her that university students had set the Embassy on fire that morning. His wife was most surprised and asked him where he had been at the time. The Ambassador answered that he had been in his office as usual. When

the fire broke out in the basement, he had gone down to investigate and a man called Horst had aimed a fire extinguisher at him. Horst thought the Ambassador was on fire. The Ambassador said that he must definitely get the fellow posted. His wife suddenly noticed a big hole in her husband's hat and asked him how he could explain it. The Ambassador said that someone had fired a shot through his office window. The shot was accurate, but fortunately he had not been wearing his hat at the time. If he had, he would not have been able to get home for lunch.

B have just received ... said ... has broken ... were demonstrating/demonstrated ... broke ... set ... were protesting ... has recently been imposed/was recently imposed... said ... has been seriously affected ... is said ... was bravely defended ... kept ... announced ... would be taken

Key to Multiple choice questions

1 d	2 a	3 b	4 a
5 d	6 c	7 d	8 c
9 a	10 c	11 d	12 c

Key to Sentence structure

‘ How did your clothes get into such a mess ? ’

Lesson 96 The dead return

Listening comprehension

1 Introduce the story

T: Today we'll listen to a story about the Festival for the Dead in Japan.

2 Understand the situation

T: What do you think is happening in the picture?

3 Listening objective

T: Listen to the story and see if you can answer this question :
What happens to the lanterns at the end of the festival?

4 Play the tape or read the story

5 Answer the question

After the reading, ask the question again : What happens to the lanterns at the end of the festival?

Train students not to shout out the answer. Instead, ask one student, then ask the others to agree or disagree with a show of hands.

Answer : They are placed into the water and then they slowly drift out to sea.

6 Intensive reading

Play the tape or read the story again, pausing after every sentence to check the students understand.

Obtain brief explanations to difficulties in the text from the students themselves. Only use Chinese if a confirmatory translation is necessary.

7 Play the tape or read the story again

The students listen only.

8 Repetition (Optional)

Play the tape or read the story again, pausing after every sentence, and ask the students to repeat (a) in chorus, (b) in small groups, and (c) individually.

9 Reading aloud

Ask one or two students to read the story aloud.

Comprehension questions

- 1 Where is a Festival for the Dead held? (In Japan.)
- 2 How often is it held there? (Once a year.)
- 3 Is the festival a sad occasion? (No, it isn't.)
- 4 It's a cheerful one, isn't it? (Yes, it is.)
- 5 Where are the dead said to return? (To their homes.)
- 6 Who are they welcomed by? (By the living.)
- 7 Why is food laid out for them? (Because they are expected to be hungry after their journey.)
- 8 What is hung outside each house? (Specially-made

lanterns.)

9 Why are they hung there? (To help the dead to find their way.)

10 What do people do all night long? (Dance and sing.)

11 Do they eat the food they've prepared for the dead? (No, they don't.)

12 Why don't they? (Because it is considered unlucky for anyone living to eat it.)

13 When do they throw it away? (Early the next morning.)

14 Where do they throw it? (Into a river or the sea.)

Asking questions : Ask me if ...

T : Ask me if a festival for the Dead is held in Japan.

S : Is a festival for the Dead held in Japan?

T : Where ...?

S : Where is a festival for the Dead held?

1 a Festival for the Dead is held in Japan. (Where) (What kind)

2 it is held once a year. (How often)

3 the dead are said to return. (Who)

4 they return to their homes. (Where)

5 they're welcomed by the living. (Who)

6 food is laid out for them. (Who) (What)

7 they're expected to be hungry. (Who)

8 lanterns are specially made. (What)

9 they're hung outside each house. (Where)

10 they're put there to help the dead. (Why)

11 the living dance all night. (How long)

12 the food is thrown away in the morning. (When) (What) (Why)

Pattern drill

1

T : the fire - burn low

S1 : What did you say about the fire?

S2 : I said it's burning low.

your brother - grow fat/get thin

the supplies - prove adequate/get scarce

the weather - turn cold/get warmer

Mr. Smith - grow old/go blind/get deaf

2

T : wrong - to cheat

S1 : Do you consider it wrong to cheat?

S2 : Of course I think it's wrong to cheat!

right/necessary - to pay the bill

fun/good - for people to go to parties

sensible/wise - to use safety belts

stupid/bad - for people to work too hard

3

T : old - run a hotel

S1 : He isn't old enough to run a hotel.

S2 : What! He's old enough to run ten hotels!

clever - pass a test/solve that problem

well - give a party/go for a walk

good - win the match/get a prize

rich - buy a car/pay the bill

4

T : early train - can't catch

S1 : That train's too early for me. I can't catch it.

S2 : Neither can I.

difficult exam/test - shan't pass

expensive stamp/case - can't afford

long film/play - don't want to see

hard problem/puzzle - haven't solved

Tell the story

1 Festival - once a year - in Japan

2 cheerful occasion - dead - said to return - welcomed by the

living

3 hungry - long journey - food laid out

4 lanterns - each house - help - to find

5 dance and sing - all night

6 morning - food - thrown into - unlucky

7 near the sea - lanterns - when - is over

8 drift out - guiding - return journey

9 crowds - watching - until - no more

Topics for discussion

1 What other kinds of festivals do you know about? Why and when are they held?

2 Which is your favourite festival in your country? Why?

3 Give examples to show that, since ancient times, water has played an important part in different ceremonies all over the world. Why do you think this is so?

Key to Summary writing

The Japanese annual Festival for the Dead is a cheerful occasion. As the dead are said to return home, food is laid out for them and lanterns are lit to guide them on their way. People dance and sing all night and the uneaten food is thrown into the sea or into a river the next morning. In some places, the lanterns are placed on the sea and people watch from the shore until the lanterns drift out of sight.

(80 words)

The Japanese annual Festival for the Dead is a cheerful

occasion, for the dead are said to return home. Not only is food laid out for them, but lanterns are lit to guide them as well while people dance and sing all night. The uneaten food is thrown into the sea or a river the next morning. In some places, the lanterns are placed on the sea. People watch from the shore as the lanterns drift out of sight.

(79 words)

Special difficulties : Review (SD 74-91)

Pattern drill

1

I said it's burning low. Verbs indicating a beginning, a development or change of condition are followed by an adjective describing this condition (SD 75).

2

Do you consider it wrong to cheat? - Of course I think it's wrong to cheat.

Certain verbs, like consider, think, believe, feel, etc. may be used in the pattern verb + it + adj. + to-infinitive, or in the pattern : verb + that-clause, i. e. verb (that +) + it + be + adjective + to-infinitive (SD 84).

3

He isn't/is old enough to run. ... Enough is practised in the pattern : be + adjective + enough + to-infinitive.

4

That train's too early for me. I can't catch it. Note that these two sentences can be joined :

That train's too early for me to catch.

Neither can/shall/do/have I. When neither comes at the beginning of a clause, the subject and auxiliary verb are always inverted, as in these short responses. (SD 92).

Note that this drill may be done in a different way by using the opposites of the adjectives and so instead of neither, e. g.

T : easy exam, shall pass

S1 : That exam's very easy. I shall pass it.

S2 : So shall I.

T : cheap stamp, can afford

S1 : That stamp's very cheap. I can afford it.

S2 : So can I.

Repetition drill

Chorus, group or individual repetition

To elicit statements involving the use of one type of phrasal verbs : verb + preposition + object (which may be noun, pronoun, relative clause or gerund). Note that the preposition cannot be separated from the verb.

T : Listen. Do not speak.

(1)

T : Did you take down what he said?

S : Yes, I took it down.

(2)

T : Did you run into Tim yesterday?

S : Yes, I ran into him.

(3)

T : Did she get over her illness?

S : Yes, she got over it.

T : Now you answer the questions in the same way. Ready?

1 As in (1) above.

2 As in (2) above.

3 As in (3) above.

4

T : Did she agree to your suggestion?

S : Yes, she agreed to it.

5

T : Did they run after the thief?

S : Yes, they ran after him.

6

T : Will you deal with the enquiry?

S : Yes, I'll deal with it.

7

T : Did he look at the picture?

S : Yes, he looked at it.

8

T : Does she often insist on accompanying you?

S : Yes, she often insists on it.

9

T : Will he take over the family business?

S : Yes, he'll take it over.

10

T : Did he ask for his mother?

S : Yes, he asked for her.

Key to SD Exercises

A

1 usual; 4 7 washing 10 fairly 13 queue
clothes

2 among 5 greets 8 temper 11 enough

3 6 clean 9 too 12 single

manager

B

1 in 4 over 7 in 10 after 13 out
2 out of 5 away from 8 out 11 into 14 up
3 up 6 for 9 down 12 over

Key to Multiple choice questions

1 d 2 c 3 c 4 b
5 a 6 d 7 c 8 d
9 a 10 b 11 c 12 b

Key to Sentence structure

As they are expected to be hungry after their long journey,
food is laid out for them.

Structural Index

Structural items appear in italics. Many items (e. g. prepositions, tenses) occur incidentally throughout the book, but references are given in this index only when the item is treated deliberately in the lesson (or in the Pattern drill) or when it forms an integral part of another structure under study.

References are made as follows :

bold : the item is treated in the Key structures (or, where indicated, in the Special difficulties section) of the lesson and is also practised in at least one of the Pattern drill accompanying the lesson.

Other references (not in bold)

a) without the letters SD or PD : the item appears in the Key structures but is not practised in the Pattern drill for this lesson;

b) with brackets : the item occurs in a review lesson;

c) SD : the item occurs in the Special difficulties section without additional practice in the Pattern drill for this lesson;

d) PD : the item occurs in one (or more) of the Pattern drill of this lesson (but not in KS or SD).

Abbreviations

adj(s).	adjectives	etc.	et cetera (and so on)	part.	participle
adv.	adverb	indef.	indefinite	prep(s)	preposition (s)
aux.	auxiliary	indir.	indirect	pron.	pronoun
cl.	clause	infin.	infinitive	reg.	regular
conj.	conjunctio	interro	interrogative	subj.	subject
	n	g.			
cont.	continuous	irreg.	irregular	vb.	verb
def.	definite	obj.	object		

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Lexical Index

All the words listed here are drawn from the Special difficulties section of each lesson. It is not a general vocabulary list. An oblique (/) between words indicates that these words are compared or contrasted in the SD section. The number references refer to lesson numbers.

Abbreviations

adj(s). - adjective(s); count - countable; etc. - et cetera (and so on); pl. - plural; prep. - preposition; uncount-uncountable; vb(s). - verb(s).

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