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新概念英语教师用书新版 4

流利英语

Edustar

中教育星软件股份有限公司

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- All outdated texts have been completely replaced and accompanied by new exercises and new artwork.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

General Introduction

This Teacher's Book

This book has been written in response to numerous requests from teachers

for more explicit guidance on how to use Fluency in English . The aim has been to provide a practical handbook which will enable teachers to make the most effective possible use of the Students' Book.

A description of the material

There are forty-eight lessons in Fluency in English, each of which is divided into two parts:

Lesson 1: Guided conversation

Lesson 2: Composition and language study

Methodology

The method recommended in Fluency in English follows exactly the same style as the one established in Practice and Progress. This introduction contains a brief summary of the method. However, if you feel you need further information, you are strongly recommended to refer to the Introduction in the Teacher's Book of Practice and Progress for a more detailed account of the method, paying particular attention to the stages of each lesson and the allocation of time.

Lesson 1: Guided conversation

Each lesson begins with Guided conversation. The Guided conversation is in two parts:

- 1 Presentation
- 2 Activation

Presentation of the text (about 20 minutes)

The first step is presentation of the text, the stages of which are outlined in every lesson in the Teacher's Book. The aim is not only to present the text, but to develop listening comprehension skills by setting a listening objective before the students hear the text.

Following the presentation, material to conduct the conversation lesson (' activation ') is then provided on these lines:

Comprehension questions (about 5 minutes)

The teacher asks questions round the class. These are provided in the Teacher's Book, together with suggested answers.

Asking questions: Ask me if...(about 5 minutes)

Individual students are invited to ask two questions at a time: first a yes/no question, followed by a Wh-question. Material to conduct this lesson is provided in the Teacher's Book.

Reconstruct the text (about 10 minutes)

Notes based on the text or part of the text are provided. These notes should be copied on to the blackboard, preferably before the lesson. Individual students round the class are invited to give the gist of the text in their own words by referring

to the notes. The teacher corrects individuals only when they finish speaking.

Topics for discussion (about 10 minutes)

Three topics are given, usually of increasing difficulty. Individual students are invited to talk briefly about each topic and to join in a conversation conducted in the classroom. Again, the teacher corrects individuals only when they finish speaking.

Lesson 2: Composition and language study

The remaining exercises for each lesson in the Teacher's Book are intended to develop writing skills and a better understanding of the way the English language works.

Some or all of the following should be set as homework:

Summary writing

Composition

Multiple choice questions

Grammar, vocabulary and special difficulties exercises are best done in the classroom.

Each lesson can then be based on correction of homework and a discussion of points arising. The answers provided should be regarded as 'possible answers', especially where summary writing and composition are concerned.

The following information is provided in the Teacher's Book:

Key to Summary writing

Key to Vocabulary

Key to Composition

Key structures (and answers to exercises)

Special difficulties (and answers to exercises)

Repetition drill

The text of the material on tape is contained in each lesson. Ideally, students should practise each repetition drill by themselves until they are word perfect. Alternatively, the drill may be conducted in class during the lesson. Each drill illustrates a particular grammatical point which may be presented and explained in the classroom. The drills in Fluency in English are entirely situational and intended to be entertaining as well as instructive.

Key to Multiple choice questions

总体介绍

教师用书

这本书应无数教师的要求而写的。他们都希望在如何使用《流利英语》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学生用书。

教材内容

《流利英语》中共有 48 篇课文，每课又可以分两个课时完成：

第 1 课时：教师引导下的会话

第 2 课时：作文和语言练习

教学方法

在《流利英语》中我们建议使用《实践与进步》中已经建立起来的教学方法。我们在此对这套教学方法作一简要的总结。如果你觉得需要更多的信息，我们极力建议你参阅《实践与进步》的教师用书中对教学方法的更详尽描述，特别要注意每篇课文中的教学步骤以及时间分配。

第 1 课时：教师引导下的会话

每篇课文以教师引导下的会话开始。教师引导下的会话分为两部分：

- 1 介绍课文
- 2 组织活动

介绍课文（大约 20 分钟）

第一步是介绍课文，其中的每个步骤都已在教师用书的每篇课文中列出。这一步的目的不仅仅是介绍课文，而且是通过在听录音前为学生指定一个听力训练目标来训练学生的听力。

在介绍课文之后，用以进行教师引导下的会话的材料按以下方式提供：

理解性问题（大约 5 分钟）

教师在班上提问。这些问题都列在教师用书上，并附有参考答案。

学生提问题：Ask me if...（大约 5 分钟）

请学生单独提问题，一次问两个问题。第一个是一般疑问句，随后是特殊疑问句。这部分所需材料都在教师用书上。

复述课文（大约 10 分钟）

以课文或部分课文的内容为基础的要点可以在教师用书上找到。这些要点应抄到黑板上，最好在课前抄好。邀请班上的学生使用这些要点用自己的话讲述课文的主要内容。只在学生讲完后教师才可以纠正学生的错误。

讨论题（大约 10 分钟）

有 3 个讨论题，一般情况下其难度逐渐增大。应邀请学生简单扼要地谈一谈对每个题目的看法，并参加班上的讨论。教师也同样要在学生

讲完后才纠正他们的错误。

第 2 课时：作文和语言练习

教师用书中的其他练习是为了训练学生的写作能力，并提高他们的英语理解能力。

以下几项练习可以全部或选择一部分作为课外作业：

摘要写作

作文

多项选择题

语法、词汇和难点练习最好在课堂上做。

这样课堂时间可以用于改正作业和讨论由此而引发的一些问题。教师用书上所提供的答案应视作“可以接受的答案”，特别是摘要写作和作文练习。

教师用书中还有以下内容：

摘要写作答案

词汇练习答案

作文练习答案

关键句型（和练习答案）

难点（和练习答案）

句型练习

录音带的书面材料在每篇课文中都可以找到。最理想的做法是让学生自己做句型练习，直到纯熟为止。另一种做法是在课堂上做这个练习。每个句型都有一个特定的语法要点，可以在课堂上讲解。《流利英语》的句型练习全是情景会话式的，对学生来说可谓寓教于乐。

多项选择题答案

Key to Pre-unit Test 1

Comprehension

Possible answers

- 1 The boy was able to get to the sea bed quickly because the weight of the stone carried him down.
- 2 The boy found it difficult to swim after he was inside the tunnel because it was so narrow and because the water pushed him up against the roof.
- 3 The boy got into a panic as he swam through the tunnel because he wondered if the tunnel might be filled with weed.

Vocabulary

Possible answers

goggles (1.1) = large 'spectacles' with rubber frames that people wear when they dive or swim underwater so that the water cannot get into their eyes.

filled his lungs (1.3) = breathed, or drew in, as much air into his lungs as he could, until they were full.

wriggling (1.5) = moving or twisting his shoulders with short, quick movements forward and backward, or from side to side.

as levers (1.9) = like tools, often metal bars, that are used for lifting or moving something heavy or stiff.

dizzied (1.10) = made him feel dizzy or slightly confused and light-headed.

inflated (1.11) = blown up or swollen (with air), full of air.

slimy (1.13) = unpleasantly slippery, like rotten seaweed.

Summary writing

A possible answer

His lungs were hurting, but he went on counting. At a hundred and fifteen, he saw a crack with sunlight coming through, but he could not swim up. He had to go on through the tunnel although his head was aching and his lungs cracking. He pulled himself forward, repeating a hundred and fifteen and feeling that he was going to become unconscious. Suddenly there was green light, he groped forward, felt nothing and kicked up into the open sea. (80 words)

Composition

A possible answer

The most frightening experience I have ever had.

The story of the boy swimming to the open sea through a long water-filled tunnel immediately reminded me of an experience I had a few years ago.

I was still at school at the time. The town I lived in was situated on the coast and in a valley with hills round it, and some friends and I used to enjoy cycling up into the hills at weekends to go caving. I must explain that the local hills had been formed from soft rock and were full of caves, which in their turn had been formed over millions of years by streams and underground rivers.

One weekend, we decided to go down one cave which was quite difficult. In fact we had arranged for a professional experienced caver to act as our guide and take us down. We cycled out and met our guide at a cavers' hut, changed into our caving clothes, collected our equipment together ---- helmets and lamps, ropes, rope ladders and so on ---- and walked to the entrance of the cave.

At first we had no difficulties. Then, when we were about 30 metres below ground and were walking along in an underground stream, the roof of the tunnel dipped down in front of us and we came to a large pool of water. We thought that was the end of the tunnel. Not at all. Instead of turning back, our guide said: ' The tunnel goes under the water here for two or three metres. Just lie down on your stomach, take a deep breath and pull yourself through. You'll only be under water for a few seconds. Just follow me. ' We were all horrified ---- but we did it.

That was the most frightening experience I have ever had and I dreaded the idea of going back through in order to get out of the cave again. Fortunately, our guide then told us that there was another way out through another tunnel which did not involve diving underwater. We were all very pleased! (336 words)

Lesson 1 Finding fossil man

Listening comprehension

1 Introduce the text

T: Today we'll talk about the methods available to us for learning about the distant past.

2 Understand the topic

T: What can you see in the picture?

3 Listening objective

T: Listen to the text (or read it silently) and see if you can answer this question:

Why are legends handed down by storytellers useful?

4 Play the tape or read the text or wait for the students to finish reading silently

5 Answer the question

After the reading, ask the question again: Why are legends handed down by storytellers useful?

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: Because they tell us something about events that took place before people could write. (11.4-5)

6 Intensive reading

Play the tape or read the text 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 text again

8 Reading aloud

Ask one or two students to read the text aloud.

Comprehension questions

1 Where did people first learn to write? (In the Near East.)

2 How long ago was that? (Five thousand years ago.)

3 Does that mean that we can read about their history? (Yes, it does.)

4 Are there still some parts of the world today where people can't write? (Yes, there are.)

5 What can such people do to preserve their history? (Recount it as sagas.)

6 What are sagas? (They are legends or stories that are handed down from one generation to another.)

7 In what way are these legends useful? (They can tell us something about the migrations of people who lived long ago.)

8 Which scientists or experts study this kind of information? (Anthropologists.)

9 What did anthropologists want to find out about the Polynesian peoples? (They wanted to find out where their remote ancestors had come from.)

10 According to their sagas, where had some of these people come from? (From Indonesia.)

11 How long ago had these migrations taken place? (About two thousand years ago.)

12 Do we know anything about the sagas of the first people who were like ourselves? (No, we don't.)

13 Why is this so? (Because they lived so long ago that even their sagas are (or have been) forgotten.)

14 Can archaeologists rely on history or legends to tell them about the first 'modern men'? (No, they can't.)

15 But we do have some evidence of our remote ancestors, don't we? (Yes, we do.)

16 What sorts of things did ancient men make? (Tools of stone, especially flint.)

17 Why did they use flint? (Because it is easier to shape than other kinds of stone.)

18 Why don't we find wood and skins as well? (Because they have rotted away.)

19 What about the bones of the people who made these stone tools? (They have disappeared without trace.)

Asking questions: Ask me if...

T: Ask me if people first learned to write five thousand years ago. S : Did people first learn to write five thousand years ago?

T: When...?

S: When did people first learn to write?

1 people first learned to write five thousand years ago. (When)

2 there are still parts of the world where people cannot write: (How many)

3 they preserve their history by recounting sagas. (How)

4 sagas are legends handed down from one generation to another. (What)

5 these legends are useful to anthropologists. (In what way)

6 we learn something about the migrations of ancient peoples. (What... about)

7 the remote ancestors of the Polynesians came from Indonesia. (Where)

8 these migrations took place about two thousand years ago. (How long ago)

9 the sagas of the first 'modern men' are forgotten. (Why)

10 there is any written or spoken evidence of our remote ancestors. (Why isn't there)

11 ancient men made stone tools. (What kinds of tools)

12 they might also have used wood and skins. (What else)

Reconstruct the text

1 We read ---- things happened ---- 5,000 years ---- Near East---- first learned to write.

- 2 Some parts of world ---- even now ---- not write.
- 3 Only way ---- preserve history ---- recount as sagas ---- legends ---- handed down ---- one generation storytellers to another.
- 4 Legends useful ---- tell about migrations of people ---- lived long ago ---- but none ---- write down ---- what did.
- 5 Anthropologists wondered where ---- remote ancestors ---- Polynesian peoples ---- now living Pacific Islands came from.
- 6 Sagas explain ----- some of them ----- from Indonesia ---- 2,000 years ago.
- 7 But ---- first people ---- like ourselves ---- so long ago ---- even sagas forgotten.
- 8 So archaeologists ---- neither history nor legends ---- help them to find out ---- first ‘ modern men ’ from.
- 9 Fortunately---- ancient men ---- tools of stone - flint ---- because ---- easier to shape ---- other kinds.
- 10 May ---- used wood and skins ---- but rotted away.
- 11 Stone not decay ---- so tools ---- long ago ---- remain ---- bones of men ---- disappeared without trace.

Topics for discussion

- 1 What is the oldest piece of writing you know about? What is it about, and when was it written?
- 2 Describe the oldest object you have ever seen. Where was it? When was it made?
- 3 Do you think it is important to preserve a) stories from the past, b) old customs and traditions, c) historical buildings and artefacts ? Why?/Why not?

Key to Comprehension

Possible answers

- 1 Anthropologists can learn something about the history of ancient peoples who have not left written records by studying the sagas that have been handed down from one generation of storytellers to another.
- 2 Ancient men preferred to use flint for making tools because it is easier to shape than other kinds of stone.

Key to Vocabulary

A possible answer

In most countries, the money to preserve ancient buildings and works of art comes from tourism, but tourism can also destroy the things we seek to preserve.

The children sat in a circle while the actor recounted the story of the beginning of the world.

These days, scientists can test their theories about the migrations of early peoples by looking at the geographical distribution of particular genetic types within modern populations.

Recently, anthropologists at the British Museum presented an exhibition about the ceremonies and traditions of the Mexican Day of the Dead.

Rock and cave paintings made in the remote past have now been found in most parts of the world.

Left where they fall, dead trees gradually decay, providing a home for mushrooms and insects, so that the cycle of life begins again.

The painting was missing, and whoever had taken it had simply vanished without trace.

Key to Sentence structure

A possible answer

A See text.

B An archaeologist studies the remains left by people who lived long ago, such as their dwellings, their tools, their burials, so as to learn how and where they lived.

C

1 The earliest written records we have come from the Near East, and are about 5,000 years old.

2 For the period before written records began, we have to rely on sagas, stories handed down orally from one generation to another.

3 Stone tools which, unlike wood and skins, do not decay, also provide evidence of our remote ancestors.

Key to KS Exercises

A We can use either a past participle construction: tools made of stone, or a relative clause: which/who(m) + be + past participle:

Tools (which were) made of stone were used for scraping and cutting.

Legends (which have been) recorded in the form of sagas provide some information about the migrations of ancient peoples.

The remains (which were) found at the back of the cave were dated to about 20,000 years before the present.

B Say something to someone; tell someone something (not* tell to someone*)

1 say 2 told 3 say 4 tell

C We form phrasal verbs to express where something is 'obtained from': verb + object + from:

Do you mind my asking where you got it from?

I bought it from a second-hand shop in South London.

D After help + object, we can use either the infinitive with to or the bare infinitive:

Would you mind helping me to lift this box, please?

The children helped me make the tree decorations.

E See text.

F We use may + perfect infinitive to express possibility in the past. May

have is slightly less certain than a simple past, and slightly less uncertain than might have:

- 1 Your mother may have called when you were out.
- 2 You may have left your umbrella in the waiting room.
- 3 He may have changed his mind.

Special difficulties

A

1 Part always refers to a part of a whole: a part of a country, a part of the world, parts of this building, etc.

Place refers to location: a place in town, a place on the shelf, places where things are kept.

2 History is an objective account of a series of events: the history of a country, a person's history, the history of our times.

A story is an account, possibly fictional or partly so, told from the teller's own point of view: a bedtime story, the story of my life.

3 Wonder = ask oneself: e.g. wonder what someone means;
wander = walk without paying attention to one's direction: e.g. wander around the house/around the town, trying to decide what to do.

4 Like (preposition) takes a direct object, which can be a noun (like this job), a pronoun (like someone), or a noun clause (like what you do).

As (adverb of manner or of comparison) introduces a clause and could be replaced with 'that which': do as I say, or 'in the way that': think as you do.

5 Find out = learn, discover information, and is often intransitive: How did he find out/find out the truth/find out about this?

Find = come across or discover something that might be lost or not immediately available, e.g. find a missing letter, find somewhere to stay. We also use find to express an opinion based on experience: I find it hard to understand him. I find it best to say nothing.

6 Ancient = part of history, e.g. ancient manuscripts, ancient customs (and, giving exaggerated dignity to the idea of age, ancient friendships).

Old = not new, e.g. old buildings, old friendships, old injuries; and not young, e.g. old people, old age.

7 A tool is essentially an extension of the hand, and thus applies to processes that are mechanical, e.g. a cutting tool, a polishing tool, a machine tool.

An instrument is a device for non-mechanical tasks, e.g. a measuring instrument, a surgical instrument, a scientific instrument.

8 Stone is the material of which things can be built or made, e.g. building stone, stone quarry, a stone house, a stone bridge. Stone also refers to small accidental pieces of stone: a stone in my shoe, a sharp stone. Rock is the material in a state of nature: bedrock, igneous rock, a (natural) rock bridge, weathered rocks, rock cliffs. Rock also refers to a large, free-standing piece of rock, e.g. a round rock, rocks on the road.

9 Skin is the natural protective covering of a living person or thing, e.g. my

skin, tiger skin, a banana skin. Leather is the material made from the cleaned, dried and processed skin of an animal such as a pig or cow, e.g. leather shoes, leather upholstery.

B

Possible answers

- 1 Do you happen to know where he comes from?
- 2 It so happens that he comes from the same town as me.
- 3 Can you tell me what happened at college yesterday?

Repetition drill

The forgery

Chorus, group or individual repetition

To elicit statements involving the use of may + perfect infinitive to express uncertainty.

T : Drill 1. The forgery. This is the situation. Listen. Do not speak. An important art gallery recently bought a valuable painting for £ 5 million. Experts now believe that the picture is a forgery. Miss West is a reporter. She is asking the Director of the gallery some questions about the picture. This is how their conversation begins:

- (1) T: Do you think the artist used photographs?

S: He may have used photographs. It's hard to tell.

- (2) T: Then perhaps he painted it in his own studio?

S: He may have painted it in his own studio. It's hard to tell.

- (3) T: Could he have copied it from the original?

S: He may have copied it from the original. It's hard to tell.

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: Well, do you think he had access to the original?

S: He may have had access to the original. It's hard to tell.

- 5 T: Perhaps he used an canvas.

S: He may have used an old canvas. It's hard to tell.

- 6 T: Or perhaps he painted over an old picture?

S: He may have painted over an old picture. It's hard to tell.

- 7 T: Do you think he put it in an old frame?

S: He may have put it in an old frame. It's hard to tell.

- 8 T: Then do you think he made the frame himself?

S: He may have made the frame himself. It's hard to tell.

- 9 T: I suppose he must have painted it some time ago?

S: He may have painted it some time ago. It's hard to tell.

- 10 T: More probably, he must have done it fairly recently?

S: He may have done it fairly recently. It's hard to tell.

- 11 T: I wonder if he tried to sell it privately himself?

S : He may have tried to sell it privately himself. It's hard to tell.

12 T: Do you think he tried to sell it to other galleries first?

S: He may have tried to sell it to other galleries first. It's hard to tell.

T: Well, no wonder your gallery bought it. You're supposed to be an expert, but you don't seem to know much about it, do you?

Key to Multiple choice questions

1c

2a

3B

4d

5d

6B

7d

8a

9a

10c

11a

12b

Lesson 2 Spare that spider

Listening comprehension

1 Introduce the text

T: Today we'll talk about how spiders protect us from some of our greatest enemies.

2 Understand the topic

T: What can you see in the picture?

3 Listening objective

T: Listen to the text (or read it silently) and see if you can answer this question:

How much of each year do spiders spend killing insects?

4 Play the tape or read the text or wait for the students to finish reading silently

5 Answer the question

After the reading, ask the question again: How much of each year do spiders spend killing insects?

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: At least half the year. (11. 11-12)

6 Intensive reading

Play the tape or read the text 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 text again

8 Reading aloud

Ask one or two students to read the text aloud.

Comprehension questions

- 1 Why should we 'spare that spider'? (Because it is our friend.)
- 2 In what way are spiders our friends? (They destroy insects.)
- 3 Insects are some of our greatest enemies, aren't they? (Yes, they are.)
- 4 Would it be possible for us to live in the world without spiders? (No, it wouldn't.)
- 5 If there were no spiders, what would insects do to all our crops? (They would devour them.)
- 6 What would happen to our flocks and herds? (Insects would kill them.)
- 7 What other creatures eat insects? (Some birds and beasts do.)
- 8 Do they destroy as many insects as spiders do? (No, they don't.)
- 9 How much harm do spiders do to us or our belongings? (None at all.)
- 10 Are spiders and insects closely related? (No, they're not.)
- 11 What do many people think about spiders? (They think that they are insects.)
- 12 What can one tell almost at a glance? (The difference between a spider

and an insect.)

13 What is the difference? (A spider has eight legs and an insect never more than six.)

14 Has anyone ever made a census of spiders? (Yes, they have.)

15 Where was the census carried out? (In a grass field in the south of England.)

16 How many spiders did the expert estimate there were in one acre? (More than two and a quarter million.)

17 How many spiders would that mean on a football pitch? (Something like six million.)

18 For how much of the year are spiders busy in killing insects? (For at least half the year.)

19 Can we calculate how many insects are killed by spiders? (No, we can't.)

20 What weight of insects has been estimated to be destroyed by spiders in Britain in one year? (One (or A weight) greater than the total weight of all the human beings in the country.)

Asking questions: Ask me if...

T: Ask me if we should spare that spider.

S: Should we spare that spider?

T: Why...?

S: Why should we spare that spider?

1 we should spare that spider. (Why)

2 spiders are our friends. (In what way)

3 insects are some of the greatest enemies of the human race. (Whose enemies)

4 insects would make it impossible for us to live in the world.(Why)

5 all our crops would be devoured. (What)

6 our crops and herds are protected by insect-eating animals. (What... by)

7 we owe a lot to the birds and beasts who eat insects. (Who... to)

8 they kill only a fraction of the number destroyed by spiders. (How many)

9 spiders ever do the least harm to us or our belongings. (What harm)

10 you can tell the difference between spiders and insects at a glance. (What)

11 a spider always has eight legs. (How many)

12 one authority on spiders made a census in a grass field. (Where)

13 he estimated that there were two and a quarter million spiders in one acre. (How many)

14 one can make only the wildest guess at how many insects they kill. (What sort of guess)

15 spiders are content with only three meals a day. (How many)

Reconstruct the text

1 Why ---- spiders our friends? ---- Because ---- destroy insects, ----

insects include greatest enemies----human race.

2 Insects make impossible ---- live in world; ---- devour crops ---- kill flocks and herds ---- if not protection ----insect-eating animals.

3 We owe ---- birds and beasts ---- eat insects ---- but all together kill fraction ---- number destroyed by spiders.

4 Moreover ---- unlike other insect eaters ---- never ---- the least harm ---- us or our belongings.

5 Spiders not insects ---- as many people think ---- nor ---- nearly related.

6 One can tell difference ---- spider ----- eight legs ---- insect ---- six.

7 How many spiders ---- engage ---- this work ---- our behalf?

8 One authority ---- made census ---- spiders in grass field ---- south of England, ---- estimate ---- two and a quarter million ---- one acre; ---- something like six million spiders ----- different kinds ---- football pitch.

9 Spiders busy ---- at least half year ---- kill insects.

10 Impossible ---- make ----- wildest guess ---- how many kill, ---- but hungry creatures ---- not content ----three meals ---- day.

11 Estimated that ---- weight ---- all insects destroyed ---- spiders ---- in Britain ---- one year ---- greater than total weight ---- all human beings ---- country.

Topics for discussion

1 How do you feel about spiders? Do you find them interesting, or do you dislike them?

2 Can you give some examples of how insects can be dangerous to human beings?

3 Do you think human beings should always do whatever is necessary to create better living conditions for people? Do you see dangers in this approach? Give some examples that support your point of view.

Key to Comprehension

Possible answers

1 We have reason to be grateful to insect-eating animals because insects include some of the greatest enemies of the human race.

2 We can tell the difference between a spider and an insect because a spider has eight legs, and an insect never has more than six.

3 ‘ One authority on spiders made a census in a grass field... ’means that an expert on spiders formally counted how many spiders there were on a piece of ground covered with grass.

Key to Vocabulary

A possible answer

No matter how hard people work to destroy rat-populations, no human habitation is ever very far from a rat.

Brown locusts swarming at harvest time in Southern Africa can devour an

entire nation's cereal crop in less than a week.

It was just the briefest possible hesitation, only a fraction of second, but it was enough to show that he was lying.

The refugees abandoned their homes and all their belongings and fled for their lives.

The pilot estimated that the flight would take four hours and twenty minutes.

Key to Sentence structure

A See text.

B See text.

C A possible answer

1 I dislike finding spiders in the house because, unless I can pick them up and put them outside, I imagine them coming and walking across my face in the dark.

2 I like watching spiders spinning their webs because it always seems miraculous that anything so very small should be able to make such a large and complex structure so quickly.

3 I like the way that spiders will go on repairing their webs when these have been damaged by wind or by a large insect.

Key to KS Exercises

A A direct question with why + simple present tense simply asks for information: Why are spiders our friends? If we wish to express our surprise or our failure to understand something, we can use either, I wonder why + indirect question: I wonder why spiders are our friends; or a direct question in which should + bare infinitive replaces the simple present: Why should spiders be our friends?

1 Why should he be so disappointed?

2 Why should you be so unwilling to change your mind?

3 Why should there be so many traffic accidents?

B In conditional sentences that use would in the main clause, the verb in the if-clause is past in form, but does not refer to past time. In sentences like these, the if-clause refers to imagined or unreal situations: If it were not for the protection we get from insect-eating animals, and the main clause refers to their imagined, and unreal, consequences: they would devour all our crops. Using were, rather than was in the if-clause, emphasizes the unreality of the imagined condition.

1 were 2 were 3 were

C The basic rules here are:

the for specifying in a limited context: tell the difference, the south of England;
zero article for plural countables in general statements: Spiders are not insects;

a/an with singular countables mentioned as an example of their class: a spider has eight legs; or for the first time: a grass field; an acre.

See text.

Special difficulties

A

1 All of them together: all of + pronoun or noun subject means ' every individual in the group '. Together is an adverb emphasizing the unity of the whole group: All of the letters were posted together. All the children came out of school together.

Altogether is an adverb of degree meaning ' entirely ', ' absolutely ': The two ideas are altogether separate.

I'm not altogether surprised.

2 We use the other to refer to the second of two things or groups: This (one/book) is red; the other (one/book) is black.

Else, meaning ' additional ', ' more ' or ' different ', is especially common after indefinite pronouns: someone/no one/anyone, etc.: Let somebody else do it. We also use else after question words: Who else is coming? Where else would you like to go?

3 We use the least as an intensifier combining with adjectives to form negative superlatives: the least able, the least intelligent, etc. In this example, however, the least is a quantifier, and means ' the smallest amount of '. As a quantifier the least combines with uncountable nouns: the least opportunity, the least money. It also occurs in the adverb phrase in the least, meaning ' in the slightest degree ': I'm not in the least impressed.

The last means ' the final ', as opposed to ' the first ', ' the second ', etc.: the last emperor of China; the last time I saw you; the last person in the room, etc.

4 Harm is either a noun: harm meaning ' damage ', ' negative effect ': He means no harm. He does no harm to anyone but himself. Or it is a verb: harm + direct object, meaning ' cause damage to ', ' affect negatively ': Pesticides harm the soil.

Hurt is a verb meaning ' cause mental or physical pain ': Remarks like that really hurt. I fell and hurt my back We can also use it intransitively: My back hurts, i.e. causes me pain.

5 Glance (noun) means ' a quick look ' ---- that is a deliberate action, using the eyes consciously: Take a glance at yourself in the mirror. It is also a verb: He glanced up = ' he looked up ' .

Glimpse (noun) is ' a quick involuntary sight ': I caught a glimpse of my reflection in the mirror. i.e. I saw it fleetingly without intending to. Glimpse is also a verb: I glimpsed him hurrying away.

6 Work is uncountable, the act of working or the product of having worked: I must do some work. My work involves a lot of entertaining.

Job is countable, either the task that one is paid for: He has a job in a bank; or a task that one does or may do: It's a big job and will take at least two hours. He never does any household jobs if he can help it.

7 Estimate (verb) is ' make an informed guess ': estimate the number of pages in this book, estimate the time needed to complete a job, etc.

Calculate is ' make an accurate assessment ': calculate how much time you have spent; calculate how many people were there.

B We often use get in place of verbs with an underlying meaning of ' obtain ' or ' receive ', as in 1-4. Another common use of get is ' succeed in hearing ', or ' succeed in understanding ' .

1 obtain 2 bought 3 fetch 4 received 5 catch/hear 6 understand

C Tell someone something; also tell a story, tell the truth; say something (to someone); also say prayers, say goodbye.

1 tell 2 telling 3 say 4 say 5 tell 6 said 7 tell

D Make = originate, create; do = complete (a task):

1 made 2 do 3 do 4 made 5 made 6 made 7 do

E

1 You can see at a glance that nothing has been done for weeks.

2 There are at least thirty people still missing after the floods.

3 We may miss the next bus, but at any rate we'll be there before midday.

4 They had to move house as quickly as possible, even if it meant selling at a loss.

5 When the auctioneer came, he offered to buy the vase straight away at sight.

6 No more than five people may be carried in this lift at a time.

Repetition drill

The impatient motorist

Chorus, group or individual repetition

To elicit Type 2 conditional statements involving the use of if it weren't for to express frustrated wishes.

T: Drill 2. The impatient motorist. This is the situation. Listen. Do not speak.
A motorist is driving

home in heavy traffic. He is angry and impatient. He is complaining to his wife who is sitting beside

him. This is how their conversation begins:

(1) T: All this traffic! I'll never get home by the children's bedtime.

S: If it weren't for all this traffic, you'd be able to get home by the children's bedtime.

(2) T: Look at that lorry! I can't go faster.

S: If it weren't for that lorry, you'd be able to go faster.

(3) T: This road's so narrow! It's impossible to overtake.

S: If the road weren't so narrow, you'd be able to overtake.

T: Now you do the same. Ready?

1 As in (1) above.

2 As in (2) above.

3 As in (3) above.

4 T : Darn this appalling road surface! I can't do more than fifteen miles an hour.

S: If it weren't for this appalling road surface, you'd be able to do more than fifteen miles an hour.

5 T: Just look at that great bus in front! How am I supposed to see ahead?
 S: If it weren't for that great bus in front, you'd be able to see ahead.

6 T: All this traffic noise! It's hard to hear what you're saying.
 S: If it weren't for all this traffic noise, you'd be able to hear what I'm saying.

7 T: Now look at those traffic lights! I can't move forward.
 S: If it weren't for all those traffic lights, you'd be able to move forward.

8 T: Oh no! That's a police car! I can't break the speed limit.
 S: If it weren't for that police car, you'd be able to break the speed limit.

9 T: That stupid woman in the middle of the road! I can't get past her.
 S: If it weren't for that stupid woman in the middle of the road, you'd be able to get past her.

10 T: That idiotic motor-cyclist! I can't overtake.
 S: If it weren't for that idiotic motor-cyclist, you'd be able to overtake.

11 T: Look at this terrible rain! I can't see where I'm going.
 S: If it weren't for this terrible rain, you'd be able to see where you're going.

12 T: Darn this wet road! I can't stop the car!
 S: If it weren't for this wet road, you'd be able to stop the car.
 (We hear the screeching of brakes, followed by a loud crash.)

Key to Multiple choice questions

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

Lesson 3 Matterhorn man

Listening comprehension

1 Introduce the text

T: Today we'll talk about the first people to climb mountains as a sport in the Swiss Alps.

2 Understand the topic

T: What can you see in the picture?

3 Listening objective

T: Listen to the text (or read it silently) and see if you can answer this question:

What was the main objective of early mountain climbers?

4 Play the tape or read the text or wait for the students to finish reading silently

5 Answer the question

After the reading, ask the question again: What was the main objective of early mountain climbers?

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: To get to the top by the easiest route. (ll. 2-3)

6 Intensive reading

Play the tape or read the text 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 text again

8 Reading aloud

Ask one or two students to read the text aloud.

Comprehension questions

- 1 What is the Matterhorn? (It's a mountain in Switzerland.)
- 2 What route do modern alpinists try to climb mountains by? (One which will give them good sport.)
- 3 What is the advantage of a difficult route? (It is more highly regarded.)
- 4 Was this always the case? (No, it wasn't.)
- 5 When was this not the case? (In the pioneering days.)
- 6 What were the early climbers looking for? (The easiest way to the top.)
- 7 What was the prize they sought? (The summit.)
- 8 Which summits were more highly regarded? (Ones (or Summits) that had never been attained before.)
- 9 What did they often face during their explorations? (Difficulties and dangers of the most perilous nature.)
- 10 How were these early climbers equipped? (In a manner which would make a modern climber shudder at the thought.)

- 11 Did they have more than one aim? (No, they didn't.)
- 12 Is it easy for us nowadays to realize how difficult it was for the pioneers? (No, it isn't.)
- 13 What did most Alpine villages tend to be like in those days? (They tended to be impoverished settlements, cut off from civilization by high mountains.)
- 14 Were there any exceptions? (Yes, there were. Zermatt and Chamonix.)
- 15 What were the inns like? (Generally dirty and flea-ridden.)
- 16 What kind of food was there? (Local cheese and bread that was often twelve months old.)
- 17 What did climbers do when a valley boasted no inn at all? (They found shelter wherever they could.)
- 18 What was the local priest's situation like, compared with his parishioners'? (He was usually as poor as they were.)
- 19 What was the accommodation like among these people? (Invariably dirty, poor and very uncomfortable.)
- 20 How did these alpinists live at home? (They ate seven-course dinners and slept between fine linen sheets.)
- 21 How must they have found the change to the Alps? (They must have found it very hard indeed.)

Asking questions: Ask me if...

- T: Ask me if modern alpinists try to climb mountains by an easy route.
 S: Do modern alpinists try to climb mountains by an easy route?
 T: What kind of ...?
 S : What kind of route do modern alpinists try to climb mountains by?
- 1 modern alpinists try to climb mountains by an easy route. (What kind of...)
 - 2 a more difficult route is more highly regarded. (How)
 - 3 this was not the case in the pioneering days. (When)
 - 4 the early climbers were looking for the easiest way to the top. (What)
 - 5 the summit was the prize they sought. (What)
 - 6 they faced difficulties and dangers during their explorations. (When)
 - 7 they were equipped in a way that would make a modern climber shudder at the thought. (How)
 - 8 they went out of their way to court excitement. (Why didn't)
 - 9 it is hard for us to realize how difficult it was for the pioneers. (Why)
 - 10 Zermatt and Chamonix had rapidly become popular. (Which places)
 - 11 Alpine villages tended to be impoverished settlements. (What... like)
 - 12 most inns were generally dirty and flea-ridden. (What ... like)
 - 13 the bread was often twelve months old. (How old)
 - 14 climbers often found shelter with poor priests or shepherds. (Where)
 - 15 these men must have found the Alps hard. (Why)

Reconstruct the text

1 Modern alpinists ---- climb mountains ---- route ---- give good sport, ---- more difficult ---- more highly regarded.

2 In pioneering days ---- not the case. Early climbers ---- look for easiest way to top ---- because summit ----prize sought ---- especially if never attained before.

3 True ---- during explorations ---- faced difficulties and dangers ---- most perilous nature ---- equipped in manner ---- make modern climber shudder at thought, ---- but not go out of way ---- court excitement.

4 Single aim ---- solitary goal ---- top!

5 Hard ---- realize nowadays ---- how difficult ---- pioneers.

6 Except for ---- places ---- Zermatt and Chamonix, ---- rapidly become popular, ---- Alpine villages tend ---- impoverished settlements ---- cut off from civilization ---- high mountains.

7 Such inns as were ---- generally dirty and flea-ridden; ---- food local cheese ---- bread often twelve months old ---- wash down ---- coarse wine.

8 Often valley boast no inn at all ---- climbers find shelter wherever could ---- sometimes local priest (usually poor as parishioners), ---- sometimes shepherds and cheese-makers.

9 Invariably background ---- same: ---- dirt ---- poverty ---- very uncomfortable.

10 For men accustomed ---- eat seven-course dinners ---- sleep ---- fine linen sheets at home ---- change to Alps ---- very hard indeed.

Topics for discussion

1 Have you ever been up any mountains? If so, which/where/when? If you were climbing a mountain, would you prefer the easiest route to the top, or a more difficult route that would impress other people?

2 Do you know any villages that are particularly remote and poor? If so, where are they and what are they like?

3 Do you believe that tourists should stay away from villages that are too poor to house them? What effects ---- good or bad ---- do you think tourism has on people in developing parts of the world?

Key to Comprehension

Possible answers

1 The modern climber's attitude differs from that of the pioneer, in that the modern climber wants a route that will give him good sport, whereas the pioneer was only interested in getting to the top by the easiest route.

2 The three factors that made most Alpine villages inhospitable places were poverty, dirt and discomfort.

Key to Vocabulary A possible answer

Chris Bonnington was the first person ever to reach the summit of the Eiger by a route that included the sheer North Face.

The chance to become well-educated is widely regarded as being the best opportunity a person can have.

Sir Edmund Hilary and Tenzing Norgay reached the summit of Mount Everest on May 29, 1952.

Various experts have sought an explanation for the strange lights seen occasionally in the sky in Western Scotland, but so far without success.

The prisoner faced her accusers in court with confidence.

Without her engines, and drifting towards the rocky shore, the ship was in an increasingly perilous situation.

How is it that one nation will delight in eating delicacies that make another nation shudder?

Using a chain-saw without proper training and protective clothing is courting disaster.

This cup is the solitary survivor of my grandmother's set of twelve.

The wool from Herdwick sheep, a hardy mountain breed, is so coarse, it is mainly used for carpet-making.

The village had once boasted a school and a small general shop, but these had disappeared when the new road was built.

Friday is invariably the busiest day of the week on the roads.

Key to Sentence structure

A See text.

B

A possible answer

I like mountaineering because I enjoy the space, the fresh air and the exercise.

One problem with so many people taking up mountaineering is that the paths up popular mountains are becoming as wide as roads, and erosion is scarring the mountainsides.

The experience of reaching the top of a high mountain and looking at the view for miles around is one of the best sensations in the world.

Key to KS Exercises

A We can use either adjectives or adverbs in the construction the + comparative + the + comparative to express cause and effect: when one condition is fulfilled, a given result follows.

A possible answer

1 The more expensive petrol becomes, the less people drive.

2 The more you try to explain, the worse your situation becomes.

3 The sooner I finish this job, the better I shall feel.

B See text.

C The rule for the normal position of often (and other adverbs of indefinite frequency) is ' after an auxiliary or before a full verb '. This means:

---- after the subject in questions: Is he often impatient?

---- after be when it is the only verb in a sentence: He is often impatient. (The

exception is when *be* is echoing a previous verb, as in short answers: Yes, he often is.)

---- after the first auxiliary verb when there is more than one verb: He will often be working late.

---- before the main verb when there is only one verb: He often made rash decisions.

---- before *used to* and *have to*: I often used to/had to work late.

But *often* can come before the auxiliary if we wish to put special stress on the verb: He often will be working late. And in questions and negatives, *often* can come at the end of a clause, post modifying the entire subject-and-verb phrase: Have you been there often? I haven't thought about it often. The end position is also possible, though less usual, in affirmatives, in which the effect is the same, post modifying the entire statement: I think about you often. Especially if we combine it with an adverb such as *most* or *very*, *often* can also come at the beginning of the sentence: (Most) often, I just have a sandwich for lunch.

This order is characteristic of relaxed conversation, and the position indicates that *often* applies to the whole of what follows.

1 (Often) I am (often) in such a hurry (often), I (often) don't (often) have time for breakfast (often).

2 We (often) buy things we (often) don't really need (often).

3 He is (often) sent abroad (often) by his firm (often).

D Many adjectives, *hard*, *difficult*, *impossible*, *easy*, etc., can be followed by *to*-infinitives, and these adjectives enter easily into the pattern: *It + be + adjective (+ for noun/pronoun) + to-infinitive*: *It is hard (for us) to realize ...* In such sentences, the true subject is the infinitive phrase (*For us*) *to realize ...*, but this is stylistically unacceptable in English, so we use *It* as a preparatory subject instead, pushing the infinitive phrase to a position after the verb. In general statements, and when it is obvious who the infinitive refers to, we can omit the *for + noun/pronoun*.

1 It was impossible for them to avoid getting wet.

2 It is difficult to say the right thing when people are grieving.

3 It is easy for you to be cheerful about it, but it was my money.

E *Such* combines with plural countable nouns: *such requests*, and with uncountable nouns: *such freedom*, and means 'like this/like these'. *Such + noun + as* could be replaced by *noun + like this/these that ...*.

1 I always find it impossible to refuse such requests.

2 Such freedom must be balanced by personal responsibility.

3 I had not expected to encounter such difficulty.

4 Such films as were completed at that time were interesting only in terms of photographic technique.

F In *accustomed to*, *used to*, *object to* and *look forward to*, *to* is a preposition (not part of a *to*-infinitive), and so is followed by an object, i.e. a noun, a pronoun or a gerund (or ' -ing form '). If the object is a gerund, we use a possessive form (*my*, *your*, etc.) to indicate the person doing the action.

1 I am used to the baby's waking me in the middle of the night.

- 2 Do you object to my opening the window for a little while?
- 3 I am looking forward to seeing you on the 23rd.

Special difficulties

A

1 Situation means ' position ' : In your situation, I would have done exactly as you did.

Case means ' a particular instance ' : In a case like this one, the court usually awards custody to the mother.

2 We do not use either specially or especially at the beginning of a sentence. To express ' more than usually ' , either word is possible: I think you'll find this article specially/especially interesting. But specially, not ' especially ' to mean ' for a particular purpose ' : I had this desk specially made to suit my height. And especially, not ' specially ' to mean ' in particular ' : I (especially) wanted to see that production of ' Taking Sides ' (especially).

3 Realize means ' become aware of ' : I realized at once what you meant; or ' be aware of ' : I don ' t think you realize the seriousness of your situation.

Understand means ' comprehend ' : I understand what you mean.

In these meanings, both verbs are usually stative, and thus are not usually used in progressive (or ' continuous ') tenses.

4 Both except and except for mean ' with the exception of ' , and are used especially after every/any/nocom pounds: Everyone except (for) you has already signed the photo. Only except for can be used at the beginning of a sentence: Except for last year's party, the summer party has always been out of doors.

And only except in front of a prepositional phrase: Except in his first job, he had always enjoyed what he did .

5 We pronounce both coarse and course in exactly the same way.

Coarse means ' rough ' , ' not fine ' : coarse salt, coarsely-chopped onion, coarse speech, a coarse joke.

We use course to refer to a phase in a meal: the first course, the meat course, a sweet course, etc.

Course also means ' pathway ' or ' direction ' : the course we have followed; a racecourse; the course of a river; or it means ' a series of lessons ' : I've signed up for a course in navigation.

6 A house is a building for one family to live in. (Buildings divided up into flats for more than one family are known as ' blocks of flats ' or ' apartment blocks ' , not ' houses ' .) Their house is only five minutes from the station. A house or flat becomes a home when you refer to it as the place you live in: Are you going home now? Is your father at home? or the place you belong to: Home is where the heart is.

B

Possible answers

- 1 They did not make any special effort to court such excitement .
- 2 Please ask him to move to where he will not cause an obstruction .

- 3 The cottage was remote from the main thoroughfares.
- 4 The table is inconveniently located.
- 5 I'll call in when I am passing from one place to the other.
- 6 We must do this exercise as/in the manner we have been taught.

Repetition drill

It depends what you are looking for

Chorus, group or individual repetition

To elicit statements involving the use of the + comparative ... + the better to express a preference.

T: Drill 3. It depends what you are looking for. This is the situation. Listen. Do not speak.

Mr. Bellamy is a businessman. He needs a new secretary and has gone to a personnel agency. Miss Swain, the director of the agency, is trying to find out what sort of person

Mr. Bellamy wants. This is how their conversation begins:

(1) T: Well, Mr. Bellamy. This new secretary you want. Say she isn't very tidy?

S: Oh, she must be tidy. The tidier she is the better, as far as I'm concerned.

(2) T: And what if she doesn't work very hard?

S: Oh, she must work hard. The harder she works the better, as far as I'm concerned.

(3) T: Well, let's suppose she isn't very intelligent?

S: Oh, she must be intelligent, the more intelligent she is the better, as far as I'm concerned.

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: Say she isn't very efficient?

S: Oh, she must be efficient. The more efficient she is the better, as far as I'm concerned.

5 T: Say she isn't terribly interesting?

S: Oh, she must be interesting. The more interesting she is the better, as far as I'm concerned.

6 T: Well, what if she isn't very polite?

S: Oh, she must be polite. The more polite she is the better, as far as I'm concerned.

7 T: Let's suppose she doesn't type very fast?

S: Oh, she must type fast. The faster she types the better, as far as I'm concerned.

8 T: And say she can't start soon?

S: Oh, she must start soon. The sooner she starts the better, as far as I'm concerned.

9 T : Well, let's suppose she isn't very experienced?

S: Oh, she must be experienced. The more experienced she is the better, as far as I'm concerned.

10 T : Say she isn't very young?

S : Oh, she must be young. The younger she is the better, as far as I'm concerned.

11 T : And say she isn't very good-looking?

S : Oh, she must be good-looking. The more good-looking she is the better, as far as I'm concerned.

12 T : What if she isn't terribly elegant?

S : Oh, she must be elegant. The more elegant she is the better, as far as I'm concerned.

T: You aren't paying enough, Mr. Bellamy. The only way such an angel would work for you is if you were lucky enough to make her your wife.

Key to Multiple choice questions

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

Lesson 4 Seeing hands

Listening comprehension

1 Introduce the text

T : Today we'll talk about a report that there are people who can ' see ' with their hands.

2 Understand the topic

T : What can you see in the picture?

3 Listening objective

T : Listen to the text (or read it silently) and see if you can answer this question:

How did Vera discover she had this gift of second sight?

4 Play the tape or read the text or wait for the students to finish reading silently

5 Answer the question

After the reading, ask the question again: How did Vera discover she had this gift of second sight?

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: Her father noticed that she seemed to be able to see what was in a locked safe. (ll. 4-5)

6 Intensive reading

Play the tape or read the text 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 text again

8 Reading aloud

Ask one or two students to read the text aloud.

Comprehension questions

1 Where have people been reported to be able to see with their hands? (In Russia.)

2 Can they read and detect colours with their fingers? (Yes, they can.)

3 They can see through solid doors and walls too, can't they? (Yes, they can.)

4 Who does this case concern? (An eleven-year-old schoolgirl, Vera Petrova.)

5 Does she have normal vision? (Yes, she does.)

6 How else can she perceive things? (With different parts of her skin.)

7 Who first noticed this ability ? (Her father did.)

8 Where was she at the time? (In his office.)

9 What did she happen to do? (She happened to put her hands on the door of a locked safe.)

10 What did she ask her father? (Why he kept so many old newspapers locked away there.)

11 What else could she describe? (The way they were done up in bundles.)

12 What happened next? (Vera's talent was brought to the attention of a scientific research institute.)

13 What was the name of the town? (Ulyanovsk.)

14 What did a special commission of the Russian Federal Ministry of Health do in April? (They gave her a series of tests.)

15 What was she able to do during these tests? (Read a newspaper through an opaque screen.)

16 How was she able to describe the figures and colours printed on a child's game of Lotto? (By moving her elbow over it.)

17 What part of her body did she use to make out a picture hidden underneath a carpet? (Her foot.)

18 What other parts of her body were shown to have a similar sensitivity? (Her knees and shoulders.)

19 How do we know she wasn't using her eyes during the tests? (She was always blindfold.)

20 Could she perceive things with her skin when she wasn't blindfold? (No, she couldn't.)

21 When else was she unable to perceive things with her fingers? (When her hands were wet.)

Asking questions: Ask me if ...

T: Ask me if a number of people have been reported who can read with their fingers.

S: Have a number of people been reported who can read with their fingers?

T : How many...?

S: How many people have been reported who can read with their fingers?

1 a number of people have been reported who can read with their fingers.
(How many)

2 they can see through solid walls and doors. (What)

3 Vera Petrova has normal vision. (What kind of)

4 she can also perceive things with parts of her skin. (What... with)

5 her father first noticed this ability. (Who)

6 she happened to put her hands on the door of a locked safe in his office.
(Where)

7 she asked her father why he kept so many old newspapers locked away.
(What)

8 Vera had a curious talent. (What kind of)

9 she was given a series of tests in April. (Why)

10 she was able to read a newspaper through an opaque screen. (How)

11 she was able to see figures and colours with her elbow. (How)

12 she was able to make out a picture hidden under a carpet. (What else)

Reconstruct the text

1 Several cases reported recently ---- Russia ---- people read, detect colours ---- fingers ---- even see through solid walls, doors.

2 One case ---- eleven-year-old schoolgirl, Vera Petrova, ---- normal vision ---- also perceive things different parts skin ---- through solid walls. This ability ---- first notice ---- father.

3 One day ---- come into office ---- happen ---- put hands ---- door ---- locked safe. Suddenly ---- ask father why keep ---- many old newspapers ---- lock away there, ---- even describe ---- way ---- done up in bundles.

4 Vera's curious talent ---- brought to notice ---- scientific research institute ---- town ---- Ulyanovsk ---- near where ---- live, ---- April ---- given series of tests ---- special commission ---- Ministry of Health of Russian Federal Republic.

5 During tests ---- read newspaper ---- opaque screen, ---- stranger still ---- move elbow over child's game, Lotto ---- describe figures and colours printed; another instance, ---- wear stockings ---- slippers, ---- make out ---- foot ---- outlines and colours ---- picture ---- hidden under carpet.

6 Other experiments show ---- knees and shoulders ---- similar sensitivity.

7 During all tests ---- Vera ---- blindfold; indeed, except ---- blindfold ---- lack ability ---- perceive things skin.

8 Also found ---- although perceive ---- with fingers ---- this ability cease ---- moment hands wet.

Topics for discussion

1 Have you had any experiences yourself that are hard to explain in terms of the world as we know it? If so, tell us about them.

2 Has anyone you know ever told you about a paranormal experience that they have had? If so, tell us about it.

3 Do you believe the story reported in the text? Why?/Why not? What do you think of reports about peculiar events, such as telepathic experiences, or strange lights in the sky? Are they true or false, do you think?

Key to Comprehension

Possible answers

1 Vera's father discovered his daughter's curious talent when she showed she could tell what was inside a locked safe in his office by putting her hands on the door.

2 She was unable to perceive objects with her skin unless she was blindfold.

3 She lost the ability to perceive objects with her fingers as soon as her hands were wet.

Key to Vocabulary

A possible answer

I have spoken to her on several occasions.

You can buy an electronic device that will detect electric cables hidden in walls through the plaster.

My father's vision was remarkably good until he was 88, when he developed cataracts.

She was one of those people who pretend to perceive the innermost soul of everyone they meet.

This is a curious business, and I have no more idea than you do how it will end.

There had been a series of wet days, and it felt as if it would go on raining for ever.

At the top of the hill, there was a row of trees, their winter outlines dark against the sky.

We had already met once before at a neighbour's house on a similar occasion.

Erica had ceased to worry about her appearance when she moved to the country.

Key to Sentence structure

A See text.

B See text.

C A possible answer

1 Vera Petrova has the unusual ability of being able to use her hands to perceive things through solid walls and in locked containers.

2 During a series of tests, she showed that she could detect printed shapes and colours on a Lotto board with her elbow.

3 She also managed to make out with her foot the outline of a picture hidden underneath a carpet.

Key to KS Exercises

A See text.

B The first example is a direct question, formed with an auxiliary verb (did), and with the subject-verb inversion: did he keep (instead of ' he kept '). The second example is a reported (or ' indirect ') question in which the normal word order of subject-verb applies, and there is therefore no auxiliary verb: he kept.

1 I asked him when he bought that car.

2 I asked him where he found that book.

3 I asked him why he sent a fax.

4 I asked him how he knew I was here.

5 I asked him which one he liked best.

C The example shows a prepositional phrase (By moving her elbow over a child's game of Lotto...) used instead of an adverbial clause: When she moved her elbow over a child's game of Lotto... . After a preposition, the verb is always an -ing form, not an infinitive.

1 getting 2 arriving 3 trying 4 persuading

D We use was/were able to, not ' could ', to express ' achievement after effort '. That is, we can replace succeed in or manage to with was/were able to; ' could ' is not possible in such sentences. We use could as an ' unreal past ', to express ' would be able to ' if certain conditions were fulfilled: I could/ would be able to save some money if I used my bicycle more. We also use could to refer to natural or learned abilities in the past: I could play the violin quite well when I was a girl.

1 could 2 could 3 was able to 4 was able to 5 was able to

Special difficulties

A

1 Normal means ' standard ', ' exactly as you'd expect ': He grew up in a normal household, just a normal, healthy, reasonably happy child. Though normal and ordinary can seem to be interchangeable, ordinary means ' simple ', ' not fancy ', ' not special ': Can I go to the party in my ordinary office clothes? Monday was just like any other ordinary working day.

2 Both skin and complexion can be used to refer to the colour and quality of facial skin: He has an olive complexion/skin, though complexion is the more exact term, and is preferable in formal contexts.

Only skin is used to mean ' the outer covering of the body ': The skin ages in response to sunlight.

3 Notice means ' see and become aware of ': Have you noticed that truck at the end of the road?

Remark means ' comment ', ' say ': ' The weather's improved, ' she remarked. Remark meaning ' see ' is archaic.

4 An office is a room or a building where business is carried out: I got to the office at nine.

A study is a place in someone's home used for domestic paperwork and private study: You'll find it on the desk in my study .

5 A game is an activity with rules that people play: a game of cards, a game of football, a game of chance.

It is also the board and pieces for such an activity: a game of Monopoly, a board-game.

A toy is an item that someone plays with in his/her own way, and without external rules: a toy train, a toy car: You can't treat children as if they were toys or dolls and just put them back in the cupboard when you're tired!

6 Lack means ' not have enough ': Lots of children lack the opportunity to learn a foreign language.

Need means ' require ': How much time will you need?

7 Wet is the opposite of ' dry ': wet weather, wet grass, wet paint, etc.

Damp means ' very slightly wet ', often in a negative or unpleasant way: a damp house, damp clothes, damp logs that won't burn.

B 1 tied 2 as good as dead 3 finished 4 decorated it 5 cheated me out of

C 1 numbers 2 shape/outline 3 the shape of the body

D 1 perceive 2 ran away 3 understand him 4 transferred 5 inventing

Repetition drill

Self-improvement

Chorus, group or individual repetition

To elicit statements involving the use of the gerund in the pattern ' You can only ... by...-ing ' .

T : Drill 4. Self-improvement. This is the situation. Listen. Do not speak. Two women are talking. The first woman is anxious to improve herself and she is asking her friend for advice. This is how their conversation begins:

(1) T : How can I pass the exam? I'll have to work harder, I suppose.

S : Of course. You can only pass the exam by working harder.

(2) T: And how can I improve my English? I'll have to practise more, I suppose.

S : Of course. You can only improve your English by practising more.

(3) T : And how can I get fit? I'll have to go to a gym, I suppose.

S: Of course. You can only get fit by going to a gym.

T: Now you do the same. Ready?

1 As in (1) above.

2 As in (2) above.

3 As in (3) above.

4 T : And how can I stop smoking? I'll have to try harder, I suppose.

S: Of course. You can only stop smoking by trying harder.

5 T : And how can I learn word-processing? I'll have to join a class, I suppose.

S: Of course. You can only learn word-processing by joining a class.

6 T : And how can I develop my career? I'll have to get a better job, I suppose.

S : Of course. You can only develop your career by getting a better job.

7 T: And how can I become better-informed? I'll have to read the newspapers, I suppose.

S: Of course. You can only become better-informed by reading the newspapers.

8 T : And how can I make more friends? I'll have to be more sociable, I suppose.

S : Of course. You can only make more friends by being more sociable.

9 T : And how can I get about more easily? I'll have to buy a car, I suppose.

S : Of course. You can only get about more easily by buying a car.

10 T : And how can I look smarter? I'll have to buy some new clothes, I suppose.

S : Of course. You can only look smarter by buying some new clothes.

11 T : And how can I get a better figure? I'll have to lose some weight, I suppose.

S : Of course. You can only get a better figure by losing some weight.

12 T : And how can I lose some weight? I'll have to visit a masseuse, I suppose.

S : Of course. You can only lose some weight by visiting a masseuse.

T: But I did visit a masseuse! I didn't lose any weight at all, but the masseuse lost a great deal!

Key to Multiple choice questions

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

Listening comprehension

Listening comprehension

1 Introduce the text

T: Today we'll talk about the way older people view young people in general.

2 Understand the topic

T : What can you see in the picture?

3 Listening objective

T : Listen to the text (or read it silently) and see if you can answer this question:

How does the writer like to treat young people?

4 Play the tape or read the text or wait for the students to finish reading silently

5 Answer the question

After the reading, ask the question again: How does the writer like to treat young people?

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: As equals. (l. 16)

6 Intensive reading

Play the tape or read the text 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 text again

8 Reading aloud

Ask one or two students to read the text aloud.

Comprehension questions

- 1 What are people always talking about? (' The problem of youth ' .)
- 2 Does the writer believe that young people are a problem? (No, he doesn't.)
- 3 If there is a problem of youth, who creates it? (Older people do.)
- 4 What does the writer want us to agree? (That the young are after all human beings.)
- 5 What does he mean by ' their elders ' ? (People who are older than them.)
- 6 What does a young man have in front of him? (A glorious future.)
- 7 Does the older person have the same prospect? (No, he doesn't.)
- 8 How did the writer feel when he was a teenager? (Young and uncertain.)
- 9 What does he compare himself with? (A new boy in a huge school.)
- 10 What would have pleased him? (To be (or Being) regarded as a problem.)
- 11 What does being a problem do for you? (It gives you a certain identity.)

- 12 What are the young engaged in doing? (In seeking an identity.)
- 13 How does the writer find young people? (Exciting.)
- 14 What does he say young people possess? (An air of freedom.)
- 15 And what are they free of, in his opinion? (Dreary commitment to ambitions and love of comfort.)
- 16 What sort of people are ' social climbers ' ? (People who want to improve their status in society.)
- 17 Can you think of another way of referring to ' material things ' ? (Possessions.)
- 18 How does the writer see them in contrast with older people? (As cosmic beings, linked with life and the origins of things.)
- 19 Does he expect a young person to be polite to him because of his age? (No, he doesn't.)
- 20 On what basis does he expect to argue with a young person , if he thinks he is wrong? (As an equal.)

Asking questions: Ask me if ...

T : Ask me if people are always talking about the problem of youth.

S : Are people always talking about the problem of youth?

T : What...?

S : What are people always talking about?

- 1 people are always talking about the problem of youth. (What)
- 2 it is older people who create ' the problem of youth ' . (Who)
- 3 it is not the young themselves who create it (Why)
- 4 there is only one difference between an old man and a young man. (What difference)
- 5 the young man has a glorious future before him. (What)
- 6 an old man's splendid future is behind him. (Where)
- 7 the writer felt that he was just young and uncertain. (How long ago)
- 8 the writer felt as though he was a new boy in a huge school. (How)
- 9 he would have been very pleased to be regarded as a problem. (Why)
- 10 being a problem gives you a certain identity. (What)
- 11 the young are busily engaged in seeking an identity. (Who)
- 12 the writer finds young people exciting. (Why)
- 13 young people have an air of freedom. (What)
- 14 the writer accepts that he and young people are equals. (What)

Reconstruct the text

- 1 People always talk ---- ' problem of youth ' .
- 2 If problem ---- take leave to doubt ---- then older people create ---- not the young.
- 3 Let us get down ---- fundamentals ---- agree ---- young ---- human beings ---- people just like elders.
- 4 Only one difference ---- old man and young one: ---- young man ----

glorious future before ---- old one splendid future behind: ---- maybe where rub is.

5 When teenager ---- felt just young and uncertain ---- new boy in huge school, ---- be very pleased regarded as something interesting ---- problem.

6 For one thing, ---- being problem ---- give identity, ---- one of things ---- young busily engaged ---- seeking.

7 I find young ---- exciting. ---- Have air of freedom ---- not dreary commitment ---- mean ambitions ---- love of comfort.

8 Not anxious social climbers, ---- and no devotion ---- material things.

9 All ---- seem ---- link with life, ---- origins of things. It ---- as if they, ---- in sense, cosmic beings ---- violent and lovely contrast ---- us suburban creatures.

10 All that ---- in mind ---- when meet young person.

11 He ---- conceited, ill-mannered, presumptuous, fatuous, ---- but I not turn ---- protection ---- dreary cliché & respect for elders ---- as if mere age ---- reason for respect.

12 I accept ---- we equals, ---- I argue ---- as equal ---- if think ---- he wrong.

Topics for discussion

1 Is there 'a problem of youth' in this country? If so, tell us about it.

2 Is there a problem of age in this country? If so, whose problem is it, and what difficulties does it create?

3 Are there conflicts in this country between different groups, such as between the old and the young, the urban and the rural, the educated and the uneducated? Do you see yourself as belonging to any such group? If so, do you understand those people who belong to the opposite camp?

Key to Comprehension

Possible answers

1 The writer says that the one difference between an old man and a young man is that a young man can look forward to a glorious future, and an old man can only remember his splendid past.

2 The writer would have been pleased to have been regarded as a problem when he was young because it would have given him a more interesting identity, which was one thing he felt he lacked.

3 The author particularly admires the air of freedom that young people have, their unconcern about being successful and comfortable, and their lack of anxiety about status and possessions.

Key to Vocabulary

A possible answer

When a literary genius creates a great novel, one cannot explain it by looking at the writer's life.

In some ways, modern teenagers need more protection than we did when we

were in our teens.

After the old lady became ill, her daughter cared for her with real devotion until her death.

There is plenty of evidence to link this particular person with the scene of the crime.

Scientists hope that new telescopes in space will finally reveal the origins of the universe.

We had dreary weather on the trip----grey skies and plenty of drizzly rain.

Key to Sentence structure

A See text.

B See text.

C

A possible answer

1 Adolescents are often loud and rough, especially when they are in groups.

2 Their behaviour can be so unpredictable that other people sometimes feel threatened.

3 Most adolescents think they know all the answers to everything, and they think their elders are stupid not to see things their way.

D

A possible answer

1 Adults think they always know best, even about things that they have no experience of.

2 They're always critical or disapproving of whatever we do or say, and they don't take us seriously.

3 They're quite hypocritical, because they forbid us to do things that they do all the time.

Key to KS Exercises

A When it combines with a progressive (or ' continuous ') tense (be+-ing), always means ' all the time ' .

With simple tenses, present or past, always means ' frequently ' .

He's always changing his mind. He always changes his arrangements at the last minute.

I'm always making mistakes like this. I always make a point of asking after his family.

People are always telling us about things that are bad for our health. We always tell our children to come straight home from school.

Everybody's always asking about you. My father always asks how you're getting on.

B After the, adjectives like young, old, blind, deaf, rich, poor refer to the group as a whole: the young = ' young people as a group ' , etc. The same adjectives after a must be completed by a noun or pronoun: a young man, a young one, etc., and refer to a single individual.

Only the rich can afford to live in that part of town. He must be a rich man to live in that part of town.

Caring for the sick requires a special kind of temperament. He had been a sick man for years.

Uneven pavements and illegal parking make it difficult for the blind to go around safely in our city. A blind man will often carry a white stick to warn others that he can't see.

They say you should never speak ill of the dead. Responding to an anonymous call, the police found a dead man in the park.

C This exercise focuses on the use of the present passive infinitive in particular: to be + past participle. There are several ways we can use a to-infinitive rather than a clause:

---- to refer to an unreal past, as in the example: I would have been very pleased to be regarded as a problem (but I was not regarded as a problem); and in No. 1: You would not like to be accused of theft (but you were not accused of theft).

---- to express an unexpected or unwelcome event, giving rise to a particular result or viewpoint, as in No. 2: I was astonished when they told me... =I was astonished when I was told... = I was astonished to be told ...

---- as the object of a verb, replacing a that-clause, as in No. 3: I expect they will inform me = I expect that I will be informed =I expect to be informed.

1 You would not like to be accused of theft.

2 I was astonished to be told that all the tickets had been sold.

3 I expect to be informed about it tomorrow.

D This exercise focuses on how the subject of a clause can be a phrase with a to- infinitive or a gerund (-ing). Note that h in Nos. 1 and 3 is a preparatory subject so that the true subject is expressed after the verb.

1 It is not very pleasant having to write so many letters.

2 Expecting others to help you and then not helping them in return is hardly commendable.

3 It is very enjoyable teaching young children.

E These verbs are all followed by in + noun/pronoun/gerund.

Possible answers

1 He delighted in music/in that/in playing the piano.

2 Can I interest you in this idea/in this/in joining us?

3 I wish he wouldn't persist in such folly/in this/in misbehaving in class.

4 Do you believe in such things/in them/in trying to change the system?

F No combines with plural countables (no coins) and (singular) uncountables (no money) and is the precise equivalent of not... any.

1 He doesn't know. There isn't any point in asking him.

2 You'll pass your driving test if you don't make any mistakes.

3 I don't have any faith in him.

Special difficulties

A

1 We cannot use *than* after *elder*: John is older than I am. We cannot use *elder* for things: Which building is older?

Use either form when comparing two people: Who is the older/the elder? We use *elder* in front of a noun when referring to two people in a defined group, such as in a family: My elder/older brother is a doctor.

2 Agree with: I agree with you when you say that something must be done.

Accept + direct object: I accept your point that something must be done.

Agree + to- infinitive: I agreed to go with him.

But we use a noun clause, not a to- infinitive, after *accept*: I accept that these things happen.

3 Between two: That daft dog hasn't got much brain between his ears.

Among more than two: Money's work is scattered among the many great art galleries of the world.

4 Please = ' give pleasure ' : It pleased me very much to be offered a higher salary.

Beg = ' ask very earnestly ' , often followed by a to- infinitive: I beg you to think again.

Also beg for: The prisoner begged for a visit from his wife.

5 Regard = ' look on ' , ' consider to be ' , believe to be and is generally followed by *as* + noun or -ing phrase: I regard punctuality as (being) the most basic politeness. Many people regard Mozart as (being) the most perfect composer.

Look at = ' view ' : If you look at the situation from her point of view, you will see things differently. The image changes depending on where you look at it from.

6 Be interesting to often (though not invariably) has an impersonal subject and a personal object: Art galleries are not very interesting to most children.

Be interested in often (though not invariably) has a personal subject, and, very likely, an impersonal object: Most children are not very interested in art galleries. But note, e.g. Someone of my age is hardly very interesting to a young person like you. Children often become less interested in their grandparents in their teens.

7 Exciting: Young people are exciting. (That is the effect they have on others.)

Excited: The writer is excited by young people. (That is the effect they have on him.) Excited combines with *be*, *get*, *feel*, *become*, etc.: Now, kids, don't get too excited.

8 Reason = ' explanation ' or ' justification ' . It is normally followed by *for*: This is the reason for my asking you in particular, or by a *that*-clause: This is the reason that I have asked you in particular, or by a *to* infinitive: This is no reason to quarrel with someone.

Cause = ' the thing that makes something happen ' . It is normally followed by *of*: These changes are the cause of all this trouble.

B 1 doing (getting up to suggests mischievous activity) 2 overcome 3 move from one place to another 4 recovered from 5 escape penalty 6 be excused from (an unwelcome task)

C These are compound adjectives, and are either hyphenated or written as one word.

Possible answers

1 It seems ill-advised to sell the house now when the market is so depressed.

2 The children should not be out on the moor so ill-protected from the weather.

3 Blaze was an ill-tempered horse with a hard mouth and a tendency to kick.

4 The ill-fated fishing boat, the Sapphire, went down with the loss of four men.

5 I understand that he didn't mean to be unkind, but I still feel ill-used.

6 Jennifer considers the children to be ill-bred because they are careless about thanking her for her presents.

7 It was a stupid thing to do, but it was ill-natured of them to tell us so.

Repetition drill

The secret of success

Chorus, group or individual repetition

To elicit statements involving the use of the gerund as the subject of a verb in general statements.

T: Drill 5. The secret of success. This is the situation. Listen. Do not speak. Two men talking about success. One of them is highly successful; the other isn't. This is how their conversation begins:

(1) T: Work hard at school. That's the only way you can get a good education.

S : But getting a good education isn't all that important!

(2) T: Of course it is. That's the only way you can get a good job.

S : But getting a good job isn't all that important!

(3) T: Of course it is. That's the only way you can secure your position.

S: But securing your position isn't all that important!

T: Now you do the same. Ready?

1 As in (1) above.

2 As in (2) above.

3 As in (3) above.

4 T: Of course it is. That's the only way you can make yourself indispensable.

S : But making yourself indispensable isn't all that important!

5 T : Of course it is. That's the only way you can get a position of responsibility.

S : But getting a position of responsibility isn't all that important!

6 T : Of course it is. That's the only way you can be enterprising.

S : But being enterprising isn't all that important!

7 T : Of course it is. That's the only way you can make decisions.

S: But making decisions isn't all that important!

8 T : Of course it is. That's the only way you can show initiative.

S : But showing initiative isn't all that important!

9 T: Of course it is. That's the only way you can please your company.

S : But pleasing your company isn't all that important!

10 T: Of course it is. That's the only way you can rise to the top.

S : But rising to the top isn't all that important!

11 T: Of course it is. That's the only way you can be successful.

S : But being successful isn't all that important!

12 T: Of course it is. That's the only way you can make a lot of money.

S: But making a lot of money isn't all that important!

T: Well I can see why you think so, since you're always asking to borrow money from me!

Key to Multiple choice questions

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

Lesson 6 The sporting spirit

Listening comprehension

1 Introduce the text

T: Today we'll talk about the effects of sport on the attitudes of both players and spectators.

2 Understand the topic

T : What can you see in the picture?

3 Listening objective

T : Listen to the text (or read it silently) and see if you can answer this question:

How does the writer describe sport at the international level?

4 Play the tape or read the text or wait for the students to finish reading silently

5 Answer the question

After the reading, ask the question again: How does the writer describe sport at the international level?

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: He describes it as 'mimic warfare'. (1. 11)

6 Intensive reading

Play the tape or read the text 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 text again

8 Reading aloud

Ask one or two students to read the text aloud.

Comprehension questions

1 What effect do people say sport has on international relations? (They say that it creates goodwill between the nations.)

2 What do some people say would happen, if only the common people could meet one another to play sports? (They would have no inclination to meet on the battlefield.)

3 How does George Orwell react to these ideas? (He is always amazed./With amazement.)

4 What does he say international sporting contests lead to? (Orgies of hatred.)

5 What concrete example does he quote to support this idea? (The 1936 Olympic Games.)

6 What does he say one could deduce from general principles? (That international sporting contests lead to orgies of hatred.)

7 What do nearly all sports practised today have in common? (They are

nearly all competitive.)

8 How do you play in competitive sports? (To win.)

9 What happens to the game if you don't do your utmost to win? (It becomes meaningless.)

10 Where (in Britain) can you play simply for the fun and exercise? (On the village green.)

11 Why is this possible on the village green? (Because no feelings of local patriotism are involved.)

12 What happens when the question of prestige arises? (The most savage combative instincts are aroused.)

13 Anyone who has played even in a school football match knows this, don't they? (Yes, they do.)

14 What do people fear about losing? (That they and some larger unit will be disgraced.)

15 What does Or well believe sport is at the international level? (Mimic warfare.)

16 Which is more significant, the players' behaviour or the spectators' attitude? (The spectators' attitude.)

17 Who do the spectators represent? (Their nations.)

18 How do the nations behave in regard to such contests? (They work themselves into furies.)

19 What is Or well's view of such contests? (He thinks they are absurd.)

20 When the contests are going on, how do nations treat them? (They treat them as if running, jumping and kicking a ball were tests of national virtue.)

Asking questions: Ask me if ...

T: Ask me if sport creates goodwill between the nations.

S : Does sport create goodwill between the nations?

T : What ...?

S : What does sport create between the nations?

1 sport creates goodwill between the nations. (What)

2 this point of view amazes George Or well. (Whom)

3 people would not go to war with those they met at football or cricket. (Why)

4 international sporting contests lead to orgies of hatred. (Which contests)

5 the 1936 Olympic Games is an instance of such hatred. (Which Olympic Games)

6 nearly all the sports practised these days are competitive. (How many)

7 the game has no meaning unless you do your utmost to win. (When)

8 you pick up sides on the village green. (Where)

9 it is possible to play for the fun of it when prestige becomes involved. (Why isn't)

10 the most savage instincts are aroused by fear of disgrace. (Why)

11 anyone who has played in a school football match knows this. (What)

12 sport at the international level is mimic warfare. (At what level)

13 the behaviour of the players is more important than the attitude of the spectators. (Which)

14 the nations seriously believe that sporting contests are tests of national virtue. (Why)

Reconstruct the text

1 I--- always amazed ---- hear people say ---- sport create goodwill between nations,---- if only common peoples meet ---- football or cricket,---- they not have inclination ---- meet on battlefield.

2 Even if one not know ---- concrete examples ---- (1936 Olympic Games ---- instance) ---- international sporting contests lead ---- orgies of hatred, ---- one deduce ---- general principles.

3 Nearly all sports ---- competitive.

4 Play to win ---- game little meaning ---- unless do utmost to win.

5 Village green ---- pick sides ---- no feeling of local patriotism involved ---- possible to play ---- fun and exercise: as soon as ---- prestige ---- for feel ---- disgraced ---- savage combative instincts ---- aroused.

6 Anyone ---- school football match ---- knows this.

7 At international level ---- sport mimic warfare.

8 Significant thing ---- not behaviour of players ----attitude of spectators: and behind spectators ---- nations work themselves into furies ---- absurd contests ---- and seriously believe ---- running, jumping, kicking a ball ---- tests of national virtue.

Topics for discussion

1 Tell us about a sports competition that you have (or a friend has) taken part in.

2 The Olympic Games and other international athletics events used to be just for amateurs. Now many athletes can earn huge sums of money in this and other events. What do you think of this trend?

3 There is an English saying: ' It's not winning, it's taking part that's important. ' What do you think? Is winning more important than just taking part? Why?

Key to Comprehension

Possible answers

1 International sporting contests lead to orgies of hatred because nearly all sports nowadays are competitive: you must do your utmost to win.

2 When they watch international sporting contests, spectators believe that the different sports are tests of national virtue.

Key to Vocabulary

A possible answer

I was amazed when she told me she was 15: I thought she was about 20.

If there's enough goodwill on both sides, we should be able to solve the dispute.

I have no inclination to spend my holidays at home doing nothing.

From all the clues, the detective was able to deduce who had committed the murder.

You must do your utmost to make sure that everyone has all the details of the conference weekend.

Whatever you may think, there is still a lot of prestige attached to being a doctor or a lawyer.

The man felt completely disgraced when his teenage son was arrested.

What was significant about the man's behaviour was that it was out of character.

Key to Sentence structure

A possible answer

A See text.

B See text.

C See text.

D The author clearly thinks that competitive sports, especially at an international level, are little more than mock warfare and that they are dangerous to both players and spectators.

Key to KS Exercises

A possible answer

A Briefly revise the three main conditional structures:

1 you will probably play with a lot of aggression

2 go out every evening, we would go to our favourite restaurant

3 had more time

4 practise every day

B When there is a reference to the future, the form of any verb in a clause after if, when, as soon as, after, until, when is almost always the present simple.

1 makes 2 stop 3 arrives 4 stops 5 move

C See text.

Special difficulties

A

1 Hear means to 'receive sounds through your ears': Speak up. I can't hear what you're saying.

Listen means to 'give attention while hearing': I like listening to jazz.

2 We use even (adverb) to express something unexpected or surprising: Even the younger children enjoyed the concert, so I'm sure the older ones did too.

Still (adverb) means 'up to now and at this moment': She's still watching the film, so I suppose she's enjoying it. It can also mean 'in spite of that', as in: I

know he's admitted putting the money back, but that still doesn't explain how it came to be missing in the first place.

3 The verb lead means to ' go first and show the way ' : She led us to the small church by the lake.

The verb guide means to ' go with someone to show them the way and explain things ' : The woman guided us around the big house.

4 Principle and principal: these two nouns are pronounced exactly the same, but the meanings are completely different.

A principle is a basic rule: It's one of my principles never to lend my car to anyone.

A principal is the head of a school or college: He has just become principal of the local college.

The adjective principal means ' highest in importance; chief; main ', as in His principal source of income comes from acting.

5 The words practise and practice are often confused. They are both pronounced in the same way.

However, in British English, practise is the verb, and practice is the noun: He practises the piano for two hours a day. The basketball practice lasted two hours.

In American English, practice is both a noun and a verb.

6 In the context of sport, you can win a game, a match, a competition, a prize, etc.: Our team won a silver cup.

Beat means to ' defeat, or do better than ' an opponent: She always beats me at chess.

Look: Our team beat the best team in France to win the competition.

However, win (not beat) can also be used intransitively: Who won? Tottenham won.

7 Lose /luz/ is a verb which means, in the text, ' not win ' : Our football team lost again last Saturday.

Loose /lus/ is an adjective which means ' not firmly fixed ' : The screws holding the shelf brackets are very loose. Can you tighten them?

8 Arise is an intransitive verb meaning to ' happen, occur, come into being ' : An unexpected difficulty has arisen which will necessitate a change of plan.

Arouse is a transitive verb meaning ' cause to become active ' : The children's behaviour at the back of the class aroused the curiosity of the teacher. (Arouse meaning to ' wake someone up ' is very formal.)

9 A level is a position of height in relation to a flat surface, literally or figuratively: The top of the mountain is at least a kilometre above sea level. This question will have to be discussed at the highest level.

As a noun, and compared with level, flat means ' ground level ' : That horse is a good runner on the flat.

B The word people can be used in two ways.

As a plural noun it means ' persons, human beings ' : Most people seem to like her.

However, as a countable noun, a people means ' a race, nation ' ---- so

plural peoples in the sentence means ' races, nations ' .

There were about 600 people at the concert.

If only the peoples of the world all spoke the same language!

C We often use the following adjectivally: years (the 1914-1918 War = the War that lasted from 1914 to 1918), special festivals (the Easter parade = the parade that takes place at Easter), seasons (the winter resorts we visited = the resorts where people go in winter) and times (the 8 o'clock bus = the bus that leaves at 8 o'clock).

1 the four o'clock train 2 the 1937 edition 3 The 1944 Education Act 4 The 1917 revolution

D One and you can both be used as an indefinite pronoun meaning ' everyone/anyone ' in general statements.

One is formal, while you is informal and preferred in everyday speech:

One might try to discover more about the project before investing money.

Whichever supermarket you go into nowadays, you'll find basically the same things.

E 1 for enjoyment 2 pleasure, amusement 3 without meaning any harm 4 laughed at/ridiculed

Repetition drill

Almost, but not quite!

Chorus, group or individual repetition

To elicit statements involving the use of If only + wouldn't to express disapproval.

T : Drill 6. Almost, but not quite! This is the situation. Listen. Do not speak. Two teenagers are talking about fashion. They disapprove of each other's appearance. This is how their conversation begins:

(1) **T** : I don't know why you always wear plain blouses. I always wear flowered ones.

S : I know. If only you wouldn't wear flowered ones! They don't suit you.

(2) **T** : Why don't you ever use make-up? I always use make-up.

S : I know. If only you wouldn't use make-up! It doesn't suit you.

(3) **T** : You ought to wear a bracelet. I always wear a bracelet.

S : I know. If only you wouldn't wear a bracelet! It doesn't suit you.

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 should wear a ring. I always wear lots of rings.

S : I know. If only you wouldn't wear lots of rings! They don't suit you.

5 **T** : I don't know why you always wear a tie. I always wear a coloured scarf.

S : I know. If only you wouldn't wear a coloured scarf. It doesn't suit you.

6 **T** : And why do you wear trousers? I always wear a kimono.

S : I know. If only you wouldn't wear a kimono. It doesn't suit you.

7 T : I'd like to know why you always put things in your pockets. I always carry a handbag.

S : I know. If only you wouldn't carry a handbag. It doesn't suit you.

8 T : Why do you always wear a leather belt? I always wear a pretty sash.

S : I know. If only you wouldn't wear a pretty sash. It doesn't suit you.

9 T : And why do you wear those awful boots? I always wear dainty shoes.

S : I know. If only you wouldn't wear dainty shoes. They don't suit you.

10 T : You shouldn't cut your nails so short. I always keep my nails long.

S : I know. If only you wouldn't keep your nails long. They don't suit you.

11 T : You ought to carry a pretty umbrella. I always carry a pretty umbrella.

S : I know. If only you wouldn't carry a pretty umbrella. It doesn't suit you.

12 T : And why do you always have your hair cut short? I always leave my hair long.

S : I know. If only you wouldn't leave your hair long. It doesn't suit you.

T : Well, I think it suits me.

Key to Multiple choice questions

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

Lesson 7 Bats

Listening comprehension

1 Introduce the text

T : Today we'll talk about bats.

2 Understand the situation

T : What can you see in the picture?

3 Listening objective

T : Listen to the text (or read it silently) and see if you can answer this question:

In what way does echo-location in bats play a utilitarian role?

4 Play the tape or read the text or wait for the students to finish reading silently

5 Answer the question

After the reading, ask the question again: In what way does echo-location in bats play a utilitarian role?

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: Bats emit squeaks and by receiving echoes they can locate and steer clear of obstacles ---- or locate flying insects on which they feed. (11.13-14)

6 Intensive reading

Play the tape or read the text 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 text again

8 Reading aloud

Ask one or two students to read the text aloud.

Comprehension questions

1 Do all sounds made by animals serve as language? (No, they don't.)

2 Does the voice play a strictly utilitarian role in the echo-location in bats? (Yes, it does.)

3 What must we turn to first to get a full appreciation of what this discovery means? (We must turn to some recent human inventions.)

4 What will happen if a person shouts in the vicinity of a wall or a mountainside? (An echo will come back.)

5 Who knows this? (Everyone does.)

6 What if the solid obstruction is further off? (The further off, the longer time will elapse for the return of the echo.)

7 If you tap on the hull of a ship, where will the sound be reflected from? (The sea bottom.)

8 How can you calculate the depth of the sea at that point? (By measuring the time interval between the taps and the receipt of the echoes.)

- 9 Is an echo-sounding apparatus in general use in ships? (Yes, it is.)
- 10 What will every solid object reflect? (A sound.)
- 11 Will a shoal of fish also reflect a sound? (Yes, it will.)
- 12 How simple a step is it from locating the sea bottom to locating a shoal of fish? (It's a comparatively easy step.)
- 13 It is now possible to tell what kind of fish a shoal consists of. How? (By the pattern of the/its echo.)
- 14 What do certain bats emit? (Squeaks.)
- 15 How can those bats locate and steer clear of obstacles? (By receiving the echoes.)
- 16 What can they also locate? (Flying insects.)
- 17 What is the echo-location of bats often compared with? (Radar.)
- 18 Why is it often compared with radar? (Because the principle is the same.)

Asking questions : Ask me if ...

T : Ask me if all the sounds made by animals serve as language.

S : Do all the sounds made by animals serve as language?

T : Why don't ...?

S : Why don't all the sounds made by animals serve as language?

- 1 all the sounds made by animals serve as language. (Why don't)
- 2 the voice plays a utilitarian role in echo-location in bats. (How)
- 3 we must turn to some recent human inventions. (What)
- 4 a certain time will elapse for the return of an echo. (How much)
- 5 sounds will be reflected from the sea bottom. (Where ... from)
- 6 the depth of the sea can be calculated. (How)
- 7 an echo-sounding apparatus is in general use in ships. (What kind of apparatus)
- 8 every solid object will reflect a sound. (What)
- 9 a shoal of fish will reflect a sound. (Why)
- 10 it is easy to locate a shoal of fish. (How easy)
- 11 it is possible to tell what kind of fish are in a shoal. (How)
- 12 certain bats emit squeaks. (Which bats)
- 13 bats can locate and steer clear of obstacles. (How)
- 14 this echo-location is compared with radar. (How often)

Reconstruct the text

- 1 Not all sounds ---- animals ---- language ---- only turn to ---- discovery
---- echo-location in bats ---- case ---- voice plays strictly utilitarian role.
- 2 To get full appreciation ---- must turn first ---- recent human inventions.
- 3 Everyone knows ---- shouts ---- wall or mountainside ---- echo ----
come back.
- 4 Further off ---- solid obstruction ---- longer time ---- return of echo.
- 5 Sound ---- made tapping on hull of ship ---- reflected from sea bottom

---- by measuring ---- time interval ---- taps and receipt of echoes ---- depth of sea ---- calculated.

6 So ---- echo-sounding apparatus ---- in use in ships.

7 Every solid object ---- reflects sound ---- varying size & nature of object. Shoal of fish ---- do this.

8 So comparatively simple step ---- locating sea bottom ---- locating fish.

9 With experience ---- improved apparatus ---- now possible ---- not only locate shoal ---- but tell ---- herring, cod, other fish ---- pattern of echoes.

10 It ---- found ---- certain bats ---- squeaks ---- receiving echoes ---- locate and steer clear ---- obstacles ---- or locate flying insects ---- feed.

11 This echo-location ---- bats ---- often compared ---- radar ---- principle of which ---- similar.

Topics for discussion

1 Many people are afraid of bats. Why do you think this is? And what other harmless creatures are many people afraid of ---- with apparently little or no reason?

2 Tell us about some of the uses of radar in times of peace and in times of war.

3 ' We could all learn a lot from nature if we took the time to look and listen. ' Do you agree or disagree?

Key to Comprehension

Possible answers

1 The echo-location principle is applied to measure the depth of the sea by measuring the time interval between sounds on the surface and their echoes from the sea bottom.

2 The sounds reflected by solid objects vary according to the size and nature of the object.

3 Bats make use of the principle of echo-location to locate and steer clear of obstacles and to locate flying insects for food.

Key to Vocabulary

A possible answer

A lot of furniture made during the last war was strictly utilitarian; chairs were made to be sat on and tables to be sat at, but there was not much design in them and they weren't attractive.

There aren't many shops in this vicinity, so most people go shopping in the city.

John promised to contact us when he reached home, but three hours have elapsed and he still hasn't rung.

I know there is a woodpecker in the woods near us because I often hear one tapping on the trunk of one of the big trees.

Many archaeologists today employ special pieces of apparatus (rather like

sophisticated metal detectors) to help them find objects under the ground.

In our local aquarium there is one large tank which has a shoal of fish consisting of hundreds of beautiful blue fish.

Although we have a lot of bats in Britain, some kinds are still comparatively rare.

His car has an alarm so that if anyone breaks into it, it will emit a terrible whistling sound.

If I were you, I would steer clear of that man; he is always in trouble with the police.

Key to Sentence structure

A possible answer

A See text.

B Perhaps the first use of the principle of echo-location is in instruments designed to calculate the depth of the sea.

Another use that the principle is applied to is locating shoals of fish, and it is even possible now to tell what kind of fish a shoal consists of.

Radar is also similar to echo-location since it helps aircraft and ships to locate objects in the dark by bouncing sound off them.

Key to KS Exercises

A There are many uses of the to-infinitive. One use is as the subject of a sentence when it is the result of deleting the phrase ' If you/we want/wish to do ', for example: To get the best bargain, ... = If you want to get the best bargain, ... ; To gain promotion in the company, ... = If you wish to gain promotion in the company, ...

1 To understand the play thoroughly, you should really read it first .

2 To enjoy a good film, you really need to sit back in comfort in a big armchair.

3 To succeed in business, many people think you have to be utterly ruthless.

B See text.

C Note the use of the -ing form of the verb after the preposition by when it means ' as a result of : I managed to attract his attention by waving to him.

1 The old man was deaf, so I managed to make him understand by shouting.

2 By saving a small amount of money every week for two years, I was able to buy my first computer.

3 In the small village where I was born, they still tell people when there's a fire by ringing the church bell.

D Note the different prepositions with these verbs: correspond with someone about something, apply to someone for something (e.g. a job), charge someone with a crime/charge someone for service, a meal, etc., compete with someone for something (e.g. a cup, trophy), provide someone with something/provide for an emergency, etc.

1 with 2 with 3 for 4 with 5 for 6 for 7 to 8 with

Special difficulties

A

1 Sound can be countable or uncountable and is something that can be heard: There was a strange sound coming from the box. Sound waves travel at 340 metres per second in air.

An echo (plural echoes) is a sound which is reflected or sent back from a solid surface or object: I whistled three notes, and a few seconds later the echo came back from the hillside.

2 A discovery is the act of finding something that was already there, but not known about before: The discovery of gas in the North Sea has been very important to Great Britain.

An invention is the creation of something that did not exist before: The invention of the ball-point pen has meant that a pen is cheap enough for everyone to buy.

3 Appreciation is understanding the good qualities or the worth of something: She has a genuine appreciation of modern art.

Estimation refers to esteem or opinion, and in this sense is usually used in the phrase in my/his/her estimation : In my estimation, he has made a complete fool of himself.

4 An obstruction is something that blocks the path of something: The man had to have an operation to remove an obstruction from his throat.

An obstacle is something that prevents action, movement or success: He has overcome lots of obstacles to get where he is today.

5 The verb steer means to ' make a boat or a car, lorry, etc. go in a particular direction ' : I'd like you to steer the boat into the berth.

The verb drive means to ' be responsible for making a vehicle move in a general direction ' : We drove from London to Southampton in an open-topped sports car.

B The word made (= produced) can be followed by a number of prepositions: made by = produced by a person or made by a particular process, made of = produced from a particular substance, made in = produced in a particular place (city, country, etc.), and made from = produced by mixing two or more substances.

1 by 2 in 3 from 4 of

C

1 Experience here (uncountable) is the knowledge or skill which comes from practice.

2 An experienced surgeon is one who has a great deal of skill and knowledge acquired from years of practice.

3 Experiences here (countable) are life events that leave an impression on one.

D Here, to tell if means to ' know, or be able to say in advance ' .

She is a very good singer, but it is too early to tell if she will be a great singer.

From behind it was impossible to tell if the person was a man or a woman because he/she had long, shoulder-length hair.

E Revise the rules for the plural of nouns ending in ' -o ' .

Many common nouns ending in -o have plurals formed with -oes: echoes, potatoes, heroes, etc.

Some can be spelt with -os or -oes: cargos/cargoes, tornados/tornadoes, volcanos/volcanoes, etc.

The plural of certain other words is always spelt with -os: kangaroos, radios, studios, videos; kilos, photos; pianos, solos; Eskimos, Filipinos. potatoes, pianos, tomatoes, solos

Repetition drill

There's nothing like home-cooking

Chorus, group or individual repetition

To elicit statements involving the omission of the article before uncountable nouns and countable nouns in the plural in the pattern ' (Soup) like this can be bought (in a packet) ' .

T : Drill 7. There's nothing like home-cooking. This is the situation. Listen. Do not speak. Mrs.

Watson has just prepared the evening meal. She and her husband have just sat down to dinner.

This is how their conversation begins:

(1) **T** : Mm! There's nothing like home-cooking! This soup smells lovely. Did you prepare it yourself, or does it come in a packet?

S : Well, as a matter of fact, soup like this can be bought in a packet.

(2) **T** : Well, the vegetables in the soup don't look too bad. You're not going to tell me that they were dehydrated, or something?

S : Well, as a matter of fact, vegetables like this can be bought dehydrated.

(3) **T** : I've finished my soup, thank you. Ah! That meat looks delicious. Did you get it fresh from the butcher's, or was it frozen?

S : Well, as a matter of fact, meat like this can be bought frozen.

T : Now you do the same. Ready?

1 As in (1) above.

2 As in (2) above.

3 As in (3) above.

4 **T** : But these sausages must have been fresh. Surely they weren't vacuum-sealed, or whatever it's called.

S : Well, as a matter of fact, sausages like this can be bought vacuum-sealed.

5 **T** : The sauce isn't too bad, though. It's not the sort of stuff that comes in a bottle.

S : Well, as a matter of fact, sauce like this can be bought in a bottle.

6 **T** : Still, the rice is nice and fluffy. Don't tell me that was pre-cooked.

S : Well, as a matter of fact, rice like this can be bought pre-cooked.

7 T : Well, what about the potatoes, then? They're out of the garden, aren't they? Not prepacked or something?

S : Well, as a matter of fact, potatoes like this can be bought pre-packed.

8 T : But surely these beans weren't frozen?

S : Well, as a matter of fact, beans like this can be bought frozen.

9 T : I've finished this course, thank you. I must say I'm looking forward to the sweet. Now you're going to tell me that the pudding's ready-made, or something?

S : Well, as a matter of fact, puddings like this can be bought ready-made.

10 T : But the jam on it is surely your own, not preserved?

S : Well, as a matter of fact, jam like this can be bought preserved.

11 T : Still, the cream must have been fresh. It couldn't have been in a carton.

S : Well, as a matter of fact, cream like this can be bought in a carton.

12 T : Well, let's have some coffee now. I always like to finish off a meal with a cup of coffee. Black, please. It smells delicious. I just won't believe you if you tell me it came in a sealed filter.

S : Well, as a matter of fact, coffee like this can be bought in a sealed filter.

T : Well, well. We'll be eating plastic food next!

Key to Multiple choice questions

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

Lesson 8 Trading standards

Listening comprehension

1 Introduce the text

T : Today we'll talk about trading standards between different countries.

2 Understand the situation

T : What can you see in the picture?

3 Listening objective

T : Listen to the text (or read it silently) and see if you can answer this question:

What makes trading between rich countries difficult?

4 Play the tape or read the text or wait for the students to finish reading silently

5 Answer the question

After the reading, ask the question again: What makes trading between rich countries difficult?

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: Differences in national regulations make trading difficult. (11.2-3)

6 Intensive reading

Play the tape or read the text 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 text again

8 Reading aloud

Ask one or two students to read the text aloud.

Comprehension questions

1 Are chickens slaughtered in the United States fit to grace European tables? (No, they aren't.)

2 According to whom? (According to officials in Brussels.)

3 Do the Americans say their fowl are fine? (Yes, they do.)

4 What do they do in a different way? (They clean them in a different way.)

5 What is it that affect the wheels of trade between rich countries these days? (Differences in national regulations.)

6 Are farmers complaining? (Yes, they are.)

7 But is it just farmers who are complaining? (No, it isn't.)

8 What must be approved by American testers before it can be sold in the United States? (An electric razor that meets the EU's safety standards.)

9 What does an American-made dialysis machine need before it is sold in Europe? (The EU's okay.)

10 Will a razor that is safe in Europe electrocute Americans? (No, it won't.)

11 Is there any good reason why we have two lots of tests where one

would do? (No, there isn't.)

12 Do American and EU politicians agree in principle? (Yes, they do.)

13 What kind of a deal have they been trying to reach? (One which would eliminate the need to double-test many products.)

14 When is the trade summit between America and the EU? (On May 28th.)

15 How do the negotiators feel about the summit? (They are optimistic.)

16 But will they be hard-pressed to get a deal at all? (Yes, they will.)

17 What would the Americans happily reach one accord on? (Standards for medical devices.)

18 Then what would they hammer out different pacts on? (Electronic goods and drug manufacturing.)

19 What does the EU want agreement on first? (General principles.)

Asking questions: Ask me if ...

T : Ask me if chickens slaughtered in the USA are fit to grace European tables.

S : Are chickens slaughtered in the USA fit to grace European tables?

T : Why aren't ...?

S : Why aren't chickens slaughtered in the USA fit to grace European tables?

1 chickens slaughtered in the USA are fit to grace European tables. (Why aren't)

2 the Americans clean their chickens in a different way. (How)

3 differences in national regulations affect trade between rich nations. (What differences)

4 farmers are complaining. (Who else)

5 a European electric razor must be approved by American testers. (Why)

6 an American-made dialysis machine needs the EU's okay. (What)

7 a razor that is safe in Europe is likely to electrocute Americans. (Why isn't)

8 American and European politicians agree in principle. (Which politicians)

9 there is going to be a trade summit between America and the EU on May 28th. (When)

10 negotiators are optimistic. (Why)

11 it is going to be difficult to construct the agreements. (Why)

12 the Americans would happily reach one accord on medical devices first. (Which side)

13 the EU wants agreement on general principles. (What)

Reconstruct the text

1 Chickens slaughtered ---- United States ---- (officials in Brussels) ---- not fit grace European tables.

2 No, say Americans ---- our fowl fine ---- clean them different way.

3 Differences ---- national regulations ---- not tariffs ---- put sand in wheels

of trade ---- rich countries.

4 Not just farmers ---- complaining.

5 Electric razor ---- meets EU's safety standards ---- approved American testers ---- before sold in USA ---American-made dialysis machine ---- EU's okay ---- before market in Europe.

6 As it happens, razor ---- safe in Europe ---- unlikely electrocute Americans.

7 So businesses both sides of Atlantic ---- why have two lots of tests?

8 Politicians agree ---- America and EU try reach a deal ---- eliminate need double-test products.

9 Hope to finish ---- trade summit ---- America and EU ---- May 28.

10 Negotiators optimistic ---- details complex ---- hard-pressed to get deal.

11 Difficulty ---- construct agreements.

12 Americans ---- happily reach accord on standards ---- medical devices ---- hammer out pacts ---- electronic goods ---- drug manufacturing.

13 EU ---- fine continental traditions ---- agreement ---- general principles ---- applied to types of products ----perhaps other countries.

Topics for discussion

1 The text discusses differences in trading standards between America and Europe. Are there differences between the trading standards of countries in Asia that make trading difficult? If so, what are they?

2 Why is it important to have regulations controlling the standards and quality of products? Think, for example, of electrical goods, cars and medicines.

3 ' Trading between all the countries in the world would be so much easier if there were just one global unit of currency. ' What do you think?

Key to Comprehension

Possible answers

1 The phrase means something like: ' make it difficult for rich countries to trade with each other ' . We usually ' oil the wheels ' to make something work better: obviously the opposite will happen if you ' put sand in the wheels ' instead.

2 A European electric razor must be approved by American testers before it can be sold in the States, and in the same way an American dialysis machine must receive EU approval before it can be sold in Europe.

3 They may be hard-pressed to get a deal because the details are so complex.

Key to Vocabulary

A possible answer

slaughtered (1.1):

killed for food

grace European tables (1.1):

be good enough to be served on European dinner tables

the EU's okay (1.6):

the permission of the European Union

hits (1.6):	is launched on
eliminate the need (1.9):	get rid of the necessity
summit (1.10):	
high level meeting, usually between heads of government	
complex (1.11):	difficult to deal with
they may be hard-pressed (1.11)	they may find it very difficult
construct (1.13):	draw up, formulate, write
accord (1.13):	agreement
hammer out (1.14):	discuss the details of
products (1.16):	items or things

Key to Sentence structure

A See text.

B A possible answer

The author's main argument in this text is that it would be good if rich countries like the USA and the countries of Europe could agree on and standardize their regulations regarding the standard, quality and safety of items that they grow or manufacture.

Key to KS Exercises

A See text.

B

1 Our fowl are fine, we simply clean them differently/with a different method.

2 It is not only farmers that are complaining.

3 They hope to finish ahead of a trade summit ...

C Note how the word say can mean for example: Could you lend me some money, say, £ 10? (Used like this, it is always within commas.)

1 say 2 say

D 1 who 2 that 3 that 4 which 5 which

Special difficulties

A

1 in a different way = using a different method or manner of doing something

2 this way = in this direction

3 on my way home = as I was travelling in the direction of my home

4 In a way = From one point of view

5 in my way = obstructing my path

B

1 sold = given or passed to someone in return for money

2 for sale = offered to be sold

3 in the sales = in the periods when shops offer goods at lower prices than usual

4 unsold = that no one has bought

C

1 on time = punctual

2 times = periods

3 those times = that period in history

4 just in time = just early enough

5 at the time = when this happened

Repetition drill

Good neighbours

Chorus, group or individual repetition

To elicit statements involving the use of a few and a little to differentiate between plural countable nouns and uncountable nouns in the pattern ' We could certainly do with (a few/a little ...) ' .

T : Drill 8. good neighbours. This is the situation. Listen. A young married couple have just moved into a house. They are very short of possessions. Their next-door neighbour, Smithers, is kind, helpful and generous. He is talking to the young husband. This is how their conversation begins:

(1) T : My name's Smithers. I live next door. Can I give you some help?

S : Thanks. We could certainly do with a little help.

(2) T : Mm, this kitchen's nice. Would you like some extra plates?

S : Thanks. We could certainly do with a few extra plates.

(3) T : And how about some cutlery?

S : Thanks. We could certainly do with a little cutlery.

T : Now you do the same. Ready?

1 As in (1) above.

2 As in (2) above.

3 As in (3) above.

4 T : And what about some chairs?

S : Thanks. We could certainly do with a few chairs.

5 T : This floor doesn't look too good. Can I give you some polish?

S : Thanks. We could certainly do with a little polish.

6 T : And those walls don't look too good, either. What about some paint?

S : Thanks. We could certainly do with a little paint.

7 T : Perhaps you'd like some wallpaper, too?

S : Thanks. We could certainly do with a little wallpaper.

8 T : The walls in this room are pretty bare. Do you want some pictures?

S : Thanks. We could certainly do with a few pictures.

9 T : And look at those empty light-sockets. I'll bring you some light-bulbs.

S : Thanks. We could certainly do with a few light-bulbs.

10 T : Where are you going to put all your books? Do you want some shelves?

S : Thanks. We could certainly do with a few shelves.

11 T : The room still looks bare. How about some furniture?

S : Thanks. We could certainly do with a little furniture.

12 T : Well, let's see the garden. Mm, it does look rather empty. How would you like some plants?

S : Thanks. We could certainly do with a few plants.

T : Whew! That was hard work. I think we could all do with a drink. Why don't you both come over to my place?

Key to Multiple choice questions

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

Lesson 9 Royal espionage

Listening comprehension

1 Introduce the text

T : Today we'll talk about how King Alfred beat the Danes.

2 Understand the topic

T : What can you see in the picture?

3 Listening objective

T : Listen to the text (or read it silently) and see if you can answer this question:

What important thing did King Alfred learn when he penetrated the Danish camp of Guthrum?

4 Play the tape or read the text or wait for the students to finish reading silently

5 Answer the question

After the reading, ask the question again: What important thing did King Alfred learn when he penetrated the Danish camp of Guthrum?

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: He learned that the Danes had poor discipline and casual security precautions, and that they were living a life of ease. (11.7-10)

6 Intensive reading

Play the tape or read the text 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 text again

8 Reading aloud

Ask one or two students to read the text aloud.

Comprehension questions

- 1 Which English king acted as his own spy? (Alfred the Great.)
- 2 How did he visit Danish camps? (He visited them disguised as a minstrel.)
- 3 Were wandering minstrels welcome everywhere in those days? (Yes, they were.)
- 4 What did they use as a ' passport ' ? (Their harp.)
- 5 What had Alfred learned in his youth? (Many of the minstrels' ballads.)
- 6 What could he vary his programme with? (Acrobatic tricks and simple conjuring.)
- 7 Where did his army begin to gather? (At Athelney.)
- 8 What did the king set out to do? (Penetrate the camp of Guthrum, the commander of the Danish invaders.)
- 9 What did he notice at once about discipline in the camp? (He noticed that it was slack.)

10 Why were their security precautions casual? (Because they had the self-confidence of conquerors.)

11 The Danes lived well. How? (On the proceeds of raids on neighbouring regions.)

12 How long did Alfred stay in the camp before he returned to Athelney? (A week.)

13 Was his force trivial compared with the Danish horde? (Yes, it was.)

14 However, what had Alfred deduced? (That the Danes were no longer fit for prolonged battle.)

15 What did he do instead of risking open battle? (He harried the enemy.)

16 What did his patrols do? (They halted the Danish raiding parties.)

17 Did the Danes become hungry? (Yes, they did.)

18 What had happened within a month? (The Danes had surrendered.)

19 What could this episode serve as? (A unique epic of royal espionage.)

Asking questions: Ask me if ...

T : Ask me if Alfred the Great visited Danish camps disguised as a minstrel.

S : Did Alfred the Great visit Danish camps disguised as a minstrel?

T : Who ...?

S : Who visited Danish camps disguised as a minstrel?

1 Alfred the Great visited Danish camps disguised as a minstrel. (Who)

2 wandering minstrels were welcome everywhere. (Where)

3 Alfred had learned many minstrels' ballads in his youth. (When)

4 Alfred's army gathered at Athelney. (Whose)

5 Guthrum was the commander of the Danish invaders. (Who)

6 Guthrum's camp was at Chippenham. (Where)

7 discipline was slack in the Danish camp. (Why)

8 a life of ease had made the Danes soft. (What)

9 Alfred stayed in the Danish camp a week. (How long)

10 Alfred had deduced the Danes were no longer fit for prolonged battle. (What)

11 the king engaged the Danes in open battle. (Why didn't)

12 it only took a month for the Danes to surrender. (How long)

Reconstruct the text

1 Alfred the Great ---- own spy ---- Danish camps, disguised ---- minstrel.

2 Those days ---- wandering minstrels ---- welcome. Not fighting men ---- harp passport.

3 Alfred ---- ballads in youth ---- vary programme ---- acrobatic tricks ---- simple conjuring.

4 Alfred's little army ---- Athelney ---- king himself ---- penetrate ---- camp of Guthrum, commander ---- Danish invaders. These ---- settled ---- winter ---- Chippenham: thither Alfred went.

5 Noticed at once ---- discipline slack: Danes ---- self-confidence of

conquerors ---- security precautions ----casual.

6 Lived well ---- proceeds ---- raids on neighbouring regions. Collected women ---- food ---- drink ---- life of ease ---- made them soft.

7 Stayed in camp ---- week ---- returned Athelney. Force there ---- trivial ---- Danish horde.

8 Alfred deduced ---- Danes no longer fit ---- prolonged battle: commissariat no organization ---- depended irregular raids.

9 Faced Danish advance ---- not risk open battle ---- harried enemy. Constantly on move ---- drawing Danes.

10 Patrols ---- raiding parties: hunger ---- Danish army.

11 Now long series skirmishes ---- within month Danes ---- surrendered.

12 Episode ---- reasonably serve ---- unique epic ---- royal espionage!

Topics for discussion

1 Tell us about a well-known episode in the life of a famous person in your country's history.

2 Tell us about some successful and unsuccessful forms of disguise.

3 Why do you think books and films about spies are so popular?

Key to Comprehension

Possible answers

1 It was easy for Alfred the Great to penetrate the Danish camp because at the time minstrels were welcome everywhere and because the Danes' security precautions were so casual.

2 Alfred defeated the Danes, not by engaging them in open battle, but by harrying them, halting raiding parties and leading skirmishes against them over the period of a month until they finally surrendered.

Key to Vocabulary

A possible answer

The robber entered the bank disguised as a security guard.

I watched the ants as they ran hither and thither in the garden.

The supervision of the children seemed to be very slack : they could all do whatever they wanted.

If the security precautions at the theatre had been better, the pop star would not have been attacked.

The singer promised to give all the proceeds from his biggest concert to charity.

The amount of money he earns is trivial compared with the large number of debts he has.

The troops harried the enemy's positions for a week.

The man was constantly assailed by worries.

Apart from the main battle, there were lots of skirmishes between small groups of soldiers in the nearby hills.

Everyone has his or her own unique fingerprints.

Key to The paragraph

A possible answer

A ' The king who was a spy ' or ' The first royal spy ' .

B 1 True 2 False 3 False 4 True

(2 is false because Guthrum was the name of the Danish leader, not a place.

3 is false because Alfred had a small army, not a large army.)

C See text.

Key to KS Exercises

A We can use a lot of with countable and uncountable nouns to express a large quantity: He has a lot of friends. She had a lot of homework to do.

Much of and many of replace much or many when we need to be specific:

She hasn't got much furniture. She hasn't got much of her own furniture here.

He didn't have many friends. He didn't bring many of his friends to the concert.

1 many 2 many 3 much 4 Much of 5 Many of

B See text.

C He broke his right arm as well as his right leg.

As well as writing novels, she also writes plays for television.

D Note that no- and any- compounds (no one, nobody, nothing, nowhere, anyone, anybody, anything, anywhere) follow the same rules of use as the words no and any:

There is no time left. There was no one there.

There isn't any time left. There wasn't anyone there.

1 No one/Nobody 2 anywhere 3 anything 4 nothing 5 anyone/anybody

E See text.

Special difficulties

A

1 The verb wander /'wand/ means to ' walk about without a fixed course or aim ' : They wouldn't have got lost if they hadn't wandered from the main path.

The verb wonder /'wand/ means to ' ask oneself ' : I often wonder what I will do when I leave college.

2 Learn and teach are often confused, even by some English people!

Learn means to acquire knowledge: I learned a lot from my English teacher.

Teach means to give or impart knowledge: My English teacher taught me a lot about English literature.

3 Notice means ' see and become aware of ' : He quickly noticed that she was unwell.

Remark means ' comment ' , ' say ' : ' It's going to be a nice day, ' he remarked.

4 Conquerors are people who take land by force: The conquerors

immediately imposed new laws in the country.

Winners are people (or animals) who have won competitions, matches, races or prizes: The winners of all the events in the college games were given medals.

5 The noun force means ' natural or physical power ' : If the man doesn't come out soon, the police are going to use force to break in and get him.

Strength is ' the quality or degree of being strong or powerful ' : He used all his strength to carry the child up the cliff to safety.

B 1 settled down = were living 2 settled = paid 3 settled in = went to live in 4 settled = resolved 5 settled ... on = left ... to

C

1 She is an extremely good public speaker with a great deal of self-assurance.

2 Monks and nuns have to practise self-denial by giving up life's pleasures.

3 Many countries in the world that used to be governed from London as part of the British Empire are now independent self-governing states.

4 She is a very self-centred person: she only ever thinks of herself.

D 1 fit for = ready for, capable of 2 Does ... fit = Is it the correct size for 3 fit ... into = make them all go in, find enough space for them 4 fit = healthy 5 fit of energy = burst of energy 6 fit in with = agree with

Repetition drill

One or two simple jobs

Chorus, group or individual repetition

To elicit statements involving the use of many of and much of in the patterns ' I'm afraid I haven't (done) very many of them/much of it yet ' .

T : Drill 9. One or two simple jobs. This is the situation. Listen. Do not speak. Mr. Grindstone is the boss of a small company. He is bad-tempered and demanding. He is talking to his secretary, Miss Thompson. He gave her a large number of jobs to do this morning and he wants to know whether they have been done. This is how their conversation begins:

(1) **T** : I see you're still busy, Miss Thompson. Haven't you finished yet? What about all those jobs I asked you to do this morning?

S : I'm afraid I haven't done very many of them yet, sir.

(2) **T** : What about that speech I asked you to prepare?

S : I'm afraid I haven't prepared very much of it yet, sir.

(3) **T** : What about that account I asked you to check?

S : I'm afraid I haven't checked very much of it yet, sir.

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 all those letters I asked you to file?

S : I'm afraid I haven't filed very many of them yet, sir.

5 **T** : What about that report I asked you to write?

S : I'm afraid I haven't written very much of it yet, sir.
 6 T : What about all those inquiries I asked you to answer?
 S : I'm afraid I haven't answered very many of them yet, sir.
 7 T : What about that article I asked you to look at?
 S : I'm afraid I haven't looked at very much of it yet, sir.
 8 T : What about all those parcels I asked you to post?
 S : I'm afraid I haven't posted very many of them yet, sir.
 9 T : What about all those young men I asked you to interview?
 S : I'm afraid I haven't interviewed very many of them yet, sir.
 10 T : What about all those numbers I asked you to ring?
 S : I'm afraid I haven't rung very many of them yet, sir.
 11 T : What about that draft contract I asked you to correct?
 S : I'm afraid I haven't corrected very much of it yet, sir.
 12 T : And what about all those clients I asked you to visit?
 S : I'm afraid I haven't visited very many of them yet, sir.
 T : What on earth have you been doing, Miss Thompson?
 I give you one or two simple jobs to do, and you never get them done!

Key to Multiple choice questions

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

Lesson 10 Silicon Valley

Listening comprehension

1 Introduce the text

T : Today we'll talk about the future of Silicon Valley.

2 Understand the topic

T : What can you see in the picture?

3 Listening objective

T : Listen to the text (or read it silently) and see if you can answer this question:

What does the computer industry thrive on apart from anarchy?

4 Play the tape or read the text or wait for the students to finish reading silently

5 Answer the question

After the reading, ask the question again: What does the computer industry thrive on apart from anarchy?

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: It thrives on Asians. (11.10-12)

6 Intensive reading

Play the tape or read the text 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 text again

8 Reading aloud

Ask one or two students to read the text aloud.

Comprehension questions

- 1 What may push Silicon Valley back to the future? (Technology trends.)
- 2 Is Carver Mead a pioneer in integrated circuits? (Yes, he is.)
- 3 And where is he a professor of computer science? (At the California Institute of Technology.)
- 4 Where are there now workstations that enable engineers to design, test and produce chips? (On their desks.)
- 5 How long does it take now to make a chip? (A few days.)
- 6 And how much does it cost? (A few hundred dollars.)
- 7 According to Mead, what will inventors be able to do over a weekend at the office? (They will be able to perfect powerful customized chips.)
- 8 What could this spawn? (A new generation of garage start-ups.)
- 9 How would it give the U.S. a jump on its foreign rivals? (By getting new products to market fast.)
- 10 What does Mead say they thrive on? (Anarchy.)
- 11 What else do they thrive on? (Asians.)

12 Who constitute the majority of the engineering staffs at many Valley firms now? (Orientals and Asian Americans.)

13 What nationalities of engineers are graduating in droves from California's colleges? (Chinese, Korean, Filipino and Indian.)

14 What can they draw on to forge tighter links with what the writer calls ' crucial Pacific Rim markets ' ?

(They will be able to draw on a variety of customs and languages.)

15 Where has Alex Au set up a factory? (In Taiwan.)

16 What does he want to challenge? (Japan's near lock on the memory-chip market.)

17 Where did Reddy's company reopen an AT&T chip plant last spring? (In Kansas City.)

18 Where did the financing come from? (The state of Missouri.)

19 Where was N. Damodar Reddy born? (In India.)

20 Before it becomes a retirement village, what might Silicon Valley prove to be? (A classroom building a global business.)

Asking questions: Ask me if ...

T : Ask me if technology trends will push Silicon Valley back to the future.

S : Will technology trends push Silicon Valley back to the future?

T : Why ...?

S : Why will technology trends push Silicon Valley back to the future?

1 technology trends will push Silicon Valley back to the future. (Why)

2 Carver Mead is a professor of computer science. (Where)

3 there are now workstations that enable engineers to design chips at their desks. (What kind)

4 engineers will soon be free to let their imaginations soar. (Who)

5 Mead predicts that inventors will be able to perfect customized chips over a weekend. (What)

6 this will spawn a new generation of garage start-ups. (What)

7 it will give the U.S. a jump on its foreign rivals. (How)

8 they thrive on anarchy. (What)

9 most of the engineers at many Valley firms are Orientals and Asian Americans. (What nationality)

10 other Asians are graduating in droves from Californian colleges. (Who)

11 these Asian innovators can draw on customs and languages. (What)

12 Alex Au has set up a memory-chip factory in Taiwan. (Where)

13 N. Damodar Reddy was born in India. (Where)

14 his small company reopened an AT&T chip plant in Kansas City. (What)

15 he obtained financing from the state of Missouri. (Where ... from)

Reconstruct the text

1 Technology trends ---- push Silicon Valley ---- future.

2 Carver Mead ---- pioneer ---- integrated circuits ---- prof. ---- computer science ---- California Institute Technology ---- notes ---- workstations ---- enable engineers ---- chips on desks, much the way ---- editor ----newsletter ---- Macintosh.

3 Time and cost ---- drop ----a few days ---- a few hundred dollars ---- engineers ---- soon free ---- let imaginations soar ---- without ---- penalized ---- expensive failures.

4 Mead predicts ---- inventors ---- perfect powerful customized chips ---- weekend ---- office ---- spawn new generation ---- garage start-ups ---- give U.S. jump on foreign rivals ---- new products to market.

5 ‘ More garages ---- smart people, ’ Mead observes. ‘ Thrive ---- anarchy. ’

6 And on Asians. Orientals and Asian Americans ---- majority ---- engineering staffs ---- many Valley firms.

7 Chinese, Korean, ... engineers ---- graduating ---- droves ---- California's colleges.

8 As heads ---- next-generation start-ups ---- Asian innovators ---- customs and languages ---- forge links ----Pacific Rim markets.

9 Alex Au ---- Stanford Ph.D. ---- Taiwan factory ---- challenge ---- memory-chip market.

10 Reddy's tiny California company ---- AT&T chip plant ---- Kansas City ---- financing ---- state of Missouri.

11 Before ---- retirement village ---- Silicon Valley ---- classroom ---- build global business.

Topics for discussion

1 ‘ Computer companies have experienced as much failure as they have success. ’ What do you think?

2 What are just some of the many things that computers do for us now? Do they perhaps do too much?

Do we rely on them too much? What do you think?

3 ‘ The Internet will become as much a part of everyday life as television. ’ What do you think?

Key to Comprehension

Possible answers

1 Chip engineers will be able to ‘ let their imaginations soar ’ in future because they will not have to worry about making expensive mistakes.

2 The phrase ‘ garage start-ups ’ refers to the way enterprising individuals have developed computer hardware and software without the support of big business: i.e. in their own garages.

3 As well as their computer skills, Asian computer engineering staffs can provide a knowledge of customs and languages that will help to establish connections in Pacific Rim markets.

Key to Vocabulary

A possible answer

It's hard to know what direction fashion is taking this year as there are so many trends.

One month last year the temperature suddenly, and unusually, soared to 32

Although the girl got all the questions correct, she was penalized for her untidy handwriting.

The information they had obtained gave their company a jump on their competitors in the same business.

They have been rivals in business ever since they opened shops next door to each other ten years ago.

Most plants will thrive on water and plenty of sunshine.

Our town has recently twinned with a town in France and there is going to be a meeting soon to create closer links between the two communities.

They have just finished a most crucial meeting which will decide the future of the company.

My wife and I set up this company together exactly a year ago.

Shell and Exxon have a near lock on the oil industry in the West.

Many scientists are now extremely concerned about the effects of global warming on our climate.

Key to The paragraph

A possible answer

A 1 best expresses the main idea of the first paragraph. Although the three other statements are true, they do not summarize the main idea of the first paragraph as statement 1 does.

B 2 best expresses the main idea of the second paragraph. Statement 1 is only partly correct since they are a majority at many Valley firms. Statement 3 is true, but does not summarize the main idea, while statement 4 is actually false.

C The examples (Alex Au and N. Damodar Reddy) both illustrate how Asians are now getting to the top in the computer chip business and helping to inject new energy into it.

Key to KS Exercises

A See text.

B A verb which immediately follows a preposition will not be an infinitive, but the -ing form: without waiting (not *without to wait*), instead of going, by applying, etc.

Many verbs + prepositions and adjectives + prepositions are also followed by a verb in the -ing form: He insisted on paying. She thanked me for helping her. I believe in practising regularly. He's interested in sailing. She was proud of winning the prize.

We also use the -ing form after the preposition to when it is part of verbs like object to, look forward to, resort to, get used to: I'm looking forward to going to the States next year.

1 speaking 2 telling 3 driving 4 buying 5 smoking

C When a time clause refers to the future, we normally use the simple present tense after temporal conjunctions like before, as soon as, after, when, until, etc.

1 arrives 2 gets 3 arrives 4 collect

Special difficulties

A Note means to 'notice and remember, call attention to': She noted that a number of students were complaining of eye problems while working at their computers. The verb notice means to 'pay attention (to) with the eyes, other senses, or mind'.

Observe can mean to 'see and notice' or 'watch with careful attention', but can also mean, like the verb remark, to 'say' or 'make a comment'.

1 Did you notice what the man was wearing?

2 'This is just what we want students to do,' observed the visitor as he inspected students at work in the laboratory.

3 'This is a beautiful village,' she remarked, 'I'd like to live here.'

B A lot of people in Britain like chips so much that they eat them with everything.

C 1 set off = began their journey 2 set in = begun, started 3 set by = save 4 set out = leave 5 set to = begin (work) eagerly or with determination

Repetition drill

Ghost story

Chorus, group or individual repetition

To elicit statements involving the use of what as a relative in the pattern 'That's just what (terrifies) me, too'.

T : Drill 10. Ghost story. This is the situation. Listen. Do not speak. Mr. and Mrs. Forthright have been woken up by a strange noise in the middle of the night. They are quite sure that a ghost made the noise and they are looking for it. Mrs. Forthright is rather bold; her husband is quite timid.

This is how their conversation begins:

(1) **T** : (We hear a howling wind and chains clanking.)

It's all this howling and clanking I find so terrifying.

S : That's just what terrifies me, too.

(2) **T** : There! It's stopped now. I can't understand why it happens. It's really puzzling.

S : That's just what puzzles me, too.

(3) **T** : I can't bear that noise. It's quite frightening.

S : That's just what frightens me, 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: Look over there! Can you see anything? It's all so worrying.
S: That's just what worries me, too.
- 5 T: Look at that shadow. Is it a ghost or not? It's very confusing.
S: That's just what confuses me, too.
- 6 T: I know there's something there. That's what's so distressing.
S: That's just what distresses me, too.
- 7 T: Quite disturbing!
S: That's just what disturbs me, too.
- 8 T: When you come to think of it, it's absolutely horrifying!
S: That's just what horrifies me, too.
- 9 T: Still, I must say the whole business is rather interesting.
S: That's just what interests me, too.10 T : The way that ghost behaves is quite surprising. S : That's just what surprises me, too.
- 11 T : It's more than surprising. It's astonishing! S : That's just what astonishes me, too.
- 12 T : Absolutely amazing!
S : That's just what amazes me, too.
T : Oh, shut up! Do you have to agree with everything I say?

Key to Multiple choice questions

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

Lesson 11 How to grow old

Listening comprehension

1 Introduce the text

T : Today we'll talk about growing old and the fear of death.

2 Understand the topic

T : What can you see in the picture?

3 Listening objective

T : Listen to the text (or read it silently) and see if you can answer this question:

What, according to the author, is the best way to overcome the fear of death as you get older?

4 Play the tape or read the text or wait for the students to finish reading silently

5 Answer the question

After the reading, ask the question again: What, according to the author, is the best way to overcome the fear of death as you get older?

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: As you grow older, the best way to overcome the fear of death is to increase the range of your interests and make them more impersonal. (11. 5-7)

6 Intensive reading

Play the tape or read the text 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 text again

8 Reading aloud

Ask one or two students to read the text aloud.

Comprehension questions

- 1 What are some old people oppressed by? (The fear of death.)
- 2 Is there a justification for this feeling in the young? (Yes, there is.)
- 3 Do some young men have reason to fear that they will be killed in battle? (Yes, they do.)
- 4 Why might they justifiably feel bitter? (In the thought that they have been cheated of the best things that life has to offer.)
- 5 According to the writer, is the fear of death in an old man ' somewhat abject and ignoble ' ? (Yes, it is.)
- 6 What is the best way to overcome it (according to the writer)? (To make your interests gradually wider and more impersonal.)
- 7 What should an individual human existence be like? (A river.)
- 8 In what ways should it be like a river? (Small at first, narrowly contained within its banks, then rushing passionately past boulders and over waterfalls.)

- 9 What happens to the river and its banks? (The river gradually grows wider and the banks recede.)
- 10 How do the waters flow? (More quietly.)
- 11 Do they become merged with the sea? (Yes, they do.)
- 12 Will an old man who can see his life in this way be afraid of death? (No, he won't.)
- 13 Why not? (Because the things he cares for will continue.)
- 14 If weariness increases, will the thought of rest be welcome? (Yes, it will.)
- 15 How would the writer like to die? (While still at work.)
- 16 Why would he like to die while still at work? (Because he will know that what was possible has been done.)

Asking questions: Ask me if ...

T : Ask me if some old people are oppressed by the fear of death.

S : Are some old people oppressed by the fear of death?

T : What ...?

S : What are some old people oppressed by?

- 1 some old people are oppressed by the fear of death. (What)
- 2 there is a justification for this feeling in the young. (Why)
- 3 the fear of death in an old man is abject and ignoble. (Why)
- 4 the best way to overcome the fear of death is to widen your interests. (What)
- 5 an individual human existence should be like a river. (What ... like)
- 6 the river gradually grows wider. (What)
- 7 the banks recede. (Why)
- 8 the waters flow more quietly. (How)
- 9 the man who can see his life in this way will suffer from the fear of death. (Why won't)
- 10 the things he cares for will continue. (What)
- 11 the thought of rest will be welcome. (What)
- 12 the writer would wish to die while still at work. (When)
- 13 others will carry on what he can no longer do. (What)

Reconstruct the text

- 1 Old people ---- oppressed ---- fear of death.
- 2 In the young ---- justification ---- this feeling.
- 3 Young men who ---- reason---- fear ---- killed in battle - feel bitter ---- thought ---- cheated ---- best things.
- 4 Old man ---- human joys and sorrows ---- achieved whatever work ---- to do ---- fear of death ---- abject and ignoble.
- 5 Best way ---- overcome ---- seems to me ---- make interests gradually wider ---- more impersonal ---- until walls of ego recede ---- life increasingly merged into universal life.
- 6 Individual human existence ---- like a river ---- small ---- narrowly

contained ---- rushing past boulders ---- over waterfalls.

7 Gradually wider ---- banks recede ---- waters more quietly ---- in the end ---- without visible break ---- become merged in sea ---- painlessly lose individual being.

8 Man who ---- old age ---- see life this way ---- not suffer ---- fear death ---- things he cares for ---- continue.

9 If, with decay of vitality, weariness increases ---- thought of rest ---- not unwelcome.

10 Wish to die ---- still at work ---- knowing others carry on ---- I no longer do ---- content ---- what possible done.

Topics for discussion

- 1 What do you worry about most? Why?
- 2 ' Whom the gods love die young. ' Is there any truth in this saying?
- 3 Do you look forward to old age? Why?/Why not?

Key to Comprehension

Possible answers

1 It is justifiable for a young man to fear death because he might feel that he will be cheated of the best things that life has to offer.

2 The author regards the fear of death in old people as something abject and ignoble.

3 The best way for an old person to overcome the fear of death is for him or her to make their interests gradually wider and more impersonal.

Key to Vocabulary

Possible answers

The ordinary people were oppressed for years after the country was beaten in the war.

She really had no justification for speaking to him as rudely as she did.

When father left his money to his younger daughter, the elder daughter felt that she had been cheated.

As it got warmer, the waters began to recede from the flooded fields.

As the rainbow slowly faded, the different colours merged into one another.

A lot of middle-aged people worry that, with signs of the decay of vitality, their relatives will put them into an old people's home.

After a journey of about 18 hours, it's not surprising that I was suffering from weariness.

Key to The paragraph

A Statement 2 best expresses the main idea of the passage because it compares the attitudes of a young man and an old man to death.

B See text.

Key to KS Exercises

A See text.

B The form of the verb in clauses with temporal conjunctions that refer to the present or the future are normally in the present simple (see Lesson 6):

1 finds 2 arrives 3 changes

C The modal verbs should or ought to express a duty, advisability or an escapable obligation (You should clean your shoes, but if you haven't got time, ...) and must usually expresses an inescapable obligation (I must finish this work this evening: it must be handed in to the teacher tomorrow.)

1 ought to/should 2 must 3 ought to/should 4 must

D See text.

E See text.

Special difficulties

A The regular verb flow (flowed ----flowed) means to ' move smoothly (as if) in a stream ' : The river flowed gently down to the sea. The morning traffic, flows past our house in a steady stream.

The irregular verb fly (flew ---- flown) means to ' move through the air with wings or in an aircraft ' : All of these birds will fly south in the autumn.

B There was a dispute about foreign fishermen fishing in our territorial waters.

C In sentence 1, since is a conjunction meaning as, as it is a fact that, because.

In sentence 2, since is a preposition meaning from a point in the past until now.

D I can no longer support our representative because I don't agree with his policies.

I can't support our representative any longer because I don't agree with his policies.

Repetition drill

A place in the sun

Chorus, group or individual repetition

To elicit responses involving the use of should to question the need for action. The present continuous is practised coincidentally.

T : Drill 11. A place in the sun. This is the situation. Listen. Do not speak. Two tramps lying in the sun. They are discussing their position. One of the tramps thinks that a good life can only be attained by hard work. His friend disagrees with him. This is how conversation begins:

(1) **T** : We oughtn't to lie in the sun. We ought to work hard. Then we'd be able to enjoy life.

S : Why should we? It's hardly worth it. We're enjoying life now, aren't we?

(2) **T** : No, but I mean we ought to earn some money. Then we'd be able to live really well.

S : Why should we? It's hardly worth it. We're living really well now, aren't we?

(3) T : No, but I mean we ought to make more effort. Then we'd be able to get a lot out of life.

S : Why should we? It's hardly worth it. We're getting a lot out of life now, aren't we?

T : Now you do the same. Ready?

1 As in (1) above.

2 As in (2) above.

3 As in (3) above.

4 T : No, but I mean we ought to have steady jobs. Then we'd be able to live in a nice place.

S : Why should we? It's hardly worth it. We're living in a nice place now, aren't we?

5 T : No, but I mean we ought to work in the city. Then we'd be able to earn enough money.

S : Why should we? It's hardly worth it. We're earning enough money now, aren't we?

6 T : No, but I mean we ought to behave like other people. Then we'd be able to take it easy.

S : Why should we? It's hardly worth it. We're taking it easy now, aren't we?

7 T : No, but I mean we ought to try harder. Then we'd be able to get three meals a day.

S : Why should we? It's hardly worth it. We're getting three meals a day now, aren't we?

8 T : No, but I mean we ought to lead useful lives. Then we'd be able to wear warm clothes.

S : Why should we? It's hardly worth it. We're wearing warm clothes now, aren't we?

9 T : No, but I mean we ought to go into business. Then we'd be able to lead a civilised life.

S : Why should we? It's hardly worth it. We're leading a civilised life now, aren't we?

10 T : No, but I mean we ought to be in important positions. Then we'd be able to travel around.

S : Why should we? It's hardly worth it. We're travelling around now, aren't we?

11 T : No, but I mean we ought to be really well-off. Then we'd be able to enjoy a lot of leisure.

S : Why should we? It's hardly worth it. We're enjoying a lot of leisure now, aren't we?

12 T : No, but I mean we ought to be millionaires. Then we'd be able to lie in the sun.

S : Why should we? It's hardly worth it. We're lying in the sun now, aren't we?

we?

Key to Multiple choice questions

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

Lesson 12 Banks and their customers

Listening comprehension

1 Introduce the text

T : Today we'll talk about the way a bank deals with its customers.

2 Understand the topic

T : What can you see in the picture?

3 Listening objective

T : Listen to the text (or read it silently) and see if you can answer this question:

Why is there no risk to the customer when a bank prints the customer's name on his cheques?

4 Play the tape or read the text or wait for the students to finish reading silently

5 Answer the question

After the reading, ask the question again: Why is there no risk to the customer when a bank prints the customer's name on his cheques?

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: Because it is the responsibility of the bank to recognize the customer's signature and not to pay out money on a cheque on which the customer's signature has been forged. (11.10-12)

6 Intensive reading

Play the tape or read the text 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 text again

8 Reading aloud

Ask one or two students to read the text aloud.

Comprehension questions

1 When anyone opens a current account at a bank, what is he doing with his money? (He is lending it to the bank.)

2 Can the customer demand repayment at any time? (Yes, he can.)

3 In what forms? (Either in cash or by drawing a cheque in favour of another person.)

4 Primarily, what is the banker-customer relationship? (It's that of debtor and creditor.)

5 What does the debtor-creditor relationship depend on? (On whether the customer's account is in credit or is overdrawn.)

6 In addition, what do the bank and its customers owe to one another? (A large number of obligations.)

7 Can these obligations give rise to problems and complications? (Yes, they

can.)

8 Can a bank customer complain that the law is loaded against him? (No, he can't.)

9 Whose instructions must a bank obey? (Its customer's.)

10 Can it obey anyone else's instructions (regarding the customer's account)? (No, it can't.)

11 When a customer opens an account at a bank, what does he instruct the bank to do? (To debit his account only in respect of cheques drawn by himself.)

12 What does he give the bank? (Specimens of his signature.)

13 Does the bank have any authority to pay out money on a forged cheque? (No, it doesn't.)

14 Does it make any difference if the forgery is a skilful one? (No, it doesn't.)

15 What must the bank do? (It must recognize its customer's signature.)

16 Banks print a customer's name on his cheques, don't they? (Yes, they do.)

17 Is there any risk to the customer in this practice? (No, there isn't.)

18 If the practice facilitates forgery, who will lose? (The bank.)

Asking questions: Ask me if ...

T : Ask me if a customer lends a bank money?.

S : Does a customer lend a bank money?

T : How ...?

S : How does a customer lend a bank money?

1 a customer lends a bank money. (How)

2 a customer can demand repayment from the bank at any time. (What)

3 the debtor-creditor relationship depends on the state of your account. (What)

4 a bank and a customer owe obligations to one another. (What kinds of)

5 a bank customer can complain that the law is loaded against him. (Why can't)

6 a bank must obey its customer's instructions. (Whose)

7 a customer gives the bank specimens of his signature. (What)

8 the bank has any right or authority to pay out money on a forged cheque. (Why hasn't)

9 it makes any difference that the forgery is a skilful one. (Why doesn't)

10 there is any danger in having your name printed on your cheques. (Why isn't)

Reconstruct the text

1 When ---- open ---- current account ---- bank ---- lend bank money ---- repayment of which ---- demand ---- any time ---- cash ---- cheque.

2 Primarily ---- banker---- customer relationship ---- debtor ----

creditor ---- who is which depending ---- customer's account ---- credit ---- overdrawn.

3 But in addition ---- simple concept ---- bank and customers ---- large number obligations ---- each other.

4 Many obligations ---- give rise ---- problems ---- complications ---- bank customer can't complain ---- law loaded.

5 Bank ---- obey customer's instructions ---- not anyone else.

6 When ---- customer ---- open account ---- instruct bank ---- debit account ---- cheques drawn ---- himself.

7 Gives bank specimens ---- signature ---- firm rule ---- bank ---- no right or authority ---- pay customer's money ---- cheque ---- customer's signature ---- forged.

8 No difference ---- forgery ---- skilful one; bank ---- recognize ---- customer's signature.

9 For this reason ---- no risk ---- customer ---- practice ---- adopted by banks ---- print customer's name on cheques.

10 If facilitates forgery ---- bank lose ---- not customer.

Topics for discussion

1 In many countries nowadays, people buy things in a variety of ways ---- with cash, with cheques on a current account, or with credit cards. What are some of the advantages and disadvantages of all three methods of payment?

2 Can you always trust a bank to take good care of your money? Why?/Why not?

3 People often talk about a ' cashless society ' . What do you understand by this and is such a society possible?

Key to Comprehension

Possible answers

1 It means that one (the customer) lends to the other and the other (the bank) borrows from the customer.

2 One sentence which illustrates the statement is: ' He gives the bank specimens of his signature ... on which its customer's signature has been forged. ' (11. 10---- 12)

3 He gives the bank specimens of his signature so that they know he has signed a cheque, and not someone else.

Key to Vocabulary

Possible answers

The things at the shop didn't cost very much, so I paid in cash, not with a cheque or credit card.

My parents sent me to the local church school, primarily because it was near our home.

Years ago in Britain people were sent to a debtors' prison if they owed

money and could not pay it.

When the man died owing a lot of money, his creditors were paid before his wife received anything.

My current account often goes overdrawn, but this month it is still £ 50 in credit.

If you just think about the idea of a hovercraft, you'll realize that the concept is a relatively simple one.

When my aunt changed her signature recently, it gave rise to quite a lot of problems - until she gave new specimens to the bank and other authorities.

The doctor took specimens of blood from all the students.

The boy forged his father's signature on his school report acceptance form.

The computer facilitates the whole business of standard letters in many offices.

Key to The paragraph

A In the first paragraph, the writer makes it clear that the relationship between a bank and its customer is a two-sided arrangement, both with obligations to each other and with neither more important than the other.

B Statement I expresses the main idea of the second paragraph because it mentions a customer's instructions, not simply cheques and signatures.

C See text.

Key to KS Exercises

A When we combine sentences with a relative pronoun, we often have to produce sentences with relative clauses and a preposition, clauses which are introduced with, for example, about whom, in which, about which, for which, by which, etc. Look: That person is the manager. + I complained to him. = The person to whom I complained is the manager.

This is the car. + I paid £ 2,000 for it. = This is the car for which I paid £ 2,000.

Sentences joined in this way tend to be slightly formal.

1 The bank has no right or authority to pay out a customer's money on a cheque on which its customer's signature has been forged.

2 The source from which I obtained this information is very reliable.

3 We have certain principles on which we should act.

B One way in which we can avoid repeating a word or phrase in English is to use the replacement phrase that (of) or those (of)

The uniform he wore was that of a famous regiment. = The uniform he wore was the uniform of a famous regiment.

The techniques she employed were those used by another famous artist. = The techniques she employed were the techniques used by another famous artist.

1 I am not referring to our policy but to that of our opponents.

2 The only system I know which will help you to remember what you have heard at a lecture is that of keeping notes.

C In complex sentences which contain a clause introduced by a relative

pronoun + passive verb construction (The fish which was caught by the youngest angler won the competition), the relative pronoun and auxiliary verbs of the passive construction (is/are/was/were/have been/has been) can be omitted leaving only the past participle of the verb (The fish caught by the youngest angler won the competition).

1 The exhibition consists entirely of pictures painted by young children.

2 The report on education prepared by a government committee will soon be published.

3 According to the regulations, income earned overseas will be taxed. Special difficulties

A

1 The two words current and currant are pronounced the same.

The adjective current means ‘ belonging to the present, of the present day ’ : That word is no longer in current use.

As a noun, a current is ‘ a continuously moving mass of liquid or gas ’ or ‘ the flow of electricity past a fixed point ’: The current is strongest in the middle of the river. This button switches the current on.

A currant is a ‘ small dried seedless grape, especially used in baking cakes ’ : My mother always puts a kilo of currants into a cake like this.

2 The verbs lend and borrow are easily confused.

To lend something to someone (or lend someone something) means to ‘ give someone the possession or use of something on the condition that it will be returned later ’, while borrow is to ‘ take or receive something from another person, usually with permission, and with the understanding that it will be returned after a certain time ’ :

I lent a book to James./I lent James a book.

James borrowed a book from me.

3 In favour of = approving of, on the side of, in support of: She is very much in favour of women managers.

For the sake of = in order to help, improve or bring advantage: He was advised to go and live near the coast for the sake of his health.

4 Whether and weather are pronounced the same, but are very different in meaning.

Whether is a conjunction meaning ‘ if ... or not ’: I don't know whether to go swimming.

The noun weather is the condition of wind, temperature, rain, sunshine, snow, etc., at a certain time or over a period of time: If the weather is fine, we'll have the party outside in the garden.

5 Loaded is the past tense of the verb load = ‘ put (a load) on or in (a vehicle, structure, etc.) ’ : They loaded their furniture into the van. It also means to ‘ put bullets into a gun or film into a camera ’ : This gun is loaded.

Laden is an adjective meaning ‘ heavily loaded ’ : The lorry was fully laden. The apple trees are laden with fruit this year.

6 The adverb else after question words and some pronouns means

‘ besides, also ’ : We need another helper.

Can you find anyone else?

The pronoun *other* means ‘ the second of two, the remaining one of a set ’ :
One of you is right: the other is wrong. It also means ‘ an additional person or thing ’ : Are there any other problems?

7 A specimen is ‘ a piece or amount of something for being shown, tested, etc. ’ : The doctor will need a specimen of your blood.

An example is ‘ something taken from a number of things of the same kind, which shows the usual quality of the rest or shows a general rule ’ : Can you give me an example of an adjective that ends in ‘ -ive ’ ?

8 A customer is ‘ a person or organization who buys goods or services from a shop, business, etc. ’ : That man spends £ 20 a week in our shop and is one of our best customers.

A client is ‘ a person who gets help and advice from a professional person, for example from a lawyer, accountant, etc. ’ : That young accountant hasn't been in business long, but he already has 50 clients.

9 The two words *cheque* and *check* are pronounced the same, but in British English have different meanings.

A cheque is ‘ a written order to a bank, on special printed paper, to pay a certain sum of money from one's bank account to oneself or to another person ’ : I haven't got enough cash, I'm afraid, so will you take a cheque?

A check is ‘ an examination or inspection to make certain that something is correct or in good condition ’ :

They gave the car a thorough check before they bought it. (The verb *check* means to ‘ test, examine or inspect to see if something is correct, true, in good condition, etc ’ : Their bags were checked by security guards as they entered the building.)

In American English, the spelling *check* is used for the British English *cheque*.

10 The verb *adopt* /ə'dɒpt/ means to ‘ take and use as one's own ’ : We adopted their production methods because they were so much better than our own.

The verb *adapt* /ə'dæpt/ means to ‘ make suitable for new needs, new conditions ’ : When they moved to France, the children adapted to the change very well.

11 The verb *print* means to ‘ press letters or pictures onto paper by using shapes covered with ink, or copy letters etc. onto paper by using photographic methods ’ : This new machine can print 60 pages a minute.

The verb *type* means to ‘ operate a (typewriter or word processor) keyboard with your fingers ’ : I can only type with two fingers.

B

1 account = a sum of money kept in a bank, which may be added to and taken from

2 account = a bill, statement of money owed

3 account for = explain, give a satisfactory explanation for

4 account = a written or spoken report or description

5 on my account = for my advantage or benefit

6 on account of = because of

C I don't know what to ask for my old bicycle, but how about, say, \$100?

Farmers, unlike, say, office workers, are bound to get dirty at work.

D When they entered the house, no one said a word.

Let's discuss the problem like adults.

As soon as we reached the top of the mountain, we all had a drink.

I wouldn't leave your car here if I were you.

E In addition to giving practice in speaking, the course also aims to help students improve their writing skills.

A large number of people attended the concert at our local hall last Saturday.

The spelling of German, unlike English, is very easy to understand.

You will be paid £ 250 in respect of the work you have done so far.

She has been ill for a month, and for this reason she has had to stay away from work.

Repetition drill

With apologies to Freud and company

Chorus, group or individual repetition

To elicit Type 2 conditional statements involving the use of the simple present after the temporal conjunction when to indicate habitual actions.

T : Drill 12. With apologies to Freud and company. This is the situation. Listen. Do not speak. Mrs.

Wallace is a wealthy woman who imagines she suffers from mental illness. She is lying on a couch and talking about her problems to Dr. Weinberg, her psychoanalyst. This is how their conversation begins:

(1) **T :** Well, what's the trouble this time, Mrs. Wallace? Your nerves again?

Why don't you go out more often? It makes you feel depressed, I suppose?

S: Yes, doctor. When I go out more often, it makes me feel depressed.

(2) **T:** Have you tried taking it easy? Why don't you rest more? You feel anxious, I suppose?

S: Yes, doctor. When I rest more, I feel anxious.

(3) **T:** I know what happens. You think about your condition. Then you get worried, I suppose?

S: Yes, doctor. When I think about my condition, I get worried.

T: Now you do the same. Ready?

1 As in (1) above.

2 As in (2) above.

3 As in (3) above.

4 **T:** Have you taken those tablets I gave you? You take them, but they make you feel sleepy, I suppose?

S: Yes, doctor. When I take them, they make me feel sleepy.

5 **T:** That's a pity. Why don't you take fewer tablets? Then you feel bad, I suppose?

S: Yes, doctor. When I take fewer tablets, I feel bad. '

6 T: Perhaps a long holiday would help. Why don't you go on a long holiday? You keep thinking about the family, I suppose?

S: Yes, doctor. When I go on along holiday, I keep thinking about the family.

7 T: I think you should give yourself a treat. Spend a lot of money - but that makes you feel guilty, I suppose'?

S: Yes, doctor. When I spend a lot of money, I feel guilty.

8 T: Well, have you tried helping people less fortunate than yourself? Why don't you do social work? You get bored, I suppose?

S: Yes, doctor. When I do social work, I get bored.

9 T: Then perhaps a job would be a good idea. Why don't you get a job? You feel you're wasting time, I suppose?

S: Yes, doctor. When I get a job, I feel I'm wasting time.

10 T : Have you seen your mother lately? Why don't you discuss your problems with your mother? She says you're silly, I suppose?

S: Yes, doctor. When I discuss my problems with my mother, she says I'm silly.

11 T : And what about your father? Why don't you talk to him? He says you're imagining things, I suppose?

S : Yes, doctor. When I talk to my father, he says I'm imagining things.

12 T : Well, then: Speak to your husband. Why don't you speak to your husband? He drops off to sleep, I suppose?

S: Yes, doctor. When I speak to my husband, he drops off to sleep.

(We hear the psychoanalyst snoring loudly.)

Key to Multiple choice questions

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

Lesson 13 The search for oil

Listening comprehension

1 Introduce the text

T : Today we'll talk about drilling for oil.

2 Understand the topic

T : What can you see in the picture?

3 Listening objective

T : Listen to the text (or read it silently) and see if you can answer this question:

What do oilmen want to achieve as soon as they strike oil?

4 Play the tape or read the text or wait for the students to finish reading silently

5 Answer the question

After the reading, ask the question again: What do oilmen want to achieve as soon as they strike oil?

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: As soon as they strike oil, oilmen want to control the oil and keep it down the hole. (11. 11-13)

6 Intensive reading

Play the tape or read the text 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 text again

8 Reading aloud

Ask one or two students to read the text aloud.

Comprehension questions

- 1 What are the deepest holes made for? (Oil.)
- 2 How deep do they go down? (They go down to as much as 25,000 feet.)
- 3 Do we need to send men down to get the oil out? (No, we don't.)
- 4 How big are most of the holes? (Less than a foot in diameter.)
- 5 What is the writer's experience in? (Oil.)
- 6 What has the search for oil done for deep drilling? (It has done more to improve it than any other mining activity.)
- 7 When do we put up an oil derrick? (When it has been decided where we are going to drill.)
- 8 Why does an oil derrick have to be tall? (In order to act like a giant block and tackle.)
- 9 What do they have to do with great lengths of drill pipe? (They have to lower them into the ground and haul them out of the ground.)
- 10 The drill pipes are rotated at the top. What by? (By an engine.)

- 11 And they are fitted with a cutting bit. Where? (At the bottom.)
- 12 What does the geologist need to know about the drill? (What rocks it has reached.)
- 13 Every so often a sample is obtained. What with? (A coring bit.)
- 14 What does it cut? (A clean cylinder of rock.)
- 15 Does the oil usually flow to the surface when they get down to it? (Yes, it does.)
- 16 Pressure pushes it up. What is the pressure caused by? (Gas or water.)
- 17 Must the pressure be controlled? (Yes, it must.)
- 18 Do oilmen now like gushers? (No, they don't.)
- 19 Why not? (Because they waste oil and gas.)
- 20 How long do they want the oil to stay down the hole? (Until they can lead it off in a controlled manner.)

Asking questions: Ask me if ...

T : Ask me if the deepest holes go down to as much as 25,000 feet.

S : Do the deepest holes go down to as much as 25,000 feet?

T : How deep ...

S : How deep do the deepest holes go down?

- 1 the deepest holes go down to as much as 25,000 feet. (How deep)
- 2 the holes are less than a foot in diameter. (How wide)
- 3 the search for oil has improved deep drilling. (How much)
- 4 they put up an oil derrick at the surface. (Where)
- 5 the derrick has to be tall. (Why)
- 6 they lower great lengths of drill pipe into the ground. (What)
- 7 the geologist needs to know what rocks the drill has reached. (Who)
- 8 a sample is obtained every so often. (How often)
- 9 they use a coring bit to cut a clean cylinder of rock. (What)
- 10 the oil flows to the surface. (How)
- 11 the oilmen control the pressure of the oil flow. (How)
- 12 they avoid the old idea of a gusher. (Why)
- 13 they want the oil to stay down the hole. (How long)

Reconstruct the text

- 1 Deepest holes of all ---- oil ---- go down ---- 25,000 feet.
- 2 Not need ---- send men down ---- get oil out ---- as ---- other mineral deposits.
- 3 Holes ---- borings ---- less than foot ---- diameter.
- 4 My experience ---- largely ---- oil ---- search for oil ---- more to improve deep drilling ---- any mining activity.
- 5 When ---- decided ---- where ---- going to drill ---- put up ---- at surface ---- derrick.
- 6 Tall ---- like giant block and tackle ---- lower into ground ---- haul out ---- lengths of drill pipe ---- rotated by engine at top ---- fitted cutting bit

at bottom.

7 Geologist ---- what rocks ---- drill ---- reached ---- so sample obtained ---- coring bit.

8 Cuts clean cylinder rock ---- from which ---- seen ---- strata ---- drill cutting through.

9 Once ---- get down ---- oil ---- flows ---- surface ---- pressure, from gas ---- water ---- push.

10 Pressure ---- must ---- under control ---- control it ---- means mud ---- circulate down drill pipe.

11 Endeavour ---- avoid ---- old romantic idea ---- gusher ---- wastes oil and gas.

12 Want it ---- stay down hole ---- until lead it off ---- controlled manner.

Topics for discussion

1 Would you like to work in the oil industry? Why?/Why not?

2 ' We must reduce our consumption of fossil fuels. Otherwise we shall run out in a few years'time. ' What do you think?

3 ' We will only save the environment when we find sources of energy that are pollution---- free. ' What do you think?

Key to Comprehension

Possible answers

1 An oil derrick is designed to support the drill pipe as it is lowered into and raised from the hole or well.

2 Oilmen prevent oil from gushing to the surface by means of mud which they circulate down the drill pipe.

Key to Vocabulary

Possible answers

An English £ 1 piece is quite small, only about 2.2cm in diameter.

We could hardly sleep in the night because of the sound of drilling in the road outside our house.

An elephant can haul extremely heavy loads behind it with no problem.

The scenery in the theatre was painted on both sides so that it could be rotated for use in different scenes.

For most of the concert the children sat quietly listening, but every so often one of them would turn and whisper to a friend.

I will endeavour to pay the account as soon as possible.

Key to The paragraph

A The author would agree with statement 1. Statement 2 is untrue: it is easy to obtain samples of the rocks the drill has been cutting through. (11. 8--- 10) Statement 3 is also untrue, since oilmen can control the pressure that forces the oil

to gush. (11. 11---- 13)

B See text.

Key to KS Exercises

A Briefly revise the main uses of the modal verbs must, have to and need.

When used positively, all three express degrees of necessity.

---- Must suggests inescapable obligation or urgency, and in the speaker's opinion there is no choice: You must phone home at once. The contract must be signed today.

---- Have to also suggests inescapable obligation and can refer to an external authority when used in the first person: We have to send these tax forms back before the end of next month.

---- Need to expresses the idea that ' it is necessary (for ...) to ', as in I need to know now.

See text.

B See text.

C 1 are going to 2 will 3 will be 4 will S is going to

D Note the changes (verb form and word order)

from a direct question: What rocks has the drill reached?

to an indirect question: He needs to know what rocks the drill has reached.

1 Tell me where he lives. (Direct question: Where does he live?)

2 I don't know why he went there . (Direct question: Why did he go there?)

3 Ask him how he knows so much about the town. (Direct question: How do you know so much ...?)

4 Did he tell you when he was born? (Direct question: When was he born?)

E Note that we say ' want it to stay down ', not * want that it stays down*.

Certain verbs will normally be followed by a noun or a pronoun when used with a to-infinitive. Such verbs are advise, allow, ask, teach, cause and warn.

She allowed me to have the day off.

Can you ask him to go shopping for me?

Can you teach me to write Chinese?

The police still don't know what caused the driver to swerve off the road.

They warned me not to stay too long.

I advise you to leave as soon as possible.

Special difficulties

A

1 The words hole and whole are pronounced the same, but have different meanings.

A hole is an empty space inside something solid: There was a large hole in the field and at the bottom of the hole was the entrance to a cave.

The adjective whole means ' all (the) or the full amount of ' : When I was ill the last time, I took a whole week off college.

2 An engine is ' a piece of machinery with moving parts which changes power from steam, electricity, oil, etc. into movement ' : A jet engine is extremely noisy.

A machine is any ' instrument or apparatus which uses power, such as electricity, to perform work ' :

They've just bought a new washing machine. We've got a drinks machine in our office.

3 The verb fit is to ' be the right size or shape (for) ' : These shoes fit me perfectly.

The verb suit is to ' match or look good on (someone) ' : She should never wear red: the colour doesn't suit her at all.

4 The adjective clean means ' free from dirt ' (I must put on a clean shirt this evening) or ' having a smooth edge or surface ' (The surgeon made a clean cut in the patient's arm).

The adjective clear means ' easy to hear, read or understand ' : The lecturer was a very clear speaker.

5 The noun control = ' the power to command, influence or direct ' : They have no control at all over their children.

The noun check = ' an examination or inspection, to make certain that something is correct or in good condition ' : You should keep a check on the oil level in your car.

B 1 construct 2 extinguish 3 tolerate 4 postponed

C 1 From the moment that/When/As soon as 2 one time 3 Some time ago/A long time ago 4 occasionally 5 immediately 6 Suddenly and unexpectedly

D Don't worry - everything is under control.

That woman's children are so badly-behaved they are almost out of control.

I couldn't help the family because the situation was completely beyond my control.

E The young man got into his car and drove off without looking to see if anything was coming.

I know he lost his temper, but he'll cool off soon.

As soon as the film finished, they came out of the cinema and hurried off home.

Can you switch off all the lights before you go to bed?

My mouth is feeling all tingly now that the injection is wearing off.

Repetition drill

Jenkins investigates

Chorus, group or individual repetition

To elicit statements involving the use of need to know followed by an indirect question.

T: Drill 13. Jenkins investigates. This is the situation. Listen. Do not speak. Jenkins is a young police officer. A senior detective wants him to investigate a case of breaking and entering. This is how their conversation begins:

(1) T : Jenkins, I want you to investigate a case of breaking and entering in Grafton Street. There are quite a few things we need to know. Take down these questions, will you? One. Did anyone see the thief enter the main building?

S : We need to know whether anyone saw the thief enter the main building.

(2) T : Two. What time did he break into the flat?

S: We need to know what time he broke into the flat.(3)T: Three. How did he get into the flat?

S : We need to know how he got into the flat.

T : Now you do the same. Ready?

1 As in (1) above.

2 As in (2) above.

3 As in (3) above.

4 T: Four. Did he get in through a window?

S : We need to know whether he got in through a window.

5 T: Five. Did he have a duplicate key?

S: We need to know whether he had a duplicate key.

6 T: Six. Did he force the lock?

S: We need to know whether he forced the lock.

7 T: Seven. Did he leave any fingerprints?

S: We need to know whether he left any fingerprints.

8 T: Eight. How long did he stay in the flat?

S: We need to know how long he stayed in the flat.

9 T: Nine. When did he leave?

S : We need to know when he left.

10 T : Ten. Where did he go after leaving the flat?

S : We need to know where he went after leaving the flat.

11 T : Eleven. Why did he choose this particular flat?

S : We need to know why he chose this particular flat.

12 T : Twelve. What did he steal?

S : We need to know what he stole.

T : On second thoughts, you needn't bother with that last question, Jenkins. We already know the answer. The thief didn't steal anything at all. He helped himself to some food out of the refrigerator, drank half a bottle of whisky and watched television. That'll be all, Jenkins.

Key to Multiple choice questions

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

Lesson 14 The Butterfly Effect

Listening comprehension

1 Introduce the text

T : Today we'll talk about the difficulties of forecasting the weather.

2 Understand the topic

T : What can you see in the picture?

3 Listening objective

T : Listen to the text (or read it silently) and see if you can answer this question:

Why do small errors make it impossible to predict the weather system with a high degree of accuracy?

4 Play the tape or read the text or wait for the students to finish reading silently

5 Answer the question

After the reading, ask the question again: Why do small errors make it impossible to predict the weather system with a high degree of accuracy?

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: Because errors and uncertainties multiply. (Errors can multiply by ten every minute.) (11. 16-17)

6 Intensive reading

Play the tape or read the text 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 text again

8 Reading aloud

Ask one or two students to read the text aloud.

Comprehension questions

1 What word does the writer use to describe the world's best weather forecasts beyond two or three days? (Speculative.)

2 And what are they beyond six or seven days? (Worthless.)

3 What is the reason? (The Butterfly Effect.)

4 What happens to prediction for small pieces of weather? (It deteriorates rapidly.)

5 What can 'small' mean to a global forecaster? (It can mean thunderstorms and blizzards.)

6 What do modern weather models work with? (A grid of points.)

7 How far apart are these points? (Sixty miles.)

8 Can ground stations and satellites see everywhere? (No, they can't.)

9 So what has to be guessed? (Some starting data.)

10 The writer proposes a perfect model of a weather grid. According to his

‘ suppositions ’ , ---- how far apart could sensors be placed? (One foot.)

---- how high might they rise at 1-foot intervals? (To the top of the atmosphere.)

---- every sensor might give perfectly accurate readings. What of? (Temperature, pressure, humidity, and any other quantity a meteorologist would want.)

---- how powerful would the computer be that the writer proposes might take all the data? (Infinitely powerful.)

11 Will the computer be able to predict the weather at Princeton, New Jersey, on a day a month away? (No, it won't.)

12 What will the spaces between the sensors hide? (Fluctuations that the computer will not know about.)

13 Will those deviations from the average be large or small? (Small.)

14 What will the fluctuations have created by 12.01? (They will have created small errors one foot away.)

15 What will have happened soon after that? (They will have multiplied to the ten-foot scale.)

16 And then? (And then up to the size of the globe.)

Asking questions: Ask me if ...

T : Ask me if the world's best weather forecasts are speculative.

S : Are the world's best weather forecasts speculative?

T : Why ...?

S : Why are the world's best weather forecasts speculative?

1 the world's best weather forecasts are speculative. (Why)

2 small pieces of weather can mean thunderstorms and blizzards to a global forecaster. (What)

3 modern weather models work with a grid. (How)

4 ground stations and satellites can see everywhere. (Why can't)

5 the earth could be covered with sensors spaced one foot apart. (What if)

6 every sensor could give all the information a meteorologist would want. (What if)

7 a computer will be able to predict the weather in Princeton in a month's time. (Why won't)

8 the space between the sensors will hide fluctuations. (What)

9 the computer will know about the fluctuations. (What won't)

10 the fluctuations will have created small errors in a minute. (When)

11 the errors will have multiplied soon to the ten-foot scale. (How soon)

Reconstruct the text

1 Beyond 2---- 3 days ---- world's weather forecasts ---- speculative ---- beyond 6---- 7 ---- worthless.

2 Butterfly Effect ---- reason. Small pieces of weather ---- to global forecaster ---- small = thunderstorms ---- blizzards ---- prediction deteriorates.

3 Errors, uncertainties multiply ---- chain turbulent features ---- dust devils
---- squalls ---- continent---- size eddies ---- only satellites see.

4 Modern weather models ---- grid of points ---- order ---- 60 miles apart
---- even so ---- starting data ---- guessed ---- ground stations ---- satellites ----
not see everywhere.

5 Suppose earth ---- covered ---- sensors ---- 1 foot apart ---- rising ----
1---- foot intervals ---- top of atmosphere.

6 Suppose every sensor ---- accurate readings ---- temperature, pressure,
humidity ---- any other quantity ---- meteorologist ---- want.

7 Precisely---- noon---- computer takes data---- calculates what ----
happen ---- each point---- 12.01, 12.02, 12.03.

8 Computer ---- unable ---- predict whether Princeton ---- sun or rain ----
day ---- month away.

9 At noon ---- spaces between sensors ---- hide fluctuations ---- computer
---- not know about ---- deviations ---- average.

10 By 12.01 ---- fluctuations ---- created ---- errors one foot away.

11 Soon ---- errors ---- multiplied ---- ten---- foot scale ---- so on ----
size of globe.

Topics for discussion

1 What would be the best and the worst times of the year to come to your
part of China? Describe the weather.

2 Thinking only about what you know of the weather, where you most like
to live in the world? And where would you least like to live? Explain your reasons.

3 They say that the world's weather is becoming even more unpredictable
than ever. Do you think this is true? Why?/Why not?

Key to Comprehension

Possible answers

1 By ‘ small pieces of weather ’ the author means almost any weather
events, including thunderstorms and blizzards (which may not seem ‘ small ’ to the
average man).

2 Modern weather models work on a grid of points roughly sixty miles
apart.

3 In this passage, the phrase ‘ the butterfly effect ’ probably means the
effect that minor changes have on the weather which makes it impossible to
forecast weather accurately.

Key to Vocabulary

Possible answers

Many financial forecasts are highly speculative because no one really knows
what might happen tomorrow to affect the money markets.

Air pollution is a global problem, not one which affects just a few

industrialized countries.

There is one main road to the south, and the farther south you travel, the more it deteriorates.

The patient recovered very rapidly after her operation.

Insects seem to multiply in hot weather.

The early twentieth century was a turbulent period in the history of that country.

Suppose it rains, what shall we do then?

This old clock is so accurate that I can even set my computer clock by it.

The time is now 11.05 and 20 seconds precisely.

At this time of year there are quite wide fluctuations in the price of vegetables.

The average salary for an office worker is £ 8,000 a year.

An accountant nearly always has to take account of errors in his clients' calculations.

Key to The paragraph

A The author would agree with statement 2 because right at the start of the text the author states that weather forecasts are at best ' speculative ' and over a long period ' worthless ' .

Key to KS Exercises

A We frequently use a present participle construction in English in place of clauses of different kinds. This exercise concentrates on the use of a present participle construction in place of a coordinate clause. Note that in changing, for example, She lay awake all night and recalled the events of the day to She lay .awake all night, recalling the events of the day, we drop the coordinating conjunction (and) and change the verb tense to a present participle.

1 There's a fault in the earth's crust running (= and it runs) along the west coast of the USA.

2 The hurricane hit Florida, sweeping away (= and it swept away) everything in its path.

3 I noticed the lights were on, assuming (= and I assumed) they were at home.

4 The President emerged from the airport waving (= and he waved) to the reporters.

B We can use a variety of conjunctions in place of if, although they do not always have precisely the same meaning. Some of the replacement conjunctions are providing/provided (that), on condition (that), unless, even if, so long as, as long as. Suppose (that) and supposing (that) are also used, but they usually introduce questions: Suppose the train's late, what will you do then?

1 You can go home early, providing (that) you finish, your work.

2 We can offer you a job on condition (that) you start next Monday.

3 You can come in any time you like tomorrow morning so long as you come in on Saturday as well.

4 I won't phone you unless I need some help .

5 He'll definitely win even if he gets a slow start.

C Revise the basic difference between the simple future will do to predict events and the future perfect simple will have done to express the past as seen from the future.1 a He will not get the fax tomorrow morning.

b He will have the fax tomorrow morning. In fact, it will reach him sometime between now and then.

2 a He will wait in Beijing. The message will arrive. Then he will leave.

b He will leave Beijing. Then this message will arrive. But he won't be there to receive it.

3 a When next June comes, the new motor way will be ready. (We don't know exactly when they complete it, but it will be sometime between now and next June.)

b This sentence stresses the fact that next June is the earliest date for the completion of the motor way.

Special difficulties

A

1 since = because

2 since = from the time when

3 since = from then until now

4 since = from (eight o'clock) until now

5 Since = As, As it is a fact that

B We use if (not whether) in conditional sentences: If it rains, I'll stay at home.

We use whether (not if)

---- to introduce ' alternative ' conditionals: You'll have to put up with it, whether you like it or not.

--- to begin a sentence: Whether she comes or not makes no difference to me.

---- after the verb be: The main thing is whether he's ready to sign the contract.

---- after prepositions: I've been wondering about whether to resign or not.

---- before an infinitive with to: He didn't know whether to laugh or cry.

We can use if or whether in reported questions: She wanted to know if/whether he was rich (or not).

1 Whether 2 whether 3 if/whether 4 whether 5 if/whether

Repetition drill

Persuasion

Chorus, group or individual repetition

To elicit responses involving the use of since as a subordinating conjunction to introduce adverbial clauses of cause.

T : Drill 14. Persuasion. This is the situation. Listen. Do not speak. A husband and wife are in a hat shop. The wife wants to buy a hat; the husband is trying to persuade her not to buy it. This is how their conversation begins:

(1) T : It's not that the hat doesn't suit you, it's just that it's a bit, what shall I say, old-fashioned. At least that's what I think.

S : Since that's what you think, dear, let's not buy it.

(2) T : Let me look at you in it. You know, it's not really right for you. It's not really you. At least that's my view.

S : Since that's your view, dear, let's not buy it.

(3) T : Turn round. Let me look at you again. No, definitely not! On second thoughts, it doesn't really suit you. It's not really you. At least, that's the way I feel about it.

S : Since that's the way you feel about it, dear, let's not buy 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 : Now don't think I'm objecting to the price. Far from it. It's cheap at the price, but it's just not good value for money. At least, that's my opinion.

S : Since that's your opinion, dear, let's not buy it.5 T : There must be at least a dozen hats which are more suitable and which cost a good deal less. At least that's how I look at it.

S : Since that's how you look at it, dear, let's not buy it.

6 T : Come to think of it, it's terribly expensive, really. I mean to say, all that money, just for a hat. At least, that's the way I see it.

S : Since that's the way you see it, dear, let's not buy it.

7 T : Just take it off a moment. Let's have a close look at it. I thought so: look at that material. I'd call that poor quality stuff, wouldn't you? At least, that's how I rate it.

S : Since that's how you rate it, dear, let's not buy it.

8 T : A hat like that wouldn't last five minutes. At any rate, not the way you'd treat it. It's just not worth buying. At least, that's my attitude.

S : Since that's your attitude. dear. let's not buy it. 9 T : Absolute rubbish they produce nowadays. Nothing but shoddy rubbish. At least, that's how I feel.

S : Since that's how you feel, dear, let's not buy it.

10 T : And just take a look at all those ribbons and feathers. I wouldn't be seen dead in a thing like that. It's ridiculous. At least, that's what I think.

S : Since that's what you think, dear, let's not buy it.

T : All right, all right! Don't keep on at me! If you want it, have it I never said you couldn't have it, did I? Tell the assistant to wrap it up.

Key to Multiple choice questions

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

Listening 15 Secrecy in industry

Listening comprehension

1 Introduce the text

T : Today we'll talk about secrecy in industry, especially in the chemical industries.

2 Understand the topic

T : What can you see in the picture?

3 Listening objective

T : Listen to the text (or read it silently) and see if you can answer this question:

Why is secrecy particularly important in the chemical industries?

4 Play the tape or read the text or wait for the students to finish reading silently

5 Answer the question

After the reading, ask the question again: Why is secrecy particularly important in the chemical industries?

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: Secrecy is particularly important in the chemical industries because they want to get to the stage where they can take out patents. (11. 7-8)

6 Intensive reading

Play the tape or read the text 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 text again

8 Reading aloud

Ask one or two students to read the text aloud.

Comprehension questions

1 How many factors weigh heavily against the effectiveness of scientific research in industry? (Two.)

2 What is the first factor? (The general atmosphere of secrecy in which it is carried out.)

3 Is the second factor the lack of freedom of the individual research worker? (Yes, it is.)

4 Does the writer assume that any inquiry is a secret one? (Yes, he does.)

5 Which fellow scientists do researchers have little or no contact with? (Those in other countries, universities, or even in other departments of the same firm.)

6 The degree of secrecy varies considerably, doesn't it? (Yes, it does.)

7 Who are engaged in researches of a general and fundamental nature? (Some of the bigger firms.)

8 The writer suggests that it is a positive advantage to such firms not to do

what? (Not to keep them secret.)

9 How long are many processes sought for in complete secrecy? (Until the stage at which patents can be taken out.)

10 According to the writer, many processes are never patented at all. What happens to them? (They are kept as secret processes.)

11 What does this apply to particularly? (Chemical industries.)

12 What kinds of discoveries play a larger part than they do in physical and mechanical industries? (Chance discoveries.)

13 To what extent does the secrecy go sometimes? (The whole nature of the research cannot be mentioned.)

14 What do many firms have difficulty in obtaining from libraries? (Technical or scientific books.) 15 Are they willing to have their names entered as having taken out a particular book? (No, they aren't.)

16 Why not? What are they afraid of? (They're afraid that agents of other firms will be able to trace the kind of research they are likely to be undertaking.)

Asking questions: Ask me if ...

T : Ask me if two factors weigh heavily against the effectiveness of scientific research in industry.

S : Do two factors weigh heavily against the effectiveness of scientific research in industry?

T : How many ...?

S : How many factors weigh heavily against the effectiveness of scientific research in industry?

1 two factors weigh heavily against the effectiveness of scientific research in industry. (How many)

2 research is carried out in a general atmosphere of secrecy. (How)

3 the individual research worker has a lack of freedom. (Who)

4 ' secret ' researchers have any contact with their fellow scientists. (Why don't)

5 the degree of secrecy varies considerably. (How much)

6 some large firms are engaged in research of a fundamental nature. (What)

7 secrecy is often maintained until patents can be taken out. (How long)

8 some processes are ever patented at all. (Why ... never)

9 a lot of firms have difficulty in obtaining technical books from libraries. (Why)

10 they are unwilling to have their names entered as borrowers. (Why)

11 they are afraid of agents from other firms. (Which agents)

12 agents could trace the kind of research they are undertaking. (Who)

Reconstruct the text

1 Two factors - heavily - effectiveness - scientific research - industry.

2 One - general atmosphere - secrecy - carried out - other - lack of freedom - individual research worker.

3 In so far - any inquiry - secret - limits - all engaged - carrying it out -

effective contact - fellow scientists - other countries - universities - other departments - same firm.

4 Degree - secrecy - varies.

5 Bigger firms - engaged - research - general and fundamental nature - positive advantage - not to keep - secret.

6 Yes - great many processes - such research - sought for - complete secrecy - stage - patents taken out.

7 Even more - never patented - kept - secret processes.

8 This - particularly chemical industries - chance discoveries - much larger part - physical - mechanical industries.

9 Sometimes - secrecy - such an extent - whole nature of research - not mentioned.

10 Many firms - difficulty - obtaining technical - scientific books - libraries - unwilling have names entered - taken out - book - for fear agents - other firms - trace - kind of research - likely - undertaking.

Topics for discussion

1 What do you know about any important scientific research that is being undertaken in this country at the moment? Tell us about it.

2 ' Industrial espionage is as bad as spying against another country. ' What do you think?

3 ' Patents and copyrights should be protected and respected. ' What do you think?

Key to Comprehension

Possible answers

1 The atmosphere of secrecy in which research is carried out, and the lack of freedom which an individual research worker has.

2 Some processes in chemical industries are never patented at all because they are kept as secret processes.

3 Some firms are reluctant to borrow books from libraries because they are afraid that agents of other firms will be able to find out what research they are undertaking.

Key to Vocabulary

Possible answers

The fact that she cannot use a word processor may weigh heavily against her when she tries to get an office job.

All the office plants have died through lack of water.

There is very little effective contact between the staff of the two universities.

If we make any changes that will have any effect at all, they must be fundamental changes.

The metal goes through a number of separate processes before it can be shaped into window frames.

This section of the questionnaire only applies to married men.

Government scientists have been unable to trace the source of the epidemic.
The singer is likely to be going on a tour of Asia later this year.

Key to The paragraph

A Statement 1 best expresses the main idea of the passage because the rest of the text follows from the ideas expressed in the first two sentences.

B See text.

Key to KS Exercises

A The passive is often chosen in English in preference to the active in order to avoid the use of words like people, they, one, someone or something, and to focus on a happening which is more important than who or what causes the happening:

They often keep inventions secret. Inventions are often kept secret.

Something flooded their house last year. Their house was flooded last year.

People built the bridge in 1856. The bridge was built in 1856.

See text.

1 in which it is carried out. etc.

B Remind students of these adjectives and nouns followed by the preposition in which will then be followed by the ing form of any following verb: engaged in, interested in; have difficulty in, show interest in.

1 carrying 2 obtaining

C Following exercise B, remind students here that most verbs + prepositions are followed by a verb in the -ing form, not an infinitive: 1 insist on paying. He apologized for using bad language. She thanked me for helping her.

1 He was engaged in looking for a cure for the common cold .

2 He was prevented from publishing the results of his research.

3 He insisted on telling his colleagues what he had discovered.

4 If you persist in consulting with your old colleagues, we shall have to take action.

D We form the negative infinitive by putting not or never before to: I told you not to do it. He warned me never to say anything.

Note the important difference between He told me not to feed the animals (= He said, ' Don't feed ... ') and He didn't tell me to feed the animals (= He didn't say anything).

1 He told me not to mention it to you.

2 Please tell him not to call in the morning.

3 Didn't I beg you not to write to him?

E The causative construction have something done is used to stress the fact that we are ' causing ' someone else to perform a service for us. Compare: She washed her hair (= She did it herself) and She had her hair washed (= Someone else washed her hair for her).

They are unwilling to enter their names ... means that they don't want to enter

their names themselves.

They are unwilling to have their names entered ... means that they don't want another person to enter their names.

1 We are going to have this room decorated soon.

2 I had this watch repaired last year.

3 Will you have the television installed in this room?

F The conjunctions lest and for fear (that) introduce adverbial clauses of purpose. Both mean ' in case, so that, in order that ' , and tend to be formal and a little old-fashioned.

Should can be used after lest : We have a memorial service every year lest we (should) forget ...

Might usually follows for fear (that) :I bought the car at once for fear (that) he might change his mind.

1 Lest anyone should worry that this will lead to price increases, let me reassure them that it will not.

2 Mother bought a lot of milk for fear we wouldn't be able to get any for a few more days.

Special difficulties

A

1 He is such a kind person that he is always thinking of ways to help his fellow men.

2 I try to do as much work as all my fellow students.

3 The leader of the trades union tried to persuade his fellow workers not to go on strike.

B

1 I'll help you in so far as I can. (in so far as = to the extent that)

2 She goes to the city often enough to know where the best places are to eat.

3 The temperature rose to such an extent that the firemen had to leave the burning building.

4 There have been so many complaints about the department that the whole nature of their business will have to be investigated.

C

1 performing it, completing it

2 go on, continue

3 filled with a strong feeling or excitement

4 bring to a successful end

D The phrase such and such a means ' a certain (time, amount, etc.) not named ' :

If they tell you to come on such and such a day, don't come if it 's not convenient.

Repetition drill

Jenkins gets his man

Chorus, group or individual repetition

To elicit responses involving the use of phrasal verbs where the preposition is used after a pronoun object.

T : Drill 15. Jenkins gets his man. This is the situation. Listen. Do not speak. Jenkins, a young police officer, has arrested a tall, burly-looking thief and put him in handcuffs. The thief has broken into an old lady's flat. Now the Chief Inspector is talking to Jenkins about the arrest. This is how their conversation begins:

(1) T : Well, Jenkins. So this is the man who broke into a flat and attacked an old lady. I hear the thief got into the living-room and threw the old lady out.

S : No, sir. She threw him out!

(2) T : I hear he kept her out of the living-room.

S : No, sir. She kept him out!

(3) T : I hear he ordered her out of the room.

S : No, sir. She ordered him out!

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 hear he beat her up.

S: No, sir. She beat him up!

5 T : I hear he held her up with a gun.

S: No, sir. She held him up!

6 T : I hear he locked her up in the store-room.

S: No, sir. She locked him up!

7 T : I hear he shut her up in the room for several hours.

S: No, sir. She shut him up!

8 T : I hear she tried to run away and he knocked her out. S : No, sir. She knocked him out!

9 T : I hear he picked her up with one hand.

S : No, sir. She picked him up!

10 T : I hear he carried her out of the house.

S : No, sir. She carried him out!

11 T : I hear he brought her in.

S : No, sir. She brought him in!

12 T : I hear he handed her over to you.

S : No, sir. She handed him over!

T: Congratulations, Jenkins, on a fine piece of work! But have you arrested the right person?

Key to Multiple choice questions

1c

2a

3d

4c

5d

6d

7B

8a

9c

10a

11c

12a

Lesson 16 The modern city

Listening comprehension

1 Introduce the text

T : Today we'll talk about the modern city.

2 Understand the topic

T : What can you see in the picture?

3 Listening objective

T : Listen to the text (or read it silently) and see if you can answer this question:

What is the author's main argument about the modern city?

4 Play the tape or read the text or wait for the students to finish reading silently

5 Answer the question

After the reading, ask the question again: What is the author's main argument about the modern city?

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: In the author's opinion, the modern city has not been designed with human inhabitants in mind. (11. 13-14)

6 Intensive reading

Play the tape or read the text 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 text again

8 Reading aloud

Ask one or two students to read the text aloud.

Comprehension questions

1 In the organization of industrial life, what has been completely ignored? (The influence of the factory on the physiological and mental state of the workers.)

2 What conception is modern industry based on? (The maximum production at lowest cost.)

3 Who may earn as much money as possible? (An individual or a group of individuals.)

4 Industry has expanded without any idea of - what? (The true nature of the human beings who run machines.)

5 Has it considered the effects of a factory-imposed existence on individuals and their descendants? (No, it hasn't.)

6 Have the great cities been built with any regard for us humans? (No, they haven't.)

7 What do the shape and dimensions of the skyscrapers depend on entirely? (The necessity of obtaining the maximum income per square foot of ground.)

8 And what do they offer the tenants? (Offices and apartments that please

them.)

9 How large were the buildings that were constructed? (Gigantic.)

10 Are large masses of human beings crowded together in them? (Yes, they are.)

11 According to the writer, what kinds of men like such a way of living? (Civilized men.)

12 What do they enjoy? (The comfort and banal luxury of their dwelling.)

13 What don't they realize? (That they are deprived of the necessities of life.)

14 What kinds of edifices does the modern city contain? (Monstrous edifices.)

15 What are its dark, narrow streets full of? (Petrol fumes and toxic gases.)

16 What noise is it torn by? (The noise of taxicabs, lorries and buses.) 17 And what is it thronged by? (Great crowds.)

18 Has the modern city been planned for the good of its inhabitants? (No, it hasn't.)

Asking questions: Ask me if ...

T : Ask me if the influence of the factory has been completely neglected.

S : Has the influence of the factory been completely neglected?

T : What ...?

S : What has been completely neglected?

1 the influence of the factory has been completely neglected. (What)

2 modern industry is based on the conception of maximum production at minimum cost. (What)

3 it has expanded with any idea of the people who run the machines. (How)

4 the great cities have been built with any regard for us. (How)

5 the size of skyscrapers is controlled by the necessity to obtain the maximum income. (What)

6 large masses of human beings are crowded together in skyscrapers. (Where)

7 civilized men like such a way of living. (What kinds of men)

8 they realize they are deprived of the necessities of life. (What don't)

9 the modern city contains monstrous edifices. (What)

10 the narrow streets are full of petrol fumes and toxic gases. (Why)

11 the modern city has been planned for the good of its inhabitants. (How)

Reconstruct the text

1 In organization - industrial life - influence of factory - physiological and mental state - workers - neglected.

2 Modern industry - based on conception - maximum production - lowest cost - individual - group individuals - earn - money.

3 Expanded - without idea - true nature - human beings - run - machines - without consideration - effects - individuals - descendants - artificial mode - existence - factory.

- 4 Great cities - built - no regard.
- 5 Shape - dimensions - skyscrapers - depend - necessity - obtaining maximum income - square foot of ground - offering - tenants - offices - apartments - please them.
- 6 This - construction - gigantic buildings - too large masses - human beings - crowded together.
- 7 Civilized men - way of living.
- 8 While - enjoy - comfort - banal luxury - dwelling - not realize - deprived - necessities of life.
- 9 Modern city - monstrous edifices - dark, narrow streets - petrol fumes - toxic gases - noise of taxicabs, lorries, buses - thronged - great crowds.
- 10 Obviously - not planned - inhabitants.

Topics for discussion

- 1 If you live in a city, would you like to live in the country? If you live in the country, would you like to live in a city? Why?/Why not?
- 2 The author of the text says that people who live in a modern city are 'deprived of the necessities of life'. What, in your opinion, are the real necessities of life?
- 3 What measures can be taken to control 'petrol fumes and toxic gases' in modern cities? Why is this a difficult thing to do?

Key to Comprehension

Possible answers

- 1 A modern factory is similar to a large city because it has been designed and built to make money and with no regard for the humans who have to work in it.
- 2 The construction of huge skyscrapers was the direct result of the need to earn the largest amount of money from each square foot of ground.
- 3 They fail to realize that they are deprived of the necessities of life.

Key to Vocabulary

Possible answers

The doctors could find no physiological cause for his illness, and decided it must be psychosomatic.

The authorities spent so much money decorating the hospital that they neglected many of the real needs of patients.

The company has expanded its operations in Scotland by building a new factory there.

Living in a monastery in the mountains always seems to me to be a rather artificial mode of existence.

She has no regard at all for anyone else's feelings.

During the summer the hotel prices all its rooms differently to earn the maximum income according to size and quality of decor.

Even though the bridge was not large, the construction still took something

like three years.

He annoys me because, although he isn't very successful, he's always making banal remarks about other people's achievements.

Many old European cities contain beautiful large buildings which might be described as 'edifices', but not necessarily 'monstrous edifices'.

After the accident in the chemical laboratories, the building was filled with toxic fumes for twelve hours.

Just before Christmas the streets of London are thronged ceaselessly by great crowds.

Key to The paragraph

A Statement 1 best expresses the main idea of the passage because, from the first sentence which points out that workers have effectively been ignored in the construction and organization of a factory, the text builds up to the statement that the modern city 'has not been planned for the good of its inhabitants'.

B See text.

Key to KS Exercises

A See text.

B We can use the structure in order that ... may/might in adverbial clauses of purpose.

We tend to use in order that ... may when the verb in the main clause is in the simple present, present perfect or simple future: I've arrived early in order that I may get a good view of the procession.

We tend to use in order that ... might when the verb in the main clause is in the simple past, the past continuous or the past perfect: I arrived early in order that I might get a good view of the procession.

1 He is attending English classes in order that he may make himself understood in Australia.

2 She works very hard in order that she may gain promotion soon.

3 The Prime Minister has gone abroad in order that he may consult directly with the leaders of other countries.

C

1 I didn't know how many mushrooms my mother wanted, so I collected as many as possible.

2 As far as possible the company tries to deal with each individual complaint on its merits.

3 She didn't want everyone to know she was leaving, so she told as few people as possible.

4 She always wants to pay as little as possible for anything she buys.

D

1 Most teachers exert considerable influence upon their students.

2 All of his judgments are based on a lifetime of experience in the profession.

3 You might think that the students are noisy and badly-behaved but that's not the true nature of most of them.

4 When he became rich, he changed his whole mode of life.

5 I have very little regard for people who live on state benefits.6 His answers to your requests will depend on how he's feeling.

7 They are faced with the necessity of buying a new car because their old one breaks down so often now.

8 The public transport system is deprived of the money needed for modernization.

9 What does the United Kingdom consist of? It consists of Great Britain and Northern Ireland.

10 The office was full of people all talking at the same time.

E

1 While we are less concerned with large profits than we were, we have still not forgotten what we are in business for.

2 While modern cities have grown in size, they haven't improved their transport systems.

3 While factory conditions have improved, the same cannot be said for conditions in farming.

Special difficulties

A

1 The adjective physiological refers to the working of the body: A stroke can have quite serious physiological effects on a person.

The adjective psychological means ' of or connected with the way the mind works ': There might be some psychological reason for her behaviour over the past weeks.

2 The verb neglect means to ' give too little attention or care to ': She's been neglecting her college work

The verb ignore means to ' take no notice of, or refuse to pay attention to ' someone or something: When he came into the room, he completely ignored me. The government is rather unwisely ignoring the mood of the country. 3 Modern means ' of the present time ' or 'typical of the most recent times': What do you think of modern art?

Contemporary means ' belonging to the present time ' or ' of or belonging to the same (stated) time ' :

Contemporary reports of past events are often more interesting than a modern historian's view of them. 4 The verb earn means to ' get money by working ' : How much does he earn a month?

The verb win means to ' gain or receive as the result of victory or success in any kind of competition ' : I won £ 10 on the Lottery last week. It also means to ' be the best or first in (a battle, competition, race, etc.) ' : He finally won the tennis match after two hours.

5 The verb please means to ' make (someone) happy ' : The girl in the shop

is always eager to please everyone.

The verb *beg* means to 'ask (for) with great eagerness or anxiety': She begged her mother to allow her to go to the pop concert.

B

1 The firm pays its company representatives a car mileage allowance which at the moment is 45p per mile.

2 I once drove my old car at 95 miles per hour.

3 If we all go on the trip, the cost per person will work out at exactly £ 10.

4 This particular material costs £ 5 per yard.

5 That restaurant has a 10 per cent service charge.

C

1 pressed

2 came together in large numbers

3 put, pushed, filled

D The following nouns all form their plurals with a syllable pronounced /Iz/:

---- nouns ending in /z/ (noises), /dʒ/ (oranges), /s/ (classes), /ʃ/ (dishes), /tʃ/ (matches), /ks/ (boxes);

---- nouns ending in /i/ (taxis, countries).

necessities; masses; buses; gases; lorries; taxicabs/taxis; cities

Repetition drill

Computer troubles

Chorus, group or individual repetition

To elicit statements involving the use of verbs followed by prepositions.

T: Drill 16. Computer troubles. This is the situation. Listen. Do not speak. George recently ordered a computer from a company, but it went wrong. His friend, Harry, wants to know all about it. This is how their conversation begins:

(1) T : Hello, George. I hear you've been having quite a bit of trouble lately. What about the new computer? Have you complained?

S: Yes, I've complained about it.

(2) T : What about your last letter? Did they reply?

S: Yes, they replied to it.

(3) T: What about the computer itself? Did you tell them you weren't satisfied?

S: Yes, I told them I wasn't satisfied with 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 about being given a new computer? Have you insisted?

S: Yes, I've insisted on it.

5 T : What about your suggestion? Are they interested?

S: Yes, they're interested in it.

6 T : What about your proposal? Did they approve?

S: Yes, they approved of it.

7 T : What about your complaints? Were they surprised?

S: Yes, they were surprised at them.

8 T : What about the poor service you got? Did they apologize?

S: Yes, they apologized for it.

9 T : What about their counter-suggestion? Did you object?

S: Yes, I objected to it.

10 T : What about your views? Did they agree?

S: Yes, they agreed with them.

11 T : What about your request? Did they comply?

S: Yes, they complied with it.

12 T : And what about the outcome? Are you pleased?

S: Yes, I'm pleased with it.

T: You're lucky to get such service. I think they use their computers to write their letters and, believe me, computers can be very very rude!

Key to Multiple choice questions

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

Lesson 17 A man-made disease

Listening comprehension

1 Introduce the text

T : Today we'll talk about a fatal virus disease which was created by man.

2 Understand the topic

T : What can you see in the picture?.

3 Listening objective

T : Listen to the text (or read it silently) and see if you can answer this question:

What factor helped to spread the disease of myxomatosis?

4 Play the tape or read the text or wait for the students to finish reading silently

5 Answer the question

After the reading, ask the question again: What factor helped to spread the disease of myxomatosis?

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: A certain type of mosquito was found to act as a carrier of the disease and this helped to spread it. (11. 7-8)

6 Intensive reading

Play the tape or read the text 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 text again

8 Reading aloud

Ask one or two students to read the text aloud.

Comprehension questions

1 When did settlers in Australia introduce the European rabbit? (In the early days of the settlement of the country.)

2 Did the European rabbit have any natural enemies in the Antipodes? (No, it didn't.)

3 How did it multiply? (With the promiscuous abandon characteristic of rabbits.)

4 What did it overrun? (The whole continent.)

5 In what two ways did it cause devastation? (By burrowing, and by eating the herbage which might have fed sheep and cattle.)

6 Scientists discovered that this rabbit was susceptible to something. What? (A fatal virus disease called myxomatosis.)

7 How could local epidemics of this disease be created? (By infecting animals and letting them loose in the burrows.)

8 What was discovered later? (That a mosquito could carry the disease and pass it on to rabbits.)

- 9 The rest of the world was trying to get rid of mosquitoes. What was Australia doing? (Encouraging the particular type of mosquito to thrive.)
- 10 Where did it spread the disease? (All over the continent.)
- 11 What did it do to the rabbit population? (It drastically reduced it.)
- 12 What became apparent later? (That rabbits were developing a degree of resistance to the disease.)
- 13 So what was unlikely to happen? (The rabbit population was unlikely to be completely exterminated.)
- 14 Did people hope, however, that the problem would become manageable? (Yes, they did.)
- 15 How did Europe acquire myxomatosis? (As a pestilence.) 16 Why was this ironic? (Because it had originally bequeathed the rabbit as a pest to Australia.)
- 17 Who decided to get rid of the wild rabbits on his own estate? (A French physician.)
- 18 What did he do? (He introduced myxomatosis.)
- 19 Did it remain within the confines of his estate? (No, it didn't.)
- 20 How are wild rabbits regarded in France? (As a sport and a useful food supply.)
- 21 Did it also spread to Britain? (Yes, it did.)
- 22 How are rabbits regarded there? (As a pest.)
- 23 But what about domesticated rabbits? (They are the basis of a profitable fur industry.)

Asking questions: Ask me if...

T : Ask me if enterprising settlers introduced the European rabbit to Australia.

S : Did enterprising settlers introduce the European rabbit to Australia?

T : Who...?

S : Who introduced the European rabbit to Australia?

- 1 enterprising settlers introduced the European rabbit to Australia. (Who)
- 2 it multiplied. (How fast)
- 3 the rabbits overran the whole continent. (What)
- 4 it caused devastation. (How)
- 5 this rabbit was susceptible to the disease myxomatosis. (Which disease)
- 6 local epidemics of this disease could be created. (How)
- 7 there was a type of mosquito which acted as the carrier of the disease. (What insect)
- 8 the rest of the world was trying to get rid of mosquitoes. (What)
- 9 the mosquito spread the disease all over the continent. (Where)
- 10 the rabbit population was likely to be completely exterminated. (Why wasn't)
- 11 Europe acquired myxomatosis as a pestilence. (How)
- 12 a French physician introduced the disease on his own estate. (Who)
- 13 it spread through France and Britain. (Which countries)
- 14 Man could control the disease he had invented. (Why couldn't)

Reconstruct the first paragraph of the text (11.1-12)

- 1 Early days - settlement Australia - settlers - European rabbit.
- 2 This rabbit - no enemies - Antipodes - multiplied - promiscuous abandon - rabbits.
- 3 Overran - continent.
- 4 Caused devastation - burrowing - devouring herbage - maintained - sheep - cattle.
- 5 Scientists discovered - rabbit - (no other animal) - susceptible - fatal disease.
- 6 Infecting - letting loose - local epidemics - created.
- 7 Later - found - type of mosquito - acted as carrier - passed to rabbits.
- 8 So - rest of world - get rid of mosquitoes - Australia - encouraging.
- 9 Effectively spread disease - continent - reduced - rabbit population.
- 10 Later - apparent - rabbits developing - degree of resistance - so - rabbit population - unlikely-completely exterminated.
- 11 Hopes - problem of rabbit - become manageable.

Topics for discussion

- 1 Are there any animals, insects or other pests in this country which people have tried to exterminate?
How successful are such extermination programmes?
- 2 What do you understand by the phrase ' the balance of nature ' ? How can human activities upset this balance?
- 3 What other problems exist in the world which are the direct result of man's actions? Describe one or two and suggest solutions to them.

Key to Comprehension

Possible answers

- 1 The rabbit is regarded as a serious pest in Australia because it causes devastation by burrowing and by eating food which sheep and cattle should live on.
- 2 It proved impossible to exterminate rabbits completely from Australia because they developed a certain degree of resistance to the disease.
- 3 Myxomatosis was introduced into Europe through a French physician who introduced it on his estate in order to get rid of the wild rabbits. Key to Vocabulary Possible answers

It was very enterprising of the boys to see a gap in the market and set up a business like that.

When the police and fire brigade finally arrived at the fire, they found a scene of complete devastation.

We watched a line of soil moving in front of our eyes and realized that a mole was burrowing under the grass.

In the past, deserts have been created by animals devouring the herbage until nothing can grow.

My niece is rather susceptible to colds and flu.

The doctors were amazed the man survived because the injuries that he sustained in the accident are usually fatal.

There have been a number of quite serious flu epidemics in Britain in recent years.

When the lake was poisoned with waste chemicals, the fish population was drastically reduced.

A large number of animals and birds have been completely exterminated during the course of this century.

The old man bequeathed most of his estate to his only grandson.

Within the confines of his estate the local lord of the manor believes he can do just about whatever he likes.

Cows, pigs and sheep are domesticated animals.

Key to The paragraph

A

A possible answer

- 1 When introduced into Australia - no natural enemies: multiplied.
- 2 Overran continent: caused terrible damage - burrowing and devouring plants.
- 3 However, susceptible to myxomatosis, fatal virus disease.
- 4 Animals infected and let loose: caused epidemic.
- 5 Disease also carried by type of mosquito.
- 6 Both methods helped reduce population - though impossible to exterminate rabbits completely.

B

A possible answer

When Australia acquired the rabbit from Europe, it became a pest. When Europe acquired myxomatosis from Australia, it acquired a pestilence. A French physician introduced the disease on his estate and it spread from there to the rest of the country and then to Britain. In France, the rabbit is not a pest, but a sport and a valuable food supply. In Britain, on the other hand, the wild rabbit is a pest, while tame rabbits form the basis of the fur industry. The question was: Could man control this artificial disease?

C

A possible answer

The balance of nature.

The balance of nature is very delicate and we have only begun to realize in this past century just how delicate it is. Let us take the case of forests. People in the past cut down trees to use as fuel or to use for the construction of houses, ships and so on - apparently with little regard for the damage they may have been doing to the environment. Often they replanted the area, but was that because they instinctively recognized the need to replace what they had taken away or damaged, or simply because they knew that they would need more wood later? In other words, were our forefathers concerned about the balance of nature? Or were they

simply concerned that they might run out of things that Nature could provide? People in the past probably were more in touch with Nature and they knew how important the balance of nature was. We seem to have lost that instinct in the twentieth century. But natural disasters (like the extinction of certain species of animals and birds) have begun to make us realize the effect of cutting down forests with no regard for the wild life or for the planet as a whole.

Key to KS Exercises

A

1 In the early days of the settlement of Australia, enterprising settlers (unwisely) introduced the European rabbit. (11.1-2)

2 (Later) it was found (later) that there was a type of mosquito which acted as the carrier of this disease and passed it on to the rabbits. (11.7-8).

3 (Effectively) it (effectively) spread the disease all over the continent and (drastically) reduced (drastically) the rabbit population (drastically). (11.9-10)

4 (Later) it (later) became apparent (later) that rabbits were developing a degree of resistance to the disease, so that the rabbit population was unlikely to be (completely) exterminated (completely). (11.10-11)

5 (Ironically,) Europe, which had (ironically) bequeathed the rabbit as a pest to Australia, (ironically) acquired this manmade disease as a pestilence. (11.13-14) **B** In the first sentence, so that means ' with the result that ' , while in the second sentence so that could be replaced by ' in order that ' .

1 He could not drive very well, so that he had an accident the second time he went out on the roads.

2 She learned a little Italian so that she could ask for things when she went there on holiday.

C We commonly use the past continuous tense to emphasize that two actions were in progress at the same time: While you were enjoying yourself at the concert, I was studying for tomorrow's exam.

1 While Tom was doing his homework, his sister was watching a video.

2 While my wife was seeing to the evening meal, I was writing some letters.

D See text.

Special difficulties

A

1 The verb discover means to ' find out a fact, an answer to a question or problem, etc. ' : Scientists have now discovered that this disease is carried by rats.

The verb invent means to ' make or produce (esp. a new or useful thing or idea) for the first time ' : Alexander Graham Bell invented the telephone in 1876.

2 A disease /dɪ'zi:z/ is ' an illness or unhealthy condition caused by infection, a disorder, etc., but not by an accident ' : She has suffered from a rare heart disease for many years. The noun decease /dɪ'si:s/ is a formal or legal word meaning ' death ' : Upon your decease the house will pass to your wife.

3 A basis = ' the facts, principles, statements, etc. from which something is

formed, started or developed ' : The series of lectures he gave finally formed the basis of the book he wrote on the subject. A base is ' the lowest part of something, esp. the part on which something stands ' : There was some strange carving on the base of the marble column.

4 Apparent = ' easily seen or understood ' : It soon became apparent why he had left the area so suddenly.

Obvious = ' easy to see and understand, clear, must be recognized ' : There were disadvantages to his plan which were obvious to us all.

(Apparent and obvious are often interchangeable.)

5 The verb acquire means to ' gain or come to possess, esp. by one's own work, skill or action, and often over a long period of time ' : How did you acquire your skill of using a keyboard? The verb obtain means to ' become the owner of, esp. by means of effort or planning ' : I haven't been able to obtain that CD anywhere. (The verb tends to be a little formal.)

6 One meaning of degree is ' a point on an imaginary line used for measuring or comparing qualities, feelings, abilities, etc. ' : The minister expressed a degree of optimism about the state of the economy.

A rank is a level of relative value, ability, importance, etc., on a scale, esp. the official position someone holds in the army, navy, etc. ' : That man attained the rank of captain after only a few years in the navy.

B We were woken in the early hours of the morning by cats fighting in the street.

In the early years of the king's reign, the country enjoyed a period of peace.

The great violinist Yehudi Menuhin learned to play at a very early age.

C The old barn on that farm is overrun with rats.

You can't overtake on that bend: you can't see what's coming from the other direction.

She's very tired because she's been overdoing things at work.

The teacher overlooked my rudeness once, but warned me never to be rude again.

D In the first sentence, spread is used transitively (i.e. with an object), while in the second the verb is used intransitively (i.e. without an object).

1 Don't spread the butter too thickly on my sandwiches.

2 This butter spreads very easily straight from the fridge.

E The spelling of -able words is always a problem. When, to create an adjective, we add -able to a verb or a noun which ends in a silent ' e ' , we usually drop the ' e ' (value ---- valuable, love ---- lovable).

However, in British spelling, the ' e ' is kept in words ending in ' -ceable ' and ' -geable ' where the final ' e ' affects the sound of the preceding consonant: trace - traceable, manage - manageable. movable; lovable; peaceable; knowledgeable; changeable; serviceable; believable

F This CD is not the one I borrowed from you: it's my own.

I didn't stay with the others all the time because I wanted to spend some time on my own.

I don't need an umbrella because I've got one of my own.

Repetition drill

United Nations

Chorus, group or individual repetition

To elicit statements involving the use of the indefinite article before nationality nouns. Only nouns which are different in form from their equivalent adjectives will be practised. (Forms like the following are not practised: ' He's German. He's a German. ' Number 7 is the exception.)

T : Drill 17. United Nations. This is the situation. Listen. Do not speak. A United Nations cocktail party is in progress. Two people are discussing the nationality of those present. This is how their conversation begins:

(1) T: Doesn't that man come from England?

S: That's right. He's English. He's an Englishman.

(2) T: Doesn't he come from France?

S: That's right. He's French. He's a Frenchman.

(3) T: Doesn't that man come from Holland?

S : That's right. He's Dutch. He's a Dutchman.

T: Now you do the same. Ready?

1 As in (1) above.

2 As in (2) above.

3 As in (3) above.

4 T : Doesn't he come from Ireland?

S: That's right. He's Irish. He's an Irishman. 5 T : And doesn't that man come from Scotland?

S : That's right. He's Scottish. He's a Scotsman.

6 T : Doesn't he come from Wales?

S : That's right. He's Welsh. He's a Welshman.

7 T :Doesn't that man come from China?

S :That's right. He's Chinese. He's a Chinese.

8 T : Doesn't he come from Sweden?

S : That's right. He's Swedish. He's a Swede.

9 T : Doesn't that man come from Denmark?

S : That's right. He's Danish. He's a Dane.

10 T : Doesn't that man come from Poland?

S : That's right. He's Polish. He's a Pole. 11 T : Doesn't he come from Turkey?

S : That's right. He's Turkish. He's a Turk.

12 T : Doesn't he come from Finland?

S : That's right. He's Finnish. He's a Finn.

13 T : Doesn't that man come from Yugoslavia?

S : That's right. He's Yugoslavian. He's a Yugoslav.

14 T : Doesn't he come from Spain?

S : That's right. He's Spanish. He's a Spaniard.

15 T : Doesn't that man come from Iceland?

S : That's right. He's Icelandic. He's an Icelandic.

T : They're a mixed bunch, but they all speak English. I should think you can speak English pretty well, too, by now, can't you?

S : I ought to. I'm English.

Key to Multiple choice questions

1B

2B

3a

4d

5a

6B

7B

8d

9c

10d

11c

12a

Lesson 18 Porpoises

Listening comprehension

1 Introduce the text

T : Today we'll talk about porpoises and dolphins.

2 Understand the topic

T : What can you see in the picture?

3 Listening objective

T : Listen to the text (or read it silently) and see if you can answer this question:

What would you say is the main characteristic of porpoises?

4 Play the tape or read the text or wait for the students to finish reading silently

5 Answer the question

After the reading, ask the question again: What would you say is the main characteristic of porpoises?

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: The main characteristic of porpoises seems to be curiosity -or a sense of fun. (11. 5-7)

6 Intensive reading

Play the tape or read the text 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 text again

8 Reading aloud

Ask one or two students to read the text aloud.

Comprehension questions

- 1 What has there long been among mariners? (A superstition.)
- 2 How does superstition say that porpoises will save drowning men? (By pushing them to the surface.)
- 3 How does superstition say that porpoises will protect drowning men from sharks? (By surrounding them in defensive formation.)
- 4 Is it probably a mistake to credit dolphins with any motive of lifesaving? (Yes, it is.)
- 5 Have dolphins pushed unconscious humans to shore? (Yes, they have.)
- 6 Why might they have done it, according to the writer? (Out of curiosity or for sport.)
- 7 What were some porpoises photographed doing in 1928? (Working like beavers to push ashore a waterlogged mattress.)
- 8 Does the writer say why they did this? (No, he doesn't.)
- 9 If porpoises have protected humans from sharks, what may have attracted them? (Curiosity.)
- 10 What may have attracted the sharks? (The scent of a possible meal.)

- 11 Are porpoises and sharks natural allies? (No, they aren't. They are natural enemies.)
- 12 What might have happened to the sharks? (They might have been driven away or killed.)
- 13 What is the porpoise intrigued with? (Anything that is alive.)
- 14 Which sea creatures are porpoises constantly chasing? (Turtles.)
- 15 What do the turtles submit to? (All sorts of indignities.)
- 16 What did one young porpoise enjoy doing? (He enjoyed raising a turtle to the surface with his snout and then shoving him across the tank like an aquaplane.)
- 17 How does a young porpoise try to turn a 300-pound turtle over? (By sticking his snout under the edge of the turtle's shell and pushing up.)
- 18 Is this easy? (No, it isn't.)
- 19 So what might the operation require? (Two porpoises working together.)
- 20 In another game, how do the porpoises knock a turtle to the floor of the oceanarium tank? (They butt his shell with their bellies.)
- 21 Is the turtle now satisfied merely to stand up? (Yes, he is.)
- 22 But then what does a porpoise do? (It knocks him flat.)
- 23 The turtle gives up at last. How? (By pulling his feet under his shell.)
- 24 And is the game over then? (Yes, it is.)

Asking questions: Ask me if...

T : Ask me if mariners believe that porpoises will save drowning men.

S : Do mariners believe that porpoises will save drowning men?

T: Why...?

S : Why do mariners believe that porpoises will save drowning men?

- 1 mariners believe that porpoises will save drowning men. (Why)
- 2 porpoises will protect men from sharks. (How)
- 3 it is a mistake to credit dolphins with any motive of lifesaving. (Why)
- 4 some porpoises were photographed pushing ashore a waterlogged mattress. (When)
- 5 porpoises have protected humans from sharks. (Who)
- 6 porpoises and sharks are natural enemies. (Which creatures)
- 7 porpoises are intrigued with anything that is alive. (What)
- 8 turtles submit to all sorts of indignities. (When)
- 9 young porpoises try to turn over large sea turtles. (How)
- 10 a porpoise will butt a turtle with its belly. (Why)
- 11 the porpoise is satisfied merely to stand up. (What)
- 12 the turtle eventually gives up. (How)

Reconstruct the first paragraph of the text (11.1-9)

- 1 Long - superstition - mariners - porpoises - save drowning men - pushing - surface - protect them - sharks - surrounding them - defensive formation.
- 2 Marine Studio biologists - pointed out - however intelligent - probably

mistake - credit dolphins motive of lifesaving.

3 Occasions - pushed to shore - unconscious human being - much more likely - curiosity - sport - as riding bow waves.

4 1928 - porpoises - photographed working - push ashore - waterlogged mattress.

5 If, as reported - protected humans - sharks, curiosity attracted them - scent of meal attracted sharks.

6 Porpoises - sharks - natural enemies.

7 Possible - such an occasion - battle ensued - sharks driven away - killed.

Topics for discussion

1 Have you ever visited an aquarium? Where? When? Tell us about it.

2 ' No animals should be trained to do tricks (in a circus, dophinarium, etc.) to entertain humans. ' What do you think? Why?

3 Why do you think humans and dolphins are endlessly fascinated by each other?

Key to Comprehension

A possible answer

Porpoises possess a curiosity with anything that is alive (or with anything living).

Key to Vocabulary

Possible answers

In the UK it's a common superstition that walking under a ladder is unlucky.

Certain land animals have been known to stand in defensive formation in order to protect their young or their territory.

' I know how she committed the murder, ' said the detective, ' but if her motive wasn't greed or jealousy, I still can't understand why. '

The football pitch was waterlogged, so the match had to be called off.

Someone threw a bottle and then a mass fight ensued between the rival fans.

I just couldn't put the book down because I was intrigued to know what happened in the end.

Those people are constantly having arguments.

There was a lot of pushing and shoving to get on the bus.

The pig kept sticking his snout through the wire fence.

As the boy bent over to tie his shoelaces, the goat lowered its head, charged and butted him where it hurt!

The moment he recovers his equilibrium on the beam, he falls off again.

Key to The paragraph

A

A possible answer

- 1 Bird, fish or beast---porpoise intrigued.
- 2 Constantly chasing, playing with turtles: example----turtle across tank.
- 3 Young porpoises enjoy turning over large turtles.
- 4 Porpoises often in pairs: knock turtle to bottom. Finally gives up.

B

A possible answer

There is a superstition among mariners that porpoises will save drowning men or even protect them from sharks. Marine Studio biologists have suggested that, however intelligent porpoises might be, this is probably not true. When porpoises have pushed men ashore, the biologists say, they have probably done it out of curiosity or simply for sport. Porpoises were once photographed pushing a waterlogged mattress to the shore.

And as for saving men from sharks, curiosity may have attracted them because the smell of food (a man) attracted sharks. Porpoises and sharks are natural enemies and it is possible that they fought on such an occasion.

C

A possible answer

Intelligence in animals.

Animal lovers often say things like this: ' Our dog/cat/parrot/pony...is very intelligent, you know. He can ask for food/balance a ball on his nose/come when you call his name... ' Animal lovers, then, like to think that animals and birds are endowed with intelligence, but are they? Many animals, even wild carnivores like lions and tigers, can be trained to perform ' tricks ' of various kinds. In the same way, certain animals in the wild can ' do tricks ' such as lifting logs or picking off bark to find insects, or ' disguising ' themselves to deceive their prey. Certain animals and birds, then, might be ' clever ' , but are they ' intelligent ' ? And what about creatures which have a reputation for being intelligent, such as owls, which in the UK are often described as ' wise ' ? In this instance, it has been proved that the owl is in fact a particularly stupid bird, and far from ' intelligent ' ! The problem really is with the meaning of intelligence and intelligent. One dictionary definition of ' intelligent ' is ' having or showing powers of learning, reasoning or understanding, especially to a high degree ' .

Perhaps, however, intelligence should include showing signs of original thought or problem---solving, and it seems that few, if any, animals are capable of that. (217 words)

Key to KS Exercises

A See text.

B Remember that when we want to use another verb immediately after the following verbs, the second verb can only be an -ing form, never a to-infinitive: admit, avoid, consider, detest, enjoy, fancy, feel like, can't help, imagine, mention, mind (= object to), pardon, practise, recall, resent, suggest, etc.

The verbs forget, remember, stop, try and prefer can be followed by an -ing form or a to-infinitive, depending on meaning: We stopped to get some petrol. He

never stops talking.

- 1 I can't remember posting that letter last week, although I'm sure I did.
- 2 You should avoid speaking to those girls if you don't get on with them.
- 3 Will you stop asking me so many questions?
- 4 Fancy meeting you here!
- 5 I can't imagine him going to a disco.
- 6 Pardon my asking, but are you related to John?

C We commonly use the conjunction no sooner... than with the past perfect: I had no sooner put the phone down from ringing her than she rang me back.

(The same idea can also be expressed with hardly... when: He has hardly recovered his equilibrium when the next porpoise comes along...)

Special difficulties

A

1 The verb drown means to 'die by being under water and unable to breathe': When the ship sank, only two people drowned: the rest of the passengers survived.

The verb choke means 'have great difficulty in breathing or stop breathing because of blocking or damage to the breathing passages': He almost choked to death on a fish bone.

2 The adjective unconscious refers to 'having lost consciousness': She hit her head as she got into the car and was unconscious for a few minutes.

Insensitive, however, is 'lacking thoughtfulness and sympathy': He's always great fun, but he's often total insensitive to the feelings of other people.

3 Curiosity is 'a strong desire to know or learn': We were burning with curiosity to know what had happened.

Strangeness, on the other hand, is an unfamiliar quality: We were all struck by the strangeness of all the old people who lived in the house.

4 Indignity is 'a state or situation that makes one feel ashamed or feel loss of respect': I suffered the indignity of having to apologize in front of all those people.

Disrespect is 'a lack of respect or politeness': I'm sorry to say that he often shows disrespect for his elders.

5 The verbs raise and rise are commonly confused.

Raise is a regular transitive verb meaning 'lift, push or move upwards': She raised her finger to her lips as a sign for silence.

The irregular verb rise (rose---risen) is intransitive and means to 'move from a lower to a higher level or position, go up, or get higher': The river is rising after the rain.

6 A game is 'a form of play or sport, or an example of this': Let's have a game of cards.

A play is 'a piece of writing performed by actors in a theatre or on TV or radio': The college drama society are going to perform a play written by one of the students.

7 The two adverbs eventually and finally are very close in meaning: both mean ' at last, in the end ' .

However, eventually implies that ' it was the end of a continuing process ' :
After many attempts she eventually managed to get promotion.

And finally = at last, after a long period of time or after a series of difficulties:
After several delays, the plane finally left at six o'clock.**B**

1 likely = probably

2 unlikely = improbable

3 likely (here) = not at all probable, since it is said to show that one disbelieves what someone has said
4 likely = suitable to give good results or to succeed

C

The men in the castle finally drove off their attackers.

When the sheep got into the shop, it took four people to drive them out.

The defending army drove the attackers back into the sea.

The shortage of bread will probably drive prices up.

D

1 They are constantly after... = They are constantly chasing...

2 The game is over. = The game is finished.

3 He's out. = He is away./He is not here.

4 When will he be back? = When will he be returning?

5 The match is off. = The match has been cancelled.

6 The fire is out. = The fire is no longer burning.

7 What's on... = What film is showing ...

E The turtle at last gives up... = The turtle at last admits defeat...

1 When the police surrounded the house, the two men finally gave themselves up.

2 The chemical compound gave off an awful smell.

3 I wish my friend would give back the money he owes me.

Repetition drill

After the interview

Chorus, group or individual repetition

To elicit statements involving the use of however as a subordinating conjunction to introduce adverbial clauses of concession in the pattern ' However (well-qualified) he may be, it's a mistake to think he'll (make a good salesman) ' .

T : Drill 18. After the interview. This is the situation. Listen. Do not speak.
Two personnel officers, a woman and a man, have just interviewed an applicant for a job as a salesman. They are now discussing the interview. The woman was impressed by the applicant; the man is doubtful. This is how their conversation begins:

(1) **T**: Well, that interview went very well. I like that young man.

He's well-qualified and he'll make a good salesman.

S: However well-qualified he may be, it's a mistake to think he'll make a good salesman.

(2) T: But he's intelligent and he'll be easy to train.

S: However intelligent he may be, it's a mistake to think he'll be easy to train.

(3) T: But he's charming and he'll impress our customers.

S: However charming he may be, it's a mistake to think he'll impress our customers.

T: Now you do the same. Ready?

1 As in (1) above.

2 As in (2) above.

3 As in (3) above.

4 T: But he's hard-working and he'll be an asset to the firm.

S: However hard-working he may be, it's a mistake to think he'll be an asset to the firm.

5 T: But he's well-mannered and he'll know how to behave himself.

S: However well-mannered he may be, it's a mistake to think he'll know how to behave himself. 6 T: But he's ambitious and he'll get on in the firm.

S: However ambitious he may be, it's a mistake to think he'll get on in the firm.

7 T: But he's experienced and he'll be valuable in the field.

S: However experienced he may be, it's a mistake to think he'll be valuable in the field.

8 T: But he's witty and he'll be good fun at social functions.

S: However witty he may be, it's a mistake to think he'll be good fun at social functions.

9 T: But he's modest and he'll keep his opinions to himself.

S: However modest he may be, it's a mistake to think he'll keep his opinions to himself.

10 T: But he's considerate and he'll be nice to deal with.

S: However considerate he may be, it's a mistake to think he'll be nice to deal with.

11 T: But he's good-looking and he'll make a good impression on everyone.

S: However good-looking he may be, it's a mistake to think he'll make a good impression on everyone.

12 T: But he's friendly and he'll get on with his colleagues.

S: However friendly he may be, it's a mistake to think he'll get on with his colleagues.

T: Well, if that's the way you feel about him, why did we bother to interview him in the first place?

Key to Multiple choice questions

1 B

2 a

3 B

4 c

5 d

6 c

7 d

8 c

9 c

10 c

11 B

12 a

Lesson 19 The stuff of dreams

Listening comprehension

1 Introduce the text

T: Today we'll talk about sleeping and dreaming.

2 Understand the topic

T: What can you see in the picture?

3 Listening objective

T: Listen to the text (or read it silently) and see if you can answer this question:

What is going on when a person experiences rapid eye-movements during sleep?

4 Play the tape or read the text or wait for the students to finish reading silently

5 Answer the question

After the reading, ask the question again: What is going on when a person experiences rapid eyemovements during sleep?

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: The person is dreaming. (11.14-16)

6 Intensive reading

Play the tape or read the text 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 text again

8 Reading aloud

Ask one or two students to read the text aloud.

Comprehension questions

- 1 Is it clear that the sleeping period must have some function? (Yes, it is.)
- 2 Why would the function seem to be important? (Because there is so much of it.)
- 3 How long have speculations about the sleeping period been going on? (For thousands of years.)
- 4 Is sleeping simply a matter of giving the body a rest? (No, it isn't.)
- 5 How else can 'rest' be achieved? (By a brief period lying or even sitting down.)
- 6 Are the body's tissues to a degree self-repairing and self-restoring? (Yes, they are.)
- 7 When do they function best? (When they are more or less continuously active.)
- 8 A basic amount of movement occurs during sleep. What is this specifically concerned with? (Preventing muscle inactivity.)

9 What question does the author pose about the brain needing rest? (Is it perhaps the brain that needs resting?)

10 Which device shows that there is a change in the pattern of activity during sleep? (The electroencephalograph.)

11 Is the second factor more interesting and more fundamental? (Yes, it is.)

12 Who is, or was, William Dement? (An American psychiatrist.)

13 Some years ago he published experiments. What did they deal with? (The recording of eye-movements during sleep.)

14 What is the average individual's sleep cycle punctuated with? (Peculiar bursts of eye-movements.)

15 If people were woken during these periods of eye-movements, what did they generally report? (That they had been dreaming.)

16 Did they report dreams when woken at other times? (No, they didn't.)

17 If one group of people were disturbed from eye-movement sleep for several nights, and another group were disturbed for an equal period of time, but while not exhibiting eye-movements, what did the first group begin to show? (Some personality disorders.)

18 And what about the second group? (They seemed more or less unaffected.)

19 What were the implications of this? (The implications were that it was not the disturbance of sleep that mattered, but the disturbance of dreaming.)

Asking questions: Ask me if...

T: Ask me if it is clear the sleeping period must have some function.

S: Is it clear the sleeping period must have some function?

T: Why...?

S: Why is it clear the sleeping period must have some function?

1 it is clear the sleeping period must have some function. (Why)

2 speculations about its nature have been going on for thousands of years. (How long)

3 sleeping is simply a matter of giving the body a rest. (Why isn't)

4 the body's tissues function best when more or less continuously active. (When)

5 the brain needs resting. (What)

6 an electroencephalograph is a device for recording the electrical activity of the brain. (What kind of)

7 William Dement was an American psychiatrist. (Who)

8 he recorded the eye-movements of people during sleep. (When)

9 the average person's sleep cycle is punctuated with bursts of eye-movements. (Whose)

10 people woken during periods of eye-movements said they had been dreaming. (Who)

11 the group disturbed from eye-movement sleep showed personality disorders. (Which group)

12 it is the disturbance of dreaming that matters. (What)

Reconstruct the second paragraph of the text (11.8-21)

- 1 If---not question---resting body---perhaps brain---needs resting.
- 2 Plausible hypothesis---two factors.
- 3 First---electroencephalograph (device---recording electrical activity---brain---electrodes to scalp)change---activity during sleep---no evidence---total amount---activity---less.
- 4 Second---more interesting---fundamental.
- 5 Years ago---American psychiatrist---Dement---experiments---recording eye-movements---sleep.
- 6 Showed---average sleep cycle---punctuated---bursts of eye-movements---drifting, slow---jerky, rapid.
- 7 People woken---periods of eye-movements---dreaming. Woken other times---no dreams.
- 8 One group---disturbed eye-movement sleep---several nights---another group---disturbed equal period, but not exhibiting eye-movements---first group---personality disorders---the others---more or less unaffected.
- 9 Implications---all this---not disturbance of sleep---mattered---disturbance of dreaming.

Topics for discussion

- 1 Tell us about any dream or nightmare that you have had.
- 2 Why have dreams fascinated human beings through the ages?
- 3 Discuss some modern theories about the function of sleep and dreaming.

Key to Comprehension

Possible answers

- 1 The author disproves the idea that we sleep in order to rest our muscles because the body's tissues repair and restore themselves to a degree and they function best when active.
- 2 Eye-movements during sleep indicate that a person is dreaming.

Key to Vocabulary

Possible answers

The brain performs a very important function: it controls the nervous system of the body.

The minister's remarks have led to all kinds of wild speculations about the possibility of tax cuts.

The book was written specifically for young teenagers.

While this might seem a plausible hypothesis no one really thinks that it will work in practice.

There was not enough evidence for the court to convict the man of murder.

There is a fundamental difference between the policies of the two parties.

The silence of the forest was punctuated by occasional bursts of gunfire.

I didn't recognize the animal at all, but it was black and white, and its behaviour was characterized by jerky and rapid movements.

The most recent report on the nuclear accident ten years ago has finally concentrated on the wider implications of the incident for the environment.

Key to The paragraph

A

A possible answer

- 1 Brain needs resting? Two factors against:
- 2 Change in pattern of activity during sleep----total amount of activity same.
- 3 Second factor more fundamental: Dement's experiments recording eye-movements.
- 4 Sleep cycle punctuated by bursts of eye-movements: dreaming.
- 5 People woken during eye-movement sleep---personality disorders.
- 6 Disturbance of dreaming important. So main function of sleep is to dream?

B

A possible answer

Since we all sleep a great deal, it is fairly clear that sleep must have a function, and this is a problem which has puzzled mankind for thousands of years. We are fairly sure now that the purpose of sleep is not to give the body a rest since we do not have to sleep in order to relax our muscles. This can be done at any time simply by lying or sitting down for short periods. And anyway, body tissues function best when our muscles are active.

During sleep itself, the body moves simply in order to prevent muscle inactivity which would, as we know, result in numbness and cramp.

C

A possible answer

A dream.

About a month ago I had a dream which I can still remember very vividly. I don't often remember dreams, but this is one which made a deep impression on me. In the dream I was running along the top of a very high cliff with the beach and sea hundreds of feet below me. As I ran, I kept turning round to see whether I was still being followed, and I was. In fact I was being chased by lots of man-sized dolphins on legs! I know it sounds mad and a little like a cartoon. The dolphins didn't catch me and I just kept running, but I never got to the end of the dream because I woke up thrashing about in bed and sweating. Since I had the dream, I've been wondering what it meant. I know that people who interpret dreams say that they are rarely obvious, that all the images are mixed up and nothing is what it seems. But this dream seemed to reflect the holiday I had just had and the fact that I had to go back to work soon. On my holiday I had seen some dolphins----and I did not want to go back to work. I think the dream reflected my worry----but of course

the dream could have meant something completely different. (224 words)

Key to KS Exercises

A See text.

B Remind students that we use the preposition *since* with points of time (since Monday, since 23rd August, since 3.00) and *for* with periods of time (for a week, for two hours, for eighteen months).

1 since 2 for 3 since 4 since

C We commonly use the verbs *need* and *want* followed by another verb in the -ing form. When used like this, the -ing form has a passive meaning and could be compared to the passive infinitive.

Your car needs cleaning. (= Your car needs to be cleaned.)

Do these shoes need mending? (= Do these shoes need to be mended?)

The house wants decorating, I think. (= The house wants to be decorated, I think.)

D In formal contexts, we can employ the inversion construction *Were it not (for)...* as a replacement for *If it were not (for)* in a Type 2 conditional sentence beginning *If it were not (for)...*

1 If it were possible, I would leave tomorrow.

2 I would take action at once if it were not too late.

3 If this allegation were true, he would be arrested.

Special difficulties

A

1 The adverb *fairly* (like *quite* and *rather*) means 'to some degree'. It is the weakest of the three words and is placed in front of the adjective it modifies: It's a fairly difficult exercise, but not too difficult.

The determiner *enough* means 'as much or as many as may be necessary': The exercise is not difficult enough to worry me.

2 If something is *puzzling*, it 'makes someone feel helpless and uncertain in the effort to explain or understand something': All the doctors who have treated Jane have found her illness very *puzzling*.

If something is *confusing*, it makes you feel mixed up (in your mind): The instructions were so *confusing* that I couldn't understand them.

Remember: something is *puzzling* or *confusing*; someone is *puzzled* or *confused*.

3 A *factor* is 'any of the forces, conditions, influences, etc., that act with others to bring about a result': An important factor in the success of the project is the president's support.

A *fact* is 'something that has happened or is happening; the truth; reality': Don't give me a long account, just give me the facts.

B

1 dealing with = about; having as its subject

2 dealing with = doing business with

3 deal with = take action about; tackle

C 1 on end = without a break, continuously 2 on purpose = by design 3 On the whole = Generally, Considering everything 4 on duty = at work 5 on leave = on holiday from government or army service 6 on any account = for any reason 7 on my way = going, leaving

Repetition drill

The rules of the game

Chorus, group or individual repetition

To elicit statements involving the use of the present (active) participle and the past (passive) participle in the following patterns: ' Any player (making more than two moves) will be penalized ' and ' Any player (caught cheating) will be penalized ' .

T: Drill 19. The rules of the game. This is the situation. Listen. Do not speak. Two people are just about to play a new board game that they have been given. They have set it and are looking at the rules. One reads from the rules. This is how the conversation begins:

(1) S: This game looks good. But we should look at the rules. Is there anything we both need to know before we start?

T: Yes. What happens if a player makes more than two moves?

S: Let's see. ' Any player making more than two moves will be penalized. '

(2) T: What happens if a player is caught cheating?

S: Let's see. ' Any player caught cheating will be penalized. '

(3) T: What happens if a player helps another player?

S: Let's see. ' Any player helping another player will be penalized. ' 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 happens if a player interferes with another player's cards?

S: Let's see. ' Any player interfering with another player's cards will be penalized. '

5 T: What happens if a player is found looking at his opponent's score?

S: Let's see. ' Any player found looking at his opponent's score will be penalized. '

6 T: What happens if a player lands on a black square?

S: Let's see. ' Any player landing on a black square will be penalized. '

7 T: What happens if a player misses a turn?

S: Let's see. ' Any player missing a turn will be penalized. '

8 T: What happens if a player is heard whispering to someone during the game?

S: Let's see. ' Any player heard whispering to someone during the game will be penalized. '

9 T: What happens if a player is caught holding more than eight cards?

S: Let's see. ' Any player caught holding more than eight cards will be

penalized. '

10 T: And what happens if a player shakes the dice for too long?

S: Let's see. ' Any player shaking the dice for too long will be penalized. '

T: This is ridiculous! With so many rules, the game's hardly worth playing, is it?

Key to Multiple choice questions

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

Lesson 20 Snake poison

Listening comprehension

1 Introduce the text

T: Today we'll talk about snakes and the poison they produce.

2 Understand the topic

T: What can you see in the picture?

3 Listening objective

T: Listen to the text (or read it silently) and see if you can answer this question:

What are the two different ways in which snake poison acts?

4 Play the tape or read the text or wait for the students to finish reading silently

5 Answer the question

After the reading, ask the question again: What are the two different ways in which snake poison acts?

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: One kind of poison acts on the nerves and is called neurotoxic, while the other kind, called haemolytic, acts on the blood. (11.12-14)

6 Intensive reading

Play the tape or read the text 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 text again

8 Reading aloud

Ask one or two students to read the text aloud.

Comprehension questions

1 Do we know how it came about that snakes manufactured poison? (No, we don't.)

2 It's a mystery, isn't it? (Yes, it is.)

3 Their saliva was once a mild, digestive juice like our own, wasn't it? (Yes, it was.)

4 What was their saliva converted into over the periods? (Into a poison that defies analysis.)

5 Was poison forced upon them by the survival competition? (No, it wasn't.)

6 What could they have done without using poison? (They could have caught and lived on prey.)

7 How many non-poisonous kinds of snakes are there? (Thousands.)

8 So what is poison to a snake, an essential or a luxury? (A luxury.)

9 What does it enable a snake to do? (Get its food with very little

effort----no more effort than one bite.)

10 Would cats and other carnivores be helped greatly if they had a poisonous bite? (Yes, they would.)

11 But it would be a two-edged weapon. When? (When they fought each other.)

12 Why does the author describe Nature as 'unpredictable'? (Because it only selected snakes----and one lizard----to have a poisonous bite.)

13 What does the author also wonder about Nature and some snakes? (Why it concocted poison of such extreme potency.)

14 From the conversion of saliva into poison, did a fixed process take place? (No, it didn't.)

15 Did all snakes manufacture the same poison? (No, they didn't.)

16 Their poisons are as different as what from what? (As different as arsenic from strychnine.)

17 What do the two kinds of poison work on? (One works on the nerves, the other on the blood.)

18 Which snakes produce nerve poison? (Mambas and cobras.)19 And what is their venom called? (Neurotoxic.)

20 Which snakes manufacture blood poison? (Vipers, adders and rattlesnakes.)

21 And what is their poison known as? (Haemolytic.)

22 Which poison is the more unpleasant of the two? (The blood poison.)

23 Which kind of poison acts more quickly on man? (The nerve poison.)

24 Did snakes acquire their poison for use against man? (No, they didn't.)

25 What did they acquire it for? (For use against prey such as rats and mice.)

Asking questions: Ask me if...

T: Ask me if snake poison was once a mild, digestive saliva like our own.

S: Was snake poison once a mild, digestive saliva like our own?

T: When...?

S: When was snake poison a mild, digestive saliva like our own?

1 snake poison was once a mild, digestive saliva like our own. (When)

2 snakes could have caught prey without using poison. (How)

3 poison is merely a luxury to a snake. (Why)

4 cats would be helped if they had a poisonous bite. (Which animals)

5 poison would be a two-edged weapon for carnivores. (Why)

6 Nature concocted poison of extreme potency for some snakes. (For which snakes)

7 snakes manufactured very different poisons. (How many different poisons)

8 one poison acts on the nerves and the other on the blood. (Which poison)

9 the venom of a cobra is called neurotoxic. (What)

- 10 the blood poison of a viper is known as haemolytic. (What)
- 11 the nerve poison works far more quickly on man than the blood poison. (Why)
- 12 the effect of viperine poison on a mouse is almost immediate. (How fast)

R econstruct the first paragraph of the text (11.1-9)

- 1 How----came about----snakes----poison----mystery.
- 2 Over periods----saliva----converted----poison----defies analysis----today.
- 3 Not forced----survival competition; could have caught----lived on prey----without----poison----thousands ----non-poisonous snakes.
- 4 Poison----snake----luxury; enables----get food----little effort----one bite. Why----snakes?
- 5 Cats----greatly helped; no fights----large rats----tussles----grown rabbits----just a bite----no more effort.
- 6 Assistance----all carnivores----though----two-edged weapon----when----fought.
- 7 But----of vertebrates----Nature----only snakes----one lizard.
- 8 One wonders also----Nature----some snakes----poison----extreme potency.

Topics for discussion

- 1 Tell us how you feel about snakes? Do you like them? Can you handle them? Do you hate them? Do they frighten you? Why?
- 2 What dangerous snakes, insects or other creatures are common in your part of the country which you should warn visitors about? What should they look for, what precautions should they take, and what action should they take if they are ever bitten or stung?
- 3 The author wonders why Nature produced poison in some snakes. Have you ever wondered why Nature produced certain animals, birds, insects, fish, plants, etc.? Tell us what you have wondered.

Key to Comprehension

Possible answers

- 1 The author finds it odd that snakes should be capable of manufacturing poison because they could have caught and lived on prey without it.
- 2 Neurotoxic poison acts on the nerves (or nervous system) while haemolytic poison acts on the blood.

Key to Vocabulary

Possible answers

The doctor said that the patient had a fever, but it was only a mild fever.

During the process, oil is converted into petrol and other products.

This small rock, which came to earth as part of a meteorite, is so strange that it defies analysis. In the survival competition, the strongest creatures often come out

as winners.

Lions, tigers and leopards are all carnivores; rabbits, cows and goats are not.

Knowledge is in some ways a two-edged weapon because it can be used for good or evil.

The three students concocted a meal from lots of different things that they found in the cupboard and fridge. Some alcoholic drinks which are made by people in the country are known for their extreme potency.

Although the snake had certain viperine markings, it wasn't a viper and was quite harmless.

Key to The paragraph

A

A possible answer

1 Reason why snakes manufactured poison: mystery.

2 Over a period saliva converted to poison: defies analysis.

3 Didn't develop through competition to survive: other non-poisonous snakes have survived.

4 Snake poison---merely luxury. One bite---food!

5 Other animals (e.g. cats, carnivores) would benefit from a poisonous bite. Although two-edged sword.

6 But Nature only selected snakes. Why? And why poisons of such potency?

B

A possible answer

The snakes which produce nerve poison include mambas and cobras and the poison is described as neurotoxic.

Snakes which produce the blood poison known as haemolytic include vipers and rattlesnakes. Of the two, blood poison is the more unpleasant. While the nerve poison is possibly the earlier and more primitive, the blood poison was a later development. Strangely, it is the nerve poison which acts more quickly on man, but that doesn't tell us much since the purpose of snake poison was clearly not for use against man but for use against prey such as rats and mice.

C

A possible answer

Our fear of snakes.

Fear of snakes is probably one of the most common fears among humans. Even though there are thousands of species of snake which are non-poisonous and which offer no threat to man, we nevertheless automatically think that any snake we find could bite us and inject us with some dreadful poison. Is this fear of snakes then an irrational fear? Not at all. Some people think that it is a very rational fear. In other words, it is right to be afraid of all snakes---or at least to be extremely wary of all snakes. It is wise to work on the assumption that, if many snakes can bite you and inject venom which could kill, then avoid all of them. It is known that many snakes, both poisonous and non-poisonous, possess physiological features which

are designed (by Nature) to frighten a prospective enemy: some have a brilliant colour, some a rattle in the tail, most have a hiss and a flickering tongue, and some rear up and spread a hood. The snake may not have a venomous bite, but any of these features says 'Leave me alone'. In the end, even the fact that most snakes look slippery and slimy is enough to make many people afraid of them. (210 words)

Key to KS Exercises

A We can use *could have done* to express possibility or conjecture about past events: He *couldn't have told* you the whole story. We cannot use it to express ability or capacity unless it is to replace 'would have been able to' in conditional sentences.

If my parents had given me some encouragement, I think I *could have succeeded* as a professional musician.

If they hadn't had to catch the 6.30 train back, they *could have stayed* an hour or two longer.

If she had taken more money with her, she *could have bought* some new clothes.

B They are not going to force the new changes on/upon us.

Vegetarians live on a diet that does not contain meat.

There are a number of important processes in the conversion of coal into gas.

Studying at a college or university is very different from attending school.

As soon as the police get the information they want, they will act on it and surround the house.

The effect on the audience of the composer's first symphony was indescribable.

C We can use an appropriate form of the verb *do* (*do, does, did, etc.*) as a replacement verb or 'verb substitute' to prevent repetition: I like ice-cream and Ann *does, too.* (*does = likes ice-cream*) John will catch the early train, and I may *do, too.* (*do = catch the early train*)

Even though he has retired, he still gets up early just as he always *did.* (*did = got up early*)

He certainly enjoys music as much as you *do.* (*do = enjoy music*)

If you act as he *does,* you won't be very popular. (*does = acts*)

D The more unpleasant is used here (and not the most unpleasant) because the writer is comparing two poisons, not three or more.

1 Of the two books, I found the horror novel the more entertaining.

2 Janet was the most intelligent girl in the class.

E If we want to modify comparative adjectives, here are some of the intensifiers that we can use: *far, (very)much, a bit, even, a lot, a little, rather, somewhat (formal):* This book is a little cheaper than that one.

Even and all the can often be used interchangeably for emphasis in front of more, especially with *-ed/-ing* adjectival participles: Recently he has become all the more/even more interested in football.

- 1 The concert tickets were much more expensive than I had been told.
- 2 The test was far more difficult than I thought it was going to be.
- 3 The game was far less exciting than John told me to expect.
- 4 The computer course this year is much less interesting than the one last year.

Special difficulties

A

1 The adverb merely means ' only, simply ' : I merely suggested that you should do it again; there's no need to get annoyed.

The adverb only means ' nothing more than, with no one or nothing else added or included ' : I only saw him yesterday. (= and no longer ago)

2 The adjectives fierce and furious can easily be confused.

Fierce means ' angry, violent and likely to attack ' : The house is guarded by a fierce dog.

Furious, on the other hand, means ' very angry in an uncontrolled way ', as in: I was furious at being kept waiting.

3 The phrase take place means to ' happen ' : Where is the meeting taking place tonight?

Take part means to ' participate in ' : Five hundred people took part in the procession through the town.

4 The two words prey and pray are pronounced in the same way: /preɪ/. The uncountable noun prey refers to ' an animal that is hunted and eaten by another animal ' : The lions pursued their prey until it was too exhausted to run any farther. (The verb prey on means to ' hunt and eat as prey ' : Cats prey on birds and mice.)

The verb pray means to ' speak, often silently, to God or a god, privately or with others ' : The whole family went to the temple to pray.

B

1 came about = happened, in a way that seemed impossible to prevent

2 came over me = took hold of me suddenly and strangely

3 came up with = thought of; produced

4 came across = met by chance

C

1 This ticket will enable me to fly first class.

2 The boys from the two schools were always have running fights with each other.

3 We did a lot of shopping yesterday: in fact, we visited every clothes and shoe shop in our small town.

4 The two girls might be sisters, but they are totally different in every other respect.

5 I feel as exhausted as a middle-aged businessman on a ten-mile walk, so to speak (so to speak = as one might say: we tend to use ' so to speak ' after a novel or unusual expression.)

6 I really think that acting is a very precarious profession. Be that as it may, I still wouldn't stop my daughter going onto the stage if she wanted to. (be that as it may = even if that's true; in spite of that)

D See text.

Repetition drill

The rich man's son

Chorus, group or individual repetition

To elicit statements involving noun clauses used as a subject and introduced by question words operating as subordinating conjunctions.

T: Drill 20. The rich man's son. This is the situation. Listen. Do not speak. A rich man and his spoilt son are talking. The son is about twenty years old and does as he pleases. He and his father are on very bad terms. The father has lost all interest in his son's activities. This is how the conversation begins:

(1) T: I thought you might like to know that I came here by train.

S: How you came here doesn't interest me in the slightest.

(2) T: I thought you might like to know the reason I came by train.

S: Why you came by train doesn't interest me in the slightest.

(3) T: I thought you might like to know that I was in the north.

S: Where you were doesn't interest me in the slightest.

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 thought you might like to know that I arrived last night.

S: When you arrived doesn't interest me in the slightest.

5 T: I thought you might like to know that I owe about £ 10,000.

S: How much you owe doesn't interest me in the slightest.

6 T: I thought you might like to know the reason I owe so much money.

S: Why you owe so much money doesn't interest me in the slightest.

7 T: I thought you might like to know that I'll be spending this money on a car.

S: What you'll be spending it on doesn't interest me in the slightest.

8 T: I thought you might like to know that the car's at a garage.

S: Where the car is doesn't interest me in the slightest.

9 T: I thought you might like to know the reason it's at a garage.

S: Why it's at a garage doesn't interest me in the slightest.

10 T: I thought you might like to know it'll be there for a long time yet.

S: How long it'll be there doesn't interest me in the slightest.

11 T: I thought you might like to know the reason I'm talking to you about this car.

S: Why you're talking to me about this car doesn't interest me in the slightest.

12 T: I thought you might like to know how I smashed it up.

S: How you smashed it up doesn't interest me in the slightest.

T: I know it doesn't, but this was your favourite Rolls-Royce. That's what I've

been trying to tell you.

Key to Multiple choice questions

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

Lesson 21 Willian S. Hart and the early 'Western' film

Listening comprehension

1 Introduce the text

T: Today we'll talk about the greatest star of Western films.

2 Understand the topic

T: What can you see in the picture?

3 Listening objective

T: Listen to the text (or read it silently) and see if you can answer this question:

How did William Hart's childhood prepare him for his acting role in Western films?

4 Play the tape or read the text or wait for the students to finish reading silently

5 Answer the question

After the reading, ask the question again: How did William Hart's childhood prepare him for his acting role in Western films?

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: He had lived in the West as a child when it was already disappearing. (11.6-7)

6 Intensive reading

Play the tape or read the text 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 text again

8 Reading aloud

Ask one or two students to read the text aloud.

Comprehension questions

- 1 Who was the greatest of all Western stars? (William S. Hart.)
- 2 How was he different from Gary Cooper and John Wayne? (He appeared in nothing but Westerns.)
- 3 How long was he supreme and unchallenged? (From 1914 to 1924.)
- 4 Who created the basic formula of the Western film? (Hart.)
- 5 What did he devise? (The protagonist he played in every film he made.)
- 6 The protagonist was sometimes the good-bad man, sometimes the accidental-noble outlaw. What kind of cowboy or sheriff was he? (The honest-but-framed cowboy, or the sheriff made suspect by vicious gossip.)
- 7 The individual was always in conflict. With whom and with what? (With himself and his frontier environment.)
- 8 Did Hart's contemporaries in Hollywood know anything of the old West? (No, they didn't.)

- 9 Did Hart know anything of it? (Yes, he did.)
- 10 When had he lived there? (He had lived there as a child.)
- 11 Was his hero firmly rooted in his memories and experiences? (Yes, he was.)
- 12 What else was his hero rooted in? (The history and mythology of the vanished frontier.)
- 13 Has that period in American history been romanticized? (Yes, it has.)
- 14 What joined together in at least one arena? (Myth and reality.)
- 15 What was that arena? (The conflict between the individual and encroaching civilization.)
- 16 Men in the West accustomed to struggling for survival against the elements and Indians were bewildered.
By whom? (By politicians, bankers and businessmen.)
- 17 And what were they ' unhorsed ' , or confused and worried by? (By fences, taws and alien taboos.)
- 18 What was Hart's good-bad man? (An outsider.)
- 19 Did his early audience find it easy to understand and forgive if the hero shot a sheriff or robbed a bank? (Yes, they did.)
- 20 What did audiences in the 1920s find it pleasant to do? (Escape for a time.)
- 21 Do we still like to escape? (Yes, we do.)
- 22 According to the author, what are some of the things that are part of our daily lives? (Undeclared aggression, war, hypocrisy, chicanery, anarchy, impending immolation.)
- 23 What do we all want to live by? (A code.)

Asking questions: Ask me if...

- T: Ask me if William S. Hart was the greatest of all Western stars.
S: Was William S. Hart the greatest of all Western stars?
T: Who...?
S: Who was the greatest of all Western stars?
- 1 William S. Hart was the greatest of all Western stars. (Who)
 - 2 he was supreme and unchallenged from 1914 to 1924. (How long)
 - 3 the protagonist was always an individual in conflict with himself. (Who)
 - 4 Hart knew something of the old West. (Why)
 - 5 that period in American history has been absurdly romanticized. (Which period)
 - 6 men in the West were bewildered by politicians, bankers and businessmen. (Why)
 - 7 Hart's good-bad man was always an outsider. (Why)
 - 8 the audience understood the hero when he robbed a bank. (When)
 - 9 cinema audiences in the 1920s found it pleasant to escape. (Why)
 - 10 we still find it pleasant to escape in a Western. (How many of us)

Reconstruct the first two paragraphs of the text (11.1-10)

1 William S. Hart----greatest----all Western stars----unlike Gary Cooper and John Wayne----nothing but Westerns.

2 1914-1924----supreme----unchallenged.

3 Hart----created basic formula----Western film----devised protagonist----every film made----good-bad man ----accidental-noble outlaw----honest-but-framed cowboy----sheriff suspect----vicious gossip: individual in conflict---himself---frontier environment.

4 Unlike----contemporaries----Hollywood----Hart knew----old West.

5 Lived----as child----when already disappearing----his hero----rooted in memories----experiences----in history and mythology----vanished frontier.

6 Although no period----place----American history----more absurdly romanticized----myth and reality---join hands----one arena----conflict----individual----encroaching civilization.

Topics for discussion

1 Tell us about one Western film that you have seen and remember very well.

2 Are there any kinds of films made in Asia which might be compared to the Western? If so, what are they? And would you recommend it or them to people from Europe and the States?

3 Why do you think Western films have been so popular all over the world?

Key to Comprehension

Possible answers

1 The basic formula of the Western film is the individual in conflict with himself and with his frontier environment.

2 The arrival of politicians, bankers and businessmen bewildered and confused the men who were used to struggling for survival against the elements.

3 Western films have appealed to twentieth-century audiences because they offer an escape to a time when life, though hard, was relatively simple.

Key to Vocabulary

Possible answers

I had to make a supreme effort to stop myself from laughing.

People often wonder who the dramatist was thinking of when he devised the protagonist in his last play.

It looked as if the man had committed the crime, but he hadn't: he had been framed by two rivals who wanted him put into prison.

The two parties have been in conflict about education since the election.

Children need a happy and secure home environment if they are to develop normally.

All the man's contemporaries were beginning to retire while he was still working hard to make a living.

The woman's novels are firmly rooted in her own upbringing in Ireland.

The new housing estate is now encroaching on part of the forest.

When the boy first arrived in England from Asia, he was completely bewildered by the different way of life.

The nuclear arms race caused the entire world to feel threatened by impending immolation .

Key to The paragraph

A

A possible answer

1 William S. Hart was greatest of all Western stars----appeared only in Westerns.

2 He created basic Western film formula and devised protagonist: individual in conflict with self and environment.

3 Had experience of the old West: brought up in it. Understood conflict between individual and encroaching civilization.

4 Men in old West bewildered by politicians, bankers, etc.

5 Audiences always sympathized with Hart's good-bad man as the outsider, one of the disinherited.

B

A possible answer

Audiences in the second decade of the twentieth century found it pleasant to escape to a time when life was hard but simple. And we still do: in a world which is still full of aggression, hypocrisy and anarchy, we still want to escape and look for a code to live by.

C

A possible answer

Westerns.

The ' Western ' , or ' cowboy film ' , has, become a classic in the twentieth century. And although few are made today, those that are made are still popular. Why? What is it in a Western that people all over the world enjoy watching? It isn't the scenery, although that may help. Those wide open spaces, the prairies and the rocky hills always put the cowboys into perspective. It isn't the accompanying music, because it is sometimes excellent and sometimes dreadful. Nor is it the violence----and there is often a lot of violence in a Western. Quite a number of people, cowboys and Indians, ' goodies ' and ' baddies ' , are killed along the way. It must be that the Western is characterized by a simple plot and characters that are universal in their appeal. The good man (our hero, perhaps an unwilling sheriff) finds himself in conflict with the ' bad guy ' , the professional ' gunslinger ' or even a gang of them, the ' baddies ' = and although he faces lots of challenging situations (sometimes even becoming a ' bad guy ' for a while), we know he will be victorious in the end and either get the woman or ride off into the sunset with his faithful horse. (199 words)

Key to KS Exercises

A Remind students that in sentences with relative clauses, the subject pronoun can never be deleted---She's the woman. She gave me your address. = She's the woman who/that gave me your address.

----while object pronouns can usually be deleted:

She's the woman. I met her yesterday. = She's the woman (that/whom) I met yesterday.

See text.

B I promise to tell the truth, the whole truth, and nothing but the truth.

That boy has been nothing but trouble ever since he came to the school.

I've just looked through that box and there is nothing but rubbish in it.

C See text.

D The auxiliary verb do is not only used to form negatives and questions, but is also often used to emphasize another verb: They do annoy (= They annoy) me sometimes. She does talk (= She talks) a lot, doesn't she? He did say (= He said) that he wanted to see you---honestly.

In speech, and when used in this way, the words do, does and did are stressed.

1 I did mention it to him, but he wasn't impressed.

2 You did post my letter, didn't you?

3 We did enjoy ourselves at the party.

E

1 Her speech, though quite short, was excellent and very entertaining.

2 There wasn't really time to visit the old castle. I wish we had found time though.

F

1 They all thought that it was a good cause to fight for. (=for which to fight)

2 The story gave them all something to talk about. (= about which to talk)

3 The police couldn't arrest the man because they didn't have quite enough information to act on. (=on which to act)

4 He keeps changing his mind so he's an impossible man to work with. (= with whom to work)

Special difficulties

A

1 The verb appear means to ' become able to be seen, to come into sight or become noticeable ' : The car appeared over the hill. It can also mean to ' perform publicly e.g. in a play or a film ' : The first time he appeared on the stage was in a school play.

Appear and seem can both be used to mean to ' give a particular idea or feeling e.g. about one's character, feelings or intentions ' : He appears/seems to be sincere, but I don't completely trust him. (In this sense, neither verb can be used in the continuous form.)

2 Point out the clear difference in pronunciation between these two words.

The verb devise/dɪ'vaɪz/means to ' plan or invent, esp. cleverly ' : They devised a plan for getting the jewels out of the country.

A device/dɪ'vaɪs/ is ' a piece of equipment intended for a particular purpose ' : The missile has a heatseeking device which enables it to find its target.

3 While the word suspect is a noun, it is also an adjective. It means ' of uncertain truth, quality, legality,etc. ' : His fitness is suspect, so we can't risk including him in the team.

Suspicious means ' suspecting guilt or wrongdoing, not trusting ' : His strange behaviour made the police very suspicious.

4 The uncountable noun memory refers to the ' ability to remember events and experiences ' : She played the tune from memory.

As a countable noun, it means ' an event or experience that one remembers from the past ' : I have a very clear memory of going to the beach for the first time.

Remembrance can mean ' something kept or given to remind one ' , or ' the act of remembering ' : A church service was held in remembrance of those killed in the war.

5 History is ' the study of events in the past, such as those of a nation, arranged in order from earlier to later times ' : She has a degree in Chinese history.

A story is ' an account of events, real or imagined ' : He wrote a short story about a teenage pop star.

6 The verbs rob and steal can easily be confused.

Rob is used in the construction ' rob someone of something/rob a place ' : The thief robbed the lady of her watch. The gang robbed the bank.

Steal means to ' take what belongs to someone else without any right to it ' : The thief stole the lady's watch. They stole £ 1m from the bank.

B

1 Unlike most of his contemporaries, the painter never experimented with abstract art.

2 Unlike some people, I never pass on any gossip I might hear.

3 Unlike yourself, I have never been interested in football.

C This was the party's most disastrous and embarrassing defeat ever: in short it was a fiasco.

On this particular issue the Prime Minister is in direct conflict with many of his colleagues in the Government.

Although she is normally right, she has been wrong on at least one occasion this week.

He tried several times to pass his driving test, and in the end he succeeded.

Repetition drill

Moody Jane

Chorus, group or individual repetition

To elicit statements which involve the omission of a relative pronoun and the transposition of a preposition.

T: Drill 21. Moody Jane. This is the situation. Listen. Do not speak. Jane is a

teenager. She is very bored at the moment and her mother is trying to encourage her to make better use of her time. This is how their conversation begins:

(1) T: Jane, you've spent the whole afternoon moping about!

S: Why don't you do something useful? You could look at some books, or something.

S: I don't feel like looking at any books. There's nothing I want to look at.

(2) T: Then why don't you listen to some records?

S: I don't feel like listening to any records. There's nothing I want to listen to.

(3) T: Well, you can't just sit there staring out of the window. Ring up some of your friends!

S: I don't feel like ringing up any of my friends. There's no one I want to ring up.

T: Now you do the same. Ready?

1 As in (1) above.

2 As in (2) above.

3 As in (3) above.

4 T: Well, why don't you ask round some of your friends?

S: I don't feel like asking round any of my friends. There's no one I want to ask round.

5 T: Well, then, find something to do. Why not tidy up your room?

S: I don't feel like tidying up my room. There's nothing I want to tidy up.

6 T: Oh! You're really impossible! You could throw away all that rubbish.

S: I don't feel like throwing away all that rubbish. There's nothing I want to throw away.

7 T: Now I'm going to work in the kitchen in a moment. You could come and talk to me about your future.

S: I don't feel like talking to you. There's nothing I want to talk to you about.

8 T: In that case, go up to your room. Work on that essay you wrote yesterday. Why don't you type it out?

S: I don't feel like typing it out. There's nothing I want to type out.

9 T: I'm sure you haven't taken much trouble with that essay. At least you could go over it.

S: I don't feel like going over it. There's nothing I want to go over.

10 T: You never bother to do anything properly. You should work at that essay, you know you should. S: I don't feel like working at that essay. There's nothing I want to work at.

11 T: Oh, come along, Jane! You are in a mood. If there's anything on your mind, you can speak to me about it.

S: I don't feel like speaking to you about it. There's nothing I want to speak to you about.

12 T: Now listen to me, young woman! You'll say I'm nagging, but it's time you thought about the way you behave.

S: I don't feel like thinking about the way I behave. There's nothing I want to think about.

T: Then I'm not surprised you're bored to death! You well deserve to be!

Key to Multiple choice questions

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

Lesson 22 Knowledge and progress

Listening comprehension

1 Introduce the text

T: Today we'll talk about the connection between knowledge and progress.

2 Understand the topic

T: What can you see in the picture?

3 Listening objective

T: Listen to the text (or read it silently) and see if you can answer this question:

In what two areas have people made no 'progress' at all?

4 Play the tape or read the text or wait for the students to finish reading silently

5 Answer the question

After the reading, ask the question again: In what two areas have people made no 'progress' at all? 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: According to the author, people have made no general 'progress' in intelligence or morality. (11.2-4)

6 Intensive reading

Play the tape or read the text 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 text again

8 Reading aloud

Ask one or two students to read the text aloud.

Comprehension questions

1 What is happening to progress of a particular kind in the modern world?(It is actually taking place around us.)

2 Is it, according to the writer, becoming more and more manifest?(Yes, it is.)

3 What general improvement has mankind undergone in intelligence or morality?(None.)

4 However, mankind has made extraordinary progress in one area. Which?(In the accumulation of knowledge.)

5 When did knowledge begin to increase?(As soon as one person could communicate with another by means of speech.)

6 Was a great advance made with the invention of writing? (Yes, it was.)

7 Why? What important thing can be done with knowledge? (It can be stored.)

8 What made education possible?(Libraries.)

9 And what did education then do?(It added to libraries.)

10 What kind of law did the growth of knowledge follow? (The compound interest* law.)

11 What was the growth of knowledge greatly enhanced by? (The invention of printing.)

12 What raised the tempo of the accumulation of knowledge? (The coming of science.)

13 And what other effect did the coming of science have on knowledge? (It began to be accumulated according to a systematic plan.)

14 What did the trickle become?(A stream.) And what has the stream now become?(A torrent.)

15 What happens now as soon as new knowledge is acquired? (It is turned to practical account/practical use.)

16 According to the author, what is ' modern civilization ' the result of? (It is the result of accumulated knowledge applied to practical life.)

17 What is the problem now facing humanity? What is the question? (What is going to be done with all this knowledge?)

18 Why is knowledge a two----edged weapon?(Because it can be used equally for good or evil.)

19 And how is it being used for both?(Indifferently.)

20 What is the ' grimly whimsical spectacle ' that the author paints? (The picture of gunners using science to shoot people while a surgeon nearby uses science to ' restore ' them.)

21 What is the question that clearly concerns the author? What will happen if...?(If this twofold use of knowledge continues.)

[*Compound interest is ' the interest calculated both on an original sum of money lent or borrowed and on the unpaid interest already earned ' .]

Asking questions: Ask me if...

T: Ask me if the idea of progress looms large in the modern world.

S: Does the idea of progress loom large in the modern world?

T: Why...?

S: Why does the idea of progress loom large in the modern world?

1 the idea of progress looms large in the modern world. (Why)

2 progress is becoming more and more manifest.(What)

3 mankind has made progress in the accumulation of knowledge.(In what direction)

4 information could be stored before writing was invented.(Why couldn't)

5 education was made possible by libraries.(How)

6 the growth of knowledge was enhanced by the invention of printing.(What...by)

7 knowledge began to be accumulated according to a systematic plan.(How)

8 newly acquired knowledge is turned to practical use. (When)

9 knowledge is a two----edged weapon. (Why)

10 knowledge is being used indifferently for good and evil.(How)

Reconstruct the first part of the text(11.1-10)

- 1 Why----idea of progress----so large----modern world?
- 2 Surely----progress----taking place----and more and more manifest.
- 3 Although mankind----no general improvement----intelligence----morality----extraordinary progress----accumulation of knowledge.
- 4 Knowledge----increase----thoughts----one individual----communicated----another----speech.
- 5 With invention of writing----great advance----knowledge not only communicated----stored.
- 6 Libraries----education possible----education in turn---libraries: growth of knowledge----compound interest law----enhanced----invention of printing.
- 7 All comparatively slow----with coming of science----tempo raised.
- 8 Knowledge began----accumulated----systematic plan.
- 9 Trickle----stream; stream----now torrent.

Topics for discussion

- 1 Which areas of life do you think we have made progress in over the past 50----100 years?
- 2 ‘ Education is no more and no less than the acquisition of knowledge. ’ Do you agree or disagree? Why?
- 3 Do you agree or disagree with the observation that mankind has undergone no general improvement in intelligence or morality? Why?

Key to Comprehension

Possible answers

- 1 The author seems to define the word ‘ progress ’ as the ever-increasing accumulation of knowledge.
- 2 With the coming of science the tempo of the spread of knowledge was increased, and knowledge began to be accumulated systematically.
- 3 The spread of knowledge has given rise to the question of what we are going to do with it all.

Key to Vocabulary

Possible answers

Few people thought that the problems of crime and poverty would loom so large as they do now in so many countries.

Fear was manifest on the man's face.

The accumulation of antiques of all kinds has taken all our spare money over the past few years.

Her chances of getting the job were enhanced by excellent secretarial skills.

The boss treated his workers indifferently because he was only interested in how fast they could work.

We watched the curious spectacle of government troops attacking government buildings.

One of the most grimly whimsical paintings that I have ever seen is a medieval picture of Death and the Peasant.

A window has a twofold purpose: it allows light into a room and it lets people see out.

Key to The paragraph

A

A possible answer

- 1 Knowledge increased with communication---speech.
- 2 When writing was invented, another great step: knowledge now stored.
- 3 Written knowledge made education possible: libraries increased.
- 4 Growth, communication and storage of knowledge----enhanced by printing.
- 5 The advent of science imposed system on accumulation of knowledge.
- 6 Trickle became stream, stream has become torrent.
- 7 New knowledge now applied immediately to practical life.

B

A possible answer

The problem facing humanity now is what to do with all the knowledge we have accumulated. Knowledge is a two----edged weapon which can be used equally for good or evil. It is now used for both. It is ironical, for instance, that science can be used on the one hand to help a gunner shoot people and, at the same time, help a surgeon to heal wounded men. We should ask ourselves now where this twofold use of knowledge will end.

C

A possible answer

Knowledge is a two----edged weapon.

Knowledge, as the author rightly points out, is a two----edged weapon that can be used for good or evil. He quotes the example of science being used in two completely different ways----firstly to give a gunner the weapon with which to shoot someone and then to provide a surgeon with the necessary equipment, skills and medication to restore to health the person that the gunner has shot. Politicians, religious leaders and scientists, it seems, provide us with good examples of what people can do with the same information and the same knowledge. With the same facts, often twisted a certain way, one politician will try to persuade you that a new highway past your village is a good thing, while another politician, his opponent, will use the same information or knowledge to persuade you that the highway is a bad idea. Or imagine that an archaeologist finds a human footprint in a layer of rock millions of years old. What does he do with that information, that knowledge? He will use it to support an argument that man is millions of years older than we ever thought, while another archaeologist will either express serious doubt about the discovery, or will at least interpret the same knowledge to support a different

argument. (212 words)

Key to KS Exercises

A The passive is not an alternative to the active .It has its own uses and is particularly common in scientific writing.

See text.

B In the construction make+ object +adjective (...made education possible),the verb make= ' cause to be or become ' :Eating the unripe apples made him ill. Her attitude has always made her very unpopular with the staff.

The fact that the girl suddenly returned made the search for her unnecessary.

All the different features of this house make it very desirable.

By the time the people in the workshop had finished, they made my old car unrecognizable.

C We can use a present participle construction in place of different kinds of clauses,Here we are looking at a present participle construction in place of a relative clause. We can say The train now standing at Platform 3... in place of The train which is now standing at Platform 3..., or The box containing the dangerous snake is the black one in place of The box which contains the dangerous snake is the black one.

1 People emigrating this year will benefit from a special payment from the government.

2 All aeroplanes arriving after 16.00 will be required to pay an additional lading fee.

3 Ships sailing from this port must register their port of destination before they sail.

D As with the present participle (exercise C above), we can also use a past participle construction in place of a relative clause, deleting which +be. We can say The system used in this school is very successful in place of The system which is used in this school is very successful.

1 Photographs taken inside the building must be authorized by the Manager.

2 Passports issued from this office will be valid for all parts of the world.

3 Passengers delayed overnight are always given free accommodation.

Special difficulties

A

1 Surely is used in English to mean ' I believe, hope or expect ' and usually implies some surprise and sometimes indignation. Often as not, it begins a sentence and is stressed in speech: Surely he's not suggesting that I did it on purpose!(=I sincerely hope he's not suggesting this and I don't think he ought to.)

Certainly means ' it is certain ' : He's certainly not suggesting that I did it on purpose. (=I know for certain that he is not suggesting this.)

2 The adjective extraordinary means ' unusual, surprising, special, more than what is ordinary ' : He has an extraordinary tenor voice for such a young man.

The adjective outstanding is more than ' extraordinary ' : it means ' much

better than most others, very good ' : Academically she is outstanding: at the age of 13 she has just gained a place at Oxford University.

3 A spectacle is ' a grand public show or scene ' or ' an unusual thing or situation to be seen and noticed ' :

The military parade was a magnificent spectacle. I have witnessed some strange spectacles in my life.

A view is ' something seen from a particular place, especially a stretch of pleasant country ' : I'd like a room with a view, please.

B

1 It is becoming more and more obvious that Jack will not become an artist.

2 Some of the prisoners managed to speak to each other by means of a series of taps on pipes.

3 The propeller----driven aircraft made commercial flight possible ,and the jet engine in its turn led to today's generation of aircraft.

4 I had a kind of a feeling that she might call me today.

5 These particular birds are still comparatively rare in the south of England.

6 Those people live their lives according to laws laid down hundreds of years ago.

7 Don't worry. I'll be at hand to help you if you get into trouble.

C The small amount of knowledge grew to a large amount, and now that large amount has increased to a massive amount----enough perhaps to drown us?

D The prefix ever----before an -ing adjective means ' constantly, all the time ' ,as in ever-decreasing circles.

Some scientists say that the universe is an ever-expanding universe.

We live in an ever-changing world.

The company faced ever----diminishing profits for four or five years before they finally closed up.

Repetition drill

Progress?

Chorus, group or individual repetition

To elicit statements requiring the student to form nouns from verbs in the pattern ' The(invention) of (printing) has certainly had a tremendous effect on(education) ' .

T : Drill 22. Progress? This is the situation. Listen. Do not speak. A man and a woman are talking about technological progress. The man makes generalizations which the woman agrees with. This is how their conversation begins:

(1) **T**: In the last five hundred years or so, progress in technology has influenced every aspect of our lives. Almost anything you care to name has been affected. Take education, for instance. It has never been the same since printing was invented.

S: The invention of printing has certainly had a tremendous effect on education.

(2) **T**: Then there's industry. It has never been the same since

mass-production methods were introduced.

S: The introduction of mass---production methods has certainly had a tremendous effect on industry.

(3) T: And what about research? It has never been the same since computers were produced.

S: The production of computers has certainly had a tremendous effect on research.

T: Now you do the same. Ready?

1 As in (1) above.

2 As in(2) above.

3 As in(3) above.

4 T: Take travel. It has never been the same since aircraft were improved.

S: The improvement of aircraft has certainly had a tremendous effect on travel.

5 T: Then there's employment. It has never been the same since natural resources were exploited.

S: The exploitation of natural resources has certainly had a tremendous effect on employment.

6 T: And what about business? It has never been the same since management techniques were refined.

S: The refinement of management techniques has certainly had a tremendous effect on business.

7 T: Take living standards. They have never been the same since wealth was increased.

S: The increase of wealth has certainly had a tremendous effect on living standards.

8 T : What about commerce? It has never been the same since money was invested.

S: The investment of money has certainly had a tremendous effect on commerce.

9 T: And what about building methods? They have never been the same since steel was used.

S: The use of steel has certainly had a tremendous effect on building methods.

10 T: Take entertainment. It has never been the same since television was perfected.

S: The perfection of television has certainly had a tremendous effect on entertainment.

11 T: And what about our way of life? It has never been the same since motorcars were constructed.

S: The construction of motorcars has certainly had a tremendous effect on our way of life.

12 T: And take warfare. It has never been the same since nuclear missiles were developed.

S: The development of nuclear missiles has certainly had a tremendous effect

on warfare.

T: You know, I often wonder whether we have made any real progress. I sometimes think we have too much knowledge and too little wisdom.

Key to Multiple choice questions

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

Lesson 23 Bird flight

Listening comprehension

1 Introduce the text

T: Today we'll talk about different kinds of bird flight.

2 Understand the topic

T: What can you see in the picture?

3 Listening objective

T: Listen to the text (or read it silently) and see if you can answer this question:

What are the two main types of bird flight described by the author?

4 Play the tape or read the text or wait for the students to finish reading silently

5 Answer the question

After the reading, ask the question again: What are the two main types of bird flight described by the author?

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: There is gliding and there is muscle-powered flight.(11.5----10)

6 Intensive reading

Play the tape or read the text again, pausing after 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 text again

8 Reading aloud

Ask one or two students to read the text aloud.

Comprehension questions

- 1 Do all birds practise the same sort of flight?(No, they don't.)
- 2 How many classes can roughly be seen, however?(Two.)
- 3 Any ship crossing the Pacific is accompanied by one kind of bird. What is it?(The smaller albatross.)
- 4 How long can a bird keep the ship company without apparently moving its wings?(An hour.)
- 5 Currents of air support the albatross's ' immense wings '.Where are these currents directed from?(The walls of the ship.)
- 6 Who is the king the gliders?(The albatross.)
- 7 Which class of fliers are gliders?(They are ones which harness the air to their purpose.)
- 8 Which bird is supreme in the contrary school?(The duck.)
- 9 What does the duck's flight come nearer to?(The engines with which man has ' conquered ' the air.)
- 10 What are ducks and pigeons endowed with?(Steel-like muscles.)
- 11 How much of the bird's body weight do they make up?(A good part)

of it.)

12 And what kind of power do they give their short wings? (Enough power to bore through an opposing gale for long distances.)

13 Do partridges have a similar power of strong propulsion?(Yes, they do.)

14 But what happens to them?(They soon tire.)

15 Which bird shares the virtues of both schools of flight?(The swallow.)

16 How far does the swallow travel to and from its northern nesting home?(Six thousand miles.)

17 What can the swallow do as it flies?(It can feed its young.)

18 According to the author, people are no longer superstitious about birds, are they?(No, they aren't.)

Asking questions: Ask me if...

T: Ask me if all birds practise the same sort of flight.

S: Do all birds practise the same sort of flight?

T: Why don't...

S: Why don't all birds practise the same sort of flight?

1 all birds practise the same sort of flight.(Why don't...)

2 ships crossing the Pacific are accompanied by birds.(Which birds)

3 an albatross can glide for an hour without moving its wings.(How long)

4 the albatross is the king of the gliders.(Which bird)

5 ducks and pigeons are endowed with steel---like muscles.(What kinds of muscles)

6 you can pick up partridges suffering from utter exhaustion.(Which birds)

7 the swallow shares the virtues of both schools of flight.(What)

8 it travels thousands of miles to and from its nesting home.(How far)

9 such birds do us good.(Why)

10 superstitious villagers used to wish a magpie good morning. (What...do)

Reconstruct the first part of the text(11.1---10)

1 No two birds----same sort of flight; varieties----infinite; two classes seen.

2 Any ship----Pacific----accompanied----many days----smaller albatross----keep company with vessel---- hour----without visible or occasional movement----wing.

3 Currents of air----walls of ship----upwards----as well as----line----course----enough----give great bird---- immense wings----sustenance and progress.

4 Albatross----king of gliders----class of fliers----harness air----but yield to opposition.

5 In contrary school----duck supreme. Nearer engines----man has ' conquered ' air, as he boasts.

6 Duck----pigeons----endowed----steel----like muscles----good part of weight of bird----these----ply short wings----irresistible power----bore----long distances----opposing gale before exhaustion follows.

Topics for discussion

- 1 What could you tell a foreign visitor about birds in China? Are there any special birds a visitor should see? And if so, where?
- 2 Many species of wild birds are described as 'endangered species'. What does this mean? Do you think it's important to save them from extinction? Why?/Why not?
- 3 'Man would never have thought about flying if he hadn't seen birds and other creatures do it.' What do you think?

Key to Comprehension

Possible answers

- 1 The albatross is described as 'the king of the gliders' because it can fly for hours with its wings outstretched over currents of air and without hardly ever moving its wings.
- 2 The author singles out the swallow for special praise because the bird shares the virtues of both kinds of flight, the 'glider' and the 'power flier'.

Key to Vocabulary

Possible answers

The number of stars(or suns) in the universe is infinite.

'This should give you sufficient sustenance to last the rest of the race,' the woman said rather pompously, as she handed us each a small bar of chocolate.

In order to reduce the use of fossil fuels, we have now begun to harness energy from the wind and tides. The Prime Minister finally had to yield to criticism about his private life and resign.

A tortoise is endowed with a thick shell which protects it against many dangers.

The massive waves beat the cliff with such irresistible power that some enormous rocks broke off and crashed into the sea.

The crowd was very dense, but I managed to bore my way through to the front.

We all get on very well because we have like attitudes to many things.

When the police finally found the woman, she was in a state of utter terror.

The climb was bound to fail because they set off in adverse conditions.

She took all the little things that happened that day as omens for their future married life.

Key to The paragraph

A

A possible answer

- 1 Two major recognizable kinds of flight.
- 2 Albatross----example of a 'glider': follow ship for hours without moving wings.
- 3 'Gliders' harness air to their purpose.

4 Ducks, on the other hand, are like engines.

5 Power in ducks and pigeons supplied by steel----like muscles: they power short wings.

6 Bore their way through winds and gales for long distances.

B

A possible answer

The swallow is an example of a bird that possesses good qualities of both schools of flight. On the one hand, it does not tire, and on the other it has great power. It can fly as much as six thousand miles to and from its nesting home, even feeding its young in flight and making good progress in adverse conditions. Such birds do us good. maintains the author, even though few people nowadays, not even superstitious villagers, believe in them as omens.

C

A possible answer

Birds

Birds cover the globe in vast quantities and in a vast variety. You will find birds wherever you go in the world.

They are found in all climates, in all kinds of terrain, on land, over the sea, on mountains, over lakes. Indeed there are very few places in the world where you will not see or hear a bird. All have wings and the vast majority can fly, although some have lost the power of flight. All birds lay eggs, although not all build 'pretty' nests to lay them in. Birds are found in all kinds of colours and come in all sizes from the smallest hummingbird to immensely large eagles, vultures and albatrosses: and of course there are even larger flightless birds such as ostriches and emus. Birds seem to have adapted to all kinds of environments and all kinds of needs: penguins in the Antarctic have developed flippers (from wings) for 'flying' underwater, albatrosses have developed huge wings which allow them to live for days on the wing over water, humming-birds feed on nectar from flowers (like bees) and their wings beat so fast you can't see them with the naked eye, pelicans have huge beaks with 'bags' under them to hold fish, ... The list is endless. Birds are beautiful creatures and a constant source of amazement. (221 words)

Key to KS Exercises

A See text.

B In the sentence 'You may pick them up in utter exhaustion, if wind over the sea has driven them to a long journey, note that may means 'it is possible that'.

1 If you have ever driven at a hundred miles an hour, you may understand why I would like to drive a racing car.

2 If you have never been to New Zealand, you may like to know that it is well worth a visit.

3 If you have finished your work, you may like to read this magazine article.

C See text.

Special difficulties

A

1 Quite and quiet are easily confused, not only because of their spelling, but also because of the way they are pronounced.

The adverb quite /kwaɪt/ means 'completely' when used with ungradable adjectives like dead, unique, lost, etc, or 'strong' words like amazing, astonishing, happy, etc.: Our first sight of an albatross was quite amazing.

It means 'less than' when used with gradable adjectives and adverbs: The lecture was quite good./He lectured quite well. (Note that this use of quite is not very common in AmE.)

The adjective quiet/kwaɪt/ means 'with little noise': The latest model has a new quieter engine.

2 A wing is a movable limb which a bird or insect uses for flying: The bird spread its wings and flew away.

A feather is 'any of the many parts of the covering which grows on a bird's body, each of which has a stiff rod-like piece in the middle, with soft hair-like material growing from it on each side': When we visited the bird sanctuary, the children picked up lots of coloured feathers to take home.

3 The words course and coarse are pronounced in the same way (/kɪs/or/kɪrs/), but are quite different in meaning.

A course is 'the path along which something moves, or the direction of movement taken by someone or something': The plane changed course to avoid the storm.

The adjective coarse means 'not fine or smooth; lumpy or rough': The sand on the beach on the north side of the island was very coarse, whereas on the south beach it was very fine.

B

1 What sort of bicycle did you buy?

2 How many sorts of snakes did you see at the zoo?

C

1 roughly = about, not exactly

2 rough = uneven, not smooth

3 Roughly = About, Approximately

4 rough = stormy and violent, not calm

D If you keep company with drug addicts, you might become one yourself.

As well as Jane's father, the rest of her family were there to greet us, too.

Men no longer take off their hats to ladies as they used to many years ago.

E The word good in the phrase 'a good part of the weight' (in other words, when used with 'a') means 'large or fairly large in quantity, size, or degree': I waited a good while. It can also mean 'at least or more than': The house is a good mile away.

1 It takes me a good fifteen minutes to walk home from work.

2 I didn't measure it, but we must have walked a good twenty miles yesterday.

3 There must have been a good five hundred people at our village concert.

4 I have a good many friends on the Internet now.

5 We've been there a good few times.

F They planted lots of different flowers, such as roses, carnations and poppies.

Many professional thieves only steal light things such as jewellery and money.

G

Do: do your duty, do wrong, do harm, do the shopping, do a lesson, do some work. do a job, do your best, do business, do an experiment, do (someone) a favour, do some homework

Make: make an excuse, make a fortune, make an attempt, make a bed, make a proposal, make sense, make a speech, make a problem, make a difference, make a copy, make an announcement, make an agreement, make money, make a mistake, make a living, make fun of, make friends with, make trouble, make sure, make a will, make a noise

H We often use the phrases good morning, good afternoon, etc. when reporting speech and with the verbs wish and say.

Note that we can wish someone luck, well, good morning, good afternoon, good evening, good night; and we can say good morning, good afternoon, good evening, good night, hello, goodbye to someone.

Wish me luck in the exam! I think I'm going to need it!

As I left on my trip to America, all my friends wished me well.

She wished me good night as I left her at her door.

Repetition drill

Gossip

Chorus, group or individual repetition

To elicit statements involving the use of such before uncountable nouns and plural countable nouns in the pattern 'Such (people are boring)'.

T: Drill 23. Gossip This is the situation. Listen. Do not speak Two women are gossiping about a new neighbour and her family. This is how their conversation begins:

(1) T: I don't like our new neighbour, do you? She's always talking about herself.

In my opinion, people of that sort are boring.

S: I couldn't agree more. Such people are boring.

(2) T: And the clothes she wears! Skirts down to her ankles and frilly blouses!

If you ask me, clothes of that sort are old----fashioned.

S: I couldn't agree more. Such clothes are old----fashioned.

(3) T: She asked me into her home yesterday. You should see her furniture! Big heavy stuff. I think furniture of that sort is out of date.

S: I couldn't agree more. Such furniture is out of date.

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 should have heard what she said about the present government!
 It's not for me to say, but ideas of that sort are dangerous.
 S: I couldn't agree more. Such ideas are dangerous.
 5 T: Not only that You ought to hear what she says about the Prime Minister!
 As far as I'm concerned, opinions of that sort of that sort are silly.
 S: I couldn't agree more. Such opinions are silly.
 6 T: And what's more, she says she's an atheist or something.
 In my view, beliefs of that sort are childish.
 S: I couldn't agree more. Such beliefs are childish.
 7 T: And have you noticed how she's always showing off?
 I'd call behaviour of that sort ostentatious.
 S:I couldn't agree more, Such behaviour is ostentatious.
 8 T: And as for her husband, I'd rather not say. I've only met him once and that was enough.
 You should have seen the look he gave me! I think men of that sort are unpleasant.
 S: I couldn't agree more. Such men are unpleasant. 9 T: And those children of hers! The way they behave!
 Children of that sort are badly brought up.
 S: I couldn't agree more. Such children are badly brought up.
 10 T: And the way she talks about everyone in the neighbourhood! The things she says! If you ask me, gossip of that sort is malicious.
 S: I couldn't agree more. Such gossip is malicious.
 T: There's one thing you can say about us. We don't behave like that. We never gossip, do we?

Key to Multiple choice questions

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

Lesson 24 Beauty

Listening comprehension

1 Introduce the text

T: Today we'll talk about beauty.

2 Understand the topic

T: What can you see in the picture?

3 Listening objective

T: Listen to the text (or read it silently) and see if you can answer this question:

What do glimpses of beauty, either in nature or art, often suggest to the human mind?

4 Play the tape or read the text or wait for the student to finish reading silently

5 Answer the question

After the reading, ask the question again: What do glimpses of beauty, either in nature or art, often suggest to the human mind?

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: Such glimpses often suggest a different realm of existence, another world, somewhere better than this world which is impossible to describe.(11.2----4)

6 Intensive reading

Play the tape or read the text 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 text again

8 Reading aloud

Ask one or two students to read the text aloud.

Comprehension questions

1 Is the young man able to understand or express the emotion the sunset arouses in him?(No, he isn't.)

2 He concludes that it must be a gateway. To what?(To a world that lies beyond.)

3 Do we sometimes experience moments of intense aesthetic experience?(Yes, we do.)

4 What do we think we are catching a glimpse of?(A light that shines down from a different realm of existence.)

5 What do the gleams do?(They blind and dazzle.)

6 Do they convey a hint of beauty and serenity?(Yes, they do.)

7 How great is that hint?(Greater than we have known or imagined.)

8 Why can't language be used to describe the other world?(Because it was invented to convey the meanings of this world.)

- 9 what does great art have a power to suggest?(A world beyond.)
- 10 And what shares this quality with great art? (Nature.)
- 11 What vision does a beautiful sunset waken in us?(A vision of a greater beauty.)
- 12 According to the author ,if beauty means something, what must we not do?(We must not see/try to interpret the meaning.)
- 13 And if we glimpse the unutterable, what is it unwise to do?(To try to utter it.)
- 14 According to the author, what is beauty in terms of our human meanings?(It is meaningless.)

Asking questions: Ask me if...

- T: Ask me if the young man can understand the emotion that he feels.
 S: Can the young man understand the emotion that he feels?
 T: Why can't...
 S: Why can't the young man understand the emotion that he feels?
- 1 the young man can understand the emotion that he feels.(Why can't)
 - 2 we sometimes think that we catch a glimpse of a different realm of existence.(When)
 - 3 the light we glimpse conveys a hint of beauty and serenity.(What)
 - 4 language was invented to convey the meanings of this world.(Why)
 - 5 all great art possesses the power of suggesting a world beyond.(Which power)
 - 6 a blue sky in June points forward to a bluer sky.(When)
 - 7 this world is merely a bad joke.(What if)
 - 8 we must seek to interpret the meaning if beauty means something.(Why mustn't)
 - 9 it is unwise to utter it if we glimpse the unutterable.(Why)
 - 10 beauty is meaningless in terms of our human meanings.(What)

Reconstruct the second paragraph of the text(11.8----16)

- 1 That all great art----power----suggesting world beyond----undeniable.
- 2 Some moods----Nature shares.
- 3 No sky in June----blue-point forward----bluer----no sunset----beautiful----awaken vision----greater beauty ----passes before fully glimpsed----passing----indefinable longing----regret.
- 4 If world not bad joke----life not vulgar flare----cool radiance of stars----existence----empty laugh braying across mysteries ;if intimations----something behind and beyond----evil humour----indigestion---whimsies sent by devil----mock and madden us----if beauty means something----not seek interpret meaning.
- 5 If----glimpse unutterable----unwise----uttet it----nor----seek----invest with significance that which----not grasp.
- 6 Beauty----human meanings----meaningless. We were woken every

morning by the donkeys braying in the nearby field.

Your ideas for solving all the world's problems are just fanciful whimsies.

To glimpse the unutterable is to see, for a brief moment, something or someone that cannot be described.

As humans, we are constantly trying to invest with significance the minor events in our lives.

Key to The paragraph

A

A possible answer

- 1 Great art and nature----power to suggest world beyond.
- 2 Effect of blue sky or sunset on viewer: a vision of something better.
- 3 If beauty does mean something, we must not attempt interpretation.
- 4 We should not try to describe the indescribable: we haven't the language.
- 5 In terms of human meanings, beauty is meaningless.

B

A possible answer

The effect that the sunset has on a young man, since he cannot express his feelings, is like a vision of another world. Aesthetic experiences like watching a beautiful sunset somehow suggest the existence of a world in some way higher than our own. We seem to glimpse, through the bright light, a hint of beauty and serenity that we have never known. It is impossible to describe because language is ill-equipped and only designed to describe things of this world.

C

A possible answer

What is beautiful to one individual is ugly to another.

There is a saying in English: ' Beauty is in the eye of the beholder. ' It is perfectly true. You only need to look at the men and women who attract each other, or the vast, strange differences between people who come together as friends. Short people find tall people attractive, and beautiful people find ugly people attractive. Remember the story of ' Beauty and Beast '. Beauty comes from within. If this were not true, we would all like and hate the same paintings and other works of art. As it is, we have different tastes, and each one of us finds different things ' beautiful '. Beyond that, beauty is not only ' in the eye of the beholder ' : a piece of music can be described as ' beautiful ' if it has a spine-tingling effect on the listener. So ' beauty is also in the ear of the listener '. And can it therefore be in the ' hand of the toucher ' ? Blind people can surely ' feel beauty ' in the same way that sighted people can ' see beauty ' and in the same way that we who can hear can in fact ' hear beauty '. It is most certainly true: beauty is in the eye, the ear or the hand of the beholder, the listener, the toucher.

(208 words)

Key to KS Exercises

A Remember that we can use must in different ways:

must for obligation and must not for prohibition: We must be home by 5.00. We must not be late.

must for assumption or deduction: She dresses so well she must have a lot of money.

Must could be replaced by has to in items 2 and 3 (where must expresses an obligation).

Must in items 1 and 4 expresses an assumption or deduction.

B We use There is... etc. when we are talking about the existence of people, things, etc.: There's a man at the door. There has been an accident. There were a lot of problems for us to solve.

We use It is...etc. a) when existence has been established: There was a train in the station but it was full.

There's going to be a pop concert here and it's going to be broadcast live.-and b) as a 'preparatory subject' followed by an infinitive, a gerund or a noun clause: It will be difficult to persuade him. It's pleasant lying in the sun. It is hardly likely that you will be invited. It is obvious (that) money doesn't grow on trees.

1 It must have been after one o'clock when I arrived home.

2 There must have been a large number of accidents over the Christmas holidays.

3 You might be asked to make a speech, but I think it is highly unlikely.

4 It will be difficult to dissuade him now that he has made up his mind.

5 There will be difficult times ahead.

C In rather formal, or very stylised English, a noun clause can be used as the subject of a verb. Thus, instead of It should be obvious (that) money doesn't grow on trees, we can write That money doesn't grow on trees should be obvious. However, it is important to note that the conjunction that cannot be omitted when the noun clause begins a sentence.

1 That he wrote this himself is unbelievable.

2 That you should believe this to be true is astonishing to me.

3 That we all feel depressed sometimes is quite true.

D If we glimpse the unutterable, we should not attempt to utter (or describe) what we have seen.

Special difficulties

A

1 Unable and enable are understandably and easily confused, but are quite different.

The adjective unable /Ineɪbəl/ simply means 'not able' and is normally followed by the to-infinitive: He seems unable to understand the simplest instructions.

The verb enable /Ineɪbəl/ means to 'make able, give the power, means, or right to do something': The albatross's large wings enable it to glide for periods.

2 The irregular verb rouse means to 'waken': The servant roused them from their rest in time to eat before they set off.

The regular verb raise means to 'lift, push or move upwards': When the

soldier reached the top of the hill, they raised their flag.

3 The irregular verbs lie (lay----lain)and lay(laid----laid)are often confused.

Lie means to ' be or remain in a flat position on a surface ':They just lie on the beach all day.

Lay means to ' place, put, esp. carefully, in a flat position ' : We must lay the injured woman carefully on the stretcher before we put her into the ambulance.

Remember too that the regular verb lie means to ' tell lies ' : Don't believe the girl: she lies to everybody.

4 The adjective indefinable refers to something that cannot be defined: As soon as I arrived, I felt an indefinable air of tension in the house.

Undefined refers to something that can be defined but has not been: When he first started in the new job, he felt a little awkward because his position in the company was undefined.

5 Vulgar means ' showing a lack of fine feeling or good judgment in the choice of what is suitable or beautiful ' : Their house was full of expensive but vulgar ornaments.

Common can mean ' found or happening often or in many places, usual ' : Rabbits and foxes are common in Britain. It can also mean ' of no special quality or rank ' :Common salt is very cheap.

B

1 The meeting usually concludes with questions from any visitors.

2 That was the most embarrassing experience I have ever had.

3 She doesn't usually like this kind of music: she still came though.

4a The couple invested their life's savings in their son's business.

4b As we parted, he grasped my hand and shook it warmly.

5 British schools, colleges and universities have three terms in the academic year.

C

1 I'm sure the young man doesn't fully realize how serious his crime is.

2 He may be young, but he is fully capable of lifting that box of books.

3 Before you make your first parachute jump, an instructor will explain fully exactly what you must do.

D As I was walking past the woods, I caught a glimpse of a fox among the trees.

I don't know why, but when I left the building I felt in some way easier in my mind.

Many famous people didn't seek to become famous: it just happened.

Repetition drill

The things they want to know!

Chorus, group or individual repetition

To elicit statements involving the use of the passive(simple past and present perfect) to communicate personal information.

T: Drill 24. The things they want to know! This is the situation. Listen. Do

not speak. Mr. Bradfield is applying for a new job and is filling in a form which contains personal questions about his life. He reads each question on the form to himself, answers it briefly, then answers it in full. His wife is present in the room. but she doesn't speak until the end. This is how the monologue begins:

(1) T: When were you born? In 1945.

S: I was born in 1945.

(2) T: Where were you born? In London.

S: I was born in London.

(3) T: Where were you brought up? In England.

S: I was brought up in England.

T: Now you do the same. Ready?

1 As in(1) above.

2 As in(2) above.

3 As in(3)above.

4 T: Where were you educated? At Highfield School.

S: I was educated at Highfield School.

5 T: What were you trained as? A draughtsman.

S: I was trained as a draughtsman.

6 T: Where were you last employed? At Designs Ltd.

S: I was last employed at Designs Ltd.

7 T: When were you married? In 1969.

S: I was married in 1969.

8 T: Have you ever been divorced? No.

S: I have never been divorced.

9 T: Have you ever been dismissed from your work? No.

S: I have never been dismissed from my work.

10 T: Have you ever been disqualified from driving? No.

S: I have never been disqualified from driving.

11 T: Have you ever been refused a passport? No.

S: I have never refused a passport.

12 T: Have you ever been arrested for a criminal offence? No.

S: I have never been arrested for a criminal offence.

T: The things they want to know!

Haven't they askd you for your grandmother's maiden name?

Key to Multiple choice questions

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

Key to Pre-unit Test 2

Comprehension

Possible answers

1 Printing and television were both revolutionary when they were invented, both are relatively expensive to the producers, and both relatively cheap to the receiver.

2 Television differs from printing because it is relatively ephemeral and because it appeals to those who can read as well as to those who can't.

3 Educationists objected to television for two reasons: they saw it as an enemy of reading and said that it was just a 'flash in the pan'.

4 The 'situation' referred to by the author is the attitude of educationists to television when it was invented. and it has altered because people have realized that television is no 'flash in the pan'.

Vocabulary

Possible answers

a method of communication (1.1)=a way of exchanging information with people.

characteristics (1.3)=special qualities which can easily be recognized.

reluctant (1.5)=unwilling and perhaps slow to act, not at all eager or keen to act.

relatively (1.7)=comparatively, quite.

mass media(1.7)=forms or channels of communication that reach a great many people(such as radio, television and newspapers).

ephemeral(1.9)=lasting only a short time.

rival(1.14)=competitor, opponent.

detrimental(1.15)=having a harmful or damaging effect on people.

Sentence structure

A See text.

B See text.

The paragraph

A The best phrase that would serve as a title for this passage is 'Television and education' because, although the passage begins by comparing television and printing as methods of communication, most of it is concerned with the attitude of educationists towards television.

B See text.

C

A possible answer

1 TV and printing similar: costly to produce, but cheap for receiver.

2 Both mass media----reach great numbers.

3 However, they differ: printed word----permanent----communicate over centuries.

4 TV----relatively ephemeral---pictures and minds----millions at same

time.

5 TV also appeals to literate and illiterate people.

D

A possible answer

The situation has now altered and television has come to stay. Educationists are now trying to gain access to its power, often by trying to use traditional methods of teaching through television. The trouble with television, however, is that it can only have power if people watch it, and if nobody watches it, then it has no power.

E

A possible answer

The use of television in education.

Although some educationists once thought that television was detrimental and had no future as a medium in education, things are now very much different. The Open University in Great Britain, for example, uses radio and television a great deal for students studying at home, and most schools, colleges and universities use television as just one medium in their teaching. Why? What can television do? Firstly, messages on television have an immediate effect because the medium uses pictures, sound and the printed word. It can also, of course, vary the combination of these elements (pictures and sound, sound and the printed word, etc.) so that learners are constantly fascinated by what they are watching. It is an enjoyable medium. It makes learning interesting and pleasurable. Because it uses a combination of vision, sound and print, everyone can learn from it, however well or badly they may read. Television can bring the world into the classroom or your home in a way that geography, history and general knowledge books never can. And it can be particularly valuable in language studies. Overall, therefore, when used sensibly, television can be an excellent medium in education today.

(192 words)

Lesson 25 Non-auditory effects of noise

Listening comprehension

1 Introduce the text

T: Today we'll talk about the effect of noise on people's health.

2 Understand the topic

T: What can you see in the picture? What do you think this picture might have to do with noise?

3 Listening objective

T: Listen to the text (or read it silently) and see if you can answer this question:

What conclusion does the author draw about noise and health in this piece?

4 Play the tape or read the text or wait for the students to finish reading silently

5 Answer the question

After the reading, ask the question again: What conclusion does the author draw about noise and health in this piece?

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: The author concludes that there is no established connection between noise and mental health.(11. 20-23)

6 Intensive reading

Play the tape or read the text 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 text again

8 Reading aloud

Ask one or two students to read the text aloud.

Comprehension questions (11.1-13)

Note: Now that texts have increased considerably in length, from this point in the course we have provided Comprehension questions for only the first half to three-quarters of each text.

1 Which particular people regard any investigation of the question of noise as a waste of time? (Many people in industry and the Services.)

2 Which possibility are they not even prepared to admit? (The possibility that noise affects people.)

3 What will people who dislike noise sometimes do to support their argument and their pleas for a quieter society? (They will use most inadequate evidence.)

4 Is noise abatement really a good cause? (Yes, it is.)

5 When is it likely to be discredited? (If it gets to be associated with bad science.)

6 According to one allegation, what does noise produce? (Mental illness.)

7 There was a recent article in a weekly newspaper about a lady in a state. What kind of a state was she in? (A state of considerable distress.)

8 The article caption began: ' She was yet another victim, ... ' . Can you finish it? (' ...reduced to a screaming wreck. ')

9 What was the lady's job? (She was a typist.)

10 What worried her more and more? (The sound of office typewriters.)

11 What happened to her eventually? (She had to go into a mental hospital.)

12 What is the snag in an anecdote like this? (The snag is that one cannot distinguish cause and effect.)

13 What might another patient equally well complain? (That her neighbours were getting together to slander and persecute her.)

14 Might one be cautious about believing the statement? (Yes, one might.)

Asking questions: Ask me if...

T: Ask me if many people in industry welcome any investigation into the question of noise.

S: Do many people in industry welcome any investigation into the question of noise?

T: Why don't...

S: Why don't many people in industry welcome any investigation into the question of noise?

1 many people in industry welcome any investigation into the question of noise. (Why don't)

2 people who dislike noise will use inadequate evidence. (Which people)

3 it is often alleged that noise produces mental illness. (What)

4 the lady in the article was ' reduced to a screaming wreck ' . (Why)

5 the lady eventually had to go into a mental hospital. (Who)

6 the noise of the typewriters was a cause of the woman's illness. (Which noise)

7 we need a study of large numbers of people living under noisy conditions. (Why)

8 the United States Navy examined a large number of men working on aircraft carriers. (Where)

9 it can be unpleasant to live several miles from an aerodrome. (Why)

10 a modern navy is a good place to study noise. (Why)

11 psychiatric interviews or objective tests showed any effects of noise on American sailors. (Why didn't)

12 present methods of psychiatric diagnosis can find any effect of noise on mental health. (What can't)

13 being brought up in an orphanage is more dangerous than living with noise. (What)

Reconstruct the second paragraph of the text (11.6-13)

- 1 One allegation----noise----mental illness.
- 2 Recent article----headed----striking illustration---lady----considerable stress----caption: ' yet another victim ----screaming wreck ' .
- 3 Turning to text---- lady ---- typist ---- found ---- sound of office typewriters ---- worried ---- until ---- mental hospital.
- 4 Snag ---- this sort of anecdote ---- cannot distinguish cause and effect.
- 5 Noise ---- cause of illness? or complaints about noise ---- symptom?
- 6 Another patient ---- complain ---- neighbours combining ---- slander and persecute ---- yet cautious about believing statement.

Topics for discussion

- 1 Tell the class about any particular noise which annoys you. Can you explain why?
- 2 What are the main sources of noise where you live and what can be done about them?
- 3 ' Noise is one of the worst kinds of pollution there is. ' Do you agree or disagree? Why?

Key to Comprehension

Possible answers

- 1 He means: The whole idea of reducing or getting rid of noise (in the modern world) is a good aim which is likely to lose people's support if the arguments for it become associated with inexact or unsupported scientific argument.
- 2 A modern navy is a good place to study noise because the noise of jet aircraft on an aircraft carrier must be one of the most unpleasant environments you could think of in which to work ---- for noise, that is.

Key to Vocabulary

Possible answers

The police immediately began an investigation into the murder of the old man.

Even when they thought they had the right man, they realized they had inadequate evidence on which to charge him.

The noise has increased so much near their local airport that they are starting a noise abatement society.

The prisoner made a serious allegation of cruelty against the men who arrested him.

It's a beautiful sweater: the only snag is, I can't afford it.

I am always extremely cautious about what I read in that particular newspaper.

At this time of the year, ice on the roads is a real hazard.

Key to Summary

A

A possible answer

- 1 Many people do not believe noise affects health.
- 2 Noise abatement campaigners- inadequate evidence to support case.
- 3 Often alleged - noise produces mental illness.
- 4 Woman claimed - noise of office typewriters - mental hospital.
- 5 Problem with argument: difficult to distinguish cause and effect. Noise cause mental illness? Or complaints about noise merely a symptom?

B

A possible answer

Although many people do not believe that noise affects people's health, those that campaign for noise abatement unfortunately sometimes use inadequate evidence to support their case. It is often alleged that noise produces mental illness, and a woman has actually claimed that the noise of office typewriters eventually sent her into a mental hospital. The problem with this argument is that it is extremely difficult to distinguish between cause and effect: in other words, did the noise cause her mental illness, or were her complaints about noise merely a symptom? (90 words)

Key to Composition

A possible answer

Noise in modern life.

Most people in this modern world have grown accustomed to living and working against a background of noise, almost constant noise. In the street there is the noise of traffic ---- engine noises, car alarms, the screeching of tyres and brakes, in factories there is the continual drumming of machines of all kinds, and in the office there is the noise of office equipment ---- the tap-tap-tap of computer keyboard keys, the ringing of telephones, fax machines and so on. Even in the home, where labour-saving devices have made life so much easier for many people, some of the comfort has been at the expense of noise ---- vacuum cleaners, washing machines, dishwashers and air extractors; they all make a noise, even if manufacturers try to tell us sometimes that their machines are ' silent ' ! And even in the countryside, or in your own back garden in the city, there are always aeroplanes overhead ---- large passenger jet aircraft, helicopters, and even, sometimes, military jet aircraft.

In our modern industrial society, hardly anywhere is free from noise. In towns and cities, particularly, the problem has become acute. And yet people have learned to live against this background and do not seem to be affected. Indeed, some people even seem to require noise as a necessary environment in which to work: ' muzak ' in the workplace, in shops, in hotels is a perfect example of the need for ' noise ' , for that is all ' muzak ' is.

We seem to be helpless to do anything about reducing noise in this modern world and many have come to accept it as one of the more unpleasant features of modern civilization. And although few of us complain about it, this is one of the main reasons that people give for going to an island, the countryside, the hills or the

mountains for the weekend, or for their annual holiday ---- ' To get away from everything, especially the noise ' .

(316 words)

Key to KS Exercises

A Remind students of the construction and use of defining and non-defining relative clauses with who, which and that:

- 1 Many roads which we use were not built for such heavy traffic.
- 2 The heavy snow which fell last week has now begun to melt.
- 3 The party of tourists which we had in our hotel at the weekend left this morning.
- 4 The clerk who took the original telephone call apologized for the mistake.

B Note that in defining relative clauses that contain a passive verb and adverb of frequency, we can delete the relative pronoun and the verb be to leave the adverb and past participle as a kind of ' appositional phrase ' :

One bird (which is) occasionally seen in this part of the country is the raven. Two words (which are) often misspelt by English people are ' accommodation ' and ' orphanage ' .

- 1 A large animal frequently seen near our village has proved to be a black panther.
- 2 One ridiculous argument sometimes heard is that failure is a necessary part of progress.
- 3 One sight generally considered worth visiting is the old church on the cliffs.

C The adverb yet, in questions and negatives, and particularly with the present perfect tense, means ' up until now or then, by a particular time ' : Has John arrived yet? She hasn't done much work yet.

However, before the word another and before a comparative adjective, it can also mean ' still, even ' :

There is yet another reason why I can't go. She made a yet more disastrous mistake.

- 1 Have you written back to your penfriend yet?
- 2 I haven't told them about the concert yet.
- 3 I don't know how many old girlfriends he has, but Gail is yet another in a long line.

D The preposition on + a present participle can be used to mean ' when... does/did ' . The subjects of the two halves of the sentence must agree:

On leaving the house, I put my keys in my bag. = When I left the house, I put my keys in my bag.

When replacing a passive verb, the passive present participle (being done) must be used:

On being told the news, he jumped up and down. = When he was told the news, he jumped up and down.

- 1 On opening the door, I got a surprise.

- 2 On seeing me approaching, he ran towards me.
- 3 On being asked to leave the meeting, he got very angry.
- 4 On arriving at the station, she bought a ticket.

E At the sight of the bank robbers with their guns, the girl was reduced to a quivering jelly.

The police are still trying to establish the cause of the accident.

The local Health Officer has received lots of complaints about the standard of hygiene in that café

Most spokesmen for government departments are extremely cautious about saying anything which can be understood too easily.

At the youth hostel, Karla had to share a room with a girl she had never met.

It's been said that such horrific sights on television news can have dreadful effects upon young children.

Modern methods of tracing the source of a disease do not always seem to be very effective.

Special difficulties

A

1 While the verb regard can mean to look at in a stated way, it tends to be used to mean ' consider in a stated way ' : I have always regarded him with the greatest admiration.

Look at means to ' turn the eyes so as to see something ' : What are you looking at?

2 The words affect and effect are easily confused.

The verb affect means to ' cause some result or change in; influence ' : Will the miners ' strike affect the price of coal?

Effect is a noun meaning ' a result or condition produced by a cause ' or ' something that happens when one thing acts on another ' : Fortunately the miners' strike had little effect on the price of coal.

3 A plea is ' an urgent or serious request ' : The British government has sent India a plea for mercy for the man accused of drug smuggling. (The verb closely associated with the noun plea is to plead (for).)

The verb please means to ' make...happy, or give satisfaction (to) ' : The assistants in that store are eager to please all their customers.

4 The word objective is both an adjective and a noun. As an adjective, it means ' existing outside the mind; real; not influenced by personal feelings ' : You must try to be more objective in dealing with these problems.

As a noun, an objective is ' an aim, especially one that must be worked towards over a long period ' : Our objective is to achieve full, or near-full employment over the next ten years.

An objection (from the verb object) is ' a statement or feeling of opposition or disapproval ' : If you have no objection, I'll lock up now.

5 The verb confirm means to ' give support or certainty to (a fact, etc.) e.g. by providing more proof or by stating that something is true or correct ' : He said he

would accept the job, so we have asked him to confirm his acceptance in writing.

The verb assure (not to be confused with ensure or insure) means to ' tell firmly and with confidence, especially with the aim of removing doubt ': She assured me that the medicine was safe to take.

B like (v.) ---- dislike (1.3), adequate ---- inadequate (1.3), credit (v.) ---- discredit (1.5), pleasant ---- unpleasant (1.17)

C

1 brought up = educated and cared for

2 brought up = asked, mentioned

3 bring him round = cause him to regain consciousness

4 brought back = reminded me of

5 brought the house down = caused great admiration, probably with a lot of applause (and possible whistles and shouting)

6 bring to mind = remember

7 bring out = cause to be seen, make clear

Repetition drill

Crime does not pay ---- or does it?

Chorus, group or individual repetition

To elicit statements involving the use of the passive infinitive in the pattern ' (It)'s likely to be (discovered soon) ' .

T: Drill 25. Crime does not pay ---- or does it? This is the situation. Listen. Do not speak. A company employee called Ponsonby is suspected of having defrauded his firm of £ 50,000. Two of his colleagues are discussing the matter. This is how their conversation begins:

(1) T: There's a rumour going round that Ponsonby has been embezzling company funds to the tune of £ 50,000. I don't know whether it's true or not, but surely it'll be discovered soon.

S: Of course it's likely to be discovered soon.

(2) T: Won't he be dismissed from the firm?

S: Of course he's likely to be dismissed from the firm.

(3) T: I suppose it'll be announced sometime this week.

S: Of course it's likely to be announced sometime this 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: Surely he'll be allowed to stay on till the end of the month.

S: Of course he's likely to be allowed to stay on till the end of the month.

5 T: Won't he be arrested?

S: Of course he's likely to be arrested.

6 T: I suppose he'll be charged with fraud.

S: Of course he's likely to be charged with fraud.

7 T: Surely this will be published in all the papers.

S: Of course it's likely to be published in all the papers.
 8 T: Won't he be tried?
 S: Of course he's likely to be tried.
 9 T: I suppose he'll be found guilty.
 S: Of course he's likely to be found guilty.
 10 T: Surely he'll be sent to prison.
 S: Of course he's likely to be sent to prison.
 11 T: I suppose he'll be given at least three years.
 S: Of course he's likely to be given at least three years.
 12 T: Won't he be released after two years for good behaviour?
 S: Of course he's likely to be released after two years for good behaviour.
 T: That makes £ 50,000 for two years in prison. Who says crime doesn't pay? It pays very well, if you ask me.

Key to Multiple choice questions

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

Lesson 26 The past life of the earth

Listening comprehension

1 Introduce the text

T: Today we'll talk about how extinct animals were preserved.

2 Understand the topic

T: What can you see in the picture?

3 Listening objective

T: Listen to the text (or read it silently) and see if you can answer this question:

What is the main condition for the preservation of the remains of any living creature?

4 Play the tape or read the text or wait for the students to finish reading silently

5 Answer the question

After the reading, ask the question again: What is the main condition for the preservation of the remains of any living creature?

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: The main condition is that it must have a quick burial, with no time to decompose or to be eaten by someother creature. (1.2 and 1.12)

6 Intensive reading

Play the tape or read the text 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 text again

8 Reading aloud

Ask one or two students to read the text aloud.

Comprehension questions (11.1-12)

1 Which remains of animals and plants are most likely to be preserved?
(Those animals and plants which lived in or near water.)

2 What is one of the necessary conditions of preservation? (Quick burial.)

3 Where can bodies be rapidly covered and preserved? (In seas, rivers and lakes.)

4 What has been continuously deposited in seas, rivers and lakes? (Mud and silt.)

5 What can happen to bodies and the like? (They can be covered over and preserved.)

6 How many of the creatures that die in this way are preserved before decay sets in? (Only a small fraction.)

7 What else might happen to the bodies? (Scavengers might eat them.)

8 How do all living creatures live? (By feeding on something else.)

9 How is the fate of being eaten by something else avoided? (By chance.)

10 Which remains are much more rarely preserved? (Those of plants and animals that lived on land.)

11 Why? (Because there is seldom anything to cover them over.)

12 What creatures do we see flying about? (Innumerable birds.)

13 Which numerous small animals do we not see? (Field mice and voles.)

14 How often do we come across a dead body? (Very rarely.)

15 Except where? (On the roads.)

16 What happens to them? (They decompose and are destroyed by the weather or eaten by other creatures.)

Asking questions: Ask me if...

T: Ask me if one of the necessary conditions of preservation is quick burial.S:
Is one of the necessary conditions of preservation quick burial?

T: What...

S: What is one of the necessary conditions of preservation?

1 one of the necessary conditions of preservation is quick burial. (What)

2 mud and silt are continuously deposited in seas and rivers. (Where)

3 only a small fraction of the creatures that die are preserved in this way.
(How many)

4 all living creatures live by feeding on something else. (How)

5 the remains of land plants and animals are more rarely preserved. (Why)

6 one comes across the dead body of a mouse or vole very often. (Why
doesn't)

7 the famous Siberian mammoth fell into an ice crevasse. (Which famous
animal)

8 the mammoth has been restored in the Palaeontological Museum in St.
Petersburg. (Where)

9 elephants and sabre-toothed cats were trapped in tar pits at Rancho la
Brea. (Where)

10 Rancho la Brea is now just a suburb of Los Angeles. (What)

11 elephants were bogged down in the tar pits. (How)

12 the carnivores and giant wolves suffered the same fate. (How)

Reconstruct the third paragraph of the text (11.13-23)

1 Almost always due - special circumstances - traces - land animals survive
- falling - inaccessible caves - ice crevasse - Siberian mammoths - whole animal -
sometimes preserved - as in refrigerator.

2 This - happened - Beresovka mammoth - found preserved - good
condition.

3 In mouth - remains - fir trees - last meal - before fell - crevasse - broke
back.

4 Mammoth now restored - Palaeontological Museum - St. Petersburg.

5 Other animals - trapped - tar pits - like elephants - sabre-toothed cats -
other creatures - Rancho la Brea - now - suburb - Los Angeles.

6 Apparently - happened - water collected - tar pits - bigger animals -

elephants - ventured - apparently firm surface - drink - promptly bogged down - tar.

7 Then - when dead - carnivores - sabre-toothed cats - giant wolves - came to feed - suffered same fate.

8 Also - numbers - birds in tar.

Topics for discussion

1 Have you seen any extinct creatures in a museum? If so, tell us about them. Where? When? What extinct creatures did you see?

2 ' If a species of animal or bird is going to become extinct, there is nothing we humans can do about it. ' Is that true? What do you think?

3 What can fossils tell us about early life on our planet?

Key to Comprehension

Possible answers

1 Animals or plants which lived in or near water are most likely to be preserved because they will be covered over quickly by mud and silt.

2 Dead bodies of animals usually decompose or are quickly destroyed by the weather or eaten by other creatures.

3 The remains of the Beresovka mammoth were accidentally preserved because it fell into an ice crevasse and was immediately frozen, as in a freezer.

Key to Vocabulary

Possible answers

Except for the wooden floors, the old building is in a good state of preservation.

They found lots of old cups and saucers and the like in a small rubbish tip in the grounds of the large house. When the factory closed down, the machinery was sold off for a small fraction of its true value. We describe vultures as scavengers because they feed on dead animals.

We have made innumerable attempts to interview the Minister about this question, but with no success. We discovered that the terrible smell in the cellar came from a decomposing rat.

Eagles will often build their nests in totally inaccessible places, for example on a ledge on a cliff face. The painting found in the attic was in a dreadful state, but it has now been restored and looks fine. As the man drove his car into the field, it became promptly bogged down in the mud.

Key to Summary

A

A possible answer

1 Extinct animals near water - likely to be preserved - covered with mud and silt.

2 If animals not preserved quickly, will decompose or be eaten.

3 Land animals and birds-rarely preserved -not covered by anything.

4 They die, decompose, destroyed by weather, eaten by creatures.

B

A possible answer

Extinct animals which lived in or near water were most likely to be preserved because they were quickly covered with mud and silt. If animals are not preserved quickly in this way, they will decay, decompose or be eaten by scavengers. Animals that lived on land, and birds of course, are much more rarely preserved because there is seldom anything to cover them. When they die, they decompose and are quickly destroyed by the weather or eaten by other creatures. (80 words)

Key to Composition

A possible answer

Extinct forms of animal life.

People find it difficult to resist the fascination of a natural history museum where the skeletons and fossils of extinct forms of life are on display. It is this fascination, too, felt by so many people, that attracts them to adventure stories like *The Lost World* or films like *Jurassic Park*.

What sorts of things can one see in a natural history museum? The remains of animals that existed in prehistoric times. Sometimes we can see just parts of a creature, sometimes the whole skeleton. There are reptiles, dinosaurs and tyrannosaurs. There are pterodactyls, the horrific-looking creatures with long, tooth-filled beaks, which were the ancestors of our present-day birds. There are the remains of fish, small and large, especially early sharks, and there are fossilized crustaceans. There are the remains of early mammals, too, and what is for most people perhaps the most fascinating, the remains of our own ancestors, early man such as Neanderthal man.

Museums also display the remains of animals which have become extinct relatively recently, like the flightless bird called the dodo. It is sad to think that the dodo only became extinct about three hundred years ago, and would probably not have become extinct if Europeans had not hunted it on its native island of Mauritius in the Indian Ocean. How many more forms of animal life are in danger of becoming extinct today that our children will only see in museums?

And then of course there are those creatures which have been called ' living fossils ' - primitive forms of life which came into being millions of years ago and which have surprisingly survived, apparently without developing greatly. Examples are the coelacanth (the fish that was first discovered earlier in the twentieth century) and the duck-billed platypus in Australia. (293 words)

Key to KS Exercises

A Note that in temporal clauses which refer to the present or the future, the form of the verb following the temporal conjunction (before, after, as soon as, until, etc.) is the present:

1 The archaeologists are waiting until the weather improves before they continue digging.

2 After they die, most land animals decompose or they are eaten by other creatures.

3 I will telephone you as soon as I get to London.

4 They have promised to phone us when they have some definite news.

B In the first sentence, for is a formal or literary conjunction meaning ' the reason is that; because '. In the second sentence, for is a preposition meaning ' intended to belong to or to be given to ' .

1 The old lady does not go out in the winter, for she feels the cold a great deal.

2 I've got a present for you.

C See text.

Special difficulties

A

1 The adjective favourable (in the text) means ' advantageous ' : The company will lend you money on very favourable terms.

The adjective favourite means ' most loved ' : My favourite snack is a small bar of chocolate.

2 Alive and living are easily confused.

The adjective alive means ' having life, not dead ' and, like similar adjectives asleep, awake, alight, etc., cannot be used before a noun: Are your grandparents still alive? He's the only man alive who could do it.

(Note that we must use alive, not living, in the expression dead or alive.)

The adjective living means ' alive now ' : She has no living relatives.

(Remember that the noun living is ' a means of providing oneself with what is necessary for life ' : What do you do for a living? She earns a living as a writer.)

3 Avoid means to ' keep away from, or keep out of the way of ' : I had to swerve to avoid the old man who was walking in the road.

The verb prevent, however, means to ' stop (something) happening or stop (someone) doing something ' .

It is often used with the preposition from: What can we do to prevent this disease (from) spreading?

B

1 Can you ask your father to move his car? It's in the way.

2 I stopped on the way here to visit my uncle.

3 In a way I can see what you mean, but I can't agree with you completely.

4 Oh, by the way, while we're talking about old college friends, have you heard from John lately?

C

1 due to = because of, caused by, as a result of

2 due to = expected or supposed to

3 due = what rightfully belongs to somebody, especially something non-material

4 due = directly, exactly

D

- 1 Please do as I say.
- 2 He was white as a sheet.
- 3 He left as suddenly as he came.
- 4 Don't act like a baby.
- 5 The carnivores, like sabre-toothed cats, ...

Repetition drill

Rather worried

Chorus, group or individual repetition

To elicit statements involving the use of verbs of sensation, etc., followed by an infinitive without to in the pattern ' You (noticed) him (return about 2 a.m.) ' .

T: Drill 26. Rather worried. This is the situation. Listen. Do not speak. Two women are talking. The first woman is describing a series of events connected with her husband; the second woman echoes each important statement. This is how their conversation begins:

(1) T: You know, Millie, I'm rather worried about my husband. He went out drinking with the boys last night and wouldn't take me with him. That made me pretty cross. Then he returned about 2 a.m. I noticed him.

S: You noticed him return about 2 a.m.

(2) T: That's right. I was at the window. He opened the gate very quietly. I watched him.

S: You watched him open the gate very quietly.

(3) T: Yes. He didn't want to make a noise, so he took his shoes off. He crept up the garden path. I saw him.

S: You saw him creep up the garden path.

T: Now you do the same. Ready?

1 As in (1) above.

2 As in (2) above.

3 As in (3) above.

4 T: That's right. Then he put the key in the lock. I heard him.

S: You heard him put the key in the lock.

5 T: Yes, but he couldn't open the door, of course. I had locked it.

He waited for a while. Then he went away. I heard him.

S: You heard him go away.

6 T: That's right. He went to the shed. I stood behind the curtains and peeped at him out of the window. He got a ladder. I saw him.

S: You saw him get a ladder.

7 T: That's right. He placed it under the bedroom window. I watched him.

S: You watched him place it under the bedroom window.

8 T: Yes, and he climbed up the ladder and banged on the window, but I wouldn't open it. So he climbed down again. I saw him.

S: You saw him climb down again.

9 T: That's right. He didn't say a word. He left the house. I let him.

S: You let him leave the house.

10 T: Yes, he was terribly angry. He drove away in the car. I watched him.

S: You watched him drive away in the car.

T: That's right. I wanted to punish him, you see. The trouble is, he hasn't come back yet and I'm getting rather worried.

Key to Multiple choice questions

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

Lesson 27 The ' Vasa '

Listening comprehension

1 Introduce the text

T: Today we'll talk about a famous Swedish ship called the ' Vasa ' .

2 Understand the topic

T: What can you see in the picture?

3 Listening objective

T: Listen to the text (or read it silently) and see if you can answer this question:

What happened to the ' Vasa ' almost immediately after she was launched?

4 Play the tape or read the text or wait for the students to finish reading silently

5 Answer the question

After the reading, ask the question again: What happened to the ' Vasa ' almost immediately after she was launched?

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: Almost as soon as she was launched, she sank. (11.1-2 and 11.24-26)

6 Intensive reading

Play the tape or read the text 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 text again

8 Reading aloud

Ask one or two students to read the text aloud.

Comprehension questions (11.1-14)

1 In which year did a galleon sink at the start of her maiden voyage? (In 1628.)

2 In which country did this happen? (In Sweden.)

3 And in which city? (In Stockholm.)

4 How long did the galleon lie at the bottom of Stockholm harbour? (For nearly three and a half centuries.)

5 When was she discovered? (In 1956.)

6 What was the name of the galleon? (The ' Vasa ' .)

7 What was her position in the imperial fleet? (She was the royal flagship.)

8 Which king had dictated the galleon's measurements and armament? (King Gustavus Adolphus.)

9 How many bronze cannon did she hold? (Sixty-four.)

10 What was she intended to do? (Play a leading role in the growing might of Sweden.)

11 When was her maiden voyage to be? (On August the tenth, 1628.)

12 What did the galleon do as the people watched? (She began to spread her sails and catch the wind.)

13 How long had it taken to ' produce this floating work of art ' ? (Three years.)

14 How was she better than any previous ship? (She was more richly carved and ornamented.)

15 What were some of the carved figures on the high stern castle? (Gods, demons, knights, kings, warriors, mermaids and cherubs.)

16 What colours were the animal shapes? (Red, gold and blue.)

17 What were they designed to symbolize? (Courage, power and cruelty.)

18 And whose imaginations were they meant to stir? (The imaginations of the superstitious sailors of the day.)

Asking questions: Ask me if...

T: Ask me if the Vasa sank on her maiden voyage in 1628.

S: Did the Vasa sink on her maiden voyage in 1628?

T: When...

S: When did the Vasa sink?

1 the Vasa sank on her maiden voyage in 1628. (When)

2 she was discovered at the bottom of Stockholm harbour in 1956. (When)

3 Gustavus Adolphus had dictated her measurements. (Who)

4 she was intended to play a leading role in the growing might of Sweden. (How big a role)

5 people watched from the Skeppsbron and surrounding islands. (Where... watch from)

6 men had laboured for three years to produce this floating work of art. (How long)

7 carved animals were portrayed to impress the superstitious sailors of the day. (Who)

8 the cannon of the anchored warships thundered a salute to the Vasa. (Which ship)

9 the Vasa presented a majestic spectacle to the onlookers. (Why)

10 the ship listed to port when there was a sudden squall. (When)

11 the Ordnance Officer ordered the port cannon to be heaved to starboard. (Why)

12 men, cargo and ammunition went sliding and crashing to the port side of the ship. (What)

13 the water rushed in through the open lower gun-ports. (How)

14 the mighty Vasa sank within an hour in the harbour of her birth. (Where)

Reconstruct the first part of the text (11.1-14)

1 From 17th----century empire ---- Sweden ---- story ---- galleon ---- sank ---- start of maiden voyage ---- 1628 ---- one ----strangest tales ---- sea.

2 Nearly three and a half centuries ---- lay ---- bottom ---- Stockholm harbour ---- until discovery ---- 1956.

- 3 This ---- Vasa ---- royal flagship ---- imperial fleet.
- 4 Gustavus Adolphus ---- ' Northern Hurricane ' ---- height ---- military success ---- Thirty Years ' War ---- dictated measurements and armament. Triple gun----decks ---- 64 bronze cannon.
- 5 Intended ---- play leading role ---- growing might ---- Sweden.
- 6 Prepared ---- maiden voyage ---- August 10, 1628 ---- Stockholm ---- ferment.
- 7 Skeppsbron ---- surrounding islands ---- people watched ---- thing of beauty ---- spread sails ---- catch wind.
- 8 They ---- laboured three years ---- produce ---- floating work of art: more richly carved ---- ornamented ---- any previous ship.
- 9 High stern castle ---- riot ---- carved gods, demons, knights, kings, warriors, mermaids, cherubs.
- 10 Zoomorphic animal shapes ---- red ---- gold ---- blue, symbols ---- courage, power, cruelty ---- portrayed ---- stir imaginations ---- superstitious sailors of day.

Topics for discussion

- 1 The Vasa sank on her maiden voyage in 1628. That was during the Thirty Years' War in Europe
which lasted from 1618 to 1648. What was happening in China at that time? What kinds of ships were they building?
- 2 People seem to be fascinated by ships sinking. Tell us about the sinking of any other famous ship in history that you know about.
- 3 Should sunken ships be allowed to remain undisturbed at the bottom of the sea or should they be brought to the surface where possible? Why?

Key to Comprehension

Possible answers

- 1 The Vasa was regarded as an important ship when she was built because she had been designed by Gustavus Adolphus and she had been decorated more richly than any other ship.
- 2 It took three years (to build the Vasa).
- 3 She is described as a ' floating work of art ' because she was almost covered with carvings and ornament.

Key to Vocabulary

Possible answers

The galleon they made for the film was an exact replica of one of the large wooden sailing ships that came from Spain in the seventeenth century.

The woman didn't do any of the cooking herself, but she dictated the kinds of menu that she wanted the chef to prepare.

Very few countries could resist the might of the Roman army at the height of the Roman Empire.

Like the Vasa, the English ship, the Mary Rose, also sank on her maiden voyage.

The week before the coronation, the whole city was in a ferment of excitement.

Modern cartoons make great use of zoomorphic animal figures ---- pigs that can speak, lions that wear royal clothes, snakes that are evil robbers, and so on.

As we came up the road, we recognized the house we were looking for: it was ablaze with lights.

In British history, King Richard is usually portrayed as a wicked man.

The large wheels of the ferry-boat churned up the water so much that small boats were in danger of being swamped.

As we sailed out of the enclosed harbour into the open sea, the wind freshened a great deal.

The weather had been beautiful, so we were surprised when a sudden squall blew up from the south bringing some rain with it.

The men unloaded the ballast of rock from the boat before filling it with grain.

As they threw open the large doors, there was a great inrush of bitterly cold air.

The cruiser had already been hit badly by two torpedoes, but a third torpedo which hit her right in the engine room sealed the ship's fate.

Key to Summary

A

A possible answer

1 People of Stockholm watched Vasa ---- magnificent ---- high stern castle carved.

2 Cannon thundered salute ---- Vasa's guns answered.

3 Emerged from gun smoke ---- more majestic.

4 Ship hit by squall ---- listed to port.

5 Watchers heard noise ---- cargo, ballast, people crashed to port.

6 Lower gun-ports below water ---- ship sank.

B

A possible answer

As the people of Stockholm watched the Vasa spread her sails, she looked magnificent, her high stern castle carved with figures and animal shapes in bright colours. The cannon of anchored warships thundered a salute which the Vasa's guns answered, and as she emerged from the gun smoke, she looked even more majestic. Suddenly the ship was hit by a squall and listed to port. As she did, the watchers on shore heard the noise as cargo, ballast and people crashed to the port side. The moment the lower gun-ports went below water, the sea rushed in and she sank. (100 words)

Key to Composition

A possible answer

Recovering lost treasure from the sea.

When a ship sank in the past, there were extreme difficulties in salvaging the wreck. Quite clearly that was true of a ship that sank in very deep water ---- and indeed it still is. But even if a ship sank in relatively shallow water, in a harbour, for example, there was very little hope of recovering any lost treasure or indeed of recovering anything else from the wreck. In most cases, even bodies of men who went down with the ship would remain in it.

Modern diving techniques, of course, have made salvaging far less difficult. A shipwreck can be discovered and investigated by sonar, and skin divers can go down and investigate the wreck before any serious salvage work is begun. The same modern diving techniques have also meant that hunting for treasure can be carried out not only by experts but also by amateurs. So quite a lot of amateur divers spend their weekends and holidays diving for 'treasure'.

What kinds of treasure can be recovered? And where from? Not surprisingly there are shipwrecks all around the coast of Great Britain and other islands in the world. The Mediterranean Sea, too, is an excellent hunting ground for salvagers and treasure hunters. Many of the Roman and Greek ships at the bottom of the Sea are full of works of art. The sea off the coast of Florida and around the Bahamas is another hunting ground, this time for gold from Spanish galleons.

Many shipwrecks, of course, do not contain treasure in terms of gold, silver, jewels or works of art. But they all contain another kind of 'treasure': they contain the weapons used on ships (the cannon, swords, and so on), everyday articles of clothing (shoes, leather belts, etc.) and items of everyday use (plates, bottles, etc.). All of these 'treasures' teach us a great deal about the history of the time. (314 words)

Key to KS Exercises

A See text.

B Verbs of perception see, watch, hear, feel, notice can be followed by a noun or pronoun object + bare infinitive or an -ing form. The bare infinitive usually refers to a complete action: He drew a picture. +I watched him. = I watched him draw a picture.

1 I heard him open the door and step into the room.

2 I noticed someone turn away from the crowd and take out a mobile phone.

3 Did you see anyone leave by the back door?

C Remind students that we use the preposition since with points of time (since Monday, since 23rd August, since 3.00, since I last spoke to him) and for with periods of time (for a week, for two hours, for eighteen months, for two hundred years).

1 They had laboured for three years...

2 Since 1628 few attempts had been made to salvage the Vasa.

3 For nearly three and a half centuries she lay...

D The word There, as in There is/There are, can be used with a few verbs

besides be. These verbs must be regarded as variations of be in that they describe a state, e.g. exist, live, lie, remain, seem: Once upon a time there lived a princess... There remains one question for us to discuss.

There also combines with a few other verbs such as arrive, come, enter, follow, rise: There will follow an interval of 15 minutes. There came a time when he was too old to do the work on the farm.

1 In the deep dark forest there lived an old man who was said to be a hundred years old.

2 There seemed little point in speaking to him because he was obviously not going to change his mind.

E The -ing form relating to outdoor activities (e.g. climbing, driving, fishing, riding, sailing, shopping, skiing, walking, wind-surfing, sight-seeing) is often used after the verbs go and come.

We all went shopping last Saturday.

Shall we go swimming this afternoon?

We won't go sailing again until next July.

Special difficulties

A

1 spread = open out, stretch out

2 spread = make or become widely known

3 Spread = Put (a covering) on

4 spread = stretch out, so as to cover the table

B

1 produce = make by using skill and imagination

2 produce = show, bring out, or offer for examination

3 produced = prepared and brought before the public

4 produce = grow

C

1 peeped = came partly into view

2 peered = looked very carefully or hard, as if not able to see clearly

3 glanced = gave a quick short look

4 caught a glimpse = caught a quick look or incomplete view

Repetition drill

Future prospects

Chorus, group or individual repetition

To elicit statements involving the use of as a(n) in the pattern ' As a (pilot), he must be doing pretty well ' .

T: Drill 27. Future prospects. This is the situation. Listen. Do not speak. Two middle-aged men are talking about their former school friends and discussing what has become of them. This is how their conversation begins:

(1) T: I often wonder what's happened to some of our old school friends. You've kept in touch with most of them, haven't you? Whatever became of old Chalky? Didn't he fly planes, or something?

S: I believe so. As a pilot, he must be doing pretty well.

(2) T: And what about Flash Harry? Isn't he in business?

S: I believe so. As a businessman, he must be doing pretty well.

(3) T: I wonder what happened to Stinkers. He's in industry or something, isn't he?

S: I believe so. As an industrialist, he must be doing pretty well.

T: Now you do the same. Ready?

1 As in (1) above.

2 As in (2) above.

3 As in (3) above.

4 T: Had any news about Fatty Brown? He went into medicine, didn't he?

S: I believe so. As a doctor, he must be doing pretty well.

5 T: And how about Tich Riley? I suppose he went in for acting.

S: I believe so. As an actor, he must be doing pretty well.

6 T: Do you remember old Flagstaff? Didn't he buy a farm?

S: I believe so. As a farmer, he must be doing pretty well.

7 T: What became of Mad Wally? Doesn't he design aircraft or something?

S: I believe so. As an aircraft designer, he must be doing pretty well.

8 T: And what about old Soapy? He paints pictures, doesn't he?

S: I believe so. As an artist, he must be doing pretty well.

9 T: Any news of Billy-the-Pumpkin? I heard he was managing a bank.

S: I believe so. As a bank manager, he must be doing pretty well.

10 T: Heard anything of Mummy's Boy? He directs films, I think, doesn't he?

S: I believe so. As a film director, he must be doing pretty well.

11 T: Then there was old Four Eyes. He writes novels, I hear.

S: I believe so. As a novelist, he must be doing pretty well.

12 T: And what about Black Mac? I heard he owns a garage.

S: I believe so. As a garage owner, he must be doing pretty well.

T: And that leaves you and me. No-good Boy and Drop-out. We still have future prospects.

You haven't found the rich wife you're looking for; and I'm still waiting for Aunt Aggie to die. She's worth millions.

Key to Multiple choice questions

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

Lesson 28 Patients and doctors

Listening comprehension

1 Introduce the text

T: Today we'll talk about what patients expect from doctors.

2 Understand the topic

T: What can you see in the picture?

3 Listening objective

T: Listen to the text (or read it silently) and see if you can answer this question:

What are patients looking for when they visit the doctor?

4 Play the tape or read the text or wait for the students to finish reading silently

5 Answer the question

After the reading, ask the question again: What are patients looking for when they visit the doctor?

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: They are looking for some tangible remedy in the form of medicine, pills or ointment.(11. 4-7)

6 Intensive reading

Play the tape or read the text 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 text again

8 Reading aloud

Ask one or two students to read the text aloud.

Comprehension questions (11.1-12)

- 1 What kind of an age is this? (A sceptical age.)
- 2 How did our forefathers believe in things? (Fervently.)
- 3 What has happened to our faith in many of those things? (It has weakened.)
- 4 What do we still have confidence in? (The curative properties of medicine.)
- 5 What is happening to the annual drug bill of the British Health Services? (It is mounting to astronomical figures.)
- 6 Is it showing any signs of ceasing to rise at present? (No, it isn't.)
- 7 What kind of tangible remedy do the majority of patients in an out-patients department want to carry home with them? (A bottle of medicine, a box of pills or a small jar of ointment.)
- 8 How does the doctor feel about providing these? (He is only too ready to provide them.)
- 9 Is there a quicker method of disposing of patients than by giving them

what they want? (No, there isn't.)

10 How many medical men in the Health Services are overworked? (Most of them.)

11 How much time do they have for offering advice? (Very little.)

12 What advice could they offer? (Advice on such subjects as diet, right living, and the need for abandoning bad habits.)

13 Would such advice take time? (Yes, it would.)

14 Would it be appreciated? (No, it wouldn't.)

15 So what are almost always granted to patients? (The bottle, the box and the jar.)

Reconstruct the first part of the text (11.1-12)

1 This ---- sceptical age ---- although faith ---- things ---- forefathers believed ---- weakened ---- confidence ---- curative properties ---- bottle of medicine ---- remains same.

2 Modern faith ---- medicines ---- proved ---- fact ---- annual drug bill ---- Health Services ---- mounting ---- astronomical figures ---- no signs ---- ceasing ---- rise.

3 Majority ---- patients ---- medical out ---- patients departments ---- hospitals ---- feel ---- not received adequate treatment ---- carry home ---- tangible remedy ---- shape of bottle medicine ---- box pills ---- jar ointment ---- doctor in charge of department ---- ready ---- provide ---- requirements.

4 No quicker method ---- disposing of patients ---- giving ---- what asking for ---- most medical men ---- Health Services ---- overworked ---- little time ---- offering ---- advice ---- subjects ---- diet, right living, need for abandoning bad habits ---- bottle, box, jar ---- granted.

Topics for discussion

1 Tell us about an occasion when you had to visit a doctor or even go into hospital.

2 ' If you eat and drink the right things, take regular exercise and generally look after your body, you should never need to visit a doctor. ' Do you agree or disagree? Why?

3 What alternatives are there to the drugs produced by big pharmaceutical companies? Are they effective? Why?/Why not?

Key to Comprehension

Possible answers

1 Doctors readily provide their patients with medicines because it is the easiest way to get rid of them.

2 The anecdote about Thomas Carlyle illustrates the author's argument because it shows the absolute trust patients place in tangible remedies like medicine.

Key to Vocabulary

Possible answers

Everyone says our team will win, but personally I'm extremely sceptical about it.

Throughout his career, my grandfather fervently believed in the right of workers to strike for better conditions.

It is said that the water from this particular spring possesses powerful curative properties.

When I first went to Turkey and used ' lire ', I just couldn't get used to the astronomical figures they deal in.

Sculpture is a tangible form of art.

The murderer was caught in the act of disposing of the body.

The man's request for leave of absence to visit his family was finally granted.

' I am afraid Mr. White is suffering from a slight indisposition, ' the man's secretary said rather pompously.

I am tired of putting up with his general bad behaviour.

They apologized for any inconvenience caused by the roadworks.

Key to Summary

A

A possible answer

- 1 Lost faith in many things - still great confidence in power of medicine.
- 2 Proof: astronomical rise of drug bill.
- 3 Patients expect to take home remedy.
- 4 Easiest way to get rid of patients - doctors happy to oblige.
- 5 Advice valuable, but time-consuming and not appreciated.

B

A possible answer

We may have lost our faith in many things in this modern world, but we still have great confidence in the power of medicine. The proof of this is in the astronomical rise of the drug bill of the British Health Services.

Further, most patients expect to take home some tangible remedy and, since this is the easiest way of getting rid of patients, those in charge are happy to oblige. After all, giving advice is both time-consuming and little appreciated. (80 words)

Key to Composition

A possible answer

A public health service is an essential part of social welfare.

Everyone in society should have the right to a full and free health service and no one should have the right to buy good health care. If all working adults pay taxes, then they, their children and their parents should expect free medical service, at a doctor's surgery or at a hospital, a free emergency ambulance service, and at least free dental treatment.

It has often been said that a public health service is expensive to run and that it

is often abused. While it is expensive to run, and it is, like many social services, open to abuse, it seems nevertheless to be one of the things that a modern society must offer its citizens.

There is of course one major problem, and that is the cost of the people who work in it - the doctors, nurses, surgeons, dentists and administrative staff. Such people often complain that they do not receive the wages or salaries that they could earn in the world of private medical care or in a totally different profession. And because a health service, like other public services, is run on government lines, bureaucracy often creeps in so that the administration can cost more than the medical services and treatment.

Does a public health service work in all countries? No, it doesn't. There are countries where a public health service seems to be an impossibility: America is a perfect example. On the other hand, there are a number of countries in the world which have successful, or moderately successful public health services, for example Sweden, Britain and Israel. Even in a country like Britain, however, there is also a world of private medicine that people can join if they can afford it. A public health service is an excellent idea, but no one should be forced to join it. (303 words)

Key to KS Exercises

A

1 These two words are spelled differently, but they are pronounced the same as each other.

2 John and James are twins, but in character they are quite different from each other.

B See text.

C See text.

D Certain adverbs, when used at the beginning of a sentence, must be followed by an auxiliary verb (do, does, did, has, can, must, etc.) + subject + the rest of the sentence. The pattern is used after negative or near-negative adverbs never, seldom, rarely, little, on no account, and after combinations with only (only now, only after):

On no account must you tell anyone what you have heard or read here.

Rarely will you see anyone do anything so unselfish.

Only then did we realize the seriousness of our position.

1 Not only was he handsome, but he was also extremely intelligent.

2 Never have I been so embarrassed as I was that evening.

3 Only now is she beginning to realize how lucky she was not to be seriously injured in the accident.

E

1 There are a lot of people who don't believe in wasting a doctor's time.

2 They told me that they had every confidence in my ability to do the job.

3 The person in charge of our department is a very young man.

4 The Smiths have sold their shop and are now disposing of the contents.

5 We have asked our teacher to give us some advice on careers.

6 When John told me his news, he impressed on me the need for complete secrecy.

7 Aspirin is still prescribed for the relief of pain.

8 He was ignorant of even the basics of operating a computer.

9 A lot of British people suffer from colds in the autumn and winter.

10 Come on, get up: there's nothing wrong with you!

11 The scientist was sure that his invention would be of great benefit in lots of situations.

12 Expeditions of this nature demand a great deal of those that take part in them.

13 It won't cause any inconvenience to me if they cancel the meeting.

Special difficulties

A

1 Note the difference in pronunciation between these two verbs: cease /si:s/ and seize /si:z/.

Cease means to 'stop (especially an activity or state)': The shop on the corner will cease trading from this weekend.

Seize means to 'take possession of, or take hold of eagerly, quickly or forcefully': The army seized power in a coup. As he greeted me he seized my hand and shook it warmly.

2 The verb receive means to 'come into possession of (something that is given or sent), get': Have you received an invitation to Stan's party yet?

A basic meaning of the verb take is to 'move or carry from one place or position to another': Don't forget to take your bag when you go. (The verb of course has many meanings, and students would be advised to note, and check with a dictionary, the many occasions on which they come across the word.)

3 The basic difference in use between the verbs ask for and ask is that ask for = request, hope to receive, while ask = put a question to (someone), or call for an answer to a question:

She asked me for my address. She asked a lot of stupid questions.

4 Again note the difference in pronunciation between the noun advice /əd'vaɪs/ and the verb advise /əd'vaɪz/.

Advice is a noun which means 'the opinion given to someone about what they should do in a particular situation': You should ask the doctor for her advice.

Advise is the verb which means to 'give, say or write advice': The doctor has advised my father to have complete rest.

5 The verb prescribe means to 'say what medicine or treatment a sick person should or must have': What did the doctor prescribe for the pain in your leg?

Proscribe, on the other hand, is formal and means to 'forbid, especially by law': The law of the country proscribes the carrying of weapons.

B

1 in charge of = responsible for

- 2 charged at = rushed in an attack at
- 3 charged (with) = a criminal charge was brought against him
- 4 charge = ask (someone) to pay

C The prefix ill- is used in a number of compound adjectives to mean ' badly-..., cruelly-... or unpleasantly-... ': ill-fitting shoes, an ill-mannered child, an ill-tempered old man.

- 1 You would be ill-advised to buy that car: I've got a suspicion it's stolen.
- 2 You might have been told that I was in the bank that day, but you were ill-informed.
- 3 The defenders of the city were so ill-prepared that the attackers took it in a few days.

Repetition drill

The genius

Chorus, group or individual repetition

To elicit statements involving the use of not until ... that in the pattern ' No. It wasn't until he (was eighteen months old) that he learnt to (walk) ' .

T : Drill 28. The genius. This is the situation. Listen. Do not speak. Two women are talking about a boy aged eight. The first woman makes implications which the second woman denies. This is how their conversation begins:

(1) **T** : I sometimes think my boy is rather backward. I know your boy's terribly clever.

He learnt to walk before he was eighteen months old, didn't he?

S : No. It wasn't until he was eighteen months old that he learnt to walk.

(2) **T** : But didn't he learn to talk before he was two?

S : No. It wasn't until he was two that he learnt to talk.

(3) **T** : But surely he learnt to read before he went to school?

S : No. It wasn't until he went to school that he learnt to read.

T : Now you do the same. Ready?

1 As in (1) above.

2 As in (2) above.

3 As in (3) above.

4 **T** : But he learnt to write before he was seven, didn't he?

S : No. It wasn't until he was seven that he learnt to write.

5 **T** : But didn't he learn to swim before he had lessons?

S : No. It wasn't until he had lessons that he learnt to swim.

6 **T** : But surely he learnt to play the piano before he had a music teacher?

S : No. It wasn't until he had a music teacher that he learnt to play the piano.

7 **T** : But he learnt to play pieces before he could read music, didn't he?

S : No. It wasn't until he could read music that he learnt to play pieces.

8 **T** : But didn't he learn to play chess before he was taught?

S : No. It wasn't until he was taught that he learnt to play chess.

9 **T** : But surely he learnt to ride a bicycle before he was eight?

S : No. It wasn't until he was eight that he learnt to ride a bicycle.

10 T : But he learned to ride a horse before he was trained, didn't he?

S : No. It wasn't until he was trained that he learnt to ride a horse.11 T :
But didn't he learn to play tennis before he joined the tennis club?

S : No. It wasn't until he joined the tennis club that he learnt to play tennis.

12 T : But surely he learnt to take photographs before he was given a
camera?

S : No. It wasn't until he was given a camera that he learnt to take
photographs.

T : And I always thought your boy was a genius! He's just like mine-plain
ordinary! Key to Multiple choice questions

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

Lesson 29 The hovercraft

Listening comprehension

1 Introduce the text

T : Today we'll talk about hovercraft.

2 Understand the topic

T : What can you see in the picture?

3 Listening objective

T : Listen to the text (or read it silently) and see if you can answer this question:

What is a hovercraft riding on when it is in motion?

4 Play the tape or read the text or wait for the students to finish reading silently

5 Answer the question

After the reading, ask the question again: What is a hovercraft riding on when it is in motion?

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: When in motion, a hovercraft is riding on a cushion of air. (11. 8-10)

6 Intensive reading

Play the tape or read the text 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 text again

8 Reading aloud

Ask one or two students to read the text aloud.

Comprehension questions (11.1-14)

1 What have been developed in our century? (Many strange new means of transport.)

2 What is perhaps the strangest of them? (The hovercraft.)

3 Who suggested an idea that he had been working on to the British Government? (Christopher Cockerell.)

4 When was this? (In 1953.)

5 How old was Cockerell at the time? (In his fifties.)

6 What had he been formerly? (An electronics engineer.)

7 What had he turned to, and where? (He had turned to boat-building on the Norfolk Broads.)

8 What was the idea that he had been working on? (The idea of supporting a craft on a cushion of lowpressure air, ringed with a curtain of higher pressure air.)

9 Why have people had difficulty in deciding what kind of craft a hovercraft is? (Because it is something in between a boat and an aircraft.)

10 Was Cockerell trying to solve the problem of the effect of wave resistance on a ship? (Yes, he was.)

11 What does the wave resistance do? (It wastes a good deal of a ship's power and limits its speed.)

12 His answer was to lift the vessel out of the water. How? (By making it ride on a cushion of air no more than one or two feet thick.)

13 How many ring-shaped air jets are there on the bottom of the craft? (A great/ large number.)

14 Does the hovercraft ' fly ' ? (Yes, it does.)

15 Why can't it fly higher? (Because its action depends on the surface over which it rides.)

16 Where and when were the first tests conducted? (On the Solent in 1959.)

17 Were they a disaster or did they cause a sensation? (They caused a sensation.)

18 Where did the hovercraft travel first? (Over the water.)19 Did it mount the beach and climb up the dunes? (Yes, it did.)

20 And where did it ' sit down ' ? (On a road.)

21 What did it cross later? (The (English) Channel.)

22 How did it travel over the waves? (Smoothly.)

Asking questions: Ask me if ...

T : Ask me if many strange new means of transport have been developed in our century.

S : Have many strange new means of transport been developed in our century?

T : How many ...

S : How many strange new means of transport have been developed in our century?

1 many strange new means of transport have been developed in our century. (How many)

2 Cockerell suggested a revolutionary idea to the British Government. (When)

3 people have had difficulty in deciding exactly what a hovercraft is. (Why)

4 wave resistance wastes a ship's power and limits its speed. (How)

5 Cockerell's answer was to lift the vessel out of the water. (What)

6 the first tests on the Solent caused a sensation. (When)

7 the hovercraft crossed the Channel later. (How much later)

8 the hovercraft is particularly useful in large areas such as Africa or Australia. (Where)

9 giant hovercraft liners could span the Atlantic. (What kind of hovercraft)

10 the ' hovertrain ' might well be the railway of the future. (What kind of train)

Reconstruct the first paragraph of the text (11.1-11)

1 Many----means of transport----developed----our

century----strangest----perhaps----hovercraft.

2 1953----former electronics engineer----fifties----Christopher Cockerell----turned to boat-building----Norfolk Broads----suggested idea----working on----many years----British Government----industrial circles.

3 Idea----supporting craft---- ‘ pad ’ ----cushion----low-pressure air----ringed----curtain----higher pressure air.

4 Since----people----difficulty----deciding----craft----ships, planes or land vehicles----something in between boat and aircraft.

5 As shipbuilder----Cockerell----trying to find solution----problem of wave resistance----wastes ship's power----limits speed.

6 Answer----lift vessel out of water----make it ride----cushion of air----1-2 feet thick.

7 This----number----ring-shaped jets----bottom of craft.

8 ‘ Flies ’ ----but not higher----action----surface, water or ground.

Topics for discussion

1 Tell us about a hovercraft you have read about, seen or travelled in.

2 Are hovercraft used in China? Are they used for any special purposes or in any special regions?

3 What strange new means of transport might be developed in the twenty-first century?

Key to Comprehension

Possible answers

1 A hovercraft works by riding on a cushion of air. The craft is in fact supported on a cushion of lowpressure air which is ringed by a curtain of higher pressure air.

2 Large hovercraft liners could be developed, and ‘ hovertrains ’ could replace conventional railways.

Key to Vocabulary

Possible answers

When the company decided to appoint a new IT Manager, they chose a former university lecturer.

All the spelling mistakes in my composition are ringed with red ink.

The shop owner ranged her goods neatly in the shop window.

We spent hours trying to find a solution to the problem of how to cross the river.

The singer caused a sensation when he gave a concert in a small village.

The jet-skier was riding smoothly over the water when he suddenly hit a small rock and flipped over.

Some bridges that have been built in recent years span very wide rivers and estuaries.

Key to Summary

A

A possible answer

- 1 Hovercraft: strangest means of transport this century.
- 2 1953, Christopher Cockerell put idea to Government.
- 3 Solution to problem of ship's loss of power and speed.
- 4 Create vehicle (between boat and aircraft) on cushion of air.
- 5 Vehicle rises out of water, rides on cushion.
- 6 Tests proved----effective on water and land.

B

A possible answer

The hovercraft is perhaps the strangest means of transport developed this century. In 1953, Christopher Cockerell put an idea to the British Government. The idea,

Cockerell's solution to the problem of a ship's loss of power and speed due to wave resistance, was to support a craft on a cushion of air, so that it was something in between a boat and an aircraft. The vehicle rose out of the water and rode on a cushion of air, and tests proved that it could travel over water and land. (89 words)

Key to Composition

A possible answer

Modern means of transport.

The twentieth century has seen greater developments in forms of transport than at any other time in the history of this planet. Because of modern methods of transport, the world has become a smaller place and people can now travel from one place to another almost anywhere in the world with speed and in comfort.

For many people in the world, the best way to travel long distances is by air. Air travel by jet aeroplane is no longer a luxury. Even helicopters, once almost exclusively used by the armed services, are now being used more and more commercially, especially for short internal flights. And we can look forward to rocket travel in the next century----or flying in a craft like the space shuttle that will circumnavigate the earth almost in minutes.

For those who travel by sea, too, there has been progress. Ocean liners are popular, especially for luxury holidays, but so too are the hydrofoil and the hovercraft for use over comparatively short distances.

On land, we can now travel by car, by coach or by train. The building of motorway networks has meant that we can get to our destination by car or coach much faster than we have ever done. And the development of electric trains and new railway networks has also improved rail travel in many countries. (Will these, and motorway networks, become redundant with the development of new forms of transport?)

Sadly, of all the modern means of transport, the car is creating the most problems as it is causing serious congestion in cities. No satisfactory solution to this

problem has yet been found, although, if the car is replaced by a different form of personal transport, perhaps the problem will simply go away. (291 words)

Key to KS Exercises

A Note how the present participle being can replace a form of the verb be in a co-ordinate clause. In such a construction, the co-ordinating conjunction and must be omitted:

The job applicants were given many tests and the most difficult was the last. =
The job applicants were given many tests, the most difficult being the last.

1 Many international exhibitions have been held, the most recent (one) being in Tokyo.

2 New York is full of skyscrapers, the tallest (one) being the World Trade Center.

B See text.

C The prepositions among (or amongst) and between can be confusing.

When we are talking about only two things or people, we use between: He sat between the two girls.

However, when we are talking about a group of three or more things or people, we use among: Their house is hidden among some large trees.

1 among 2 between 3 between 4 between

D Note that the phrase a good deal of means ' a lot of ' , and the phrases a good many and a good few both mean ' quite a large number of ' .

1 A great deal of the information she gave me is incorrect.

2 She knows a great many famous people.

3 He's flown a good many times, but never really enjoyed it.

4 She has had a good few different jobs in the past ten years.

E The verb make + noun/ pronoun + bare infinitive means ' compel ' : He makes his staff work long hours and also means ' cause to ' : The conjurer made the table rise into the air.

1 I made him write a short letter of apology.

2 The teacher made the class do their homework again.

3 He trained the team by making them repeat the performance dozens of times.

F Note that the auxiliary verbs may/ might/ could well + bare infinitive can be used interchangeably to mean ' it is quite likely that ' : This may well be our last chance to see the place before they pull it down.

1 She might well find the accounts course too difficult.

2 The teacher may well be quite angry with a number of the students.

Special difficulties

A

1 An engineer is ' a person who is professionally trained to plan the making of machines, roads, bridges, electrical equipment, etc. ' : an electrical engineer, a mechanical engineer, an electronics engineer: One day that young man will be an

excellent civil engineer.

A mechanic, on the other hand, is ' a person who is skilled in using, repairing, etc. machinery ' : That man employs a mechanic to look after the cars and lorries.

2 A solution is ' an answer to a difficulty or problem ' : There are no simple solutions to the unemployment problem.

A solvent is ' a liquid able to turn a solid substance into liquid ' : Alcohol and petrol are useful solvents for grease stains that will not come off in water.

B

1 turned to = begun to do (as a change from his previous profession)

2 turn off = stop the flow of water by screwing the tap tight

3 turned up = arrived (at our house)

4 turned about = turned right around

C

1 The very first time I tried to ride a horse, I fell off.

2 Now that Andy's got a new bike, we can all go for a ride together.

3 If you're driving into town, can you give me a ride?

Repetition drill

The way he behaves!

Chorus, group or individual repetition

To elicit statements involving the use of as if as a subordinating conjunction to introduce adverbial clauses of manner in the pattern ' He (acts) as if he (were in charge) ' .

T : Drill 29. The way he behaves! This is the situation. Listen. Do not speak. Two men and their families were having a picnic on a big estate, when a gardener came along and asked them to leave.

The two men are talking about the gardener's behaviour. This is how their conversation begins:

(1) T : There we were, having a quiet picnic when this gardener chap comes along and tells us to clear out. Downright rude he was! Who does he think he is, anyway?

The way he acts! Anyone would think he was in charge.

S : He certainly acts as if he were in charge.

(2) T : Look! He's speaking to that lady now.

The way he speaks to her! Anyone would think she was his wife.

S : He certainly speaks to her as if she were his wife.

(3) T : Look! He's pruning those roses now.

The way he prunes them! Anyone would think he knew all about it.

S : He certainly prunes them as if he knew all about 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 looking at us now.

The way he keeps looking at us! Anyone would think we were trespassers.
 S : He certainly keeps looking at us as if we were trespassers.
 5 T : Look at him strutting about!
 The way he struts about! Anyone would think he was Lord of the Manor.
 S : He certainly struts about as if he were Lord of the Manor.
 6 T : He's shouting at that dog now.
 The way he shouts at it! Anyone would think it was his.
 S : He certainly shouts at it as if it were his.
 7 T : He's bossing those children about now.
 The way he bosses them about. Anyone would think he was their father.
 S : He certainly bosses them about as if he were their father.
 8 T : He's ordering everyone about now.
 The way he orders everyone about! Anyone would think he was the head
 gardener.
 S : He certainly orders everyone about as if he were the head gardener.
 9 T : He's going into the house now.
 The way he goes in and out of it. Anyone would think he lived in it.
 S : He certainly goes in and out of it as if he lived in it.
 10 T : And look at him talking!
 The way he talks. Anyone would think he was important.
 S : He certainly talks as if he were important.
 11 T : He's driving towards us in that Rolls now.
 The way he drives it! Anyone would think it belonged to him.
 S : He certainly drives it as if it belonged to him.
 12 T : He's getting out of the car now.
 The way he behaves! Anyone would think he owned the place.
 S : He certainly behaves as if he owned the place.
 T : I couldn't help overhearing that last remark. It may interest you to know
 that I do own the place. Now, for the last time, will you please get off my land!

Key to Multiple choice questions

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

Lesson 30 Exploring the sea-floor

Listening comprehension

1 Introduce the text

T : Today we'll talk about how far we have come in exploring the floor of the world's oceans.

2 Understand the topic

T : What can you see in the picture?

3 Listening objective

T : Listen to the text (or read it silently) and see if you can answer this question:

How did people probably imagine the sea-floor before it was investigated?

4 Play the tape or read the text or wait for the students to finish reading silently

5 Answer the question

After the reading, ask the question again: How did people probably imagine the sea-floor before it was investigated?

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: They probably imagined that the seabed was flat. (11. 3-4)

6 Intensive reading

Play the tape or read the text 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 text again

8 Reading aloud

Ask one or two students to read the text aloud.

Comprehension questions (11.1-11)

1 Was our knowledge of the oceans a hundred years ago limited? (Yes, it was.)

2 What was it confined to? (The two-dimensional shape of the sea surface.)

3 What effect did the irregularities in depth of the shallow water have on navigation? (It created hazards.)

4 What was the open sea like? (It was deep and mysterious.)

5 What did most people assume the seabed was like----if they gave it any thought at all? (They probably assumed that it was flat.)

6 Sir James Clark Ross had obtained a sounding of over 2,400 fathoms. When was that? (In 1839.)

7 A fathom is a unit of measurement for the depth of water. What is it in metres? (1.8 metres.)

8 When was a series of deep soundings obtained in the Atlantic? (In 1869.)

9 A ship was put at the disposal of the Royal Society. What was her name? (H. M. S. Porcupine.)

10 The first samples were also collected in 1869. How? (By dredging the sea bottom.)

11 Which famous expedition established the study of the sea-floor as a worthy subject of scientific research? (The H. M. S. Challenger expedition.)

12 According to the Challenger's observation, how deep were many parts of the ocean? (Two to three miles deep.)

13 Which activity confirmed this? (The activity associated with the laying of submarine cables.)

14 What else did the laying of submarine cables confirm? (The existence of enormous underwater features.)

Asking questions: Ask me if ...

T : Ask me if our knowledge of the oceans was quite limited a hundred years ago.

S : Was our knowledge of the oceans quite limited a hundred years ago?

T : How limited ...

S : How limited was our knowledge of the oceans a hundred years ago?

1 our knowledge of the oceans was quite limited a hundred years ago. (How limited)

2 people assumed that the seabed was flat. (What)

3 H. M. S. Porcupine obtained a series of deep soundings in the Atlantic. (When)

4 the Challenger expedition established the study of the sea-floor as a worthy scientific exercise. (Which expedition)

5 the Challenger's scientists observed that parts of the ocean were two to three miles deep. (Who)

6 the laying of submarine cables confirmed the Challenger's observations. (Whose observations)

7 a relief map of the Atlantic has now been drawn. (What kind of map)

8 the sea covers the greater part of the earth's surface. (How much)

9 the continents stand nearly three miles above the floor of the open ocean. (How high)

10 the continental shelf stretches from a few miles to a few hundred miles. (How far)

11 the true ocean floor is 2,500-3,500 fathoms deep. (How deep)

12 the continental slope contains steep cliffs as well as gentle terraces. (What ... contain)

Reconstruct the first paragraph of the text (11.1-11)

1 Knowledge of oceans----100 years ago----confined----two-dimensional shape----sea surface----hazards of navigation----irregularities----depth----shallow water----land.

2 Open sea----deep----mysterious----anyone----more than passing thought----bottom confines----oceanassumed----seabed----flat.

3 Sir James Clark Ross----sounding----2,400 fathoms----1839----but----1869----H. M. S. Porcupine----put at disposal----Royal Society----several cruises----series----deep soundings----obtained----Atlantic----first samples collected----dredging bottom.

4 Shortly after----H. M. S. Challenger expedition----study----sea-floor----subject worthy----qualified physicists and geologists.

5 Burst of activity----laying----submarine cables----confirmed Challenger's observation----many parts----ocean----2-3 miles deep----existence----underwater features----considerable magnitude.

Topics for discussion

1 Which parts of the earth have still not been fully explored? If you had the opportunity, which would you like to explore, and why?

2 What can we learn from a complete study of the sea-floor all over the world?

3 Tell us about some modern technological advances that have allowed us to descend to great depths in the sea.

Key to Comprehension

Possible answers

1 He means that we were simply aware of the distances forwards and sideways (that is, as far as we can see), not the third dimension, the depth of the sea.

2 The sentence which begins: ' The open sea was deep ... '

3 Immediately between the continental slope and the true ocean floor lies a long ' tailing-off ' of material transported out to deep water after being eroded from the continents.

Key to Vocabulary

Possible answers

Shallow channels and surface rocks are just two of the hazards of navigation in this small harbour.

They are dredging the harbour channels to make them deeper.

In order to make underwater exploration easier, it might soon be possible to build submarine research stations.

It is thought that the crater was formed by a meteorite of considerable magnitude hitting the earth at some time in the distant past.If you're going walking or climbing in the mountains, a relief map is absolutely essential. Compared with the size of our planet, the earth's crust is really not very thick.

The artist painted a country scene first in oils and then superimposed on it a photo negative of a woman's face. The effect was quite surprising.

The northern face of the mountain is so steep that it is almost vertical.

The performance was finally over with the sound of applause tailing off as the

actors left the stage. Many of the stones are so eroded that it is impossible to read the hieroglyphs carved on them.

Key to Summary

A

A possible answer

- 1 100 years ago people assumed seabed flat.
- 2 Sounding of 2,400 fathoms obtained 1839.
- 3 1869, deep soundings obtained from H. M. S. Porcupine.
- 4 Legitimate study of sea-bed established by Challenger expedition.
- 5 Parts of ocean 2-3 miles deep, with large underwater features.
- 6 Now we have relief map of Atlantic.
- 7 Sea-bed is basic crust of earth, with continents above.

B

A possible answer

A hundred years ago people simply assumed the seabed was flat. A sounding of 2,400 fathoms was obtained in 1839, but it wasn't until 1869 that deep soundings were obtained in the Atlantic by the Royal Society from H. M. S. Porcupine and samples of the seabed were collected. The legitimate study of the seabed was established shortly after that by the H. M. S. Challenger expedition, which observed that parts of the ocean were 2-3 miles deep and that there were large underwater features. Today we have a relief map of the Atlantic and know about the topography of the seabed. We can regard the seabed as the basic crust of the earth, with continents standing nearly three miles above the floor. (119 words)

Key to Composition

A possible answer

Man has done relatively little to exploit the wealth of the sea.

The twentieth century has seen greater progress in many fields than in any other period in history. While we have certainly exploited a lot of land, we have still not explored all the land above sea level, however, so it is not surprising that very little of the seabed has been explored. Indeed, the intensive study of the sea and the sea-bed is comparatively recent. And since the sea accounts for a very large percentage of the earth's surface, perhaps we should be spending much more time and money on studying it in detail.

The sea itself is a tremendous source of power. We have only just begun harnessing the tides to provide electricity, but the energy is there just waiting to be used. The tides and waves contain vast amounts of energy which we must be able to use.

The sea is a source of food, too, of course. Men have taken fish from the sea for thousands of years, but it is only now that plankton is being seen as a source of protein to feed the growing world population. And the whole idea of 'cultivating' the seabed is actively being investigated.

As a source of wealth, the sea has already begun to be exploited, but only in the past few years. We can now obtain minerals from the sea, and take fossil fuels from it, as in the North Sea, where oil and gas are both being extracted from under the sea.

Following the pioneer work of the French underwater explorer and marine biologist, Jacques Cousteau, perhaps the time will come when we will set up permanent villages under the sea, or even towns and cities that people can live in. If that ever happens, we will certainly be using the sea to its greatest potential.

(302 words)

Key to KS Exercises

A See text.

B Note that only in, only when, etc. can be replaced by not until. In some cases we can use the impersonal subject it construction It was not until ... that ...:

1 I didn't understand what had happened until I read the report in the newspaper. or: It was not until I read the report in the newspaper that I understood what had happened.

2 The plane will not take off again until the engine has been checked.

3 Tom didn't get home until four o'clock this morning.

4 I shan't return this book to the library until I have read it.

5 It wasn't until I had paid for the goods that the man agreed to deliver them.

C In sentence 1, since is a conjunction meaning 'as, as it is a fact that, because'; in the second sentence, since is a preposition meaning 'from (a point in past time) until now'.

1 Since the sun's shining, I think I'll go for a walk.

2 We've been waiting for them since six o'clock, and they still haven't arrived.

Special difficulties

A

1 The adjective flat means 'smooth and level, not rounded or lumpy': This beach is flat, but not level.

Level, on the other hand, means 'flat and not tilted': A football or rugby field must be level. Take a level teaspoonful of sugar.

2 The noun disposal means 'the act of getting rid of something; removal': They have called in a team of bomb disposal men. However, it is also used in the expression 'at someone's disposal' = 'able to be used freely by someone': Our car is at your disposal for the time you are here.

Disposition means 'a particular tendency of character, behaviour, etc.': The woman has always had a cheerful disposition.

3 The adjective worthy means 'deserving', as in: It was a performance worthy to be remembered.

Valuable, on the other hand, means ‘ worth a lot of money ’ : I am sure that this is an extremely valuable painting.

4 The verb confirm means to ‘ give support or certainty to a fact, belief, statement, etc., e.g. by providing more proof or by stating that something is true or correct ’ : The new evidence confirmed our opinion that both men were lying.

The verb assure means to ‘ tell firmly and with confidence, with the aim of removing doubt ’ : She assured us that everything possible was being done for our father. (Note that the verb is used in the patterns assure someone of something, assure someone that ...)

5 Care must be taken with the pronunciation of these two adjectives: rugged /'rʌɡɪd/ and ragged /'ræɡɪd/.

Rugged means ‘ having a rough uneven surface ’ and usually refers to land: After crossing the plain, we eventually reached a range of rugged hills.

Ragged means ‘ old and torn ’ : The man wore a ragged shirt.

B

1 The little boat headed out into the open sea and was soon lost to view in the large waves.

2 Because the weather was so beautiful, we decided to have the party in the open air, not indoors.

C Certain nouns in English are plural in form, but take a singular verb. Examples are the word news, and

- games such as billiards, cards, bowls, darts
- nouns ending in -ics such as athletics, linguistics, mathematics, physics
- plural-form nouns describing illness, such as measles, mumps

Some plural-form nouns can be regarded as a single unit (+ singular verb) or collective (+ plural verb)

Examples are crossroads, gasworks, headquarters, kennels, series, species, works (= factory).

1 Mathematics was my worst subject at school.

2 Here is the news.

3 Physics is a science concerned with natural forces such as light, heat, movement, and so on.

4 Billiards is not a game that I enjoy much.

D Note that shortly can mean ‘ a short time ’ or ‘ soon ’ .

1 The police and the ambulance arrived shortly after the accident happened.

2 Shortly before we were due to leave, we received a telephone call warning us not to go.

3 I know I'm already a little late, but I'll be there shortly.

E

1 features (11. 9-11) = typical or noticeable parts

2 feature (films) = full-length cinema (films) with an invented story and professional actors

3 is featured = is included as a major story

4 features = parts of the face

F This is a way of expressing a ratio: it means that for every 1 foot you go down, you go along 30 feet.

1 It is thought that about 1 in 10 of the population will have problems with their eyesight before they are 50.

2 The chances of your having an accident between home and school are about 1 in 1,000.

Repetition drill

The photograph album

Chorus, group or individual repetition

To elicit statements involving the use of who as a relative pronoun in the pattern ' (He's) the (one) who (started the family business) ' .

T : Drill 30. The photograph album. This is the situation. Listen. Do not speak. A woman is looking at a photograph album belonging to her friend, Elizabeth, and commenting on some of the photos she sees. Elizabeth confirms each remark. This is how their conversation begins:

(1) **T :** I do enjoy looking at your photograph album, Elizabeth. Now that's a charming photograph. That's your grandfather, isn't it? Didn't he start the family business?

S : That's right. He's the one who started the family business.

(2) **T :** These are two of his children here, aren't they? Don't they look funny in their Victorian clothes? Didn't they carry on their father's work?

S : That's right. They're the ones who carried on their father's work.

(3) **T :** And this must be your Aunt Maud. She used to be an opera-singer, didn't she?

S : That's right. She's the one who used to be an opera-singer.

T : Now you do the same. Ready?

1 As in (1) above.

2 As in (2) above.

3 As in (3) above.

4 **T :** Now don't tell me who this is. It's Robert, isn't it?

He was the black sheep of the family, wasn't he? Didn't he run away to Australia?

S : That's right. He's the one who ran away to Australia.

5 **T :** There was a scandal about Robert, wasn't there? He married several times, I believe.

This must be a picture of his first wife. Didn't she desert him?

S : That's right. She's the one who deserted him.

6 **T :** And these are Robert's children, I suppose. They're quite young here. Didn't they become farmers in Australia?

S : That's right. They're the ones who became farmers in Australia.

7 **T :** These two young men here must be your brothers.

They used to drive in motor rallies, didn't they?

S : That's right. They're the ones who used to drive in motor rallies.

8 T : Ah! This must be your famous cousin, Geoff. There was a programme about him on television recently. Didn't he sail round the world?

S : That's right. He's the one who sailed round the world.

9 T : And this is your sister, Alice, of course. She's rather famous, too. Didn't she get elected to Parliament?

S : That's right. She's the one who got elected to Parliament.

10 T : And these are your two sons. I'm sure they lead exciting lives. Didn't they become explorers?

S : That's right. They're the ones who became explorers.

T : I envy you, Elizabeth. You have such colourful and interesting relations. Mine are pretty dull. They all seem to be dead or in the Civil Service!

Key to Multiple choice questions

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

Lesson 31 The sculptor speaks

Listening comprehension

1 Introduce the text

T : Today we'll talk about sculpture.

2 Understand the topic

T : What can you see in the picture?

3 Listening objective

T : Listen to the text (or read it silently) and see if you can answer this question:

What do you have to be able to do to appreciate sculpture?

4 Play the tape or read the text or wait for the students to finish reading silently

5 Answer the question

After the reading, ask the question again: What do you have to be able to do to appreciate sculpture?

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: You have to be able to respond to form in three dimensions. (1.1)

6 Intensive reading

Play the tape or read the text 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 text again

8 Reading aloud

Ask one or two students to read the text aloud.

Comprehension questions (11.1-14)

1 What does an appreciation of sculpture depend on? (The ability to respond to form in three dimensions.)

2 What has sculpture been described as? (The most difficult of all arts.)

3 Is it more difficult than the arts which involve appreciation of two-dimensional shapes? (Yes, it is.)

4 Some people are colour-blind. What are other people, according to Henry Moore? (' Form-blind. ')

5 When a child is learning to see, what kinds of shapes does it first learn to distinguish? (Two-dimensional shapes.)

6 Can it judge distances or depths? (No, it can't.)

7 Why does a child have to develop the ability to judge roughly three-dimensional distances? (For its own personal safety and practical needs.)

8 Having satisfied the requirements of practical necessity, do most people go any further? (No, they don't.)

9 What do they attain in the perception of flat form? (Considerable accuracy.)

10 What is needed further to comprehend form in its full spatial existence? (Intellectual and emotional effort.)

11 Who must do this? (The sculptor.)

12 What must he strive continually to think of and use? (Form in its full spatial completeness.)

13 How does he do this? (He gets the solid shape, as it were, inside his head.)

14 He thinks of it as if he were holding it somewhere. Where? (In the hollow of his hand.)

15 How does he mentally visualize a complex form? (From all around itself.)

16 What does he know while he looks at one side? (He knows what the other side is like.)

17 What three things does he identify himself with? (Its centre of gravity, its mass and its weight.)

18 And how does he realize the volume of the sculpture? (As the space that the shape displaces in the air.)

Asking questions: Ask me if ...

T : Ask me if the appreciation of sculpture depends on the ability to respond to form in three dimensions.

S : Does the appreciation of sculpture depend on the ability to respond to form in three dimensions?

T : What ...

S : What does the appreciation of sculpture depend on?

1 the appreciation of sculpture depends on the ability to respond to form in three dimensions. (What)

2 a child first distinguishes two-dimensional shapes. (Why)

3 a child learns later to judge three-dimensional distances. (When)

4 most people go any further than an accurate perception of flat form. (Why don't)

5 the sculptor strives to use form in its full spatial completeness. (Who)

6 he mentally visualizes a complex form from all round itself. (How)

7 a sensitive observer must learn to feel shape as shape. (Who)

8 he must perceive an egg as a simple single solid shape. (How)

9 he must also learn not to see an egg as food. (What)

10 he can go on to appreciate more complex forms. (What)

Reconstruct the first part of the text (11.1-12)

1 Appreciation of sculpture----depends----ability----respond to form----three dimensions.

2 Perhaps why sculpture----described----most difficult----all arts; certainly----more difficult----arts----involve appreciation----flat forms----two dimensions.

3 Many more---- ' form-blind ' ----colour-blind.

4 Child---learning---see---first---two-dimensional shapes;
cannot---distances, shapes.

5 Later---personal safety---practical needs---has to develop---
(partly---touch) ---ability---judge---threedimensional distances.

6 But---satisfied---requirements---practical necessity---most
people---no further.

7 Though---may attain---accuracy---perception---flat form---not
make---intellectual---emotional---effort ---comprehend form---full spatial
existence.

8 This---what sculptor---do.

9 Must strive---think of---use---form---full spatial completeness.

10 Gets solid shape---as it were---inside head---thinks of
it---whatever size---as if holding---enclosed ---hollow---hand.

Topics for discussion

1 Have you ever done any modelling in clay? If so, what did you make?
How successful were you? If not, would you like to try it? Why?/Why not?

2 Describe a famous piece of sculpture that you know about. Where is it?
How big is it? What is it made of? What is it supposed to represent? etc.

3 If people wanted to erect a piece of sculpture in the centre of your town
or village, what kind of sculpture would you like to see, and why?

Key to Comprehension

Possible answers

1 When the author says that many people are ' form-blind ', he means that
they cannot appreciate threedimensional form.

2 This means that the person looking at a sculpture has to appreciate
shapes as shapes, not as reproductions or representations of real things---objects,
creatures, fruit, vegetables and so on.

Key to Vocabulary

Possible answers

A hologram is a representation of something in three dimensions---or at least
it looks like it: it has height, width, and seems to have depth.

Many games and sports involve two or more people playing against each
other.

A football fan distinguishes the different teams by the colours they wear.

Their garden is roughly six metres by ten.

Even though some artists are still very young, they may attain considerable
accuracy in the perception of shape and form.

We should all strive to make this world a better place.

I have never understood how that artist visualizes the things she paints.

The three possible combinations of two letters chosen from A, B, C are AB,
BC and AC.

Key to Summary

A

A possible answer

1 Sculpture----most difficult of arts: demands ability to respond to form in three dimensions.

2 Children distinguish things in two dimensions.

3 Later they develop ability to judge things in three dimensions.

4 Most people achieve appreciation of flat form: rarely appreciate three-dimensional form.

5 Sculptor does this: form in full spatial completeness----sees sculpture from all sides.

B

A possible answer

Sculpture is probably the most difficult of all arts because it demands an ability to respond to form in three dimensions. Children learn to distinguish things in two dimensions, only later developing the ability to judge things in three dimensions. Most people achieve considerable accuracy in appreciating flat form, but rarely make the necessary effort to appreciate full three-dimensional form. This, however, is what the sculptor does: he thinks of and uses form in its full spatial completeness, and can see, in his mind, the three-dimensional sculpture from all sides. (90 words)

Key to Composition

A possible answer

The arts cannot be enjoyed unless one has a specialized knowledge of them.

To say that one cannot enjoy the arts without possessing specialized knowledge is a little like saying that one cannot enjoy driving a sports car without understanding exactly what goes on under the bonnet, or enjoy playing a computer game without understanding how it has been programmed. Large numbers of people enjoy listening to music, reading novels and poetry, watching stage plays and admiring pictures or sculpture without knowing anything at all about the technical difficulties involved in creating works of art.

It has been pointed out that there is a difference between ‘ appreciation ’ and ‘ enjoyment ’ : in order to appreciate fully a work of art, one probably needs to have a great deal of specialized knowledge, one needs to have some insight into the creative process; on the other hand, in order simply to enjoy a work of art, no such knowledge is necessary. Nevertheless, it should not be forgotten that a certain amount of specialized knowledge can certainly increase one's enjoyment since a trained mind knows what to look for.

On the other hand, of course, specialized knowledge can have a negative effect: it can diminish a listener's, reader's or viewer's enjoyment since it may make that person hypercritical and interfere with a natural response.

Artists, sculptors, composers, poets, novelists and playwrights rarely create works of art only for those who have specialized knowledge. Most of them create

their art in order to communicate with large numbers of people, not just an elite group, or even their own fellow artists. If it were necessary to possess specialized knowledge to enjoy the arts, and all artists created just for them, then only those people directly involved in the arts would be able to enjoy them----and that is clearly untrue. (290 words)

Key to KS Exercises

A See text.

B The perfect participle construction Having done ... can be used to replace a clause in the present perfect or past perfect and the simple past, a clause beginning When x has/ have/ had done ..., for example. Thus

We have invited him to speak, so we'd better go to his lecture. can be replaced by

Having invited him to speak, we'd better go to his lecture.

1 Having asked her to call me, I've decided not to call her.

2 Having reached a certain level in English, many students give up.

3 Having read his letter three times, I decided not to answer it.

C Remind students that although has/ have to and must can both be used to express advisability or necessity, the verb have to often refers to an external authority (I have to be in the office before 9 o'clock every morning), while must can express a speaker's authority over himself and his own actions (I must try to be more patient with other people).

See text.

D Note that the conjunction as if (or as though) can introduce an adverbial clause of manner, especially preceded by these verbs: act, appear, be, behave, feel, look, seem, smell, sound, taste, talk. For example: She behaved as if she owned the place. He felt as if he were floating on air. When the sentence is in the past, the verb after the conjunction as if is in the subjunctive or simple past form, and reflects the simple or continuous tense, for example: Was he floating on air? ----No, of course he wasn't. But he felt as if he were floating on air.

1 He acted as if he were the manager. (Note: He wasn't the manager!)

2 He talked as if he had a plum in his mouth. (Note: He didn't have a plum in his mouth!)

3 It looked as if it were snowing outside. (Note: It might have looked like it, but it wasn't snowing!)

Special difficulties

A

1 The noun appreciation means the ' understanding of the good qualities or worth of something ' : The audience showed their appreciation by applauding for a full five minutes.

An estimation is an ' approximate calculation or judgment ' or ' esteem or opinion ' : In my estimation, he is one of the best young sculptors we have.

2 The verb distinguish, as used in the text, means to ' see, hear, or notice as

being separate or distinct; recognize clearly ' : Can you distinguish the different buildings at such a distance?

The verb perceive means to ' to (come to) have knowledge of (something) through one of the senses or through the mind; become conscious of or understand ' : The more they got to know each other, the more he perceived a change in her attitude towards him.

3 Depth is the noun associated with the adjective deep, and is ' the state or degree of being deep ' : They dived to a depth of twenty fathoms before they found parts of the wreck.

The deep is a poetic word for the sea and can also be used in the plural ' the deeps ' to mean the deep parts of the oceans: Although we still know relatively little about the deeps, we know a lot more than we did fifty years ago.

4 The verb displace means to ' force out of the usual place ' : He displaced a bone in his knee while playing football.

Replace, on the other hand, means to ' change (one person or thing) for another, often better, newer, etc. ' :

We've just replaced all our old computers with new ones.

5 The adjective single refers to something as ' being the only one (of a possible number) ' : A single tree offered shade from the sun.

Unique, however, refers to something that is ' the only one of its type ' : This glass goblet is unique: it was the only one ever produced to commemorate the 21st birthday of that famous writer.

B

- 1 forms = shapes, outward appearances
- 2 formed = brought into existence, established
- 3 form = (school) class
- 4 form = degree of fitness or skill
- 5 forms = (wooden) benches
- 6 form = official paper or questionnaire

C

1 ... he know what the other side is like. = He can ' see ' the appearance of the other side ...

2 What is your new school like? = Is your new school big, small, interesting, enjoyable, etc.?

3 What was the weather like yesterday? = Was it dry, wet, cold, etc.?

Repetition drill

Swinging London

Chorus, group or individual repetition

To elicit statements involving the use of most and hardly any when referring to number.

T : Drill 31. Swinging London. This is the situation. Listen. Do not speak An overseas visitor is talking to an Englishman about London. This is how their conversation begins:

(1) T : London has changed so much since my last visit!
 I've never seen so many people enjoying themselves.
 S : Most people enjoy themselves these days. There are hardly any who don't.

(2) T : I've never seen so many men wearing designer clothes.
 S : Most men wear designer clothes these days. There are hardly any who don't.

(3) T : I've never seen so many galleries with contemporary paintings.
 S : Most galleries have contemporary paintings these days. There are hardly any which don't.

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've never seen so many people attending football matches.
 S : Most people attend football matches these days. There are hardly any who don't.

5 T : I've never seen so many pubs with television sets.
 S : Most pubs have television sets these days. There are hardly any which don't.

6 T : I've never seen so many people eating out.
 S : Most people eat out these days. There are hardly any who don't.

7 T : I've never seen so many nightclubs with rock singers.
 S : Most nightclubs have rock singers these days. There are hardly any which don't.

8 T : I've never seen so many students demonstrating.
 S : Most students demonstrate these days. There are hardly any who don't.

9 T : I've never seen so many theatres with modern plays.
 S : Most theatres have modern plays these days. There are hardly any which don't.

10 T : I've never seen so many people with private cars.
 S : Most people have private cars these days. There are hardly any who don't.

11 T : I've never seen so many men with beards.
 S : Most men have beards these days. There are hardly any who don't.

12 T : I've never seen so many women wearing smart clothes.
 S : Most women wear smart clothes these days. There are hardly any who don't.

T : Well, London has certainly changed! Those dear old Victorians must be turning in their graves----as you say in English!

Key to Multiple choice questions

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

Lesson 32 Galileo reborn

Listening comprehension

1 Introduce the text

T : Today we'll talk about a new view of Galileo.

2 Understand the topic

T : What can you see in the picture?

3 Listening objective

T : Listen to the text (or read it silently) and see if you can answer this question:

What has modified our traditional view of Galileo in recent times?

4 Play the tape or read the text or wait for the students to finish reading silently

5 Answer the question

After the reading, ask the question again: What has modified our traditional view of Galileo in recent times?

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: Our traditional view of Galileo has been modified by a closer study of the evidence, deeper sense of the period in which he lived, and particularly by a new consciousness of the philosophical undercurrents in the scientific revolution. (11. 11-13)

6 Intensive reading

Play the tape or read the text 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 text again

8 Reading aloud

Ask one or two students to read the text aloud.

Comprehension questions (11.1-10)

1 In his own lifetime, Galileo was the centre of---what? (Violent controversy.)

2 What has happened to the scientific dust? (It has long since settled.)

3 Did he have a clash with the Inquisition? (Yes, he did.)

4 How can we now view that clash? (In something like its proper perspective.)

5 When has Galileo become a 'problem child' for historians of science? (Only in modern times.)

6 How does the author describe the old view of Galileo? (As 'delightfully uncomplicated'.)

7 Above all what kind of a man was he? (He was a man who experimented.)

8 Did he admire the prejudices and book learning of the Aristotelians? (No, he despised them.)

9 Who did he put his questions to? (Nature.)

10 How did he draw his conclusions? (Fearlessly.)

11 Had he been the first man to turn a telescope to the sky? (Yes, he had.)

12 What evidence had he seen there? (Enough to overthrow Aristotle and Ptolemy together.)

13 Which Tower did he climb? (The Leaning Tower of Pisa.)

14 What did he drop from the top? (Various weights.)

15 Where did he roll balls? (Down inclined planes.)

16 How did he generalize the results of his experiments? (He generalized them into the famous law of free fall.)

Asking questions: Ask me if ...

T : Ask me if Galileo was the centre of violent controversy in his own lifetime.

S : Was Galileo the centre of violent controversy in his own lifetime?

T : Who ...

S : Who was the centre of violent controversy in his own lifetime?

1 Galileo was the centre of violent controversy in his own lifetime. (Who)

2 he has become a problem child for historians of science in modern times. (Why)

3 the old view of Galileo was delightfully uncomplicated. (What)

4 he had seen enough evidence to overthrow Aristotle and Ptolemy. (How much)

5 he dropped various weights from the top of the Leaning Tower of Pisa. (What)

6 a closer study of the evidence has profoundly modified the view of Galileo. (How)

7 a more sophisticated picture of Galileo has emerged today. (What)

8 his telescopic observations aroused great interest at the time. (When)

9 using a telescope calls for long experience and intimate familiarity with the instrument. (What)

10 one philosopher refused to look through Galileo's telescope. (Which philosopher)

11 the moons of Jupiter were produced by Galileo's spyglass. (What ... by)

12 a single curved glass would apparently distort nature. (What)

Reconstruct the last paragraph of the text (11.11-24)

1 Closer study----evidence----supported----deeper sense----period----particularly----new consciousness ---- philosophical undercurrents----scientific revolution----profoundly modified----view of Galileo.

2 Today, although ---- old Galileo----popular writings----historians of science----new ---- sophisticated picture ---- emerged.

3 At same time ----sympathy ----Galileo's opponents----grown.

4 Telescopic observations---- justly immortal; aroused great interest ----

important theoretical consequences ---- striking demonstration----
potentialities---- instruments ---- apparatus.

5 Blame those ---- looked----failed to see ----Galileo saw ---- remember
---- use telescope -- -- limit of powers ---- long experience ---- intimate
familiarity---- instrument?

6 Was philosopher ---- refused ---- look through ---- telescope ---- more
culpable ---- those ---- alleged ---- spiral nebulae ---- observed ---- Lord
Rosse's great telescope ---- 1840s ---- scratches ---- left ---- grinder?

7 Can perhaps forgive ---- those ---- moons of Jupiter ---- produced ----
Galileo's spyglass ---- if recall ---- in his day ----as centuries before ----
curved glass ---- popular contrivance ---- producing illusion, untruth; if single
curved glass ---- distort nature ---- how much more ---- pair?

Topics for discussion

1 The Leaning Tower of Pisa is one of the sights that people want to visit
when they go to Italy. What different sights should people visit when they come
to China, and why?

2 Tell us about a famous and important Chinese scientist or philosopher
from the past who changed our view of the world.

3 ' There is a tendency to reject new ideas at first until opinion changes. '
What do you think?

Key to Comprehension

Possible answers

1 The old view of Galileo was of a man who drew conclusions about nature
and the laws of physics from experiments, while the modern view of Galileo is
more sophisticated.

2 He justifies Galileo's contemporaries' failure to see what he saw because
his views and methods were so revolutionary that his contemporaries could not
appreciate them.

Key to Vocabulary

Possible answers

Lie detector tests have been the subject of quite violent controversy over the
years.

They are both very determined women, so there is rather a clash of
personalities.

When you are very young, it is sometimes difficult to see events in their proper
perspective. Martin Luther King was a man who despised the prejudices of racist
American politicians. We all experienced the same consciousness of danger when
we entered the room.

The information I have read this week has profoundly modified my opinion of
the man.

Do you think that for once you could consider the consequences of your

actions?

That new invention quite clearly has potentialities for either good or evil.

Because the soldier left his post and wandered away for a short time, he was accused of culpable negligence. He showed me a weird-looking contrivance designed to shear sheep.

We laughed when we looked at ourselves in those strange wavy mirrors that distort everything.

Key to Summary

A

A possible answer

- 1 Closer study has modified old view of the man.
- 2 New picture of man has emerged.
- 3 Sympathy for opponents has grown.
- 4 Remembered for telescopic observations.
- 5 Can hardly blame those who could not see: they did not have experience.
- 6 Perhaps also forgive those- thought discoveries products of distortion of curved glass.

B

A possible answer

A closer study of Galileo and his life has modified the old view of the man and his work. A new, more sophisticated picture of the man has emerged and our sympathy for his opponents has grown. Of course he is remembered for his telescopic observations, but we can hardly blame those who could not see what he saw: they did not have his experience with the apparatus. And we should perhaps also forgive those who thought that his discoveries were the products of the distortion of curved glass. (89 words)

Key to Composition

A possible answer

New ideas can never be readily accepted by those who cling to old beliefs.

It always takes time for any new idea to be accepted by people in general, often longer for it to be accepted by those who insist on clinging to old beliefs. (There are still a few people even now, for example, who believe that the world is flat.) New ideas have always been, and will always be, resisted for a number of reasons. Some people express the concern that what is new may not necessarily be better, while others reject a new idea from pure prejudice or from a simple fear of the unknown. In the past, the views of Aristotle and Ptolemy lasted for centuries before they were replaced by other ideas.

Many new ideas which are resisted when they first make their appearance are gradually assimilated until they finally become commonplace. In the twentieth century alone, the whole concept of manned flight took many years to be accepted. And in the past, the observation by Copernicus that the earth goes round the sun (and not the sun round the earth), the views of Galileo, Kepler's ideas on

planetary motions, Darwin's idea of evolution and Freud's ideas on psychology all took time to be accepted ---- and even now there are those who argue against the ideas put forward by Darwin and Freud.

There are, however, exceptions to the fact that new ideas are not readily accepted. Some great ideas have been accepted almost without question from the time they made their appearance; as examples, Newton's ideas on gravitation were acclaimed in the 18th century just as Einstein's ideas on relativity were acclaimed in the twentieth. Perhaps twenty-first century man will be much more open to new ideas, but there will always be those who cling to their old beliefs and will never be convinced by new ideas. (298 words)

Key to KS Exercises

A See text.

B See text.

C Both the to----infinitive and the -ing form (gerund) can be used as the subject of a sentence, especially when the main verb of the sentence is be: To err is human, to forgive divine. Finding work is difficult these days. We often begin sentences with an -ing form (gerund), but not so frequently with a to----infinitive.

To build houses with the local stone was difficult.

(Note: This would sound better as ' It was difficult to build houses with the local stone ' .)

Reading is one of the most important skills a young child must master.

To eat meat with your fingers is considered bad-mannered in that country.

Smoking is completely forbidden in many restaurants in Britain now.

Special difficulties

A

1 The two nouns plane and plain are pronounced in exactly the same way: /plem/.

As used in the text, the noun plane is a technical term (in geometry) meaning a completely flat surface: If a rectangle is drawn at 90 ° to another rectangular plane, it can create an optical illusion.

A plain is ' a large stretch of flat land ' : They rode across the plain towards the distant mountains.

2 The adjective popular means ' liked by many people ' : Disneyworld is a popular holiday destination for many British people.

The adjective folk refers to ' music or any other art that has grown up among working or country people as an important part of their way of life and that belongs to a particular area, trade, etc. ' : I know a girl who wants to become a folk singer.

3 Sympathy is ' sensitivity to and understanding of the sufferings of other people, often expressed in a willingness to give help ' : The president sent a message of sympathy to the victims of the earthquake.

Affection is ' a gentle lasting love, like that of a parent for a child ': She still has deep affection for some of her old school friends.

4 The verb blame means to ' consider (someone or something) responsible for (something bad) ': She blamed me for her exam results ----as if I had anything to do with it!

The verb accuse means to ' charge someone with doing wrong or breaking the law ': Are you accusing me of cheating?

5 The verb refuse means to ' say no; express one's strong unwillingness to accept ': The prisoner refused to give his name.

Deny, on the other hand, means to ' declare untrue or refuse to accept as a fact ': He denied any involvement in the robbery.

6 The noun scratch is ' a mark on a surface or a small wound on a person's skin made by rubbing with something pointed or rough ': There were some nasty scratches on the surface of the wooden table.

A scrape is ' an act or sound of scraping, i.e. removing something from a surface by pulling or pushing an edge firmly across it repeatedly ': The sound of fingernails scraping across a blackboard makes my teeth go on edge.

B

1 settled down = got used to living

2 settled down = sat comfortably

3 settle = pay

4 settle = solve

5 settled = went and lived

C

1 Whatever happens, the old man will keep on living in the farmhouse.

2 When my father retires, I am going to carry on the family business.

3 She doesn't want to go on being a secretary all her life.

4 After we had stopped for a rest, we drove on for another hour before we stopped again.

5 After crossing the bridge, we walked on until we reached a small hut on the side of the hill.

6 The book gets exciting at this point: just read on.

D

1 calls for = requires, needs

2 call on = pay a short visit to

3 call you up = telephone you

4 call ... off = cancel

5 call for = collect

6 call in (a doctor) = ask (a doctor) to visit

Repetition drill

The henpecked husband

Chorus, group or individual repetition

To elicit statements involving the use of make and do in particular

expressions.

T : Drill 32. The henpecked husband. This is the situation. Listen. Do not speak Two men are chatting about a friend of theirs called Joe. They believe Joe is a henpecked husband. This is how their conversation begins:

(1) T : I hear poor old Joe is having trouble with his wife again. I believe she leads him a terrible life. There's this business about the washing-up, for instance.

S : I know. He always has to do the washing-up.

(2) T : And the beds.

S : I know. He always has to make the beds.

(3) T : And the ironing.

S : I know. He always has to do the ironing.

T : Now you do the same. Ready?

1 As in (1) above.

2 As in (2) above.

3 As in (3) above.

4 T : And her hair.

S : I know. He always has to do her hair.

5 T : And jobs about the house.

S : I know. He always has to do jobs about the house.

6 T : And all her appointments.

S : I know. He always has to make all her appointments.

7 T : And breakfast.

S : I know. He always has to make breakfast.

8 T : And the garden.

S : I know. He always has to do the garden.

9 T : And the housework.

S : I know. He always has to do the housework.

10 T : And the evening meal.

S : I know. He always has to make the evening meal.

11 T : And coffee after dinner.

S : I know. He always has to make coffee after dinner.

12 T : And even the shopping.

S : I know. He always has to do the shopping.

T : Poor Joe! But I suppose it serves him right, really.

He married her for her money and now he's earning every penny of it!

Key to Multiple choice questions

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

Lesson33 Education

Listening comprehension

1 Introduce the text

T : Today we'll talk about a progressive view of education.

2 Understand the topic

T : What can you see in the picture?

3 Listening objective

T : Listen to the text (or read it silently) and see if you can answer this question:

Why is education democratic in bookless, tribal societies?

4 Play the tape or read the text or wait for the students to finish reading silently

5 Answer the question

After the reading, ask the question again: Why is education democratic in bookless, tribal societies?

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: It is 'bookless' because knowledge is shared and taught to every member of the tribe. (11.11-12)

6 Intensive reading

Play the tape or read the text 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 text again

8 Reading aloud

Ask one or two students to read the text aloud.

Comprehension questions (11.1-12)

- 1 What is one of the key words of our time? (Education.)
- 2 What do many of us believe about a man without an education? (That he is an unfortunate victim of adverse circumstances.)
- 3 What is such a person deprived of ? (One of the greatest opportunities of the twentieth century.)
- 4 Are modern states convinced of the importance of education? (Yes, they are.)
- 5 What do they invest in? (Institutions of learning.)
- 6 What do they hope to get back? (Interest.)
- 7 In what form? (In the form of a large group of enlightened young men and women who are potential leaders.)
- 8 Does education have carefully worked-out cycles of instruction? (Yes, it does.)
- 9 How does the author describe textbooks? (He describes them as

purchasable wells of wisdom.)

10 Would we have doctors and preachers without the benefits of education? (Yes, we would.)

11 What else would we have? (Lawyers and defendants, marriages and births.)

12 What would be different if civilization did not have the benefits of education? (Our spiritual outlook.)

13 What would we lay less stress on? (Facts and figures.)

14 And apart from a good memory and applied psychology, what would we lay more stress on? (The capacity of a man/person to get along with his fellow-citizens/fellow---men.)

15 If our educational system were formed after its bookless past, what kind of 'college' would we have? (The most democratic form of 'college' imaginable.)

16 What does the author tell us about knowledge among tribal people? (All knowledge inherited by tradition is shared by all.)

17 How is everyone equally equipped for life? (The knowledge is taught to every member of the tribe.)

Asking questions: Ask me if ...

T : Ask me if a man without education is a victim of adverse circumstances.

S : Is a man without education a victim of adverse circumstances?

T : Who ...

S : Who is a victim of adverse circumstances?

1 a man without education is a victim of adverse circumstances. (Who)

2 modern states invest in institutions of learning. (Why)

3 education has carefully worked out cycles of instruction. (Why)

4 our spiritual outlook would be different without education. (How)

5 we would lay more stress on a good memory. (What)

6 knowledge is shared by all among tribal people. (How)

7 any forms of modern education try to regain the ideal condition of the 'equal start'. (Which forms)

8 compulsory school attendance became law in Germany in 1642. (When)

9 compulsory school attendance is still non-existent in a number of 'civilized' nations. (Where)

10 all children are entitled to an equal start in 'education in the wilderness'. (What)

11 a child in a primitive culture grows up under the ever-present attention of his parents. (Who)

12 children are neglected because their father has to make a living away from home. (Why)

Reconstruct the first two paragraphs of the text (11.1-12)

1 Education---- key words---- time.

2 Man without education ---- many believe ---- victim ---- circumstances
---- deprived ---- greatest ---- opportunities.

3 Convinced ----importance ---- education ---- modern states ---- invest
---- institutions of learning ---- interest ---- form ---- group ---- enlightened
young ---- potential leaders.

4 Education - cycles of instruction - worked out - punctuated - textbooks -
purchasable wells ----wisdom ---- what would civilization ---- without benefits?

5 So much ---- certain: doctors ---- preachers ---- lawyers ---- defendants
---- marriages ----births ---- spiritual outlook - different.

6 We ---- less stress ---- ' facts and figures ' ---- more ---- good
memory ---- applied psychology ---- capacity of man ---- get along ----
fellow----citizens.

7 If ---- educational system ---- fashioned ---- bookless past ---- would
have ---- democratic ---- ' college ' imaginable.

8 Among tribal people ---- knowledge ---- tradition ---- shared: taught
---- every member of tribe ---- everybody ---- equipped for life.

Topics .for discussion

1 How has your education been different from the education that your
parents and grandparents received? Is yours better than theirs was, do you think,
or was theirs better than yours? Why?

2 ' The primary aim of a national education system is to create
professionals to take our country into the future. ' Do you agree? Why ?/Why
not?

3 What, in your opinion, would be an ideal form of education?

Key to Comprehension

Possible answers

1 Education can be said to be an ' investment ' since the state (or people) in
the future will be able to use the skills educated people have been taught.

2 The author appears to be opposed to formal education because it ignores
our spiritual side.

3 According to the author, a primitive society is superior to a civilized
society because it gives every one of its members an equal start.

Key to Vocabulary

Possible answers

The Foreign Secretary was a key figure in the negotiations about the borders.

Adverse circumstances forced the family to sell their large home and buy a
small flat.

Young people today are a lot more enlightened than they were even fifty years
ago.

He's still weighing up the potential benefits and disadvantages of investing in
the company.

Certain modern education systems lay less stress on exam results than many

did years ago.

Once the four people sign this contract, the conditions in it are binding on all of them.

Illiterates are people who have not learned to read and write, and who are regarded as badly educated.

In Britain, as in most other countries, Income Tax is compulsory for people who work and earn money.

Has that young man got the (monetary) means to support a family? (Note: In a sentence like this, the word

means already implies 'monetary', so the word 'monetary' is redundant.)

Is everyone entitled to an Old Age Pension in this country?

Damage to property, graffiti and other acts of vandalism are often the result of juvenile delinquency.

Key to Summary

A possible answer

Without formal education and without books, our spiritual outlook would be different and we could lay more stress on memory, applied psychology and love for our fellow-----citizens than on the acquisition of factual information. Among tribal people all traditionally acquired knowledge is shared among all and there is a situation in which all have an 'equal start'. The introduction of compulsory school attendance has been fairly recent in European countries, which tends to suggest that compulsory education might be slightly unnatural.

In a primitive society, all receive an education at their own pace and under the attention of parents. (99 words)

Key to Composition

A possible answer

'A man without an education, many of us believe, is an unfortunate victim of adverse circumstances deprived of one of the greatest twentieth-century opportunities.' Discuss.

A

- 1 Modern society ----based on a system of formal education.
- 2 Compulsory education (from e.g. 5-16)---- gives opportunities to all.
- 3 Pupils / Students need to learn basic skills---- reading, writing, maths ---- and now computer skills.
- 4 Other 'subjects' ---- art, music, dance, sport, etc. ----give further opportunities for enjoyment and careers;.
- 5 Careers now not always for life: people already change professions 2 or 3 times.
- 6 Basic education essential for people to undertake retraining for new professions.

B

Modern society in many countries is based on a system of formal education

whereby young people expect to spend the first part of their lives in education before entering the world of work for the rest of it. There are very few places in the world where education is not now compulsory, usually from about the age of five to about the age of fifteen or sixteen, and beyond that, of course, is the world of higher education colleges and universities. The concept of compulsory schooling is to provide a whole population with basic education, and anyone that misses this education will almost certainly be at a disadvantage later in life.

Pupils in Infant Schools and Junior Schools (as schools in primary education are called in Britain) need to learn basic literacy skills: they must learn to read and write. They also need to begin to learn basic mathematics, or arithmetic. And they need to acquire social skills in order to get on with each other in our everyday lives. And further, young children nowadays are also beginning to acquire basic computer skills.

Pupils in secondary schools continue to build on the education that they have acquired early on, and broaden their interests and abilities in art, music, dance, sports and so on. Indeed, these 'subjects' give many pupils further opportunities for careers as well as for enjoyment both in school and in later life. Again, anyone who misses these opportunities misses a great deal.

There was a time not very long ago when a young man needed no more education than that which his father needed in order to carry on the same profession. And young women, of course, apparently needed no education at all. In the second half of the twentieth century, education was vital since it opened the doors of opportunity to a wide variety of professions for both young men and women ---- and many entered a profession for life. Now, however, a profession or a career is not always for life: indeed, young people are already finding that they have to or want to change profession after a few years. In fact, with the introduction of new industrial practices and more and more computerisation, some professions are beginning to disappear. In the face of this social movement, then, basic education is more and more essential for people to be able to undertake retraining for new professions. Anyone who does not have a basic education is at a distinct disadvantage. (413 words)

Key to KS Exercises

A See text.

B We use inverted commas (or quotation marks) around what is actually spoken i.e. direct speech. We also enclose book and film titles in inverted commas. However, individual words and phrases are enclosed in inverted commas (or quotation marks) in English for a variety of other purposes.

The verb 'invest' (1. 3), for example, is in inverted commas to indicate that the word is not being used in its normally defined meaning

The phrase 'facts and figures' (1. 8) is in inverted commas because again the author has extended the normal use of the phrase to suit his own purpose and to mean something like 'factual information'. The phrase 'happy few' (1. 18) is a direct quotation from Shakespeare (Henry V, Act 4, Sc. 3). There it refers to

the small number of English soldiers that faced the French army. In the text it refers to the fortunate small number of extremely privileged people who received education in the past.

C Remind students that less is the comparative form of little and refers to uncountable nouns: He has less work than he had last year. Fewer is the comparative of few and refers to countable nouns: She has fewer clothes than most of her friends.

- 1 less 2 fewer 3 Fewer 4 less 5 fewer

D See text.

E

- 1 Most people would consider Chinese very difficult.
- 2 I find it incredible that he still can't read at his age.
- 3 He thought it funny that I had taken up chess.
- 4 She felt it necessary to tell her best friend her news.
- 5 I believed her incapable of doing any job properly.

Special difficulties

1 The words opportunity and chance are very close in meaning and use in English.

An opportunity is 'a favourable moment or occasion (for doing something)': You should go and see that film if you get the opportunity, I took the opportunity of visiting Ann while I was in London.

Chance can also mean 'a time suitable for doing something you want to do': I'll have a chance/an opportunity to go up the Eiffel Tower when I'm in Paris.

However, only the word chance can be used to talk about possibility alone: There is a chance (=possibility) that I'll see him later in the week.

2 The adjectives potential and potent, while they might look similar, are totally different in meaning.

Potential refers to something 'that may happen or become so, although not actually existing at present': An ordinary kitchen is full of potential dangers, especially for young children.

Potent, on the other hand, means 'very effective, convincing, or having great power': She put forward a very potent argument for our moving house.

3 Although both connected with the verb 'imagine', the adjectives imaginable and imaginative are very different in use. (A third adjective, imaginary, refers to something 'only existing in imagination': Quite a lot of small children have imaginary friends.)

Imaginable refers to something 'that can be imagined': They tried every imaginable means/every means imaginable, but they couldn't wake her up.

Imaginative refers to something 'that shows use of the imagination': One of the students came up with an extremely imaginative design for the new college.

4 A tribe is 'a social group of people made up of people of the same race, beliefs, customs, language, etc, living in a particular area often under the leadership of a chief': Not long ago an English woman married a member of the

Zulu tribe and brought him back to Britain.

The word race, on the other hand, refers to ' the largest social group of humans, a group of the same colour and/or physical type ' : The law forbids discrimination on the grounds of race or religion.

5 Both adjectives compulsory and necessary are connected to the idea of obligation.

Compulsory refers to something ' which must be done by law, by order, etc. ' : Wearing a car seat belt is compulsory in Britain. Is it compulsory in China?

Necessary refers to something ' that must be had, obtained or done ' : Is it really necessary for all of us to go to the meeting?

B

1 outlook = general point of view

2 outburst = sudden powerful expression of feeling

3 outbreak = sudden appearance or beginning of something bad

4 outcome = an effect or result

C As a determiner with singular or uncountable nouns, all means ' the complete amount or quantity, the whole of : He ate all his food. Not all water is suitable for drinking. They danced all night.

As a determiner with plural nouns, all means ' every one of : All the questions were difficult. We bought all kinds of things.

As a pronoun, all means ' everyone or everything, the whole number, quantity or amount ' : He gave all he had. I bought all of them. We want freedom for all. All I need to do the job is a hammer and some nails.

1 All knowledge ... is shared by all. = The whole amount of knowledge (that exists) ... is shared by everyone.

2 All are entitled to an equal start. = All people are ... = Everyone is ...

Repetition drill

School for anarchists

Chorus, group or individual repetition

To elicit passive constructions ending in to in the following pattern: ' No one is (expected) to ' .

T: Drill 33. School for anarchists. This is the situation. Listen. Do not speak. A mother has visited a highly experimental and progressive boarding school. She is asking the headmaster some questions about the running of the school. This is how their conversation begins:

(1) T : I suppose you expect all the children to do their homework.

S : On the contrary. No one is expected to.

(2) T : But I presume you tell all the children to come in punctually for meals.

S : On the contrary. No one is told to.

(3) T : But you must ask all the children to keep the school clean and tidy.

S : On the contrary. No one is asked to.

T : Now you do the same. Ready?

1 As in (1) above.
 2 As in (2) above.
 3 As in (3) above.
 4 T : But isn't it necessary to instruct all the children to work as hard as they can?
 S : On the contrary. No one is instructed to.
 5 T : But surely it's vital to forbid all the children to smoke.
 S : On the contrary. No one is forbidden to.
 6 T : But I'm sure you force all the children to respect school property.
 S : On the contrary. No one is forced to.
 7 T : Don't you oblige all the children to take a bath regularly?
 S : On the contrary. No one is obliged to.
 8 T : But you do require all the children to write to their parents?
 S : On the contrary. No one is required to.
 9 T : Still, you must make all the children take part in sports.
 S : On the contrary. No one is made to.
 10 T : Surely you must advise all the children to prepare for academic examinations.
 S : On the contrary. No one is advised to.
 11 T : But you do encourage all the children to choose a career that suits them?
 S : On the contrary. No one is encouraged to.
 12 T : Then you must teach all the children to read and write.
 S : On the contrary. No one is taught to.
 T : Well, I like freedom, but not freedom without discipline. Your school sounds like a breeding ground for anarchists!

Key to Multiple choice questions

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

Lesson 34 Adolescence

Listening comprehension

1 Introduce the text

T : Today we'll talk about parents and adolescents.

2 Understand the topic

T : What can you see in the picture?

3 Listening objective

T : Listen to the text (or read it silently) and see if you can answer this question: What do adolescents respect in parents?

4 Play the tape or read the text or wait for the students to finish reading silently

5 Answer the question

After the reading, ask the question again: What do adolescents respect in parents?

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: They respect parents who admit they are wrong, or ignorant, or that they have been unfair. (11. 16-17)

6 Intensive reading

Play the tape or read the text 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 text again

8 Reading aloud

Ask one or two students to read the text aloud.

Comprehension questions (11.1-15)

1 How do parents often feel when their children praise the homes of their friends? (They are upset.)

2 What are they often foolish enough to do? (To let adolescents see that they are annoyed.)

3 The author writes: ' They may even accuse them of disloyalty. ' Who may accuse whom? (Parents may accuse their children of disloyalty.)

4 What else might parents do? (They might make some spiteful remark about the friends' parents.)

5 What behaviour on the part of adults deeply shocks adolescents? (Their loss of dignity and their descent into childish behaviour.)

6 What effect does such parental behaviour have on adolescents? (It makes them resolve not to talk to their parents about the places or people they visit.)

7 What will the parents be complaining about before very long? (They will be complaining that the child is secretive and never tells them anything.)

8 What do parents seldom realize about this situation? (That they have

brought it upon themselves.)

9 Is disillusionment with the parents to some degree inevitable? (Yes, it is.)

10 Does it matter how good the parents may be as parents or as individuals? (No, it doesn't.)

11 What can't most children's ideal of their parents stand up to? (Realistic evaluation.)

12 How would parents feel if they knew how much belief their children have in them? (They would be greatly surprised and deeply touched.)

13 Are parents prepared for the reaction of adolescents? (No, they aren't.)

14 Do they realize that it is a sign their children are growing up? (No, they don't.)

15 Would parents be so hurt if they did realize these things? (No, they wouldn't.) 16 Do parents resent and resist it? (Yes, they do.)

17 What wouldn't they do if they didn't resent and resist it? (They wouldn't drive the child into opposition.)

Asking questions: Ask me if ...

T : Ask me if parents are often upset.

S : Are parents often upset?

T : Why ...

S : Why are parents often upset?

1 parents are often upset. (Why)

2 parents sometimes accuse their children of disloyalty. (When)

3 adolescents often resolve not to talk to their parents. (Why)

4 parents realize they have brought the situation on themselves. (Why don't)

5 disillusionment with parents is inevitable. (What)

6 children's view of their parents will stand up to realistic evaluation. (What won't)

7 children have much faith in their parents' character and infallibility. (How much)

8 parents are prepared for their children's adolescence. (Why aren't)

9 adolescents respect parents who admit they are wrong. (What)

10 Victorian parents believed that they kept their dignity. (Why)

11 we tend to go to the other extreme nowadays. (What ... do)

12 it is wiser and safer to face up to reality. (Why)

Reconstruct the first two paragraphs of the text (11.1-15)

1 Parents ----- upset ----- children ----- homes of friends ----- regard as slur ----- own cooking ----- cleaning ----- furniture ----- often foolish ----- let adolescents ----- annoyed.

2 Even accuse ----- disloyalty ----- make remark --- friends' parents.

3 Loss of dignity ----- descent ----- childish behaviour ----- part of adults ----- shocks adolescents ----- makes resolve ----- in future ----- not talk -----

parents ---- places, people ---- visit.

4 Before very long ---- parents ---- complaining ---- child ---- secretive
---- never tells ---- seldom realize ---- brought this ---- themselves.

5 Disillusionment ---- parents, however good ---- may be ---- parents ----
individuals ---- inevitable.

6 Most children ---- high ideal ---- parents ---- unless parents ----
unsatisfactory ---- hardly hope ---- stand up ---- evaluation.

7 Parents ---- surprised ---- touched ---- realized ---- belief ---- children
have ---- character ---- infallibility ---- how much ---- faith means ---- child.

8 Parents ---- prepared ---- adolescent reaction ---- realized ---- sign ----
child ---- growing up ---- developing ---- powers of observation ----
judgment ---- not so hurt ---- not drive child ---- opposition ---- resenting ----
resisting.

Topics for discussion

1 Adolescence can be a very enjoyable time of your life, but a very difficult one. In what ways is it both enjoyable and difficult?

2 ' Children grow up a lot more quickly now than they did in the past. ' Is this true? And if it is, what might account for it?

3 ' People who don't have children don't know anything about responsibility. ' True or false?

Key to Comprehension

Possible answers

1 The author characterizes as ' childish ' the behaviour that parents exhibit when they accuse their children of disloyalty or make spiteful remarks about their children's friends' parents.

2 According to the author, it is inevitable that adolescents should become disillusioned with their parents because their ideal parents can't stand up to realistic evaluation.

3 Our attitude towards adolescents differs from that of the Victorians in that they treated their children with an ' unreasoning authoritarian attitude ' while we ' tend to go to the other extreme ' .

Key to Vocabulary

Possible answers

When he described me as a ' part-time artist ' , I regarded it as a slur on my profession.

She is an unpleasant person who often makes spiteful remarks about her neighbours.

The accident made me resolve to be a lot more careful in future.

Many young people suffer a certain amount of disillusionment when they have been in their first job for a while.

The tragic end to the whole story was to some degree inevitable.

We are waiting for a full evaluation before we can go ahead with the project.

I was deeply touched to receive the present you sent.

Catholics are required to believe in the infallibility of the Pope.

While resenting the need to obtain their permission, I realized that it was necessary.

The man faced three charges of burglary and one of receiving stolen property.

Many teachers in the past have been accused of retreating behind an unreasoning authoritarian attitude.

Key to Summary

A possible answer

When children praise their friends' homes, parents are often upset and might show that they are annoyed by accusing the children of disloyalty. This behaviour makes children decide not to talk to their parents about things in future, which in turn makes the parents complain about their children's secretiveness. Thus disillusionment with parents is inevitable. Children have a high opinion of their parents which can hardly stand up to realistic evaluation. If parents realized how high this opinion was, and if they understood adolescence, they would not be so hurt by adolescent reactions.

(93 words)

Key to Composition

A possible answer

Children seem to grow up more quickly today than they did in the past.

A

1 Something that all older generations say about younger generations? More true now.

2 Influence of television and other media.

3 Influence of modern technology.

4 Computers, PCs, games, the Internet.

5 Human relationships: more adult attitude ---- result of more enlightened education, exposure to films, etc.

6 Greater sense of responsibility. Not protected quite as much as in the past.

B

Do all older generations say that children seem to grow up more quickly nowadays that they did in the past?

Almost certainly. Parents in 1900 would have said it, parents in 1950 would have said it. The only difference is that it seems to be truer now, going into the twenty-first century, than it ever was before. And if it is true, if children really are growing up more quickly than they used to, what can account for it?

The Industrial Revolution which took place in Europe in the middle of the nineteenth century had a profound effect on society. Changes brought about by the computer and advances in technology have had further profound effects in the past fifty years, not least on television and other media and in education.

Children today are born into, and grow up in, a world in which you could, if you wanted to, watch television twenty-four hours a day in many languages from a variety of satellite and other channels from all over the world. Communications and transport are such now that most of us can go out today and buy a newspaper published in a country halfway across the world only yesterday.

In many homes and schools, PCs are more than machines: they are part of the furniture. Pupils learn from them, they play games on them, and they communicate through them. For many children, 'pen and ink' letters to 'penfriends' in other countries are being replaced by notes and letters on the Internet. Many have parents who understand the new technology: all have (or had) grandparents for whom PCs are 'magic boxes'. And it is this generation gap, this technology gap, which makes us see why children grow up more quickly.

Children nowadays, however, also seem to have a more adult attitude to human relationships, especially those between the sexes. Is this the result of more enlightened education in schools and in the media, or is it the result of greater exposure to films, adult literature, and so on? If this is true, is it good that children 'grow up' more quickly now in this respect?

Growing up should involve acquiring a sense of responsibility and it does seem that young people in general nowadays have a greater sense of responsibility than people of the same age a few years ago. Is this a good thing? Who knows? In later life they may regret that they were not allowed to remain children longer.

(412 words)

Key to KS Exercises

A

1 (Often) parents are (often) upset when their children (often) praise the homes of their friends.

2 Such a loss of dignity and descent into childish behaviour on the part of the adults (deeply) shocks the adolescents (deeply).

3 They (seldom) realize that they have brought this on themselves.

4 (Usually) parents would (usually) be (greatly) surprised and (deeply) touched if they realized how much belief their children (usually) have in their character and infallibility.

B Remember that, as an indefinite quantifier, enough is placed before countable and uncountable nouns: We haven't really got enough vegetables for everyone. ----but it comes after the adjective when it means 'to the necessary degree': She isn't old enough to drive a car.

1 He's old enough to go on holiday on his own.

2 Have you got enough money for your bus fare?

C When the full verb let means 'allow, permit', and the verb make means 'force, compel, or cause to', both are followed by a noun or pronoun object + a bare infinitive.

1 They let us use their bicycles for the weekend.

- 2 We made them wait for us.
- 3 Will you let him borrow your tennis racket?
- 4 Why make me address those letters when you could do them yourself?

D See text.

E We can use What (not That which) in place of The things) that to introduce a noun clause. Here, What may be considered to be a relative pronoun: What matters most is good health (= The thing that matters ...) or Good health is what matters most.

1 What I most wanted to ask him was how he felt when his team won the championship.

2 What annoys me about him is the way he always knows the answers to questions in class.

3 What the girl wanted most for her birthday was a new computer.

S pecial difficulties

A

1 When used with an adjective, the word enough means ' to the necessary degree ' :She is old enough to know her own mind.

The adverb fairly, on the other hand, means ' to some degree, rather, quite ' :It was a fairly difficult exercise, but I managed to finish it.

2 The noun loss /lɒs/ comes from the verb lose /luːz/----and notice the difference in pronunciation.

Did you report the loss of the painting to the police? When did you lose your wallet?

3 Notice first how these words are pronounced: descent /dɪ'sent/ and decent /di'sent/.

The noun descent comes from descend and means ' the process of going down ' : We watched the girl's descent from the tree. It is also sometimes used figuratively, as in the text, and as here: His friends watched his descent into a life of crime, not knowing what to do about it.

The adjective decent means ' proper, socially acceptable ' : Our neighbours are all very decent people.

4 The noun belief, as used in the text, means ' a feeling that someone or something is good or can be depended on; trust or confidence ' : The failure of the operation has shaken my belief in doctors.

Loyalty is the feeling or quality of being loyal, faithful to friends, principles, country, etc.: No one could ever doubt her loyalty to the team and her team-mates.

5 Grow up and grow can easily be confused. Grow up means to ' develop from being a child to being a man or woman ' : What do you want to be when you grow up?

The verb grow means to ' increase in size by natural development ' : She doesn't like her hair short, so she's letting it grow. (The verb can also be used transitively: We grow all our own vegetables.)

6 The verb hurt means to ' cause physical pain and/or damage to ' : She hurt her leg when she fell. ---- and ' to cause a person to suffer pain of the mind ' : I was deeply hurt by the way she just ignored me.

The noun pain, however, means ' suffering; great discomfort of the body or mind ' : His behaviour caused his parents a great deal of pain. ,

7 The noun refusal (from the verb refuse) means ' (the expression of) an unwillingness to accept ' : My offer of help met with a polite refusal. (= ... was politely refused.)

The noun denial (from the verb deny) means ' the act or an example of saying that something is not true ' :

The government has issued a strong denial of this rumour.

B

1 It was a mistake on the part of Jones (= Jones was mistaken) to sign the contract without reading it.

2 The firm agreed to refund one customer his money, and before very long hundreds of others were asking for refunds.

3 Most children learn quite early in life that they have to stand up to people who try to bully them.

4 The boy was accused of stealing a book from the shop, but he had done nothing of the kind.

5 ' On the whole, ' said the teacher, ' I'm very pleased with John's progress. '

6 In the end we all have to face up to our responsibilities.

7 I'm rather busy at the moment, but I promise I'll do it later.

Repetition drill

Salestalk

Chorus, group or individual repetition

To elicit statements involving the use of enough after adjectives in the pattern ' It's (straightforward) enough to (operate) ' .

T : Drill 34. Salestalk. This is the situation. Listen. Do not speak. A door----to----door salesman is trying to persuade a shrewd housewife to buy a vacuum cleaner. This is how their conversation begins:

(1) T : Can I interest you in this new vacuum cleaner, madam? As you can see, it's a beautiful model.

T : What about operating it? Is it straightforward?

S : You needn't worry about that. It's straightforward enough to operate.

(2) T : Say I have to carry it about? Is it light?

S : You needn't worry about that. It's light enough to carry about.

(3) T : What about turning it on? Is it simple ?

S : You needn't worry about that. It's simple enough to turn on.

T : Now you do the same. Ready?

1 As in (1) above.

2 As in (2) above.

3 As in (3) above.

4 T : Say I leave it on? Is it safe?

S : You needn't worry about that. It's safe enough to leave on.

5 T : What about running it? Is it economical?

S : You needn't worry about that. It's economical enough to run.

6 T : Say I want to store it away? Is it small?

S : You needn't worry about that. It's small enough to store away.

7 T : What about using it? Is it efficient?

S : You needn't worry about that. It's efficient enough to use.

8 T : Say I want to do the whole house? Is it powerful?

S : You needn't worry about that. It's powerful enough to do the whole house.

9 T : What about cleaning it? Is it easy?

S : You needn't worry about that. It's easy enough to clean.

10 T : What about servicing it? Is it convenient?

S : You needn't worry about that. It's convenient enough to service.

11 T : Say I want to exchange it? Is it simple?

S : You needn't worry about that. It's simple enough to exchange.

12 T : Say I want to buy it? Is it cheap?

S : You needn't worry about that. It's cheap enough to buy.

T : It sounds as if it's a very good machine ---- just like the one I've got, in

fact. Key to Multiple choice questions

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

Lesson 35 Space odyssey

Listening comprehension

1 Introduce the text

T : Today we'll talk about colonising the Moon and Mars.

2 Understand the topic

T : What can you see in the picture?

3 Listening objective

T : Listen to the text (or read it silently) and see if you can answer this question:

When will it be possible for us to think seriously about colonising Mars?

4 Play the tape or read the text or wait for the students to finish reading silently

5 Answer the question

After the reading, ask the question again: When will it be possible for us to think seriously about colonising Mars?

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: When a significant number of people are living permanently in space. (11. 15-16)

6 Intensive reading

Play the tape or read the text 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 text again

8 Reading aloud

Ask one or two students to read the text aloud.

Comprehension questions (11.1-10)

1 What is likely to become the industrial hub of the Solar System? (The Moon.)

2 What will it supply? (Rocket fuels for its ships.)

3 Where will liquid oxygen be obtained from? (From lunar rocks.)

4 The reason why the Moon will become the industrial hub of the Solar System lies in its gravity, doesn't it? (Yes, it does.)

5 In terms of mass, how big is the Moon? (It has an eightieth of the Earth's mass.)

6 How far is it from the Moon to Earth-orbit? (A quarter of a million miles.)

7 How far is it from Earth's surface into orbit? (200 miles.)

8 But how much less energy does it take to travel from the Moon than the journey from the Earth into orbit? (It requires 97 per cent less energy.)

9 Does this sound fantastic? (Yes, it does.)

10 But is it easy to calculate? (Yes, it is.)

11 What speed must one reach to escape from the Earth in a rocket? (Seven miles per second.)

12 What speed must one reach to escape from the Moon? (1.5 miles per second.)

13 What is the gravity on the Moon's surface? (One sixth of the gravity on Earth.)

14 Does it take more, or less, energy to accelerate to 1.5 miles per second than it does on Earth? (Much less.)

15 Will Moon-dwellers be able to fly in space more cheaply than their terrestrial cousins? (Yes, they will.)

16 What will it cost them? (Only three per cent of similar journeys by their terrestrial cousins.)

Asking questions: Ask me if ...

T : Ask me if the Moon is likely to become the industrial hub of the Solar System.

S : Is the Moon likely to become the industrial hub of the Solar System?

T : Which body ...

S : Which body is likely to become the industrial hub of the Solar System?

1 the Moon is likely to become the industrial hub of the Solar System. (Which body)

2 rocket fuel can be obtained from lunar rocks. (How)

3 the Moon has an eightieth of the Earth's mass. (Which body) .

4 it is a quarter of a million miles from the Moon to the Earth. (How far)

5 one must travel at seven miles per second to escape from the Earth. (How fast)

6 the gravity on the Moon's surface is only a sixth of the Earth's. (What)

7 Mars is 160 times farther from the Earth than the Moon. (How much farther)

8 a significant number of people will live permanently in space. (When)

9 Mars has an extraordinary fascination for would----be voyagers. (Which planet)

10 America, Russia and Europe are filled with ' Mars enthusiasts ' . (Which countries)

11 Mars is the one planet in the Solar System that is most like the Earth. (Which planet)

12 the author's last sentence sounds extremely ironic. (Why)

Reconstruct the first two paragraphs of the text (11.1-10)

1 Moon ---- likely ---- become ---- industrial hub ---- Solar System ---- supply ---- rocket fuels ---- ships ---- obtainable ---- lunar rocks ---- liquid oxygen.

2 Reason ---- gravity.

3 Because ---- Moon ---- an eightieth ---- Earth's mass ---- requires 97%

less energy ---- travel ---- quarter ---- million miles ---- Moon to Earth-orbit
---- 200----mile journey ---- Earth's surface ---- orbit!

4 May ---- fantastic ---- easily calculated.

5 Escape ---- Earth ---- rocket ---- travel ---- seven miles ---- second.

6 Comparable speed from Moon ----1.5 miles ---- second.

7 Because ---- gravity ---- Moon's surface ---- sixth ---- Earth's
(remember ---- easily ---- Apollo astronauts bounded) ---- less energy ----
accelerate ---- 1.5 miles ---- second ---- than ---- Earth.

8 Moon----dwellers ---- fly ---- space ---- 3% ---- cost ---- similar
journeys ---- terrestrial cousins.

Topics for discussion

1 Would you like to journey into space?.Why?/Why not? If you would like to, where would you like to go?

2 ' The exploration of space is just not worth the massive amounts of money it has cost. ' What do you think?

3 ' By the middle of the 21st century, there will be small colonies on the Moon and Mars. ' What do you think?

Key to Comprehension

Possible answers

1 A rocket would leave the surface of the Moon more rapidly than it leaves the surface of the Earth because of its gravity: it has only one eightieth of the Earth's mass.

2 Space travel would be cheaper from the Moon because a) the Moon's gravity is less than the earth's so less fuel is needed to take off, and b) liquid oxygen. is easily obtainable from lunar rocks.

3 People will begin seriously to consider the possibility of colonising Mars when enough people are living in space.

Key to Vocabulary

Possible answers

London is the cultural hub of the UK.

This town is the centre of the steel industry, supplying steel to the whole of the rest of the country.

The first Apollo expedition to land on the Moon brought back lots of lunar rock samples.

A battery----driven car requires far less fuel than a petrol----driven car.

If necessary, one can always consult a dictionary.

A comparable car would be considerably cheaper abroad.

Most terrestrial plants require sunshine, oxygen and water in order to survive.

There has been a significant change in the attitude of ordinary people towards the Royal family since the death of Diana.

This is the only place I have visited that is anything like my home village.

When Europeans first set foot on American soil, the continent was quite clearly ideal for settlement.

Key to Summary

A possible answer

The Moon could become the industrial hub of the solar system and supply spaceships. As the Moon has only one eightieth of the Earth's mass, it needs 97 per cent less energy to travel from the Moon to the Earth than to get from the Earth's surface into orbit. To escape the Earth's gravity, you must travel at seven miles per second; to escape from the Moon is 1.5 miles per second. Because of the low gravity on the Moon, it will need far less energy to reach that speed. (90 words)

Key to Composition

A possible answer

The future of space travel.

A

- 1 What might space travel be like in 50 years' time?
- 2 Moon base?
- 3 Orbiting space stations?
- 4 Long voyages to Mars and other planets?
- 5 Day trips round the Earth from orbiting space station or even from shuttle?

B

Looking back, it seems almost incredible that man only began to fly in mechanical flying machines about a hundred years ago. Since the first experimental flights in small, frail, home-made aircraft, the science has developed to a point where millions regularly fly around the earth in large jet-propelled aircraft which will carry hundreds of people. But not only has man flown around the earth, in earth's atmosphere, he has taken the first steps towards travel in space. Men have walked on the Moon, and men have set up space stations and hundreds of satellites in orbit around the Earth.

If this incredible development has taken place in such a short time, what might space travel be like in fifty years' time? It is almost impossible to say. Even at this moment (early in 1999), the Americans and Russians are co-operating in the construction of the largest space station to date in Earth orbit. From there, and once it is operating properly, who knows what the future might hold? It will act as the launch pad for flights to other planets, and then the Moon must surely be the site for the first human colony in space.

Men have always been pioneers and for many years space has been regarded as 'the last frontier'. Escaping Earth's gravity was the first challenge, setting up orbiting space stations the next, and colonising the Moon will be the next. But after that? Surely we must aim for Mars, the 'Red Planet', the planet which we are told is most like ours in so many ways. After that, other planets beckon in our

own Solar System, and then beyond that, millions of light years away, are thousands and thousands of other worlds.

But let's just 'come back down to earth' again for a moment. For many people, the next fifty years could well bring the Ultimate Holiday. How would you like to travel round the earth in an orbiting space station or even in a shuttle in a few hours? If you can afford it, you will almost certainly be able to in a few years' time. The question is: will you want to? Or would you rather leave Earth completely, become a space pioneer and emigrate to a different planet? (376 words)

Key to KS Exercises

A See text.

B The verbs sound, seem, taste, feel and look often act as 'replacement' verbs for be. When these verbs are used to replace be, they take on many of its characteristics e.g. no continuous form, verb+ adjective (He is/ looks ill. It is/ feels cold. It is/ sounds wonderful.).

- 1 It feels very hot today.
- 2 This chocolate seems /tastes very bitter.
- 3 You can see from her face that she doesn't feel well. (She looks unwell.)
- 4 The price sounds /seems about right, but I hope they can offer us a bigger discount.
- 5 How much did you say? That sounds /seems expensive!

Special difficulties

A

1 The adjectives industrial and industrious are both derived from the noun industry, but are completely different in meaning.

Industrial means 'of industry and the people who work in it': Germany has always been one of the major industrial nations in Europe.

Industrious means 'hard-working': If you have ever watched a colony of ants, you will realize how industrious they are.

2 The verb supply means to 'provide things to a person for use': He has been supplying our restaurant with vegetables for years.

The verb provide means to 'cause or arrange for someone to have or use': The course is free but you have to provide your own books.

3 The adverb less, with adjectives and adverbs, means 'not so, not as, to a smaller degree': I hope the next train will be less crowded than this one.

The word lesser can be used as an adjective or an adverb and means 'not so great or so much as the other (of two) in worth, degree, size, etc.': This is the lesser of two evils.

4 The regular verb bound means to 'move along quickly by jumping or leaping movements': The dogs bounded across the field after the deer.

The plural noun bounds means 'the furthest limits or edges of something; the limits beyond which it is impossible or undesirable to go': His greed for power

knows no bounds. The pub was out of bounds to the schoolboys.

5 The irregular verb bind (bound----bound) means to 'tie together, especially with rope': The robbers bound the bank manager's hands together.

The adjective phrase bound for means 'going to or intending to go to': We boarded a plane that was bound for New York.

6 The irregular verb fly (flew ----flown) means to 'control and guide (an aircraft) in flight': I'd love to learn to fly a helicopter.

The regular verb flow (flowed----flowed) means to 'move smoothly in a stream': The river flowed right behind the back door of the farmhouse.

7 An idea is 'a plan, thought, or suggestion for a possible course of action': Has anyone got a good idea where to go this afternoon?

An ideal is 'a perfect example': That's my ideal of what a country cottage should be like.

8 At least is an expression used for mentioning some small advantage that makes its disadvantage seem not so bad: The food wasn't good, but at least it was cheap.

At last means 'in the end, after a long time': At last we found out what had really happened.

B

1 The Moon could become ...

2 This might sound ...

3 It takes far less energy...

C Remind students of the use of relative pronouns who and which-who for people and which for things and animals.

1 which 2 which 3 which 4 who 5 who

Repetition drill

Young Rawlings

Chorus, group or individual repetition

To elicit statements involving the use of has yet to (= hasn't yet) in the pattern 'That's something he has yet to (realize) '.

T: Drill 35. Young Rawlings. This is the situation. Listen. Do not speak. Two middle-aged and highly dissatisfied employees are talking about conditions in their firm. They are considering their own position in relation to that of a young colleague called Rawlings. This is how their conversation begins:

(1) **T**: What's the use of being ambitious in a firm like this? Take young Rawlings, for instance.

He's keen and hard-working. He's only been in the firm for two years. He still hasn't realized how difficult it is to get on in this kind of establishment.

S: True. That's something he has yet to realize!

(2) **T**: Now you and I have been in the firm for twenty years and where are we? Right at the bottom! Young Rawlings still hasn't discovered that all the key positions are held by older men.

S: True. That's something he has yet to discover!

(3) T : Just because he's been given a bit of responsibility, he thinks he can sail do the top. He still hasn't found out that they don't know what the word ' promotion ' means in this firm!

S : True. That's something he has yet to find out!

T : Now you do the same. Ready?

1 As in (1) above.

2 As in (2) above.

3 As in (3) above.

4 T: Thinks he knows everything, that's the trouble. He's only been here two minutes and he thinks he can tell us what to do. He still hasn't acquired the necessary experience to know how to behave.

S : True. That's something he has yet to acquire!

5 T : The way he spoke to me the other day! ' Good morning, Grundle, ' he said. He didn't even say Mr. Grundle. Who does he think he is? He still hasn't learnt how to be tactful.

S : True. That's something he has yet to learn!

6 T : I expect to be treated with respect. I expect to be called Mr. Grundle. I'm not a boy.

Young Rawlings still hasn't understood that we're twenty years his senior.

S : True. That's something he has yet to understand!

7 T: He's young and he's got a lot to learn. He's not like us. He still hasn't developed a sense of responsibility.

S : True. That's something he has yet to develop!

8 T : His turn will come. He'll wait for years, like us. Then he'll find he's in the same position.

He still hasn't experienced frustration.

S: True. That's something he has yet to experience!

9 T: I just can't understand why he was promoted over our heads! A young good-for-nothing like that! He still hasn't faced failure and disappointment.

S : True. That's something he has yet to face.

10 T : You'll never see me. running round trying to please him. He'll find out what I'm like soon enough. He still hasn't seen me as I really am.

S : True. That's something he has yet to see.

T : (A young man's voice is heard.) Grundle!(Grundle replies.) Yes, Mr. Rawlings. Yes, sir! Yes, sir!

Key to Multiple choice questions

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

Lesson 36 The cost of government

Listening comprehension

1 Introduce the text

T : Today we'll talk about the cost of government.

2 Understand the topic

T : What can you see in the pictures?

3 Listening objective

T: Listen to the text (or read it silently) and see if you can answer this question:

What is the most important factor, both in government or business, for keeping running costs low?

4 Play the tape or read the text or wait for the students to finish reading silently

5 Answer the question

After the reading, ask the question again: What is the most important factor, both in government or business, for keeping running costs low?

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: The most important factor is to have people who are loyal and responsible. (11.13-15 and 11.19-21)

6 Intensive reading

Play the tape or read the text 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 text again

8 Reading aloud

Ask one or two students to read the text aloud.

Comprehension questions (11.1-18)

1 If a nation is essentially disunited, who must hold it together? (The government.)

2 What does this do to the expense of government? (It increases it.)

3 And does it reduce or increase the amount of economic resources that could be used for developing the country? (It reduces it.)

4 Are those resources in poor countries large or small? (They're small.)

5 What happens to resources for development where the cost of government is high? (They are correspondingly low.)

6 How can this be illustrated? (By comparing the position of a nation with that of a private business enterprise.)

7 What does an enterprise have to incur in order to stay in business? (Certain costs and expenses.)

8 According to the author, and for the purposes of his argument, he is

concerned with one kind of cost.

What is it? (The cost of managing and administering the business.)

9 What are these costs called? (Administrative overheads.)

10 And what are they analogous to in a nation? (The cost of government.)

11 Are the administrative costs of a business low if everyone can be trusted to behave in a way that promotes the interests of the firm? (Yes, they are.)

12 If everyone in a business can be trusted to take responsibility and to exercise initiative, will administrative costs be high or low? (They will be low.)

13 Why will they be low? (Because only one man will look after each job.)

14 Will another man be needed to check on what he is doing, keep him in line or report on him to someone else? (No, he won't.)

15 When will a business require armies of administrators, checkers and foremen? (When no one can be trusted to act loyally and responsibly towards his job.)

16 And what will happen to administrative costs? (They will rise correspondingly.)

17 What happens to the earnings of a business after meeting the expense of rising administrative overheads? (They fall.)

18 Will the business have more, or less, money to distribute as dividends or to invest in its future progress and development? (It will have less.)

Asking questions: Ask me if ...

T: Ask me if the government has to hold a nation together.

S : Does the government have to hold a nation together?

T: Why ...

S: Why does the government have to hold a nation together?

1 the government has to hold a nation together. (Why)

2 resources for development are low when the cost of government is high. (When)

3 the author compares the position of a nation with that of a private business enterprise. (What...with)

4 the argument is only concerned with the cost of managing and administering the business. (What)

5 administrative overheads in business are analogous to the cost of government in a nation. (What)

6 only one man will be needed to look after each job in a firm with low administrative overheads.(How many men)

7 the business will require armies of administrators if no one can be trusted to act loyally and responsibly. (What)

8 business earnings will fall as administrative overheads rise. (Why)

9 a firm will have less money to invest in its future development. (How much money)

10 the people can be relied upon to behave in a loyal and responsible manner. (Who)

11 the government will have to watch and control people if a nation is disunited. (When)

12 a disunited nation has to incur unduly high costs of government. (What kind of)

Reconstruct the first part of the text (11.1-11)

1 Nation ---- essentially disunited ---- left to government ---- hold together.

2 This increases ---- expense ---- government ---- reduces ---- amount ---- resources ---- used ---- developing ---- country.

3 Should not ---- forgotten ---- how small ---- resources ---- poor and backward country.

4 Where ---- cost ---- government ---- high ---- resources ---- development ---- low.

5 This ---- illustrated ---- comparing ---- nation ---- private business enterprise.

6 Enterprise ---- incur ---- costs ---- expenses ---- stay in business.

7 Our purposes ---- concerned ---- one kind ---- cost ---- cost ---- managing ---- administering ---- business.

8 Such administrative overheads ---- business ---- analogous ---- cost ---- government ---- nation.

9 Administrative overheads ---- business ---- low ---- to extent ---- everyone ---- in business ---- trusted ---- behave ---- way ---- best promotes ---- interests ---- firm.

10 If ---- each ---- trusted ---- take responsibilities ---- and exercise ---- initiative ---- falls ---- sphere ---- overheads ---- low.

Topics for discussion

1 What social services should be provided for all citizens by local or national government, and how should they be paid for?

2 What are some of the best ways to keep company employees happy and to make sure that they are loyal to the firm and act responsibly?

3 ' Bribery and corruption are the hallmarks of bad government. ' What do you think?

Key to Comprehension

Possible answers

1 The expense of government is increased if a nation is disunited because money has to be spent on watching, checking and controlling people.

2 The phrase ' administrative overheads ' means the cost of paying people to undertake jobs in administration in order to manage and administer a business.

Key to Vocabulary

Possible answers

The increase in traffic increases the amount we have to spend on maintaining the roads and reduces correspondingly the amount of economic resources we have for building new roads.

If the children misbehave again, they will incur the teacher's anger.

The way light travels is analogous to the way water moves in waves.

The Advertising Manager promotes the company and its products whenever and wherever he can.

The company can distribute as dividends quite a large amount of money this year because business has been so good.

She said precisely what I was going to say.

There's no need for you to worry unduly about booking the theatre seats: I'll do that.

Key to Summary

A possible answer

To stay in business, a business enterprise must incur costs and expenses, one of which is the cost of managing and administering the business, commonly called the administrative overheads. These can be compared to the cost of government in a nation. Administrative overheads can be kept low in a business by trusting employees to be responsible and to show initiative, without needing anyone to check on them. In the same way, the cost of government can be kept low if people behave loyally and responsibly. If they do not and the nation becomes disunited, however, the government will have to watch, check and control the people and will incur unduly high costs. (112 words)

Key to Composition

A possible answer

Ideally, a civil service, should consist of a permanently appointed body of men and women who are not necessarily affiliated to the political party that is in power at any particular time.

A

1 A country needs a professional body of people to run it, regardless of political party in power.

2 Part of necessary administrative overheads ---- but no need for armies of civil servants.

3 These people must be trained for the job and be rigorously managed.

4 These people should serve any government in power loyally, regardless of personal political beliefs.

5 Compare systems where civil service consists of political appointments ----open to bribery and corruption.

B

In *The Backward Society*, Raymond Frost compares managing and administering a nation with managing and administering a private business enterprise. Essentially, of course, the operations are the same: after all, even if they are on a

totally different scale, each has necessary administrative overheads, and each must constantly review the situation to ensure that those overheads are kept as low as possible. The major difference between the two, however, apart from the size, is that the country's 'bosses' might change quite frequently.

Change can be disruptive, particularly when a nation elects a new government, so a country needs a professional body of people to run it, regardless of the political party which is in power. Like a private enterprise, the administration of a country needs stability. A civil service provides that permanence and stability. When things need changing, or when politicians pass laws to change things, it seems sensible that people who have been appointed to permanent positions should be allowed to implement those changes with as little disruption or direct political pressure as possible.

A civil service must be seen as part of the necessary administrative overheads. A country needs people to administer its finance, education, health service, police and public order, and so on. While the heads (or Ministers) of those departments will change, the civil servants required to run these departments should be more or less permanent. There should be no need for armies of civil servants, however: the number of administrators must itself be carefully controlled, or administration can become its own aim.

In the same way that the numbers should be controlled, civil servants must be trained for the job and be rigorously managed. It has been argued, although it is debatable, that a clear career structure in the civil service helps not only to maintain the professionalism of those working in it but also to reduce the risk of corruption.

The majority of civil servants will have their own political ideas, of course, but they should serve any government in power loyally, regardless of any such political beliefs.

In a system where the civil service contains many whose positions are primarily political appointments, where there is little or no career structure, and where there is little control over the increase in the numbers of civil servants, that system is open to bribery and corruption.

(390 words)

Key to KS Exercises

A See text.

B See text.

C See text.

D

1 The book that best illustrates what I mean is *A Tale of Two Cities* by Charles Dickens.

2 'Selfish' is the word that best describes my uncle: he thinks of no one but himself.

3 The option that best explains what the sentence means is option 'A'.

Special difficulties

A

1 Earnings (plural noun) is the money which is earned by working: What are your take-home earnings after tax and other deductions? Profits, on the other hand, is the money gained by a trade or business: Last week the company announced their profits for last year.

2 The verb watch, as used in the text, means to ' be careful with or pay attention to ' : You'd better watch Smith: I think he's a thief.

The verb follow means to ' move behind in the same direction ' : The children followed the teacher out of the room.

3 The verb check means to ' test, examine, or mark to see if something is correct, true, in good condition, etc. ' : Their bags were checked by security guards as they entered the building. She checked through the letter before sending it.

The verb control, however, means to ' have a directing influence over; have power over; rule ' : Try to control yourself. The teacher just couldn't control his class. It is extremely difficult for more developing countries to control the growth of population.

B

1 backward (in a backward country) is a derogatory term for ' developing ' i.e. a poor country that is trying to become richer and to improve the living conditions of its people.

2 backwards (adverb) =in the opposite way to what is usual (or the opposite of ' forwards ').

3 backward (in the phrase backward children) means ' behind in development ' .

C

1 ' We are concerned only with one kind of cost. ' ---- The position of only here refers to ' one kind of cost ' .

2 ' We only are concerned. ' ---- The position of only here implies that only we, and no other people, are concerned.

3 ' We are concerned with only one kind of cost. ' ----This is the same as I above.

4 ' We are concerned with one kind of cost only. ' ---- The position of only here emphasizes or stresses ' one kind of cost ' .

Repetition drill

The handyman

Chorus, group or individual repetition

To elicit statements involving the use of It's high time + simple past when referring to imaginary or desirable situations in the present.

T : Drill 36. The handyman. This is the situation. Listen. Do not speak. A husband and wife are talking about the odd jobs that need to be done in their house. He 's complaining about the situation and she's nagging him to do something about it. This is how their conversation begins:

(1) T : The number of odd jobs that have to be done in this place! There's

no end to it. If I had time, I'd get round do them. For a start, all the doors creak. They need oiling.

S : You're right. It's high time you oiled them.

(2) T : All the taps leak, too. The washers need replacing.

S : You're right. It's high time you replaced them.

(3) T : And that boiler isn't working again. It needs fixing.

S : You're right. It's high time you fixed 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: The roof's in very bad condition. It needs repairing.

S : You're right. It's high time you repaired it.

5 T: The drains are blocked again. They need cleaning.

S: You're right. It's high time you cleaned them.

6 T : Some of the window-panes are cracked. They need renewing.

S: You're right. It's high time you renewed them.

7 T: The wiring in this house is very old, isn't it? It needs changing.

S: You're right. It's high time you changed it.

8 T: The walls are in a very bad state. They need plastering.

S: You're right. It's high time you plastered them.

9 T: The living-room's awful. It needs decorating.

S: You're right. It's high time you decorated it.

10 T: Our garage is falling down. It needs rebuilding.

S: You're right. It's high time you rebuilt it.

11 T: And the grass in the garden is six feet high. It needs mowing.

S : You're right. It's high time you mowed it.

12 T: The garden gate is beginning to rot. It needs painting.

S : You're right. It's high time you painted it.

T: The things I'm supposed to do! Apart from anything else, you expect me to be a carpenter, a plumber, an engineer, a builder, an electrician, a house-decorator and a gardener - all rolled into one! If you ask me, it's high time we sold this place and cleared out!

Key to Multiple choice questions

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

Lesson 37 The process of ageing

Listening comprehension

1 Introduce the text

T : Today we 'll talk about the process of growing old.

2 Understand the topic

T : What can you see in the picture?

3 Listening objective

T : Listen to the text (or read it silently) and see if you can answer this question:

What is one of the most unpleasant discoveries we make about ourselves as we get older?

4 Play the tape or read the text or wait for the students to finish reading silently

5 Answer the question

After the reading, ask the question again: What is one of the most unpleasant discoveries we make about ourselves as we get older?

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: That whatever happens, we will eventually die of old age. (11. 6-8)

6 Intensive reading

Play the tape or read the text 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 text again

8 Reading aloud

Ask one or two students to read the text aloud.

Comprehension questions (11.1-21)

- 1 When is the human body at its most vigorous? (At the age of twelve.)
- 2 Has it reached its full size and strength yet? (No, it hasn't.)
- 3 Has its owner reached his full intelligence? (No, he hasn't.)
- 4 What is least likely at this age? (Death.)
- 5 Why were we more vulnerable earlier? (Because we were infants and young children.)
- 6 What shall we undergo later? (A progressive loss of our vigour and resistance.)
- 7 Will this at first be imperceptible? (Yes, it will.)
- 8 How steep will this loss of vigour and resistance become? (So steep that we will die.)
- 9 What do we call this decline in vigour over a period of time? (Ageing.)
- 10 What is one of the most unpleasant discoveries that we all make? (That we must decline in this way.)

11 Even if we escape wars, accidents and diseases, what will eventually happen to us? (We will die of old age.)

12 There are heavy odds in favour of our dying between certain ages. What are they? (Sixty-five and eighty.)

13 How many will live longer ---- into a ninth or tenth decade? (A few.)

14 Is there a limit on how long we can hope to remain alive? (Yes, there is.)

15 Do normal people always remember this process? (No, they tend to forget it.)

16 How familiar are we with the fact that man ages? (Very familiar.)

17 What have people always assumed about the process of losing vigour with time? (They've always assumed that it was self-evident.)

18 What have people always assumed about animals and trees? (That they 'wear out'.)

19 What do most animals do? (They age as we do.)

20 And what also happens to mechanical systems like a wound watch, or the sun? (They run out of energy in accordance with the second law of thermodynamics.)

Asking questions: Ask me if ...

T : Ask me if the human body is at its most vigorous at the age of twelve.

S : Is the human body at its most vigorous at the age of twelve?

T : When ...

S : When is the human body at its most vigorous?

1 the human body is at its most vigorous at the age of twelve. (When)

2 we shall undergo a progressive loss of vigour and resistance. (Why)

3 the decline in vigour with the passing of time is called ageing. (What)

4 we will all eventually die of old age. (What)

5 the odds are heavily in favour of our dying between 65 and 80. (How heavy)

6 we can hope to remain alive forever. (How long)

7 normal people tend to forget the ageing process. (What)

8 people have always assumed that ageing was self-evident. (Why)

9 people have also assumed that all living things 'wear out'. (What)

10 a wound watch will necessarily run out of energy. (Why)

11 a run-down or old watch could repair itself. (Why couldn't)

12 we could repair ourselves at one time. (When)

13 we could overcome all illnesses and accidents but fatal ones. (Which)

14 we gradually lose a certain power between the ages of 12 and 80. (Which power)

Reconstruct the first paragraph of the text (11.1-12)

1 Age ---- twelve years ---- human body ---- most vigorous.

2 Yet ---- reach ---- full size ---- strength ---- owner ---- full intelligence; but ---- likelihood ---- death ---- least.

3 Earlier ---- infants ---- young children ---- more vulnerable; later ---- undergo ---- loss ---- vigour and resistance ---- though imperceptible ---- finally so steep ---- live no longer ---- however well ---- look after ourselves ---- however well society ---- doctors ---- look after us.

4 Decline ---- vigour ---- passing ---- time ---- ageing.

5 One ---- unpleasant discoveries ---- all make ---- must decline ---- escape wars, accidents, diseases ---- ' die of old age ' ---- happens ---- rate ---- little ---- person to person ---- heavy odds ---- dying ---- ages 65 and 80.

6 Some ---- die sooner, a few ---- longer ---- ninth or tenth decade.

7 Chances against it ---- virtual limit ---- how long ---- hope to remain alive ---- however lucky ---- robust.

Topics for discussion

1 Would you like to live to be 100 years old? Why?/Why not?

2 Which do you think is probably the best time of a person's life ---- childhood, adolescence, early adulthood, middle age or old age?

3 Many people nowadays spend a lot of time and money on fighting the ageing process. What are some of the things people do, and what do you think of such attempts?

Key to Comprehension

Possible answers

1 The likelihood of death is least when we are twelve because that is the age when the human body is at its most vigorous.

2 There are heavy odds in favour of our dying between the ages of sixty----five and eighty because that is the age range in which most people die of old age.

3 Between the ages of twelve and eighty we gradually lose the power to repair ourselves, to fight illnesses and win.

Key to Vocabulary

Possible answers

There's very little likelihood of rain in the next few days.

Very young birds are extremely vulnerable to attack from other birds and animals.

There was an almost imperceptible change in the patient's breathing, but enough to tell the nurse that he was improving.

Most people begin to experience a certain decline in vigour between the ages of sixty and seventy.

The rocket rose slowly, but soon accelerated at an incredible rate.

The old man was already 85, but he was extremely robust and walked three or four kilometres every day.

It's self-evident that she won't pass the exam, so why are they letting her enter?

It is a moot point whether the Prime Minister's latest speech about the situation will really make much difference.

The swimmer was involved in a fatal accident: as he dived in, he hit the bottom, lost consciousness and drowned.

Key to Summary

A possible answer

Not only have we assumed for years that the process of ageing is self-evident, we have also assumed that all other living things, animals, trees and so on 'wear out' in the same way. Mechanical systems also wear out, but they are different from us because they cannot repair themselves. Early in life, human bodies can repair themselves (except of course for fatal illnesses and accidents), but we gradually lose this power between the ages of twelve and eighty, so that a non-fatal illness at twelve can kill us at the age of eighty. (94 words)

Key to Composition

A possible answer

Suggest reasons why we in the twentieth century can expect to live longer than people who lived in bygone times.

A

- 1 Few people in the past died of old age.
- 2 Life is now easier and less barbaric.
- 3 Most people now eat a better diet.
- 4 Many people lead a more healthy life.
- 5 In many countries, we have better health care.
- 6 We have a better life style ---- heating and/or air----conditioning in homes, vaccination against diseases that used to be fatal, etc.
- 7 But a) Nature ---- still dangerous: insects, reptiles, animals; earthquakes, floods, etc.; and b) we can't stop the process of ageing.

B

In the past it was quite unusual for a person to live a long life and die of old age in his own bed. People generally tended to die young, or at least well before they were middle----aged: they died of some terrible disease, in battle, of starvation, in childbirth ----and many were executed for petty crimes (since death was the penalty for many crimes which we would not even regard as crimes now). People aged, of course, but it was not so noticeable as it is now, since that ageing process was cut short by sudden death in one form or another.

In many countries today life is much easier and far less barbaric than it was in, say, medieval England.

People expect to, and indeed do live much longer. So, what are some of the reasons?

One very important reason is that many people now eat a much better, more varied diet than they used to: many eat a good balance of meat, fish, vegetables and dairy products, while others eat an equally good vegetarian diet. Perhaps the

important thing is that people tend to think about what they eat, how much, and when.

At the same time, many lead a more healthy life. Whatever they do, and many lead a sedentary life at work, lots of people make an effort to exercise in order to keep fit and healthy. In many countries, of course ---- and this is another very important reason why we live longer nowadays ---- we have better health care than we have ever had in the past. Years ago people died from illnesses and diseases which we can now cure and from accidents which would not now be fatal.

We enjoy a better lifestyle in many countries now too. Just to mention three things, we have central heating or air----conditioning in our homes, children are vaccinated against diseases that used to be fatal, and most of us work in much better conditions than our ancestors did. And just as important, of course, we know so much more about the way the human body works, what can go wrong, and how to cure it.

However, while we can expect to live longer than our ancestors, we must remember that there are two things we can still do nothing about. Nature is still dangerous and can kill. Not only are there dangerous insects, reptiles and animals which can kill humans, there are also natural disasters ---- earthquakes, storms, fire and floods ---- which still kill thousands of people every year and which we can do nothing about. And then, of course, there is the process of ageing which we cannot stop.

(442 words)

Key to KS Exercises

A Remind students of the ways in which we use the word most.

In the first case, most means ‘ nearly all ’ and does not have the definite article: Most people take their annual holidays in the summer. Most bread eaten in Britain is white.

When used with the definite article, however, the most is used to form superlative adjectives: That was the most exciting film I've seen for a long time.

Most can mean ‘ very ’ before adjectives and adverbs to express a speaker's personal feeling or opinion:

He is a most annoying person. I shall most certainly attend the meeting.

There are also some set and idiomatic expressions which use the most: You must make the most of what you've got. Summers in the south of France are for the most part dry and sunny.

1 the 2 ---- 3 ---- 4 the 5 ----

B In the first sentences, however is an adverb meaning ‘ to whatever degree ’ : However cold it is, she always goes swimming in the sea on Saturdays.

In the second sentences, however is a rather formal adverb meaning ‘ in spite of this/that ’ : The company 's profits have fallen slightly. However, this is not a serious problem yet.

1 However rich you may be, it doesn't mean that you will be happy.

2 Living in the country has a lot of advantages. There are also, however,

quite a few disadvantages .

C See text.

Special difficulties

A

1 The noun infant is a rather formal word, often used in official English, meaning ' a very young child, especially one who has not yet learnt to speak or walk ' : There is still an unacceptably high rate of infant mortality in that country.

Baby is the commonest word to describe ' a very young child, especially one who has not yet learnt to speak or walk ' : My memory is terrible: I don ' t remember anything from the time I was a baby.

2 Imperceptible means ' not noticed because very small or slight ' : There was an imperceptible movement in the tall grass and the soldier shot at it. Unperceived, on the other hand, means ' not known, observed or understood, or undiscovered ' : At first the fraud was unperceived, and only came to light in the annual accounts.

3 For notes on alive and living, with examples, see Lesson 26 (p.140).

B

1 look after = take care of, be responsible for

2 Look out! = Take care! Pay attention! Be careful!

3 looking forward to = expecting with pleasure

4 looks on = regards, considers

5 look...up = find... in a book

6 looking up = improving, getting better

7 look up = find and visit

8 look in = come here, pay a visit

C

1 run out of = be completely used up

2 run in = brought gradually and carefully into full use

3 run over = knocked down and driven over

4 ran through = spent fast and wastefully

5 ran into = met by chance

6 ran into = hit forcefully with a vehicle

D

1 knock ... over ... knock ... out = hit ... down ... make ... unconscious, make ... go to sleep

2 knock off =finish, stop work (at a particular time)

Repetition drill

Bored

Chorus, group or individual repetition

To elicit statements involving the use of might as well to communicate reluctance.

T: Drill 37. Bored. This is the situation. Listen. Do not speak. A husband and

wife are sitting in their living-room one evening. They are both bored and are wondering how to pass the time. The wife makes suggestions which her husband reluctantly agrees with. This is how their conversation begins:

(1) T : I feel so bored this evening! How shall we spend the time? We could watch telly, I suppose.

S: All right. Since we've got nothing better to do, we might as well watch telly.

(2) T: No, that's just a total waste of time. Let's read instead.

S: All right. Since we've got nothing better to do, we might as well read.

(3) T: But it's so boring sitting indoors reading. It's a fine evening, so why don't we go for a walk?

S: All right. Since we've got nothing better to do, we might as well go for a walk.

T : Now you do the same. Ready?

1 As in (1) above.

2 As in (2) above.

3 As in (3) above.

4 T: No, on second thoughts, that's far too strenuous. I rather feel like listening to some CDs.

S: All right. Since we've got nothing better to do, we might as well listen to some CDs.

5 T: No, I think I'd get fed up listening to CDs. We ought to get on with one of our hobbies.

S: All right. Since we've got nothing better to do, we might as well get on with one of our hobbies.

6 T: What do you fancy? Why don't we do a bit of painting?

S: All right. Since we've got nothing better to do, we might as well do a bit of painting.

7 T: You know, painting doesn't really appeal to me. I know what! It would be fun to bake some bread.

S : All right. Since we've got nothing better to do, we might as well bake some bread.

8 T: No, that would be silly at this time of the night. Let's play some duets on the piano.

S: All right. Since we've got nothing better to do, we might as well play some duets on the piano.

9 T : Come to think of it, I've got a better idea. We could try that clay modelling.

S: All right. Since we've got nothing better to do, we might as well try that clay modelling.

10 T : But we'll get our hands dirty! It would be better to sort out that stamp collection.

S : All right. Since we've got nothing better to do, we might as well sort out that stamp collection.

11 T : That's such a fiddly job! I think I'd prefer to go to the cinema.

S : All right. Since we've got nothing better to do, we might as well go to the cinema.

12 T: But, you know, we'll never get seats at this time of the night. Which brings us back to watching telly.

S : All right. Since we've got nothing better to do, we might as well watch telly.

T : I wonder why it is that we seem to spend every evening watching telly.

Key to Multiple choice questions

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

Lesson 38 Water and the traveller

Listening comprehension

1 Introduce the text

T: Today we 'll talk about the precautions we should take with drinking water when travelling.

2 Understand the topic

T: What can you see in the picture?

3 Listening objective

T: Listen to the text (or read it silently) and see if you can answer this question:

What does this text describe?

4 Play the tape or read the text or wait for the students to finish reading silently

5 Answer the question

After the reading, ask the question again: What does this text describe?

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: It describes the measures we should take to ensure that we drink clean water.

6 Intensive reading

Play the tape or read the text 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 text again

8 Reading aloud

Ask one or two students to read the text aloud.

Comprehension questions (11.1-15)

1 Is contamination of water supplies due to poor sanitation close to water sources? (Yes, it is.)

2 Is it also due to sewage disposal into the sources themselves? (Yes, it is.)

3 What else does sewage leak into? (Water distribution systems.)

4 And what else is contamination of water supplies caused by? (Contamination with industrial or farm waste.)

5 Is a piped water supply always safe by the time it reaches the tap? (No, it isn't.)

6 How should intermittent tap-water supplies be regarded? (As particularly suspect.)

7 If travellers go on short trips to areas where the quality of the water supply is uncertain, what should they do? (They should avoid drinking tap-water or untreated water from any other source.)

8 What kinds of bottled or canned drinks is it best to keep to? (Drinks of

well-known brand names.)

9 What standards are usually followed at bottling plants? (International standards of water treatment.)

10 How much safer are carbonated drinks? (Slightly safer.)

11 Where should all bottles be opened? (In your presence.)

12 What should you also make sure? (That their rims are clean and dry.)

13 Boiling is a good way of doing what? (Treating water.)

14 What do some hotels supply on request? (Boiled water.)

15 What can boiled water be used for? (Drinking, or for brushing teeth.)

16 What are portable boiling elements useful for? (Boiling small quantities of water.)

17 What must naturally be available? (The right voltage of electricity.)

18 What should you refuse politely? (Any cold drink from an unknown source.)

19 How safe is ice? (Only as safe as the water from which it is made.)

20 How can drinks be cooled? (By placing them on ice rather than adding ice to them.)

Asking questions: Ask me if...

T: Ask me if water supplies can be contaminated by poor sanitation close to water sources.

S: Can water supplies be contaminated by poor sanitation close to water sources?

T: How ...

S : How can water supplies be contaminated?

1 water supplies can be contaminated by poor sanitation close to water sources. (How)

2 a piped water supply is always safe by the time it reaches the tap. (Why isn't)

3 travellers to certain areas should avoid drinking tap-water. (What)

4 it is best to keep to hot drinks, bottled or canned drinks. (Why)

5 carbonated drinks are slightly safer. (Why)

6 boiling is always a good way of treating water. (What)

7 you should always refuse politely any cold drink from an unknown source. (What kind of)

8 ice is only as safe as the water from which it is made. (What)

9 drinks can be cooled by placing them on ice. (How)

10 alcohol should not be relied upon to sterilize water. (Why shouldn't)

11 methylated alcohol should ever be added to water. (Why shouldn't)

12 tap-water that is too hot to touch can be left to cool and be drunk safely. (Which tap-water)

Reconstruct the first three paragraphs of the text (11.1-13)

1 Contamination ---- water supplies ---- due ---- poor sanitation ----

water sources ---- sewage disposal ---- sources themselves ---- leakage ---- distribution systems ---- contamination ---- industrial ---- farm waste.

2 Even if ---- piped water supply ---- safe ---- source ---- not always safe ---- reaches ---- tap.

3 Intermittent ---- supplies ---- regarded ---- suspect.

4 Travellers ---- short trips ---- areas ---- water supplies ---- uncertain quality ---- avoid ---- tap----water ---- untreated water ---- other source.

5 Best ---- hot drinks ---- bottled ---- canned drinks ---- brand names ---- international standards ---- water treatment ---- followed ---- bottling plants.

6 Carbonated drinks ---- acidic ---- safer.

7 Make sure ---- all bottles ---- opened ---- presence ---- rims ---- clean and dry.

8 Boiling ---- good way ---- treating water.

9 Some hotels ---- boiled water ---- request ---- used ---- drinking ---- teeth.

10 Portable boiling elements ---- boil ---- quantities ---- water ---- useful ---- right voltage ---- electricity ---- available.

11 Refuse ---- cold drink ---- unknown source.

Topics for discussion

1 What are some of the ways we can prevent people suffering from food----related illnesses? Make a list of ' food hygiene ' rules!

2 What advice about food and drink would you give to a foreign traveller in your country?

3 Tell us what you know about water----borne diseases and how they might be avoided.

Key to Comprehension

Possible answers

1 Piped water from an intermittent supply could be dangerous to health.

2 The author recommends that travellers on short trips should drink canned drinks of well---known brand names because international standards of water treatment are usually followed at bottling plants.

3 Ice in drinks could be dangerous to the health because ice is only as safe as the water from which it is made.

4 You wouldn't be safe if you added 95 proof alcohol to contaminated water because it cannot be relied on to sterilize water.

5 In the absence of other sources, tap----water that is too hot to touch is generally safe to drink when it has been left to cool.

Key to Vocabulary

Possible answers

They blamed the situation at the factory on poor management.

People living near the nuclear reactor are afraid of radioactive contamination.

The action that the manager wanted to take was regarded as extremely unwise.

We visited some areas in the north of the country where people have still never seen a car or a television.

When you drive through that part of the country, all you can smell are the fumes from the dozens of chemical plants that operate there.

When you're travelling abroad, always make sure that your passport and other documents are inspected in your presence, and not taken away to be looked at.

Some swimming pools supply fresh clean towels for their customers.

' Hot towels available on request, ' said the notice outside the sauna.

He has stopped buying cigarettes for himself, but he never refuses the offer of a cigarette from someone else.

Taking travellers to remote parts of the world has become a major part of the modern travel industry.

There has been heavy rain today in various parts of the country.

Key to Summary

A possible answer

- 1 Always avoid intermittent tap---water supplies.
- 2 Always avoid drinking untreated water from any source.
- 3 Always drink hot drinks or bottled or canned drinks of well---known brands.
- 4 Always ensure bottles are opened in front of you and that the rims are clean and dry.
- 5 Always boil water yourself or ask for boiled water.
- 6 Always refuse any cold drink from an unknown source.
- 7 Always avoid putting ice into drinks unless you know it is safe.(79 words)

Key to Composition

A possible answer

A foreigner is going to travel to some of the remote regions of your country. Write some notes giving him/her good advice under each of these headings: the people, accommodation, food, water.

A

- 1 The people
Rather reserved ---- a little wary ---- very friendly.
Lead simple lives ----but full of hospitality.
- 2 Accommodation
No hotels or guesthouses.
Only available accommodation ---- stay with families .
Possibly stay in monastery.
- 3 Food

No restaurants or caf  s.

Eat with guides and families.

4 Water

Most water from mountain streams ---- very clean .

No hot running water: all water boiled.

B

If you are planning to visit some of the remoter regions of the country, there are a number of things you should know, and almost the first thing you will want to know is what the people are like. You should be aware right from the start that they are rather reserved and more than a little wary of visitors. They are even more wary of foreigners. But in spite of that, they are very friendly, and if you give them time, they will treat you with a great deal of hospitality. They lead simple lives, of course, but once they have befriended you, everything that they have is yours to share.

And what about accommodation? Where can you stay? Well, to begin with, there are no hotels and no guesthouses. In such remote areas, the only accommodation available is with families - and this means of course sharing everything with them. Sometimes this means even sharing their home with the animals. There is one other possibility in some parts of the country, however, and that is to stay in a local monastery. While this is not always possible, if you get the chance, don't refuse it. The monks are always extremely hospitable and ask for nothing in return for their kindness.

For most people, the things that they are most concerned about when travelling in remote areas is food and drink, especially the availability of fresh water. Looking at food, first of all, there are of course no restaurants or caf  s, so you will eat with guides or with families. The diet is very good in that part of the country and people eat lamb, beef, rabbit and other animals that they shoot, and they grow an incredibly large variety of vegetables.

They even grow corn and wheat in some parts, so that they can make their own bread. As they are so remote, the people have developed some very special dishes of their own which all visitors enjoy. The greatest worry of all travellers to remote places is quite simple: Is there fresh water, and can you drink it? The answer to both questions here is ' Yes ' . Yes, there is fresh water. Most of it is from fast-running mountain streams and it is very clean. And yes, you can drink it, but you can boil it if you want to. And anyway, since there is no hot running water from taps, you have to heat it to wash or bath in. (412 words)

Key to KS Exercises

A

- 1 Drinking tap-water should be avoided.
- 2 Well-known brand names of bottled drinks should be preferred.
- 3 All bottles should be opened in your presence.
- 4 Boiled water should be requested in hotels.
- 5 Water should be boiled before drinking/before being drunk.

B

- 1 Tap-water shouldn't be drunk.
- 2 Bottles of water that haven't been opened in your presence shouldn't be accepted.
- 3 Ice shouldn't be put in drinks.
- 4 Alcohol shouldn't be relied on to sterilize water.
- 5 Methylated alcohol shouldn't be added to drinking water.

Special difficulties

A

- 1 The word drinking here is a noun.
- 2 The phrase bottling plants here is a compound noun (i.e. plants where bottling takes place).
- 3 The phrase drinking water here is a compound noun (i.e. water for drinking).
- 4 The word planning here is a present participle (' Those planning ... ' = Those who are planning ...).
- 5 The word making here is a noun.
- 6 The word planning here is again a present participle.

B

- 1 The word regarded here is a past participle.
- 2 The words bottled and canned here are adjectives.
- 3 The word carbonated here is an adjective.
- 4 The word opened here is a past participle.
- 5 The word cooled here is a past participle.
- 6 The word labelled here is a past participle: the rest of the passive construction (which have been) has been deleted.

Repetition drill

The Mansfield Collection

Chorus, group or individual repetition

To elicit statements involving the use of the passive (impersonal and personal subjects) with verbs followed by direct or indirect objects.

T: Drill 38. The Mansfield Collection. This is the situation. Listen. Do not speak. A man is talking to a well-known art dealer about the valuable Mansfield Collection which will soon come up for sale.

The man is particularly interested in a-Rembrandt. This is how their conversation begins:

(1) T : It's very kind of you to offer to show me the Mansfield Collection. I gather the Mansfield Trust has been sending you the collection over the past year or two . Now that's a lovely piece. They gave it to you recently, didn't they?

S: Yes, it was given to us recently. We were given it recently, if I remember rightly.

(2) T : What about that superb Rembrandt? They promised it to you ages ago,

didn't they?

S: Yes, it was promised to us ages ago. We were promised it ages ago, if I remember rightly.

(3)T : They showed the picture to you in 1967, didn't they?

S: Yes, it was shown to us in 1967. We were shown it in 1967, if I remember rightly.

T: Now you do the same. Ready?

1 As in (1) above.

2 As in (2) above.

3 As in (3) above.

4 T: Then they lent it to you for a short period, didn't they?

S : Yes, it was lent to us for a short period. We were lent it for a short period, if I remember rightly.

5 T: I believe they offered it to you at one time, didn't they?

S: Yes, it was offered to us at one time. We were offered it at one time, if I remember rightly.

6 T: Then they refused it you, didn't they?

S: Yes, it was refused to us. We were refused it, if I remember rightly.

7 T: What about that piece over there? They sent it to you last week, didn't they?

S: Yes, it was sent to us last week. We were sent it last week, if I remember rightly.

8 T: And this lovely Ming vase? They brought it to you last month, didn't they?

S: Yes, it was brought to us last month. We were brought it last month, if I remember rightly.

9 T: And this early Greek figure? They sold it to you recently, didn't they?

S: Yes, it was sold to us recently. We were sold it recently, if I remember rightly.

10 T: But it's this Rembrandt I'm interested in. They left it to you under the terms of the will, didn't they?

S: Yes, it was left to us under the terms of the will. We were left it under the terms of the will, if I remember rightly.

T: No, I'm not interested in buying it. I just want to see it. I've heard it's worth £ 5,000 a square centimetre, which makes it the world's most expensive wallpaper.

Key to Multiple choice questions

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

Lesson 39 What every writer wants

Listening comprehension

1 Introduce the text

T: Today we'll talk about how writers write.

2 Understand the topic

T: What can you see in the picture?

3 Listening objective

T: Listen to the text (or read it silently) and see if you can answer this question:

How do professional writers ignore what they were taught at school about writing?

4 Play the tape or read the text or wait for the students to finish reading silently

5 Answer the question

After the reading, ask the question again: How do professional writers ignore what they were taught at school about writing?

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: They don't make a 'skeleton', as they were taught in school. Instead, they follow an 'organic process', that is, they let a book develop on its own. (11.5-9)

6 Intensive reading

Play the tape or read the text 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 text again

8 Reading aloud

Ask one or two students to read the text aloud.

Comprehension questions (11.1-15)

- 1 Has the author known many writers? (No, he has known very few.)
- 2 What do most writers confess? (That they have little idea where they are going when they first set pen to paper. or... when they first start writing.)
- 3 What is the least that writers have when they start a book? (A character, perhaps two.)
- 4 How does the author describe the condition 'which passes for inspiration'? (A 'condition of eager discomfort'.)
- 5 What kind of changes do all writers admit to once they have begun 'the journey', as the author calls it? (Radical changes.)
- 6 How long did one writer spend on a novel about Kashmir? (Nine months.)
- 7 Then what did he do? (He reset the whole thing in the Scottish

Highlands.)

8 Did the author ever hear of a writer making a ' skeleton ' of a book? (No, he didn't.)

9 What does a writer gradually discern in his material? (Things which were not consciously in his mind when he began.)

10 What moments does this organic process often lead to? (Moments of extraordinary self-discovery.)

11 Has the author heard of writers who read nothing but their own books? (Yes, he has.)

12 In what way are they like adolescents? (They stand in front of a mirror and cannot fathom the exact outline of the figure they see.)

13 What do writers talk interminably about? (Their books.)

14 Is a writer who does this understood by other people? (No, he isn't.)

15 How else does the author here describe such a writer? (As ' an unforgivable bore ' .)

Asking questions: Ask me if ...

T: Ask me if writers know where they are going when they first set pen to paper.

S: Do writers know where they are going when they first set pen to paper?

T: What don't ...

S: What don't writers know when they first set pen to paper?

1 writers know where they are going when they first set pen to paper. (What don 't)

2 all writers admit radical changes of destination once the journey of writing has begun. (How many writers)

3 one novelist spent nine months on a novel about Kashmir. (How long)

4 the writer has ever heard of a novelist making a ' skeleton ' . (What... never)

5 a writer will rest until he has recaptured a blurred image. (Who won 't)

6 some writers read nothing but their own books. (Why)

7 writers who talk interminably about their own books are misunderstood. (Which writers)

8 the temptation to write to please can be a writer's undoing. (Which temptation)

9 a writer makes order out of the anarchy of his heart. (Who)

10 a writer submits himself to a more ruthless discipline than any critic has dreamed of. (What kind of discipline)

Reconstruct the first paragraph of the text (11.1-15)

1 I ---- few writers ---- those ---- known ---- respect ---- confess ---- little idea ---- where ---- pen ---- paper.

2 Character ---- two; condition ---- eager discomfort ---- inspiration; all ---- radical changes ---- journey ---- begun; one ---- nine months ---- novel ----

Kashmir ---- reset ---- Scottish Highlands.

3 Never heard ---- making ---- ' skeleton ' ---- taught ---- school.

4 Breaking ---- remaking ---- timing, interweaving, beginning afresh ---- writer ---- discern things ---- material ----not consciously ---- mind ---- began.

5 Organic process ---- leading ---- moments ---- self----discovery ---- indescribable fascination.

6 Blurred image; brushstroke ---- another ---- gone; something there ----not rest ---- captured it.

7 Sometimes ---- yeast ---- outlives book.

8 Heard ---- writers ---- read nothing ---- own books; adolescents ---- stand ---- mirror ---- cannot fathom ---- outline ---- vision.

9 Same reason ---- writers talk ---- own books ---- winking ---- meanings ---- superimposing new ---- begging response ---- those around.

10 Writer doing this ---- misunderstood; try ---- explain ---- crime ---- love affair.

11 Also, incidentally ---- bore.

Topics for discussion

1 Have you ever wanted to be a writer? If so, what kind of writer would you like to be? What kinds of books would you write? If not, why not?

2 Tell us about one British or American author that you enjoy reading. Say why you would recommend his or her books to others.

3 What qualities do you think a writer should have?

Key to Comprehension

Possible answers

1 ' All admit radical changes of destination once the journey has begun. ' = All writers admit that they make major changes in a story line even after they have begun writing.

2 ' This organic process ' means something like a ' living process '----a process which is not planned, but which grows as the writer writes.

3 A sentence from the passage from which you could deduce that writer must be a lonely person: 11. 12-14 ---- ' For the same reason, writers talk ... begging response from those around them. '

Key to Vocabulary

Possible answers

I waited with eager discomfort, like a young child waiting to go on stage for the first time to receive an award or a certificate---- keen, but slightly worried and uncomfortable.

I can't imagine how this place passes for a five-star hotel! The service is dreadful!

He's written the skeleton of his report, but he still has to fill in most of the details.

As they didn't do very well in our town, the Smiths are beginning afresh in the city fifty miles away.

It was difficult to discern which of the students was telling the truth.

When the man dropped his thick glasses, all he could see was a blurred image of the nurse in front of him.

I've been trying to fathom out how to do this for an hour, and even the instructions don't really help.

She was a lovely old lady, but she used to talk interminably to anyone about her childhood in Africa.

The teacher was very good at winking out the truth from children.

Without laws, society would sink into total anarchy.

You have to be completely ruthless to be successful in politics.

She seems to be taking time off work for something or other almost every week.

Key to Summary

A possible answer

Few writers know where they are going when they start writing. They may have a character or two, and full of inspiration (or something that passes for inspiration), all admit to radical changes of destination during the writing process. Instead of making a 'skeleton', a writer rewrites and changes according to what the author calls an 'organic process'. Sometimes the energy that is in a writer when writing a book continues afterwards.

Some writers, for example, read nothing but their own books, and some talk interminably about their own books. They are of course misunderstood. (95 words)

Key to Composition

A possible answer

Which do you prefer reading: novels, plays, poetry or non-fiction? Give reasons for your choice.

A

1 Don't enjoy reading plays. Plays written to be acted on stage.

2 I enjoy reading poetry. But like collections of poetry by a number of poets

3 Non-fiction--- history, biographies and autobiographies, 'How to ...' books, 'popular science' books. Not my first choice of reading matter.

4 Prefer fiction--- novels and short stories. Particularly enjoy thrillers and science fiction. But also often back to read 'literary' novels first read a few years ago.

B

Reading is one of the most restful, most enjoyable activities I know. It is quiet, it does not disturb others and is a pleasure you can enjoy on your own almost anywhere. We live in a world which communicates through the written word and

through images. Words and images entertain, and both advertising and propaganda, while different in aim, rely on the effective combination of visual images with words. Computers, too, although programmed mathematically, draw words and images together to educate and to entertain, but even a plain text on a computer screen is not quite the same as the same text in a book. I read a great deal every day ----but what do I really prefer reading for pleasure?

Although I have read plays (dramas, comedies and tragedies) in the past, I must confess that I do not particularly enjoy reading them. The vast majority were written to be performed by actors on stage before a live audience, and that's just how I enjoy them. Reading a play sitting in an armchair, it seems, is more an academic exercise than pleasure.

Non-fiction includes just what it says: any books that are not fiction, any books with factual content about a variety of subjects. Books about history and 'popular science' books are non-fiction, but they don't interest me at all. Biographies and autobiographies are non-fiction, but I have never been particularly interested in reading about other people's lives; 'How to ...' books are non-fiction, too, but they are not for me---- or at least they are not 'reading matter': I use such books as they meant to be used, as instruction handbooks.

No, of all the books in our local library, it's those that are labelled 'Fiction' which attract me and which I enjoy reading most. Again, like 'non-fiction', 'fiction' is a large category, but mainly it consists of novels and short stories. I like reading both, and by a whole host of different authors, English and American, this century and earlier ... I particularly enjoy thrillers and science fiction, and unlike many people, I can re-read a thriller or a science fiction book again and still gain as much enjoyment from it as the first time. You see, unlike many people who speed-read fiction, I read every word, I enjoy the style a book is written in, I enjoy seeing how the writer has constructed the story. Nowadays I even go back to read 'literary' novels that I first read a few years ago. In a well-written work of fiction there is always something new to enjoy. (429 words)

Key to KS Exercises

A See text.

B In the sentence 'They have little idea ...', the word little means 'hardly any'. It has this meaning when used with any abstract noun ----as in these answers:

- 1 He had little expectation of passing the exam.
- 2 They seem to have little appreciation of the good things in life.
- 3 There has been little improvement in the school since I left over ten years ago.

C We can use a present participle ('doing') to replace a phrase which consists of a relative pronoun + verb.

- 1 This organic process, often leading to moments ...
- 2 I have often heard of writers reading nothing but ...
- 3 A writer doing this is misunderstood.

D May as well and might as well can be used interchangeably to express

the idea ' it makes no difference ' .

1 There's no point in trying to persuade him: you might as well shout at the moon.

2 If you've got nothing better to do, you may as well mend that electric lamp.

E Just occasionally in English the word back is used in place of ago: That lightning must have hit the church about three years back It seems to be used with a vague indication of time, rarely a precise time.

1 We went to Scotland for a short holiday a month or so back.

2 I was in London a little while back when I met a very old friend of mine from university.

Special difficulties

A

1 A destination is ' a place to which someone is going or to which something is sent, especially at the end of a long journey ' : The parcel was unfortunately sent to the wrong destination.

Destiny is another word for ' fate; what must happen and cannot be changed or controlled ' : It was the great man's destiny to lead his country to freedom.

2 The adjective indescribable means ' impossible to describe, either because extremely good or extremely bad, or because description is too difficult to attempt ' : The scene of devastation after the earthquake was almost indescribable. Undescribed, on the other hand, simply means ' not described ' : The final meeting between the boy and his long-lost father was left undescribed.

3 The verb capture means to ' take a person (or animal) prisoner ' : They managed to capture the tiger alive so that they could treat it.

The verb arrest means to ' seize by the power of the law ' : The man was arrested on suspicion of murder and taken to the nearest police station.

4 Misunderstood means ' understood wrongly ' : She misunderstood what I said and went on Saturday, not Sunday. Not understood: The new regulations are clearly not understood by all the workers, so I want to explain them again.

5 The words draft and draught are pronounced in exactly the same way: /dra:ft/.

A draft is ' the first rough and incomplete form of something written; drawn or planned ' : I've made a first draft of my speech for Friday, but it still needs a lot of work.

A draught is ' a current of cold air flowing through a room ' : You'll catch cold if you sit in a draught. (This is also spelt draft in American English.)

6 The word judgment (also judgement) is used to describe ' an opinion ' or ' an official decision given by a judge or a court of law ' : In my judgment, we should accept the employer's offer. After four days, he passed judgment on the man.

Criticism, on the other hand, is ' unfavourable judgment or expression of disapproval ' : The new road scheme has come in for (=received) a lot of

criticism.

B

1 Literally, a brushstroke is the stroke of the brush while you are painting (artistic or decorating).

2 Literally, yeast is ' a form of very small plant life that is used for producing alcohol in beer and wine and for making bread light and soft ' .

3 Literally, the verb fathom means to ' get at the true meaning of, come to understand ' .

4 Literally, the verb flirt with means to ' behave with a member of the opposite sex in a way that attracts interest and attention ' .

Repetition drill

Kitchen gadgets

Chorus, group or individual repetition

To elicit statements involving the use of for + gerund in place of the infinitive in the pattern ' It's used for (opening bottles) ' .

T: Drill 39. Kitchen gadgets. This is the situation. Listen. Do not speak. A man wants to buy a kitchen gadget for his wife. He is talking to a shop assistant. This is how their conversation begins:

(1) T : I want to buy a kitchen gadget for my wife. She loves kitchen gadgets.

What's this one for? Do you use it to open bottles?

S : Yes, sir. It's used for opening bottles.

(2) T : She's got that one. What's this one for? Do you use it to peel potatoes?

S : Yes, sir. It's used for peeling potatoes.

(3) T : She's got that one. What's this one for? Do you use it to make coffee?

S : Yes, sir. It's used for making coffee.

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's got that one. What's this one for? Do you use it to mix various ingredients?

S : Yes, sir. It's used for mixing various ingredients.

5 T : She's got that one. What's this one for? Do you use it to liquidise fruit?

S : Yes, sir. It's used for liquidising fruit.

6 T : She's got that one. What's this one for? Do you use it to keep food warm?

S : Yes, sir. It's used for keeping food warm.

7 T : She's got that one. What's this one for? Do you use it to freeze food quickly?

S : Yes, sir. It's used for freezing food quickly.

8 T : She's got that one. What's this one for? Do you use it to grate cheese?

S : Yes, sir. It's used for grating cheese.

9 T : She's got that one. What's this one for? Do you use it to slice vegetables?

S : Yes, sir. It's used for slicing vegetables.

10 T : She's got that one. What's this one for? Do you use it to soften steak?

S : Yes, sir. It's used for softening steak.

11 T : She's got that one. What's this one for? Do you use it to time eggs?

S : Yes, sir. It's used for timing eggs.

12 T : She's got that one. What's this one for? Do you use it to steam puddings?

S : Yes, sir. It's used for steaming puddings.

T : She's got that one, too. My wife has got every gadget under the sun, but she still can't cook. Have you got a gadget that can actually cook?

Key to Multiple choice questions

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

Lesson 40 Waves

Listening comprehension

1 Introduce the text

T : Today we'll talk about waves.

2 Understand the topic

T : What can you see in the picture?

3 Listening objective

T : Listen to the text (or read it silently) and see if you can answer this question:

What false impression does an ocean wave convey to the observer?

4 Play the tape or read the text or wait for the students to finish reading silently

5 Answer the question

After the reading, ask the question again: What false impression does an ocean wave convey to the observer?

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: It gives the impression of a wall of water moving in your direction. (1. 9)

6 Intensive reading

Play the tape or read the text 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 text again

8 Reading aloud

Ask one or two students to read the text aloud.

Comprehension questions (11.1-11)

1 According to the author, waves are the children of what? (The struggle between ocean and atmosphere.)

2 What do the rays of the sun do? (They excite and energize the atmosphere of the earth.)

3 Which message does the wind speak to the sea? (The message of the sun.)

4 And how does the sea transmit it? (Through waves.)

5 What kind of a message is it, according to the author? (An ancient, exquisite, powerful message.)

6 If the first paragraph is 'poetic' in style, what is the second paragraph? (Scientific or factual.)

7 Are ocean waves reasonably simple natural phenomena? (No, they are among the earth's most complicated natural phenomena.)

8 What is the 'crest' of a wave? (The highest point of a wave.)

- 9 What is a 'trough'? (It's the lowest point of a wave.)
- 10 Technically, what is the 'height' of a wave? (It's the vertical distance from the trough to the crest.)
- 11 What is the 'length' of a wave? (The horizontal distance between two wave crests.)
- 12 And what is the 'period' of a wave? (The time it takes a wave crest to travel one wave length.)
- 13 An ocean wave gives a certain impression. What of? (Of a wall of water moving in your direction.)
- 14 Is it really a wall of water? (No, it isn't.)
- 15 In reality what do waves do? (They move through the water.)
- 16 Where do they leave the water? (Where it was.)
- 17 If the water was moving with a wave, what would the ocean be doing? (It would be racing in to the shore.)
- 18 And what would the results be? (Catastrophic.)

Asking questions: Ask me if ...

T : Ask me if waves are the children of the struggle between ocean and atmosphere.

S : Are waves the children of the struggle between ocean and atmosphere?

T : What ...

S : What are waves?

1 waves are the children of the struggle between ocean and atmosphere.
(What)

2 the wind speaks the message of the sun to the sea. (Which message)

3 ocean waves are among the earth's most complicated natural phenomena.
(Why)

4 the basic features of a wave include a crest and a trough. (What)

5 waves really move through the water. (How)

6 the ocean would race in to the shore if the water moved with waves.
(What)

7 an ocean wave in deep water causes particles on the surface to move in a circular motion. (How)

8 a wave is subject to the same laws as any other 'living' thing. (Which laws)

9 the undulating waves of the open sea are generated by three natural causes. (How many causes)

10 gravity continually drives waves to restore the ocean surface to a flat plain. (Why)

Reconstruct the first three paragraphs of the text (11.1-11)

1 Waves ---- children ---- struggle ---- ocean ---- atmosphere ----
ongoing signatures ---- infinity.

2 Rays ---- sun ---- excite ---- energize ---- atmosphere ---- earth ----

awakening ---- flow ---- movement ---- rhythm ---- life.

3 Wind ---- message of sun ---- sea ---- sea transmits ---- waves ---- ancient, exquisite, powerful message.

4 Ocean waves ---- earth's ---- natural phenomena.

5 Basic features ---- crest ---- trough ---- height ---- wave length ---- period.

6 Ocean wave ---- impression ---- wall of water ---- your direction ---- actuality ---- waves ---- through water ---- leaving water.

7 If ---- water ---- moving ---- wave ---- ocean + everything ---- racing ---- shore ---- catastrophic results.

Topics for discussion

1 Tell us about any voyage you have made by sea, or by ferry across a large river or lake.

2 Which sports do you associate with water and which of them do you like best?

3 Tell us about some of the ways in which the sea has inspired the human imagination.

Key to Comprehension

Possible answers

1 A wave isn't ' a wall of moving water ' because, quite simply, a wave moves through the water leaving the water about where it was.

2 If the water were actually moving with a wave, the ocean would race in to the shore and cause catastrophic damage.

3 The effect of gravity on the ocean is to attempt continually to restore the surface to a flat plain.

Key to Vocabulary

Possible answers

For many people, life is a constant struggle against circumstances over which they have no control.

The modem transmits the information from one computer to another.

The main features of the new model are its revolutionary design and its relatively low cost.

The surfers came racing in to the shore on a row of waves.

Although the earthquake was only a minor one, it had catastrophic results.

There were roughly fifty people at the meeting.

In this story the devil assumes the form of a young woman to attract the young man to a life of crime.

Between the coast and the mountains in the distance, there was a series of undulating hills.

Last year the tourist industry generated nearly £ 50 million for the country.

The force of gravity makes things fall to earth.

Key to Summary

A possible answer

An ocean wave, while looking like a wall of water, in fact moves through the water. As it moves through the water, it moves particles around in a roughly circular orbit; it does not take them with it. It is subject to natural laws as other things since it lives and dies in the ' great ocean of life '. Waves are born of wind, earth movements and the gravitational pulls of sun and moon, with gravity continually attempting to calm them.

(80 words)

Key to Composition

A possible answer

The ocean

A Notes for a ' poetic ' composition:

- 1 Massive living beast. Covers three-quarters of the surface of the earth.
- 2 Moody, unpredictable.
- 3 Parts of the ocean that are always ' angry ' ---- e. g. the ' Roaring Forties ' : parts almost always complete calm ----e.g. the ' Doldrums ' .
- 4 Constantly beating at the land---- trying to overcome it.
- 5 Man has always been fascinated by the ocean ---- adventure, art (paintings, literature).

B

How often have you stood on the beach, on a pier or on a clifftop and just looked out to sea? Many of us have done it we have just stood and wondered about the ocean.

The ocean is like a massive living beast. It has age and it has youth. It covers three-quarters of the surface of the earth. It gives life and it takes life: it saves men by throwing them up on land when they have been shipwrecked, it kills men by smashing their boats and dragging them under the waves.

The ocean has no feelings. But it has moods: it is angry and it is calm. It is moody and completely unpredictable, as all experienced sailors know. The sea must never be taken for granted. Sailors who forget this do so at their peril. The sea does not forget, nor does it forgive. There are parts of the ocean that are always ' angry ' , like the ' Roaring Forties ' in the Atlantic, or the area around the Cape, and there are parts that are almost always completely calm, like the ' Doldrums ' . Both areas can kill, as many sailors in the great days of sailing ships discovered, and as ocean-going yachtsmen are still aware.

The ocean is jealous, too ---- jealous of the land ---- and is constantly beating at its shores, trying to overcome it. Indeed, the ocean will only rest when it has recaptured all of the dry land on earth, and even then it may not rest. The ocean is also patient. Look at the way it slowly and gently wears away the shoreline and the cliffs year by year, decade by decade. It has all the time in the world, and if men build concrete defences against its waves, so what? The ocean

knows it is stronger than man's defences and that it is only a matter of time before, hammering endlessly on the shore, it will be let in again.

Man has always been fascinated by the ocean ---- afraid of it, yes, but fascinated by it, as we are fascinated by a cobra. Dangerous things will always hold a fascination for man. And it is this fascination that has led to man building boats and going to sea. It has also led to the creation of great art ---- paintings and literature inspired by the sea. (389 words)

Key to KS Exercises

A See text.

B See text.

Special difficulties

A Words of foreign origin in English (especially from Greek and Latin) can create problems when we come to form plurals. There is a natural tendency to make all nouns conform to the regular rules for the pronunciation and spelling of English plurals. However, many retain their foreign plurals. These nouns can be put into three main groups. nouns of foreign origin with anglicized plurals: album---- albums, genius---- geniuses

· nouns with both foreign and anglicized plurals: cactus ---- cacti /cactuses, antenna ---- antennae/antennas, index ---- indices/indexes, automaton ---- automata/automatons

· nouns with foreign plurals only: phenomenon ---- phenomena, alumnus ---- alumni, stratum ---- strata, analysis ---- analyses

index ---- indices ---- indexes

automaton ---- automata /automatons

appendix ---- appendices alumnus ---- alumni

stratum ---- strata

analysis ---- analyses

criterion ---- criteria

B 1 the others 2 The others 3 The other 4 others 5 other

C excite ---- excitement, live ---- life, move ---- movement, generate ---- generation, restore ---- restoration

Repetition drill

Department of genuine concern

Chorus, group or individual repetition

To elicit the use of well after the auxiliaries may, might and could to emphasise possibility in the pattern

‘ He (may) well (have gone abroad), for all I know ’ .

T : Drill 40. Department of genuine concern. This is the situation. Listen. Do not speak. A woman is talking to a police inspector about the disappearance of her husband. This is how their conversation begins:

(1) **S** : I wanted to see you about my husband, inspector. I'm very

concerned about him. You see, he disappeared three months ago and I've lost all trace of him.

T : He may have gone abroad.

S : He may well have gone abroad, for all I know.

(2) T : He might be in the neighbourhood.

S : He might well be in the neighbourhood, for all I know.

(3) T : He could have run away with another woman.

S : He could well have run away with another woman, for all I know.

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 may have had some kind of accident.

S : He may well have had some kind of accident; for all I know.

5 T : He could be in hospital.

S : He could well be in hospital, for all I know.

6 T : He might have been arrested.

S : He might well have been arrested, for all I know.

7 T : He may return at any time.

S : He may well return at any time, for all I know.

8 T : He might write to you.

S : He might well write to me, for all I know.

9 T : He might have tried to get in touch with you.

S : He might well have tried to get in touch with me, for all I know.

10 T : He could turn up quite suddenly.

S : He could well turn up quite suddenly, for all I know.

11 T : He may be in serious trouble.

S : He may well be in serious trouble, for all I know.

12 T : You don't sound that concerned about him. He might be dead.

S : He might well be dead, for all I know.

I'm not interested in seeing him again, inspector. We were divorced last year, and good riddance, as far as I'm concerned. But it's all that alimony he owes me!

Key to Multiple choice questions

1d

2c

3d

4a

5c

6a

7d

8d

9d

10a

11d

12b

Lesson 41 Training elephants

Listening comprehension

1 Introduce the text

T : Today we'll talk about methods of training elephants.

2 Understand the topic

T : What can you see in the picture?

3 Listening objective

T : Listen to the text (or read it silently) and see if you can answer this question:

At what point does the training of a captive wild elephant begin?

4 Play the tape or read the text or wait for the students to finish reading silently

5 Answer the question

After the reading, ask the question again: At what point does the training of a captive wild elephant begin?

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: The training of a captive wild elephant begins when it is eating normally. (1.24)

6 Intensive reading

Play the tape or read the text 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 text again

8 Reading aloud

Ask one or two students to read the text aloud.

Comprehension questions (11.1-20)

- 1 How many main techniques have been used for training elephants? (Two.)
- 2 What might we call them? (The tough and the gentle.)
- 3 What does the tough technique consist of, in simple terms? (Setting an elephant to work and beating him until he does what is expected of him.)
- 4 Does the author imply that this is morally wrong? (Yes, he does.)
- 5 What kind of an animal does the ' tough ' method of training produce? (A resentful animal who may well turn man-killer.)
- 6 When does the gentle method require more patience? (In the early stages.)
- 7 But what kind of an elephant does it produce? (A cheerful, good-tempered elephant.)
- 8 How much loyal service will such an elephant give? (Years.)
- 9 What is the first essential in elephant training? (To assign to an elephant a single mahout who will be entirely responsible for him.)

- 10 How many masters do elephants like to have? (One.)
- 11 What are they capable of? (A considerable degree of personal affection.)
- 12 According to stories, have half-trained elephant calves refused to feed? (Yes, they have.)
- 13 Have they pined to death? (Yes, they have.)
- 14 In what circumstances? What have they been deprived of? (Their own trainer.)
- 15 How must such extreme cases be taken? (With a grain of salt.)
- 16 But which general principle do they underline? (That the relationship between an elephant and its mahout is the key to successful training.)
- 17 When is the most 'economical' age to capture an elephant for training? (Between the ages of fifteen and twenty.)
- 18 What kind of work is it almost ready to undertake? (Heavy work.)
- 19 What can it begin to do straightaway? (It can begin to earn its keep.)
- 20 However, do animals of this age easily become subservient to man? (No, they don't.)
- 21 What must be employed in the early stages? (A very firm hand.)
- 22 What does a tethered captive elephant do every time a man approaches? (It plunges and screams.)
- 23 Why will a captive elephant probably refuse all food for several days? (Through anger and fear.)
- 24 Why is a tame elephant sometimes tethered nearby? (To give the wild one confidence.)
- 25 What happens to the captive in most cases? (It gradually quiets down and begins to accept its food.)
- 26 What is the next stage? (To get the (captive) elephant to the training establishment.)
- 27 And how is this 'ticklish business' achieved? (With the aid of two tame elephants roped to the captive on either side.)

Asking questions: Ask me if ...

T : Ask me if two main techniques have been used for training elephants.

S : Have two main techniques been used for training elephants?

T : How many ...

S : How many techniques have been used for training elephants?

- 1 two main techniques have been used for training elephants. (How many)
- 2 the tough method of training produces a resentful animal. (What kind of an animal)
- 3 a good-tempered elephant will give years of loyal service. (How many years)
- 4 the first essential in elephant training is to assign a single mahout to the animal. (Why)
- 5 half-trained elephant calves have pined to death when deprived of their

own trainer. (When)

6 the key to successful training is the relationship between elephant and mahout. (What)

7 the best age to capture an elephant for training is between fifteen and twenty years. (When)

8 animals of this age easily become subservient to man. (Why don't)

9 a newly captured elephant will probably refuse food for several days. (How long)

10 it is a ticklish business to get the elephant to the training establishment. (Why)

11 a new arrival is placed between the stalls of two other captives. (Where)

12 it is left completely undisturbed with plenty of food and water. (How)

13 the trainer stands in front of the elephant holding a long stick. (Who)

14 the chanting of the assistants is supposed to induce pleasurable sensations in the elephant. (How)

15 the elephant's trunk becomes so sore that he curls it up. (How sore)

Reconstruct the first two paragraphs of the text (11.1-12)

1 Two main techniques ---- used ---- train elephants ---- the tough ---- the gentle.

2 Former method ---- set elephant to work ---- beat him until ---- does what expected.

3 Apart ---- moral considerations ---- stupid method ---- produced resentful animal ---- later stage ---- man-killer.

4 Gentle method ---- more patience ---- early years ---- produces good-tempered elephant ---- many years ---- loyal service.

5 First essential ---- elephant training ---- assign animal single mahout ---- entirely responsible.

6 Elephants ---- one master ---- as dogs ---- capable ---- personal affection.

7 Even stories ---- half-trained calves ---- refused to feed ---- pined to death ---- unavoidable circumstance ---- deprived ---- own trainer.

8 Extreme cases ---- taken ---- pinch of salt ---- underline general principle ---- relationship ---- elephant and mahout ---- key ---- successful training.

Topics for discussion

1 Tell us about the work that elephants can do for man. What other ' beasts of burden ' do men tame or breed, but what tasks can elephants do that they cannot do?

2 ' Now that we have machines to do things for us, there should be no need to train and use animals to do work for us. ' What do you think?

3 ' Training wild animals to perform for and entertain people is immoral. ' What do you think?

Key to Comprehension

Possible answers

1 The author considers the 'tough' method of training to be stupid because it produces resentful animals that could later become man-killers.

2 Elephants can be compared with dogs because like them they are capable of a considerable degree of personal affection.

3 According to the author, the key to successful elephant training is the close relationship between an elephant and his mahout.

4 The main advantage of training an elephant that is between fifteen and twenty years old is that it is almost ready to undertake heavy work and earn its keep straightaway.

5 The main disadvantage of training an elephant between fifteen and twenty years old is that elephants of this age are not tamed very easily.

6 Tame elephants can be used to help in the training of wild elephants by giving the wild animals confidence. Tame elephants are also used to get the wild elephant to the training establishment.

Key to Vocabulary

Possible answers

Apart from any moral considerations, I just couldn't kill an animal: the sight of blood makes me sick.

The king's trusted minister turned traitor and poisoned him.

It is such an exclusive school that they assign one teacher to each pupil.

Like dogs, cats are clearly capable of a considerable degree of personal affection towards their owners.

When the old lady died, her pet cat pined to death : she refused to eat until she too died a fortnight later.

In order to underline what he had just said, the speaker said it again and wrote the key phrase on the board.

If you find it impossible to be or to act in a subservient manner to other people, don't become a waiter!

The man tethered his dog to a post while he went into the shop.

The rise in the number of very young children who have started smoking is particularly alarming .

As I knelt in the temple, the monks began a monotonous and soothing chant which made me feel rather sleepy.

The heroine refused the hero's blandishments, but with great difficulty: he was handsome and very persuasive.

The tiger lashes fiercely at anyone who gets anywhere near the bars of its cage.

Key to Summary

A possible answer

A newly-arrived elephant is placed with two partly trained captives and left

undisturbed, with plenty of food and water. Training begins when it is eating normally. The trainer stands in front of the elephant while two assistants on tame elephants control the captive from either side and others chant and rub their hands over him. Although the elephant usually lashes out with his trunk, the movements are controlled by the trainer and the elephant usually finishes with a sore trunk. (80 words)

Key to Composition

Note: From this point a model is provided for just one of the three suggested Composition subjects in each Lesson.

A possible answer

It is cruel to train animals to perform tricks for our amusement.

Whenever people have travelled in the past to distant and foreign lands, they have returned not only with stories of their adventures and what they found, but also with samples. They have brought back people as slaves, they have brought back animals, birds and plants, and the flora and fauna that they could not physically bring back with them, they have drawn, painted or photographed.

Many of the zoos in the world were built originally to accommodate the elephants, lions, tigers, bears, chimpanzees, camels, vultures, eagles, zebras and so on that adventurers brought back with them, particularly in the nineteenth century. In the past, people were curious about animals and birds from other lands around the world. Their curiosity was natural. Seeing wild animals in zoos was part of education, and people saw nothing wrong in training some of those same animals and birds to entertain.

The world has changed, however, and we are far more aware of man's responsibility for the planet, the environment and the creatures who live on it. Yet there are still animals in zoos, and animals are still trained to perform tricks for our amusement and entertainment. Over the last few decades we have become much more conscious that zoos can actually help to keep species alive. In fact most zoos now proclaim to exist almost solely to care for and help breed endangered species whatever they may be ---- tigers or monkeys, mice or bats, birds or insects, and particularly pandas.

We don't own the other species on this planet. Far from it. But are we even the guardians? In the belief that we should at least take responsibility, many devote their lives now to the preservation of endangered species both in the wild and in captivity. And if most believe that all animals have a right to be protected, surely they also have a right not to be treated as inferior to man. We have no right to abuse or mistreat wild animals by training them to ' do tricks ' for us. The lion in a circus who is made to jump through a burning hoop is not the same proud carnivore that roams, wild in Africa. The sea lions and seals that are trained to clap their flippers and balance balls on their noses in return for fish rewards are not the same creatures that swim free in many oceans in the world. And the chimpanzees who are dressed in ridiculous human clothes and are trained to do tricks for people to laugh at are not the creatures who should be allowed to live their lives naturally in

social groups in their native habitat. By training animals to ' do tricks ' ----and the training methods are often more cruel physically than the mental cruelty of the public act of unnatural performance ---- trainers have robbed them of any pride they had.

There is an increasing awareness of this problem in many countries now, but the battle has not been won.

While some films now highlight (or at least make an effort to highlight) the problems of ' man and the animals ' (for example, Free Willy, or the film Born Free made a few years ago), others still simply use animals, almost as ' objects ' . And indeed trained animals are still used in advertising: there is one tea company that advertises its products on British television using trained chimpanzees in spite of considerable public objection.

It is not only cruel to train animals to entertain us, it is immoral. It is degrading to animals, but perhaps just as much, it lowers our dignity as human beings. (597 words)

Key to KS Exercises

A We occasionally use the relative pronoun who in place of which for animals, birds and even machines when we ' personalize ' them for some reason: they may be pets, farm animals, ' film stars ' , tamed wild animals, etc. We also ' personalize ' animals like this in children's stories and folk tales: There was once a little mouse who lived in the roots of a tree. /... a little car called ' Harry ' who lived in a toy shop.

1 That's the famous cross-eyed lion who was in all those films.

2 The couple just did not know how to thank the dog who had pulled their daughter out of the water and saved her life.

B See text.

Special difficulties

A

1 The verb train means to ' give or be given a course of instruction or practice, especially in a profession or skill ' : She trained as an opera singer. These dogs have all been trained to detect drugs.

Educate, on the other hand, means to ' teach or train, especially through formal instruction at a school or college ' : She was born in the USA but educated in England.

2 The phrase apart from means ' without considering ' : Apart from a few small errors, it's a good piece of work.

Apart from can also mean ' as well as ' : Apart from being too large, this sweater just doesn't suit me.

Except, as a conjunction + verb, means ' apart from ' : He can do everything around the house except cook

As a preposition, except means ' not including, leaving out, but not ' : Everyone was tired except John.

3 The noun degree, as used in the text, means ‘ a point on an imaginary line used for measuring or comparing qualities, feeling, abilities, etc.: The minister expressed a degree of optimism about the economic situation. Rank refers to ‘ a level of relative value, ability, importance, etc. on a scale, especially the official position one holds in the army, navy, etc. ’ : After two years he reached the rank of sergeant.

4 Afterwards is an adverb meaning ‘ after that; later ’: We went for a swim. Afterwards, we lay and sunbathed.

After is a preposition meaning ‘ following in time; later than ’: We'll leave after breakfast.

B

1 Because she tells so many lies, everything she says must be taken with a grain of salt.

2 Getting my father to lend me money was always a ticklish business: he wanted to know exactly how much I wanted, why I wanted it, when he could have it back, and so on.

Repetition drill

The spirit of adventure

Chorus, group or individual repetition

To elicit statements involving the use of sense verbs in the pattern ‘ Yes, I must say, it does (look small) ’ .

T : Drill 41. The spirit of adventure. This is the situation. Listen. Do not speak. A reporter is interviewing a seaman who intends to sail single-handed round the world in a small boat. The seaman is showing the reporter over the boat. This is how their conversation begins :

(1) T : I'll show you over the boat and you can see some of the equipment I'll be taking with me. Well, this is the boat itself, kindly supplied by Better Boats Ltd. How does it look to you? Small, I suppose?

S : Yes, I must say, it does look small.

(2) T : These are some of the clothes I'll be wearing. Here, try this jacket on ---- kindly supplied by

Warm Wear Ltd. How does it feel to you? Uncomfortable, I suppose.

S : Yes, I must say, it does feel uncomfortable.

(3) T : I'll take some CDs with me, of course. Here. Listen to this one ---- kindly supplied by

Voxpop Ltd. What does it sound like to you? Pretty awful, I suppose.

S : Yes, I must say, it does sound pretty awful.

T : Now you do the same. Ready?

1 As in (1) above.

2 As in (2) above.

3 As in (3) above.

4 T : Of course, I'll take a good supply of food with me. Highly concentrated stuff. Take a sniff of this ---- kindly supplied by Wonderfood Ltd.

How does it smell to you? Pretty unpleasant, I suppose.

S : Yes, I must say, it does smell pretty unpleasant.

5 T : And there'll be plenty to drink, too. Have a sip of this beer ---- kindly supplied by the Brewell Brewery Ltd. How does it taste to you? Bitter, I suppose.

S : Yes, I must say, it does taste bitter.

6 T : Take a look at this map, kindly supplied by Globemaps Ltd. This is the route I'll be taking. How does it seem to you? Crazy, I suppose.

S : Yes, I must say, it does seem crazy.

7 T : This is where I'll be sleeping ---- kindly supplied by Bedbunks Ltd. How does it appear to you? Tiny, I suppose.

S : Yes, I must say, it does appear tiny.

8 T : This is the camera I'll be using ---- kindly supplied by Quicklik Ltd. How does it look to you? Pretty good, I suppose.

S : Yes, I must say, it does look pretty good.

9 T : And this is my life-raft ----in case of emergency. Kindly supplied by Sinkproof Ltd. How does it seem to you? Pretty unsafe, I suppose.

S : Yes, I must say, it does seem pretty unsafe. -

10 T : This is the watch I'll be wearing ---- kindly supplied by Ticktock Ltd. How does it look to you? Pretty expensive, I suppose.

S : Yes, I must say, it does look pretty expensive.

T : Of course, I'm not going on this trip just to advertise all this gear. It's not the money, you understand. It's the spirit of adventure. The spirit of adventure, that's what's so rare these days. I've already been offered \$100,000 for the serial rights of my story by Instant Books Ltd.

Key to Multiple choice questions

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

Lesson 42 Recording an earthquake

Listening comprehension

1 Introduce the text

T : Today we'll talk about the principles of devices that have been invented to record earthquakes.

2 Understand the topic

T : What can you see in the pictures?

3 Listening objective

T : Listen to the text (or read it silently) and see if you can answer this question:

What does a pen have to do to record on paper the vibrations generated by an earthquake?

4 Play the tape or read the text or wait for the students to finish reading silently

5 Answer the question

After the reading, ask the question again: What does a pen have to do to record on paper the vibrations generated by an earthquake?

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: It has to remain still while everything else around it may be moving.

6 Intensive reading

Play the tape or read the text 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 text again

8 Reading aloud

Ask one or two students to read the text aloud.

Comprehension questions (11.1-22)

1 How does an earthquake come? (Like a thief in the night, without warning.)

2 To record earthquakes, therefore, what kinds of instruments was it necessary to invent? (Instruments that neither slumbered nor slept.)

3 How simple were some devices? (Quite simple.)

4 What did one consist of, for instance? (Rods of various lengths and thicknesses which stood up on end on a rigid table like ninepins.)

5 What did a shock do when it came? (It shook the rigid table on which the rods stood.)

6 What happened if the earthquake was a gentle one? (Only the more unstable rods fell.)

7 What happened if the earthquake were severe? (They all fell.)

8 What two pieces of information did the rods record for a slumbering

scientist? (The strength of a shock and the direction from which it came.)

9 What kinds of instruments were needed if any really serious advance was to be made? (Instruments (that were) far more delicate.)

10 What kind of an instrument did scientists ideally want to devise? (One that could record the movements of the ground or of the table as a quake passed by.)

11 What normally happens to the pen and paper when you write? (The pen moves, but the paper keeps still.)

12 What 'silly suggestion' was adopted as the idea in some early seismometers? (The idea that the pen should keep still while the paper moved.)

13 Complete this question that the author poses: 'When table, penholder and paper are all moving, how ...?' (How is it possible to write legibly?)

14 Where did the key to a solution of the problem lie? (In an everyday observation.)

15 What happens to someone standing on a bus or train when it suddenly starts? (He falls over. or He tends to fall over.)

16 And why is that? (Because his feet move on, but his head stays still.)

17 The simple experiment involves tying something to the end of a long piece of string. What? (A heavy weight.)

18 Then how do you hold the string? (With your hand held high in the air and the weight nearly touching the ground.)

19 What happens if you move your hand to and fro and around, but not up and down? (The weight might move slightly or not at all.)

20 And if a pen were attached to the weight with its tip resting on a piece of paper on the floor, and an earthquake shock shook the floor, the paper, you and your hand, what would happen? (The pen point would remain still and record the movements of the paper on its surface in ink.)

Asking questions: Ask me if ...

T : Ask me if it was necessary to invent instruments that neither slumbered nor slept.

S : Was it necessary to invent instruments that neither slumbered nor slept?

T : Why ...

S : Why was it necessary to invent instruments that neither slumbered nor slept?

1 it was necessary to invent instruments that neither slumbered nor slept. (Why)

2 one device consisted of rods that stood up on end on a rigid table. (What)

3 the rods recorded the strength of a shock that was too weak to waken a scientist. (How)

4 the ideal was to devise an instrument that could record movements with a pen on paper. (Why)

5 seismometers were early instruments for recording earthquake waves. (What)

- 6 it is possible to write legibly when table, penholder and pen are all moving. (How)
- 7 a person standing on a bus tends to fall down when the bus starts suddenly. (Why)
- 8 the weight on a long piece of string will hardly move if you move your hand to and fro. (Why won't)
- 9 the weight would move in an earthquake. (Why wouldn't)
- 10 a pen attached to such a weight would move in an earthquake. (Why wouldn't)
- 11 the movement of the paper would be recorded in ink on its surface. (How)
- 12 the paper was wrapped around a rotating drum. (What)
- 13 the path described by a particle would be up and down, to and fro and from side to side. (What ...like)
- 14 instruments have been devised to record all three elements. (What kinds of instruments)
- 15 the instrument shows three waves arriving after an earthquake. (How many)

Reconstruct the first part of the text (11.1-13)

- 1 Earthquake ---- thief ---- night ---- warning.
- 2 Necessary ---- invent instruments ---- slumbered ---- slept.
- 3 Some devices ---- simple. One ---- rods ---- various lengths ---- thicknesses ---- stand ---- ninepins.
- 4 Shock ---- shook rigid table ---- these stood.
- 5 If gentle ---- unstable rods fell. If severe ---- all.
- 6 Thus rods ---- falling ---- direction ----fell ---- recorded ---- slumbering scientist ---- strength of shock ---- too weak ---- waken ---- direction ---- came.
- 7 Instruments ---- more delicate ---- needed ---- serious advance ---- made.
- 8 Ideal ---- devise instrument ---- record ---- pen on paper ---- movements ---- ground ---- table ---- quake passed.
- 9 While ---- write ---- pen moves ---- paper ---- still.
- 10 Practice ---- learn ---- write ---- holding pen still ---- paper moved.
- 11 Silly suggestion ---- precisely ---- idea adopted ---- early instruments (seismometers) ---- recording ---- waves.

Topics for discussion

- 1 What are the most unusual weather conditions you have ever experienced? Tell us about it.
- 2 Which of these natural disasters do you think must be the worst, and why: an earthquake, a flood, an avalanche, a tsunami (or tidal wave), a volcano eruption, a hurricane, a tornado, a forest fire?
- 3 Are any parts of this country subject to natural disasters from time to time?

When was the last disaster and what was it? How much of the country did it affect?
How many people were involved?

Key to Comprehension

Possible answers

1 The rods of various lengths and thicknesses stood up on end like ninepins on a rigid table. If there was a gentle earthquake shock, only the unstable rods fell over, but a severe shock would make them all fall over.

The direction in which they fell would also tell the scientist the direction from which the shock came.

2 This simple seismometer worked by rods was unsatisfactory because it was not delicate enough.

3 The observation that a person falls down if a bus he is standing on starts suddenly. This is because his feet move on, but his head stays still.

4 The three 'elements' are movement up and down, to and fro, and from side to side.

5 The third wave of an earthquake is the last to be recorded because it has travelled round the earth through the surface rocks.

Key to Vocabulary

Possible answers

The tent was supported on a rigid metal framework, but it still blew over.

The nurse left when all the babies were slumbering peacefully in their cots.

She served us tea in delicate bone-china teacups.

'Invite all the family to stay with us for the holidays?!' he exclaimed.

'What a silly suggestion!'

He signed his name legibly so that anyone could read it.

Heavy rains are an everyday occurrence here at this time of the year.

Apples generally tend to ripen earlier in this part of the country.

She walked slowly to and fro in front of the window as she talked to her husband on her mobile.

I've only hurt my hand slightly: I won't have to go to hospital or anything.

The pilot switched on the motor and the helicopter blades rotated slowly, before gradually picking up speed.

The woman screamed as the worm that her daughter gave her wriggled in the palm of her hand.

We now have scientific instruments that can record the path described by a particle of energy.

There was a huge bluebottle flying round my bedroom and I knew I would never get to sleep.

Key to Summary

A possible answer

The seismometer used for recording the horizontal component of earthquake

wave movements works on a fairly simple principle. Someone standing on a bus will fall over if the bus starts suddenly; that's because his feet move while his head stays still. To illustrate this, a weight tied to a long piece of string and nearly touching the ground will not move even though the hand holding the string moves to and fro. Attach a pen to the weight, its point resting on a piece of paper (flat or round a rotating drum) and you have a seismometer. When the drum is still, the pen draws a straight line; when it is shaken, the pen draws a wiggly line.

(118 words)

Key to Composition

A possible answer

An earthquake.

The day was hot, unusually hot for the time of year. My family and I had gone to the island for our annual holiday for the third time in three years and my parents had chosen early June because the weather was normally just right then. We could all swim in the sea and sunbathe, but we did not have to stay indoors for an hour or so at midday as we would have to if we went to the island in July or August.

We were having breakfast outside on the patio, all in shorts, T-shirts and sandals, ready to rush away to the beach straight afterwards. ' I think it's going to be very hot today, ' my father said, ' so I suggest we all come back to the villa for lunch. That way, if the sun's too hot to sit outside, we can have lunch indoors. '

We all nodded agreement and began to help mother clear the table.

Suddenly there was one of those strange pauses when everyone stops talking or doing things. It was odd, but what was even odder was the fact that there was silence.

' Listen, ' my mother said slowly, ' the birds have stopped singing; and I haven't heard any cicadas for a few minutes, either. ' Usually, there was an almost constant noise of cicadas chirping in the background.

We all stopped and listened. Everything did seem unusually quiet. Then we all felt something. We weren't sure what it was. My father, who had his elbows on the table at the time, said later that something had slid along the table and gently rubbed his elbows. I felt someone move the seat of my chair very slightly. My brother and sister, who were sitting on a bench seat, both felt the seat move a little. We all looked at each other.

No one said anything. Then the silence was broken by the sound of the bell in the local village church tower. It rang just once, as if on its own ---- and the table began to move, and the patio under our feet, and the sensation was horrifying. Suddenly it felt as if the patio was a boat on water and we were passengers with no way of steering it And as the ground began to shudder beneath us, the bell from the church began to ring almost regularly, and we heard the noise of stone against stone, concrete against concrete, and the sound of smashing glass, as walls collapsed in nearby buildings. By now there was a general angry rumbling all around, as if some prehistoric monster was beginning to wake up. There was a loud crack, and from where I was lying ---- we were all lying on the ground now ---- I looked over the

edge of our heaving patio to see the small donkey path below crack open like an egg. Suddenly, with a splintering crash, all the tiles on the roof of our villa flew and slid off onto the roof of the villa below.

Then, just as suddenly, the ground stopped moving.

There was a pause of about fifteen seconds, a pause of almost absolute silence, before we heard the first cries of people from the nearby streets and villas. We all looked at each other again, as we had done when the first tremors had hit us, but this time with relief.

‘ My God, an earthquake, ’ said my brother. (One of us had to say it.)

‘ Yes, ’ said my father, ‘ and we're all alive. But let's go and see what damage has been done in the villa. After that we'll see how we can help in the village. ’

(607 words)

Key to KS Exercises

A See text.

B See text.

Special difficulties

1 For notes on device and devise, with examples, see Lesson 21 (p.109).

2 The verb travel means to ‘ go from one place to another, especially to a distant place ’ : If I had a lot of money, I'd travel all over the world.

A trip (noun) is ‘ a journey, especially a short one for pleasure or for a particular purpose (e. g. business) ’ : We took all the old people in our village on a day trip to London.

3 Although they look alike, the verbs adopt and adapt, are quite different in meaning.

The verb adopt means to ‘ take and use as one's own ’ : It has taken a time, but we have finally adopted the methods that our competitors have found so successful.

The verb adapt means to ‘ make or become suitable for new needs, different conditions, etc. ’ : He adapted an old car engine to fit his boat.

B Note the pronunciation of the noun record /'rekɔ:d/ in ‘ the graphic record ’ and the verb record /rɪ'kɔ:d/ in ‘ the first wave records the arrival ’ . In their examples, students should underline the stressed syllables.

1 Noun export : What are your main exports? ----Oil and wool.

Verb export : They have always exported a lot of oil to neighbouring countries.

2 Noun import : Oil is this country's most important import.

Verb import : Many of their cars are imported from Japan.

3 Noun produce : Our neighbours sell their own produce in the market.

Verb produce : When children are learning to play the violin, they produce some strange noises!

4 Noun conduct : That boy's conduct is excellent.

Verb conduct : I'd love to conduct a large orchestra.

Repetition drill

Takeover bid

Chorus, group or individual repetition

To elicit statements involving the use of bound to to express certainty.

T : Drill 42. Takeover bid. This is the situation. Listen. Do not speak. A very large firm is attempting to gain control of a smaller firm and has made an offer to shareholders. Two of the directors in the large firm are discussing the situation. This is how their conversation begins:

(1) T : Well, we've put our cards on the table ---- some of them, anyway.

I'm sure their shareholders will accept our offer.

S : Oh, they're bound to accept our offer, sooner or later.

(2) T : I'm certain they'll agree to our terms.

S : Oh, they're bound to agree to our terms, sooner or later.

(3) T : I'm convinced they'll see sense.

S : Oh, they're bound to see sense, sooner or later.

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've no doubt they'll vote in our favour.

S : Oh, they're bound to vote in our favour, sooner or later.

5 T : And I'm positive they'll be co-operative.

S : Oh, they're bound to be co-operative, sooner or later.

6 T : I'm dead certain they'll stop campaigning against us.

S : Oh, they're bound to stop campaigning against us, sooner or later.

7 T : I'm dead sure they'll give in.

S : Oh, they're bound to give in, sooner or later.

8 T : I'm absolutely convinced they'll yield to pressure.

S : Oh, they're bound to yield to pressure, sooner or later.

9 T : And I'm quite certain they'll lose confidence.

S : Oh, they're bound to lose confidence, sooner or later.

10 T : I'm really positive they'll be thankful for our offer.

S : Oh, they're bound to be thankful for our offer, sooner or later.

11 T : In fact, I'm absolutely sure they'll sell out to us.

S : Oh, they're bound to sell out to us, sooner or later.

12 T : I have no doubt at all that they'll take what they get.

S : Oh, they're bound to take what they get, sooner or later.

T : Then we can sack all their key men and take charge ourselves. It's the old, old story.

The bigger you are, the more you can grab. But at least we can pretend to be civilised about it.

Key to Multiple choice questions

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

Lesson 43 Are there strangers in space?

Listening comprehension

1 Introduce the text

T : Today we'll talk about communicating with intelligent beings in outer space.

2 Understand the topic

T : What can you see in the picture?

3 Listening objective

T : Listen to the text (or read it silently) and see if you can answer this question:

What does the 'uniquely rational way' for us to communicate with other intelligent beings in space depend on?

4 Play the tape or read the text or wait for the students to finish reading silently

5 Answer the question

After the reading, ask the question again: What does the 'uniquely rational way' for us to communicate with other intelligent beings in space depend on?

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: It depends on the precise radio frequency of emission of the hydrogen atoms in space.(11.30-32)

6 Intensive reading

Play the tape or read the text 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 text again

8 Reading aloud

Ask one or two students to read the text aloud.

Comprehension questions (11.1-20)

1 Given a planet somewhere else only approximately like our own, what is almost certain to happen? (Life is almost certain to start.)

2 We are now pretty certain that the Earth is the only planet in our own solar system on which----what?(On which life can survive.)

3 Why can't life survive on Mars? (Because it is too dry and poor in oxygen.)

4 Why couldn't life survive on Venus or Mercury? (Because they are too hot.)

5 And what about the outer planets? Why wouldn't they be any good? (Because they have temperatures near absolute zero and hydrogen-dominated atmospheres.)

6 What do astronomers call other suns? (Stars.)

7 What are other stars bound to have? (Planets like our own.)

8 Why does the possibility of other planets like our own become virtual certainty? (Because the number of stars in the universe is so vast.)

9 How many stars are there in our Milky Way alone? (One hundred thousand million.)

10 How many other Milky Ways or galaxies are there in the universe? (Three thousand million.)

11 So how many stars exist in the universe? (About 300 million million million.)

12 What percentage of the life that has started somewhere will develop into complex and intelligent patterns?(Perhaps only one per cent.)

13 However, because of the vast number of planets, what is bound to be a natural part of the universe?(Intelligent life.)

14 Complete this question that the author poses: ' If we are so certain that other intelligent life exists in the universe, why...? ' (Why have we had no visitors from outer space yet?)

15 When may visitors have come to this planet? (Thousands or millions of years ago.)

16 Would they have found our primitive state interesting or uninteresting? (Completely uninteresting.)

17 Who is Professor Ronald Bracewell? (A leading American radio astronomer.)

18 What did he argue that such a superior civilisation may have left behind? (A messenger.)

19 What might that messenger wait for? (The possible awakening of an advanced civilisation.)

20 Where might such a messenger transmit our radio and television signals to? (To its home planet.)

Asking questions: Ask me if...

T : Ask me if life is almost certain to start on any planet approximately like our own.

S : Is life almost certain to start on any planet approximately like our own?

T : Why...

S : Why is life almost certain to start on any planet approximately like our own?

1 life is almost certain to start on any planet approximately like our own. (Why)

2 Mars is too dry and poor in oxygen to support life. (Which planet)

3 Venus and Mercury are far too hot to support life. (Why can't)

4 other stars are bound to have planets like our own. (Why)

5 there are three thousand million galaxies in the universe. (How many)

6 intelligent life is bound to be a natural part of the universe. (What kind of life)

7 we have had visitors from outer space yet. (Why haven't)

- 8 visitors might have come to Earth millions of years ago. (When)
- 9 visitors might have left an automatic messenger behind. (What)
- 10 a messenger would transmit our radio and television signals back to its home planet. (Where)
- 11 we come up against the most difficult obstacle to contact with people on other planets. (What)
- 12 other inhabited planets might be a hundred light years away. (How far away)
- 13 radio waves also travel at the speed of light. (How fast)
- 14 chemical rockets can transport us to the nearest other star. (Why can't)
- 15 there is a ' uniquely rational way ' for us to communicate with other intelligent beings. (What kind of way)
- 16 the 21-centimetre wavelength is the natural frequency of the emission of hydrogen atoms. (What)
- 17 this radio frequency was discovered in 1951. (When)
- 18 it must be known to any kind of radio astronomer in the universe. (What)

Reconstruct the first two paragraphs of the text (11.1-12)

- 1 We-----conclude-----work-----those-----studied-----origin of life-----given-----planet-----like our own-----life-----almost certain-----start.
- 2 Of all planets-----solar system-----pretty certain-----Earth-----only one-----life-----survive.
- 3 Mars-----too dry-----poor-----oxygen-----Venus-----too hot-----Mercury-----outer planets-----temperatures-----absolute zero-----hydrogen-dominated atmospheres.
- 4 Other suns-----stars-----have planets-----own-----number of stars-----universe-----so vast-----possibility-----virtual certainty.
- 5 One hundred thousand million stars-----own Milky Way-----three thousand million Milky Ways-----galaxies-----universe.
- 6 Number of stars-----exist-----estimated-----300 million million million.
- 7 Perhaps 1 per cent-----life-----started somewhere-----develop-----complex-----intelligent patterns-----so vast-----number-----planets-----intelligent life-----natural part-----universe.

Topics for discussion

- 1 How would you convince someone that there must be other intelligent beings somewhere out there in space?
- 2 If you could contribute towards a message to be sent into space telling ' extraterrestrials ' about us, what would you like to say?
- 3 What would be the reaction if an alien spacecraft landed in the centre of one of the great cities in the world?

Key to Comprehension

Possible answers

1 The word ' galaxy ' describes a Milky Way or a collection of stars (of which there are about three thousand million in the universe).

2 According to the author, it is highly probable that life exists in other parts of the universe because there are so many stars with planets that ' intelligent life is bound to be a natural part of the universe ' .

3 Even if one were travelling at 186,000 miles per second, it would be extremely difficult to visit another planet because most of them would take an average of a hundred years to reach.

4 It might be possible to accomplish interstellar communication using the radio frequency of the 21-centimetre wavelength, or 1,420 megacycles per second, which is the natural frequency of emission of hydrogen atoms in space.

Key to Vocabulary

Possible answers

This lamp is broken, and we want to buy another one approximately the same----if we can find one.

It was too early for life to develop four billion years ago, given the prevailing primitive state of the earth.

I have an automatic messenger on my PC: I can programme it to display a message on screen at a certain time in the future.

Man has already overcome some of the obstacles to space flight, but there are many more.

These are now lots of pieces of machinery (old satellites and so on) orbiting the earth.

At the moment, interstellar space travel is only possible in science fiction.

His present job was all the result of a chance encounter with the company's Human Resources Manager at a party.

Key to Summary

A possible answer

The first obstacle to communication with other planets is the vast distance between star systems. On average, stars can be 100 light years away, which means that, if anyone left an automatic messenger here in the past, a broadcast from the 1920s would only be halfway home. Although chemical rockets have no chance of reaching other stars, there is nevertheless one way to communicate with other intelligent beings and that is to use the natural frequency of the emission of hydrogen atoms in space. Although only discovered in 1951, this now seems to be our best chance of interstellar communication. (100 words)

Key to Composition

A possible answer

Flying saucers.

Flying saucers, or UFOs, as they are usually called now (Unidentified Flying

Objects), are the names given to unexplained phenomena which have been seen in our skies for apparently as long as history has been recorded. Ancient texts from many parts of the world have mentioned 'flying chariots' with fire coming from them and many have come down to earth carrying 'gods'. Many of these phenomena in the past were clearly reports of planets (Venus, for example), meteors, meteorites, ball lightning and other natural, physical events which are still mistaken for UFOs. Some, however, might well have been simplified reports of visits by extraterrestrials. Professor Ronald Bracewell has suggested that our earth may have been visited in the distant past by a superior civilisation. If he were correct and visitors from such a civilisation left an 'automatic messenger', might they also not have visited different parts of the world and shown themselves to certain people?

In recent years, and certainly since the 1940s, there seem to have been more reports of UFOs than ever before. Various explanations have been given for this. One suggestion is that there are extraterrestrials who have become more interested in our planet since we began to 'play' with the atmosphere of the world on a global scale, to detonate nuclear bombs and since we have begun to escape from our own gravity into orbit and to the moon. Another explanation is that most reports of UFOs are false reports from people who simply want their 'moment of fame and glory' in the media: and the media do seem to rule the lives of many people in the world. Other sightings can, and have been explained as weather balloons, the planet Venus, ordinary aircraft seen at unusual angles in unusual light, special weather clouds, reflections of light on low cloud, and so on. But even official government investigators in many countries have had to admit there are certain cases of UFO sightings which defy rational scientific explanation: and these are the ones that are worrying.

Whatever UFOs may be, very few governments will admit that they know anything about them---or even that they are interested in them. And yet strangely, in spite of regular reports of sightings and contact with UFOs in the press, radio and on television, governments maintain an almost ominous silence. During the Cold War, it was suggested that UFOs were possibly new kind of craft developed by the other side. But little has been said. It is known that both the Russians and the Americans have built and flown circular aircraft that might be described as 'flying saucers', but again little has been said about their development or how successful they may have been.

There are almost dozens of theories about UFOs. They could be advanced aircraft developed by nations on earth, especially the USA or Russia. They could be extraterrestrial---from somewhere else in our solar system or from another star system. Could they perhaps be from another dimension, as has been suggested? Could most instances of UFOs be the result of mass hysteria or psychological disturbances? Whatever they may be, one thing is certain: there are just too many completely unexplained occurrences for them to be ignored for very much longer.

Does art imitate life? Or does life imitate art? Are films like ET, Close Encounters of the Third Kind, Men in Black and Independence Day previews of what might really happen on earth sometime soon? Or are they just like the science

fiction novels of Jules Verne and H.G. Wells, visions of a purely fictional future?
(598 words)

Key to KS Exercises

A

- 1 It's an excellent film----you're sure to enjoy it.
- 2 I was just about to leave the house when the telephone rang.
- 3 The concert was due to begin at 7.30, but it was delayed for half an hour.

B See text.

Special difficulties

A

1 A planet is ' a large body in space that moves round a star, especially round the sun ' : Mars is sometimes called the ' Red Planet ' .

A star, on the other hand, is ' a very large mass of burning gas in space, especially one that can be seen as a small bright point of light in a clear sky at night ' : When it is dark, the stars come out.

2 The verb estimate means to ' judge or calculate the nature, value, size, amount, etc., of something, especially roughly ' : The film cost an estimated \$ 25 million to make.

Esteemed means ' respected and admired ' : The old teacher was much loved and highly esteemed.

3 The adjective natural, as used in the text, means ' of or being what exists or happens ordinarily in the world ' : The country's natural resources include forests, coal and oil.

The adjective physical means ' of or for the body ' : You should take a lot more physical exercise.

4 The adjective unsaid means ' (thought of but) not spoken ' and is usually used in the phrase ' left unsaid ' : Whatever you might have thought, it would have been better left unsaid.

Untold, however, is an adjective that usually means ' too great to be counted or measured; limitless ' : She has done untold damage to our chances of winning the election.

It can also mean ' not told or expressed ' as in The full true story of his part in the resistance movement remains untold.

5 The verbs search for and search are very close in meaning, and can be confusing.

Search for means to ' look for something or someone ' : They have searched for him everywhere, but they haven't found him. Scientists are still searching for a cure to the common cold.

Search means to ' look at, through, into, etc., or examine (a place or person) carefully and thoroughly to try to find something ' : They searched the house from top to bottom. When the boy went missing, they searched the nearby woods first. The police searched the man when they arrested him.

Look at these sentences using search...(x)...for...(y)... : They searched the woods for the children. She searched the man for drugs. We will have to search the building for weapons.

B The phrase let alone is used to show that ' the thing mentioned next is even less likely or believable than the one mentioned before ' : The baby can't even walk, let alone run.

1 He's incapable of adding up a simple list of figures, let alone doing his annual accounts for the Inland Revenue.

2 He doesn't earn enough to support himself, let alone a wife and children.

Repetition drill

Tomorrow's world

Chorus, group or individual repetition

To elicit statements involving the use of By the time + simple present in the pattern ' By the time they grow up, (the world will be overpopulated) ' .

T : Drill 43. Tomorrow's world. This is the situation. Listen. Do not speak. A young married couple are wondering what the world will be like when their grandchildren grow up. They paint a gloomy picture. This is how their conversation begins:

(1) T : I often wonder what the world will be like when our grandchildren grow up.

One thing's certain, anyway. The world will be overpopulated.

S : You're probably right. By the time they grow up, the world will be overpopulated.

(2) T : People will be living on synthetic foods.

S : You're probably right. By the time they grow up, people will be living on synthetic foods.

(3) T : All their clothes will be made from synthetic fibres.

S : You're probably right. By the time they grow up, all their clothes will be made from synthetic fibres.

T : Now you do the same. Ready?

1 As in (1) above.

2 As in (2) above.

3 As in (3) above.

4 T : People will be living in tiny boxes.

S : You're probably right. By the time they grow up, people will be living in tiny boxes.

5 T : There'll be advertisements on the moon.

S : You're probably right. By the time they grow up, there'll be advertisements on the moon.

6 T : Space will be full of man-made rubbish.

S : You're probably right. By the time they grow up, space will be full of man-made rubbish.

7 T : All the natural resources of the world will have been used up.

S : You're probably right. By the time they grow up, all the natural resources of the world will have been used up.

8 T : All the forests will have been replaced by deserts.

S : You're probably right. By the time they grow up, all the forests will have been replaced by deserts.

9 T : Most of the wild animals will be extinct.

S : You're probably right. By the time they grow up, most of the wild animals will be extinct.

10 T : Even the oceans will be completely polluted.

S : You're probably right. By the time they grow up, even the oceans will be completely polluted.

11 T : There won't be any countryside left.

S : You're probably right. By the time they grow up, there won't be any countryside left.

12 T : And the world will be one big city.

S : You're probably right. By the time they grow up, the world will be one big city.

T : It's a hideous thought, isn't it? I just hope we won't be around to see it. After us, the deluge!

Key to Multiple choice questions

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

Lesson 44 Patterns of culture

Listening comprehension

1 Introduce the text

T : Today we'll talk about the effect of custom on an individual's development.

2 Understand the topic

T : What can you see in the picture?

3 Listening objective

T : Listen to the text (or read it silently) and see if you can answer this question:

What influences us from the moment of birth?

4 Play the tape or read the text or want for the students to finish reading silently

5 Answer the question

After the reading, ask the question again: What influences us from the moment of birth?

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: The customs into which we are born. (11.17-18)

6 Intensive reading

Play the tape or read the text 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 text again

8 Reading aloud

Ask one or two students to read the text aloud.

Comprehension questions (11.1-23)

1 Has custom been commonly regarded as a subject of any great moment? (No, it hasn't.)

2 What do we feel to be uniquely worthy of investigation? (The inner workings of our own brains.)

3 What is ' custom ', according to the ordinary way of thinking? (Behaviour at its most commonplace.)

4 Is traditional custom in fact a mass of detailed behaviour? (Yes, it is.)

5 What kind of a role does custom play in experience and in belief? (A predominant role.)

6 Does any man look at the world with pristine eyes? (No, he doesn't.)

7 He sees the world ' edited ', doesn't he? (Yes, he does.)

8 By what? (By a definite set of customs and institutions and ways of thinking.)

9 Will a man's concepts of true and false be tied to his particular traditional customs? (Yes, they will.)

10 According to the author, what is, first and foremost, the life history of the

individual? (' An accommodation to the patterns and standards traditionally handed down in his community. ')

11 From the moment of his birth, what do the customs into which he is born do to an individual? (They shape his experience and behaviour.)

12 By the time he can talk, what is the individual, according to the author? (' The little creature of his culture. ')

13 By the time he is grown up and able to take part in its activities, what have the community's habits and beliefs become? (His habits and beliefs.)

14 Who will he share them with? (Every child that is born into his group.)

15 The author argues that there is one social problem that we must understand. What is it? (The role of custom.)

16 Until we can understand the laws and varieties of custom, what will the rest of human life remain to us?(Unintelligible.)

Asking questions: Ask me if...

T : Ask me if custom has commonly been regarded as a subject of great importance.

S : Has custom commonly been regarded as a subject of great importance?

T : Why hasn't...

S : Why hasn't custom commonly been regarded as a subject of great importance?

1 custom has commonly been regarded as a subject of great importance. (Why hasn't)

2 traditional custom is a mass of detailed behaviour. (What)

3 custom plays a predominant role in experience and belief. (How great a role)

4 everyone sees the world edited by a definite set of customs. (How)

5 a man's concepts of true and false will have reference to his traditional customs. (Why)

6 the customs into which a man is born shape his experience and behaviour. (Which customs)

7 a person has become ' the little creature of his culture ' by the time he can talk. (When)

8 a community's habits are the individual's habits by the time he has grown up. (Why)

9 every child born into a group will share the same habits and beliefs. (Who)

10 it is important for us to understand the role of custom. (Why)

11 certain propositions about custom have been violently opposed. (Which particular)

12 any scientific study requires that there should be no bias in the selection. (What)

13 we have learned all we know about the laws of astronomy through a particular method of study.(How)

14 the study of man himself has concentrated on Western civilisation alone.
(Why)

Reconstruct the first part of the text (11.1-10)

- 1 Custom----not commonly regarded----subject----great moment.
- 2 Inner workings----own brains----feel----uniquely worthy----investigation.
- 3 Matter of fact----other way round.
- 4 Traditional custom----world over----mass----detailed behaviour more astonishing----any one person----evolve----individual actions----no matter----aberrant. Yet----rather trivial aspect----matter.
- 5 Fact----first-rate importance----predominant role----custom plays----experience----belief----great varieties----may manifest.
- 6 No man----looks----world----pristine eyes.
- 7 Sees it edited----definite set----customs----institutions----ways of thinking.
- 8 Even----philosophical probings----cannot go behind stereotypes; very concepts----true----false----still----reference----particular traditional customs.

Topics for discussion

- 1 Which Chinese customs might a foreign visitor find particularly unusual or strange? How would you explain them?
- 2 ' When in Rome, do as the Romans do. ' What does this mean? Can we really adopt the customs of the inhabitants of a foreign country when we are visiting it?
- 3 If you and your family were to emigrate to a country like Australia, what are some of the many problems you would face? What could you do to prepare for some of them?

Key to Comprehension

Possible answers

- 1 The statement ' No man ever looks at the world with pristine eyes ; means that no one can view the world completely objectively.
- 2 The study of man has differed from the study of less controversial subjects in that it has only studied one variation, Western civilization, instead of all possible variations.
- 3 Before he can undertake the study of man objectively, the anthropologist must accept the criterion that there is no preferential weighting between one human society and another.

Key to Vocabulary

Possible answers

The president will speak to the nation on a matter of great moment.

They suggested that the man's aberrant behaviour was the result of taking

drugs.

The President of the United Nations played a predominant role in restoring peace to that part of the world.

The disease typically manifests itself in a high fever and chest pains.

The probings of the police into the man's finances eventually uncovered connections with organised crime.

When he spoke to the locals, he lapsed into the vernacular.

If the group of islands had been allowed to develop autonomously (instead of being governed from the mainland), things might have been a lot better for them.

' It is incumbent upon us all, 'said the chairman rather pompously, ' to report all incidents of criminal activity,however minor, to the police. '

The vast majority of people are not intelligent as to the inner workings of the Civil Service.

The engineer's explanation was completely unintelligible to most of us because it was highly technical.

The first part of the exam, the oral interview, has always been given preferential weighting over the other two parts.

Although the proposal was extremely controversial, they managed to get it passed by the committee.

In medieval times the Church held sway over many countries in Europe.

Key to Summary

A possible answer

From the moment we are born, our attitude to life is shaped by custom. It manifests itself in many varieties and plays a predominant role in experience and belief. It is impossible to view the world objectively because we are all influenced by a set of customs, institutions and ways of thinking. Even an individual's concepts of true and false are conditioned by the customs of his community. By the time he can talk, a child is already the creation of his culture, and by the time he is grown up, he has actually become part of that culture. (99 words)

Key to Composition

A possible answer

There can be no absolute standards of right and wrong since our moral attitudes are conditioned by the society in which we live.

While our moral attitudes may be conditioned by the society in which we live and by its customs and laws,this does not mean that there can be no absolute standards of right and wrong, standards which we can all aim at and which we somehow know to be right.

Perhaps we should first consider the proposition that our moral attitudes are conditioned by the society in which we live. It would be difficult to disagree with the commonly held view that our moral attitudes are to a large extent shaped by our parents, other members of our family and the circle of friends with whom the members of our family associate. For most of us, our concepts of right and wrong

are taught to us, or instilled into us, by our parents. Pulling your sister's hair for no reason is wrong; picking her up when she has fallen down is right. Picking fruit from your father's trees is fine since the trees belong to the family; picking fruit from a neighbour's trees without asking is wrong. In Western cultures at least, saying ' Please ' and ' Thank you ' is right; demanding and receiving without saying anything is wrong.

Such simple and basic standards of right and wrong are reinforced by other parent figures in our own society by praise or punishment----by our teachers at school, by the religious leaders in our community, and reinforced, too, by our peers who are being taught the same right and wrong. Even families in the same society have slightly different standards, but they all aim towards a common standard.

However, in this modern world of mass communication----radio, television, magazines and newspapers,e-mail and the Internet----there are many more influences on us and on our thinking than was ever the case in the past. The world is smaller, it is true, even though it is still composed of peoples with widely different cultures. International figures condemn criminal acts committed against the international community as a whole, or acts which eventually involve the international community as a whole, such as the hijacking of aircraft or oil tankers, or terrorist threats to international events like the Olympic Games. In condemning such acts,world leaders seem to be demonstrating that there are absolute standards of right and wrong, and in condemning, they rarely wave any particular religious or political banners.

In the same way, we deplore the circumstances in the modern world which allow thousands and thousands to die through lack of food and water or from diseases which we ought to be able to cure. Such situations are surely ' wrong ' and the majority of us are horrified. Organised international aid again would seem to argue that there are standards which all communities and nationalities acknowledge, which are not related to any one particular political or religious creed, but which are, quite simply, ' humanitarian ' .

There are absolute standards of right and wrong too when it comes to stealing, murder, rape, selling drugs,child abuse and abduction, and such crimes are utterly abhorrent to all decent, moral people in the world,regardless of their own religious or political beliefs. Eating people is wrong, wherever you come from. It is a pity that the laws and cultures of certain communities do not always reflect the standards of right and wrong which most promise in public to uphold. (559 words)

Key to KS Exercises

See text.

Special difficulties

A

1 The noun custom means ' (an) established and habitual practice, especially of a religious or a social kind,that is typical of a particular group of people ' : Social customs vary greatly from country to country.

A habit, on the other hand, is ' a tendency to behave in a particular way or do particular things, especially regularly and repeatedly over a long period ' : She has an annoying habit of biting her fingernails.

2 The noun aspect means ' a particular side of a many-sided situation, idea, plan, etc. ' : The training programme covers every aspect of the job.

A view, on the other hand, is ' something seen from a particular place, especially a stretch of pleasant country; a scene ' :I'd like a room with a view over the harbour, please.

3 A proportion is ' the compared relationship between two things in regard to size, amount, importance, etc. ' :Your income tax will increase in proportion to the amount you earn.

A percentage, on the other hand, is ' an amount stated as if it is part of a whole which is 100 ' : What percentage of the population now takes an annual holiday abroad?

4 The adjective unintelligible is the opposite of intelligible, which means ' which can be understood ' : His argument was completely unintelligible.

Unintelligent is the opposite of intelligent: The new employee wasn't unintelligent, but he wasn't particularly clever, either.

5 The adjective controversial means ' causing much argument or disagreement ' : The council's decision to close the town centre to traffic was extremely controversial.

The adjective argumentative is used to describe people and means ' liking to argue ' : I wouldn't bother to discuss the question with her: she's just an argumentative old lady.

B

1 The accommodation in the local inn was very comfortable indeed.

2 What kind of a creature is a panda?----I think it's a bear, but I'm not sure.

3 In her hand the little girl held a small glass globe full of liquid which gave the impression of a snowstorm when she shook it.

4 That young man is extremely intelligent: I think he will do very well at university.

Repetition drill

The good Samaritans

Chorus, group or individual repetition

To elicit statements involving the use of the infinitive after adjectives and nouns in the pattern ' It would be (silly) for us to (jump in) ' .

T : Drill 44. The good Samaritans. This is the situation. Listen. Do not speak. Two men are standing on a jetty. They see another man fall off the jetty and into the sea. The two men debate what to do, This is how their conversation begins:

(1) S : (We hear a loud splash and distant cries of ' Help! Help! ') Quick! That man's fallen into the sea! He's shouting for help! He's drowning! Let's jump in!

T : No, we'd better not. That would be silly.

S : You're right. It would be silly for us to jump in.
 (2) S : Let's take our jackets off.
 T : No, we'd better not. It would be too cold.
 S : You're right. It would be too cold for us to take our jackets off.
 (3) S : Let's look for a boat.
 T : No, we'd better not. That would be stupid.
 S : You're right. It would be stupid for us to look for a boat. T : Now you do the same. Ready?
 1 As in (1) above.
 2 As in (2) above.
 3 As in (3) above.
 4 S : Let's just leave.
 T : No, we'd better not. That would be a mistake.
 S : You're right. It would be a mistake for us to leave.
 5 S : Let's try and find a life belt.
 T : No, we'd better not. That would be difficult.
 S : You're right. It would be difficult for us to try and find a life belt. 6 S : Let's pay someone to jump in.
 T : No, we'd better not. That would be expensive.
 S : You're right. It would be expensive to pay someone to jump in. 7 S : Let's wave to him.
 T : No, we'd better not. That would be tiring.
 S : You're right. It would be tiring for us to wave to him.
 8 S : Let's swim out to him.
 T : No, we'd better not. That would be dangerous.
 S : You're right. It would be dangerous to swim out to him.
 9 S : Let's telephone the police.
 T : No, we'd better not. That would be ridiculous.
 S : You're right. It would be ridiculous for us to telephone the police.
 10 S : Let's try and save him.
 T : No, we'd better not. That would be impossible.
 S : You're right. It would be impossible for us to try and save him.
 11 S : Let's throw him a rope.
 T : No, we'd better not. That would be a waste of time.
 S : You're right. It would be a waste of time to throw him a rope.
 12 S : Let's call for help.
 T : No, we'd better not. That would be unnecessary.
 S : You're right. It would be unnecessary for us to call for help. T : It's all over now, anyway. Still, no one can say we didn't do our best.

Key to Multiple choice questions

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

Lesson 45 Of men and galaxies

Listening comprehension

1 Introduce the text

T : Today we'll talk about the power of ideas.

2 Understand the topic

T : What can you see in the picture?

3 Listening objective

T : Listen to the text (or read it silently) and see if you can answer this question:

What is the most influential factor in any human society?

4 Play the tape or read the text or wait for the students to finish reading silently

5 Answer the question

After the reading, ask the question again: What is the most influential factor in any human society?

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: The most important and influential factor in any human society is the state of our own minds.(11.15-16)

6 Intensive reading

Play the tape or read the text 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 text again

8 Reading aloud

Ask one or two students to read the text aloud.

Comprehension questions (11.1-16)

1 When, in man's history, was competition with other creatures critical? (In man's early days.)

2 Is this phase of our development finished now? (Yes, it is.)

3 What do we lack practice and experience in nowadays? (In dealing with primitive conditions.)

4 The author said that, without modern weapons, he would make a very poor show at something. What?(At disputing the ownership of a cave with a bear.)

5 Did he think he stood alone in this? (No, he didn't.)

6 What was the last creature to compete with man? (The mosquito.)

7 How has the mosquito been subdued? (By attention to drainage and by chemical sprays.)

8 Does competition between humans still exist? (Yes, it does.)

9 And what is it like? (It is as fierce as it ever was.)

10 According to the author, what is not the simple process envisioned in biology? (The competition of man against man.)

- 11 Is it a simple competition for a fixed amount of food? (No, it isn't.)
- 12 Is the environment that determines our evolution still essentially physical? (No, it isn't.)
- 13 So what is our environment chiefly conditioned by? ((It is conditioned by) the things that we believe.)
- 14 What two things have Morocco and California got in common? (They are in similar latitudes, and both on the west coasts of continents with similar climates.)
- 15 What do they probably also have? (Rather similar natural resources.)
- 16 Is their present development very much the same or wholly different? (Wholly different.)
- 17 Is this because the people are completely different? (No, it isn't.)
- 18 So what is the reason? (Because of the different thoughts that exist in the minds of their inhabitants.)
- 19 According to the author, what is the most important factor in our environment? (The state of our own minds.)

Asking questions: Ask me if...

- T : Ask me if competition with other creatures was critical.
 S : Was competition with other creatures critical?
 T : When...
 S : When was competition with other creatures critical?
- 1 competition with other creatures was critical. (When)
 - 2 we lack practice in dealing with primitive conditions. (How many of us)
 - 3 the mosquito has been subdued by attention to drainage and by chemical sprays. (How)
 - 4 competition between ourselves is as fierce as it ever was. (How fierce)
 - 5 the competition of man against man is a simple process. (Why isn't)
 - 6 our environment is chiefly conditioned by the things we believe. (How)
 - 7 the development of Morocco and California is wholly different. (Why)
 - 8 the most important factor in our environment is the state of our own minds. (What)
 - 9 the most destructive effects of a foreign invasion come from ideas. (Why)
 - 10 the concept of free speech only exists in modern society. (Why)
 - 11 we could inject ideas into the modern world that would destroy us. (What kinds of ideas)
 - 12 the author is pleased he cannot give us an example. (Why)
 - 13 the author quotes the nuclear bomb as an example of a dangerous idea. (Who)
 - 14 twenty or thirty pages of information could have changed the course of world history. (How)
 - 15 twenty or thirty pages of ideas and information could turn the world upside down. (How)
 - 16 the author can conceive of what those pages might contain. (Why can't)

Reconstruct the first three paragraphs of the text (11.1-16)

- 1 Man's early days----competition----other creatures----critical. This phase----now finished.
- 2 Lack practice----experience----dealing----primitive conditions.
- 3 Sure----without modern weapons----make poor show----dispute ownership----cave----bear----do not think----stand alone.
- 4 Last creature----compete----man---mosquito. Even mosquito----subdued----attention----drainage----chemical sprays.
- 5 Competition---ourselves, person---person, community---community---persists; as fierce as ever.
- 6 Competition---man---man---not simple process----envisioned----biology.
- 7 Not simple competition---fixed amount----food----physical environment----environment----determines----evolution---no longer---physical.
- 8 Environment---conditioned---things we believe.
- 9 Morocco---California---bits of Earth---similar latitudes---west coasts---similar climates---similar natural resources.
- 10 Present development---wholly different---not so much---different people---different thoughts exist---minds---inhabitants.
- 11 Point---wish---emphasize. Most important factor---environment---state---own minds.

Topics for discussion

- 1 What do you think has been the one most important event in the evolution of man---the discovery of fire? the invention of the wheel? the development of speech? or something else?
- 2 ' The pen is mightier than the sword. ' What does this saying mean? How true is it, do you think?
- 3 The author argues that the competition of man against man is no longer ' a simple competition for a fixed amount of food determined by the physical environment ' . Is this true? Why?/Why not?

Key to Comprehension

Possible answers

- 1 The idea that we lack practice and experience nowadays in dealing with primitive conditions.
- 2 The inhabitants of Morocco differ from those of California because they have different thoughts.
- 3 ' When you are inside a community you are conditioned by the conventions of the community ' means that everything you do and think is conditioned by your immediate environment.
- 4 Just twenty or thirty pages of ideas and information beyond our present thinking could change the course of world history.

5 A person with original ideas must be capable of thinking outside or beyond the particular patterns that our brains have been conditioned to.

Key to Vocabulary

Possible answers

The men have just reached a critical stage in their negotiations.

The building project is now entering its third phase.

If I were asked to play in a tennis tournament, I would make a very poor show as I haven't played for years.

In the relatively short time he was in power, Napoleon subdued much of Europe.

The environment that determines our evolution is now acknowledged to be intellectual as well as physical.

She felt that she was wholly justified in asking for her money back.

Finance must clearly be an important factor in deciding the future of the project.

When the woman heard the news of her husband's death, she was utterly devastated.

The plane changed course in order to avoid a storm.

With the instruments at our disposal, I'm afraid it's impossible to be more accurate.

Key to Summary

A possible answer

When white men invaded a primitive culture, the most destructive effects always came from ideas, and ideas are dangerous. Free speech only exists because dangerous thoughts can only be injected from outside. There must be ideas that would destroy the modern world, argues the author, but he cannot give an example. Instead, he takes the idea of giving a reasonably advanced technological society the instructions on how to make a nuclear bomb. Had this information been given to the world in 1925, it would have changed the course of history. Twenty-odd pages of advanced ideas and information could still destroy the modern world, or at least turn it upside down. (110 words)

Key to Composition

A possible answer

The evolution of man.

By its very definition, evolution is an extremely slow, gradual process of development. In the course of evolution over millions of years, some birds, for example, have gained, enjoyed and then lost the power of flight. Indeed the history of the ostrich begs the question: are evolution and progress one and the same?

Evolutionary changes are usually conditioned by the physical environment, and often, in the case of living creatures, the need to adapt to changes in the physical environment in order to survive.

For hundred of thousands of years man's evolution took the form of development of physical features. To take just one example, man's early ape ancestors developed fingers in order to be able to handle things----food,stones, pieces of wood, and eventually tools and weapons. We can't use tools (to build and mend things) and weapons (to kill for food) without fingers----and for a long time we couldn't communicate in writing without using our fingers to hold a pen.

With the gradual loss of body hair and the need for warmth, man developed the concept of clothes in its simplest form---wearing a dead animal's skin---and he discovered fire. And with the need to kill animals for food and clothing (meat and skin), he began to devise simple weapons.

The social need to co-operate and form groups or tribes was probably the result of the need to hunt together with purpose, together with a need to protect the group members from external dangers. The development of reasoning and tool-making eventually produced mechanical inventions such as the wheel, and the skills needed to construct buildings of all kinds, from the simplest stone shelter to the greatest Egyptian pyramid. And somewhere along the line, curiosity led to astronomy, religion and the production and appreciation of art.

It has been suggested that the arrival of a sense of religion, a sense of a god, was the greatest event in the evolution of man. It may, however, be that the development of speech and finally writing were probably the two most important factors in man's evolution to that of a thinking, communicating animal. Through speech he could express facts and opinions, he could make demands, he could describe past events to another, and express hopes and plans for the future. More importantly, speech and writing gave man the ability not only to be able to write down or record what he had done or was doing, but also to express thoughts about the future----to predict and to plan.

Fred Hoyle has suggested that the most important factor in man's evolution now and in the future is not physical, but mental. The changes in the world's climate, the world's weather patterns, might be of interest---floods, famine, fire, earthquakes and other natural disasters may affect hundreds of thousands of people----but they will probably not affect man's evolution any more. Men and women are not physically going to start sprouting fins because we are experiencing more floods. Ideas are what will now drive the course of man's evolution.

Physical evolutionary change is a very slow process indeed. Man has changed very little physically since he began walking perfectly upright, but he seems to have grown in knowledge in an amazingly short time. His evolution seems to be mental and social (though not necessarily moral), but whether his future evolution is in his own hands, as some believe, is another question. (572 words)

Key to KS Exercises

A Must have been (and negative can't have been) is the past form of the expression of deduction (or assumption) must be (negative can't be): He wasn't in the office yesterday. He must have been ill. / Hr can't have been well .

Had to be is the form we use to express obligation in the past: The train was

due to leave at seven, so I had to be at the station by 6.50.

1 She must have been brilliant to get that job so easily.

2 A few years ago, you had to be academically brilliant or simply rich to go to university.

B See text.

Special difficulties

1 In the past she has been very critical of the art college, but she has recently changed her mind.

2 That country is now an independent state with its own president and its own parliament.

3 You get a free weekend magazine with most Sunday newspapers in the UK.

Repetition drill

Package tours

Chorus, group or individual repetition

To elicit statements involving the use of the present perfect to indicate that an action has been repeatedly performed in the past.

T : Drill 45. Package tours. This is the situation. Listen. Do not speak. A very rich and rather bored married couple have visited their travel agent to arrange a holiday. The travel agent keeps making suggestions which don't meet with their approval. This is how their conversation begins:

(1) T : We'd like to do something really unusual on our holiday this year.

S : Have you ever visited the Antarctic?

T : Repeatedly, haven't we, dear?

S : Yes, we've visited the Antarctic repeatedly. We don't want to do that again.

(2) S : Have you ever sailed across the Atlantic on a raft?

T : On several occasions, haven't we, dear?

S : Yes, we've sailed across the Atlantic on a raft on several occasions. We don't want to do that again.

(3) S : Have you ever climbed the Matterhorn?

T : Frequently, haven't we, dear?

S : Yes, we've climbed the Matterhorn frequently. We don't want to do that again.

T : Now you do the same. Ready?

1 As in (1) above.

2 As in (2) above.

3 As in (3) above.

4 S : Have you ever been to Bali?

T : Often, haven't we, dear?

S : Yes, we've often been to Bali. We don't want to do that again.

5 S : Have you ever photographed lions in Africa?

T : Time and again, haven't we, dear?

S : Yes, we've photographed lions in Africa time and again. We don't want to do that again.

6 S : Have you ever gone up the Amazon by canoe?

T : On frequent occasions, haven't we, dear?

S : Yes, we've gone up the Amazon by canoe on frequent occasions. We don't want to do that again.

7 S : Have you ever flown in a balloon?

T : Several times, haven't we, dear?

S : Yes, we've flown in a balloon several times. We don't want to do that again.

8 S : Have you ever fished for sharks in the Pacific?

T : Again and again, haven't we, dear?

S : Yes, we've fished for sharks in the Pacific again and again. We don't want to do that again.

9 S : Have you ever been gambling in Las Vegas?

T : Lots of times, haven't we, dear?

S : Yes, we've been gambling in Las Vegas lots of times. We don't want to do that again.

10 S : Have you ever walked across the Sahara?

T : Time and time again, haven't we, dear?

S : Yes, we've walked across the Sahara time and time again. We don't want to do that again.

11 S : Have you ever camped on the Eiffel Tower?

T : On a number of occasions, haven't we, dear?

S : Yes, we've camped on the Eiffel Tower on a number of occasions. We don't want to do that again.

12 S : Have you ever been to the moon?

T : Till we're sick of it, haven't we, dear?

S : Yes, we've been to the moon till we're sick of it. We don't want to do that again.

T : Can't you suggest anything original? We're tired of all these package tours!

Key to Multiple choice questions

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

Lesson 46 Hobbies

Listening comprehension

1 Introduce the text

T : Today we'll talk about the balance between work and hobbies.

2 Understand the topic

T : What can you see in the picture?

3 Listening objective

T : Listen to the text (or read it silently) and see if you can answer this question:

Who, according to the author, are ' Fortune's favoured children ' ?

4 Play the tape or read the text or wait for the students to finish reading silently

5 Answer the question

After the reading, ask the question again: Who, according to the author, are ' Fortune's favoured children ' ?

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: They are the people for whom work and pleasure are one and the same. (11.27-28)

6 Intensive reading

Play the tape or read the text 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 text again

8 Reading aloud

Ask one or two students to read the text aloud.

Comprehension questions (11.1-21)

1 What is worry, according to a gifted American psychologist? (A spasm of the emotion.)

2 What did the author say the mind does? (It catches hold of something and won't let it go.)

3 Is it useful to argue with the mind in this condition? (No, it isn't.)

4 How can one insinuate something else into what the author calls ' the mind's convulsive grasp ' ? (Gently.)

5 If this ' something else ' is chosen well, what will happen? (The mind's grip will relax and the process of recuperation and repair will begin.)

6 For whom is the cultivation of a hobby and new forms of interest of particular importance? (A public man.)

7 Can this be undertaken in a day? (No, it can't.)

8 Why? (Because the growth of alternative mental interests is a long process.)

9 How must the seeds be chosen? (Carefully.)

- 10 What kind of ground must they fall on? (Good ground.)
- 11 And how must they be tended, according to the author? (Sedulously.)
- 12 And what does that mean? (With care, effort and determination.)
- 13 How many hobbies should one have to be really happy and safe? (Two or three.)
- 14 Why is it useless starting to take an interest in something late in life? (Because it will aggravate the strain of mental effort.)
- 15 Will a man always get benefit and relief from acquiring great knowledge of topics unconnected with his daily work? (No, he won't.)
- 16 The author says 'it is no use doing what you like'. Why? What have you got to do? (You have got to like what you do.)
- 17 Broadly speaking, how many classes can human beings be divided into? (Three.)
- 18 What are they? (Those who are toiled to death, those who are worried to death, and those who are bored to death.)
- 19 Is it any use offering the manual labourer the chance of playing a game of football on Saturday afternoon? (No, it isn't.)
- 20 And is it any use inviting a politician or a businessman to work or worry about trifling things at the weekend? (No, it isn't.)
- 21 Why? (Because both need a change.)

Asking questions: Ask me if...

- T : Ask me if it is useless to argue with a mind that is worried.
 S : Is it useless to argue with a mind that is worried?
 T : Why...
 S : Why is it useless to argue with a mind that is worried?
- 1 it is useless to argue with a mind that is worried. (Why)
 - 2 the cultivation of a hobby is of first importance to a public man. (What)
 - 3 the seeds of a new interest must be carefully chosen. (Why)
 - 4 a person should have at least two or three hobbies. (How many)
 - 5 you have to like doing what you do. (Why)
 - 6 human beings can be divided into three classes. (How many)
 - 7 it is any use asking a businessman to worry about trifling things at the weekend. (Why isn't)
 - 8 Churchill calls those who have everything 'unfortunate people'. (Who)
 - 9 such people try to escape from boredom by rushing around. (How)
 - 10 industrious human beings are divided into two classes. (How many)
 - 11 work and pleasure are quite different for the majority of people. (Why)
 - 12 there are people for whom work and pleasure are one. (How many)
 - 13 the author calls these people 'Fortune's favoured children'. (What)
 - 14 such people regard ordinary holidays as enforced interruptions. (How)
 - 15 a change of atmosphere is essential for all people. (What)

Reconstruct the first two paragraphs of the text (11.1-11)

1 Gifted psychologist---- ‘Worry----spasm----emotion; mind catches hold----will not let go.’

2 Useless----argue----mind----condition. Stronger----will, more futile----task.

3 Gently insinuate something else----into convulsive grasp.

4 Something else----rightly chosen----really attended----illumination----field of interest----gradually----old grip relaxes----process----recuperation----repair begins.

5 Cultivation----hobby----new forms----interest----policy----first importance----public man.

6 Not a business----undertaken----day----swiftly improvised----mere command----will.

7 Growth----alternative mental interests----long process.

8 Seeds----carefully chosen; fall----good ground; sedulously tended----vivifying fruits----at hand.

Topics for discussion

1 Tell us about one or two of your hobbies. When did you start it/ them? What first attracted you to it/ them? etc.

2 What kinds of people do work which is also pleasure? Would you like to be one of them?

3 ‘We can pursue some hobbies for profit as well as pleasure. What's your opinion?’

Key to Comprehension

Possible answers

1 The definition of worry is relevant to the author's argument because it places in context the need for hobbies and other interests.

2 The author describes as unfortunate those people who can command everything they want because what they really need to balance their lives are not hobbies, other pleasures or excitement, but discipline.

3 People who have everything they want can find relief from boredom in discipline in one form or another.

4 The essential difference between the two classes of human beings defined by the author is that for one group, the smaller group, work and pleasure are the same thing.

5 It is particularly important for people whose work is their pleasure to cultivate a hobby because they need an alternative outlook or a change of atmosphere so that they can banish their work from their minds for a short while.

Key to Vocabulary

Possible answers

I had a sudden spasm in my leg and could hardly walk for a few minutes.

It's futile writing a letter of complaint because the company never answers.

They had ways of insinuating their ideas into the brains of sleepers.

After his operation, he was advised to go to the country for a period of recuperation.

If you want a change from work, I suggest you take on some alternative mental interests.

The patient began to breathe more easily following a vivifying intake of oxygen through an oxygen mask.

In the past, slaves were often quite literally toiled to death.

She wasn't too worried when she lost the necklace because it only cost a trifling amount of money.

Rich parents often give in to every caprice of their children by giving them whatever they want.

The satiation of my curiosity is what drives me to read incessantly for information.

Our local priest was so devoted to his work that he regarded any days away from the church as enforced interruptions in an absorbing vocation.

Key to Summary

A possible answer

While a hobby or a new form of interest is important, it is not something that can be chosen quickly. Indeed the growth of a hobby is a long-term business. It must be chosen well and nurtured. The author maintains that, to be really happy, you should have two or three hobbies and that you must like what you do. It is no good taking up a hobby late in life as it can cause aggravation. He stresses that different kinds of people need completely different kinds of hobbies. (89 words)

Key to Composition

A possible answer

My favourite hobby.

Is a hobby some activity which you enjoy doing, but which does not earn any money? No, it isn't. I know a number of people who in fact earn a small income from their hobbies while they still have a full-time job. Is a hobby some kind of activity which you have chosen to do, which takes you away from the routine and worries of everyday life and helps you to relax? Yes, it is all of these things.

I have a small number of hobbies or pastimes----I play the piano, I sing in a choir, I collect antiques, I play chess, I enjoy sailing, I read a lot and I like gardening.

I imagine that the vast majority of people's favourite hobbies are completely incomprehensible and boring to others, even to their friends and relatives. 'What do you want to do that for?' they say with contempt. 'What a total waste of time!' There are many hobbies that I myself find impossible to understand, but usually my judgment is based on the question 'How creative is it?' You will no doubt think me wrong, but I have this feeling that a hobby or pastime which is totally passive, even though it gives the person pleasure, is nevertheless selfish and wasteful.

My own favourite hobby, I must confess, is collecting old wine glasses, and by 'old' I mean glasses from the 19th century. They are not hard to find; there are still a lot that have survived and they can be found in old secondhand shops and at the bottom of boxes of rubbish in auction sales.

What do you do that for? you might ask. What's the attraction? First of all, there is The Hunt. Just looking for kinds of glasses that you haven't got has provided me with hours of enjoyment. Whenever I am in a different town and can find five minutes, I go into one or two secondhand shops, just to see if I can find something. And quite often I view auction sales to see if there are any in the 'rubbish lots' that I might buy cheaply.

Then there is finding out about them; call it Information-gathering and Learning. Since I started collecting old wine glasses, I have also acquired quite a large library, so I have managed to teach myself quite a lot about the subject---by reading, looking at photos, and handling the real things.

At first, when I had just a small number of glasses, I used to put them on shelves. After a while, however, I realized that I was beginning to assemble a representative selection of glasses right through the 19th century and felt that I should display them better. Displaying them, then, involved constructing a special cabinet---something I had never done before.

Socializing and Exchanging Information is another aspect of many hobbies, and in my own case I joined a glass collectors' club.

Like many collectors, I try to acquire items for my collection very cheaply so that I can sell them later---not to make a profit, you understand, but in order to buy another better, or rarer glass.

For me, the productive part of such a hobby comes in doing research and then writing about the subject. It seems that, if someone has spent some considerable time acquiring knowledge, he or she should pass on that knowledge, either in the form of a physical collection or in the form of a written record---magazine articles or even a book. Perhaps one day I will write that book. (596 words)

Key to KS Exercises

A Note that we can express the same idea with two different patterns:

a) It is useless + to-infinitive: It is useless to complain about it.

b) It is no use + -ing form: It is no use complaining about it.

See text.

B See text.

Special difficulties

A Some words can be used as adjectives or as adverbs of manner without adding -ly. Such words are hard, fast, high, straight, well, deep, direct, etc.: I enjoy hard work. (adjective) I work very hard. (adverb) / It's a deep cave. (adjective) They climbed deep into the cave. (adverb)

Further, some adverbs can have two forms

- a) with the same meaning, as in Come quick Come quickly.
- b) with different meanings, such as late/ lately, hard/hardly, deep/ deeply, high/ highly, low/ lowly, near/ nearly, rough/ roughly.

1 The plane took off late.

I haven't seen old Mr. James lately.

2 We have hardly slept at all since we arrived in the city.

That boy works extremely hard and deserves to do well.

3 The adjective alternative means ' different from what is usual or traditional ' : We are gradually beginning to use alternative sources of energy more, wave power and wind power, for example.

Alternating, on the other hand, means ' following by turns ' : She treated him with alternating affection and contempt. They wore the spy down with alternating periods of kindness and cruelty.

B

1 It was clear that the government's actions were sowing the seeds of rebellion.

2 The man sadly died before he could enjoy the fruits of all his hard work.

3 All I want to do after a hard day's sweat is to soak in a long hot bath.

C

1 Broadly speaking, the British education system can be divided into two main sections: public and private.

2 ' Jane can pave the bed in the spare room, ' my aunt said. ' As for you, you can sleep on the sofa. '

3 Of the two proposals put forward by the committee, the former had the best chance of succeeding .

Repetition drill

In love

Chorus, group or individual repetition

To elicit statements involving the use of the gerund after adjectives and nouns in the pattern ' I know it's (no use writ)ing (letters to her), but I can't help it ' .

T: Drill 46. In love. This is the situation. Listen. Do not speak. A young man is in love with a young woman, but she has rejected his offer of marriage. The young man is distressed and his mother is trying to console him. This is how their conversation begins:

(1) T: Cheer up! You shouldn't be upset. It's a shame.

S: I know it's a shame being upset, but I can't help it.

(2) T: Are you hoping she'll change her mind? It's pointless.

S: I know it's pointless hoping she'll change her mind, but I can't help it.

(3) T: You shouldn't think about her all the time. It's stupid.

S: I know it's stupid thinking about her all the time, but I can't help 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: You shouldn't worry about the affair. It's not worth it.
 S: I know it's not worth worrying about the affair, but I can't help it.
 5 T: You shouldn't think about the past. It's a mistake.
 S: I know it's a mistake thinking about the past, but I can't help it.
 6 T: And you shouldn't write letters to her. It's no use.
 S: I know it's no use writing letters to her, but I can't help it.
 7 T: You shouldn't ring her every day. It's a waste of time.
 S: I know it's a waste of time ringing her every day, but I can't help it.
 8 T: You shouldn't buy her chocolates. It's foolish.
 S: I know it's foolish buying her chocolates, but I can't help it.
 9 T: You shouldn't send her flowers. It's tactless.
 S: I know it's tactless sending her flowers, but I can't help it.
 10 T: You shouldn't give her presents. It's thoughtless.
 S: I know it's thoughtless giving her presents, but I can't help it.
 11 T: You shouldn't still be in love with her. It's absurd.
 S: I know it's absurd still being in love with her, but I can't help it.
 12 T: You shouldn't expect her to marry you. It's ridiculous.
 S: I know it's ridiculous expecting her to marry me, but I can't help it.
 T: You know very well she's going to marry someone else. Can't you take
 ' No ' for an answer?

Key to Multiple choice questions

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

Lesson 47 The great escape

Listening comprehension

1 Introduce the text

T: Today we'll talk about present-day camping holidays.

2 Understand the topic

T: What can you see in the picture?

3 Listening objective

T: Listen to the text(or read it silently) and see if you can answer this question:

What is one of the features of modern camping where nationality is concerned?

4 Play the tape or read the text or wait for the students to finish reading silently

5 Answer the question

After the reading, ask the question again: What is of the features of modern camping where nationality is concerned?

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: Modern camping sites seem to be highly cosmopolitan. (1.27)

6 Intensive reading

Play the tape or read the text 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 text again

8 Reading aloud

Ask one or two students to read the text aloud.

Comprehension questions(11.1 - 17)

- 1 What is one powerful motive for camping? (Economy.)
- 2 Can the total expense be more, or less than the cost of hotels? (It can be far less.)
- 3 Is economy the only motive? (No, it isn't.)
- 4 Are there many permanent camping sites in Europe?(Yes, there are.)
- 5 How much does a space cost in one of them? (Twenty pounds.)
- 6 What kinds of cars will you find parked ' hub to hub ' in camping sites? (All kinds- from Ford Escorts to Renaults, Mercedes and Bentleys.)
- 7 What becomes more sophisticated year by year? (The equipment of modern camping.)
- 8 What have campers sworn to do? (' Get away from it all. ')
- 9 Does a camping holiday provide an escape of another kind? (Yes, it does.)
- 10 The author suggests that ' the modern traveller is a man who dislikes the Splendide and the Bellavista '.What are the Splendide and the Bellavista?(Common

names of hotels in Britain, Spain and Majorca-where British people tend to go on their holidays.)

11 Why do some modern travellers dislike hotels like this?(Because they are afraid of them.)

12 Although they may be affluent, do most travellers know what to tip workers in a hotel? (No, they don't.)

13 What does camping do for such a traveller? (It releases him from such fears.)

14 What already exists, according to the author, based upon equipment and techniques?(A snobbery of camping.)

15 Can most campers deal with such ' snobbery ' ? (Yes, they can.)

16 On the other hand, what can't they deal with? (' They ' in the shape of management and hotel hierarchies.)

17 Which ' contemporary phenomenon ' does the author refer to? (Car worship.)

18 What does car ownership bring with it?(A sense of independence and freedom.)

Asking questions: Ask me if...

T: Ask me if economy is a powerful motive for camping.

S: Is economy a powerful motive for camping?

T: Why

S: Why is economy a powerful motive for camping?

1 economy is a powerful motive for camping. (Why)

2 people from all walks of life visit camping sites in Europe.(What kinds of people)

3 modern camping equipment becomes more sophisticated every year. (What)

4 Camping provides an escape from the fear of hotels.(What kind of escape)

5 many travellers are not sure what to tip a hotel doorman.(Who)

6 people can deal with any camping snobbery. (Why)

7 car worship can be explained by the sense of independence and freedom it gives .(How)

8 everything is to hand from your own front door to your holiday destination. (What)

9 a car also provides a means of escape from holiday hell if needed.(What else)

10 campers deny themselves the opportunity of getting to know the people of the country.(Which opportunity)

11 holiday hotels tend to cater for one nationality of visitors. (How many nationalities)

12 camping sites tend to be highly cosmopolitan. (What...like)

13 notices are printed in a number of different languages.(How many

languages)

14 you can smell sauerkraut, garlic, French coffee and English bacon and eggs at mealtimes.(What)

15 the growth of organized camping could kill the more independent kind .(What)

16 police are wary of itinerants. (Why)

17 the survival of traditional camping will depend upon campers themselves.(Who)

Reconstruct the first three paragraphs of the text(11.1 - 15)

1 Economy - powerful motive - camping - after initial outlay- equipment - hiring - total expense - less- cost of hotels.

2 Contrary-popular assumption- far from only one.

3 Man - manoeuvres carelessly - £ 20 worth space - one - permanent sites - find himself - Bentley.

4 More likely, Ford Escort-hub to hub - Renault - Mercedes-rarely-bicycles.

5 That-equipment - camping - yearly more sophisticated-entertaining paradox for cynic - brighter promise-hopeful traveller-sworn-get away.

6 Also provides - student sociologist - base thesis-phenomenon - escape-another kind.

7 Modern traveller-often man-dislikes- Splendide- Bellavista- not- cannot afford- shuns-material comforts - but- afraid.

8 Affluent - may be - by no means sure-tip - doorman - chambermaid.

9 Master-own house-little idea-when-say boo-maitre d' hotel.

10 From- fears-camping releases.

11 Granted- snobbery of camping-based upon equipment-techniques-exists; a kind-if meets-readily understand-deal with.

12 No Superior ' they ' -shape-managemens-hotel hierarchies-darken - holiday days.

Topics for discussion

1 Have you ever been camping? If so, tell us about it. Where did you go? With whom ? When? etc.

2 Discuss some of the advantages and disadvantages of camping holidays compared with other kinds of holidays.

3 What are the advantages of a package holiday abroad over one you arrange yourself?

Key to Comprehension

Possible answers

1 Three factors which induce people to go camping are: a) cost; b) it's an escape from hotels and the fear of how to behave in them; and c) you can take your car right into the camp site.

2 ' To this pleasure camping gives an exquisite refinement ' refer to the sense of independence and freedom you get from a car.

3 Idealists have objected to the practice of camping because they say campers do not get to know the residents of the country. They have been proved wrong since, While hotels might tend to cater for one nationality, camp sites are very cosmopolitan.

4 The factors which may lead to the death of the more independent kind of camping are how many heath fires campers cause, how much litter they leave behind, and whether campers alienate landowners and others who live in the country.

Key to Vocabulary

Possible answers

The need for money is a powerful motive for crime.

After only a small initial outlay upon equipment, window cleaning can be quite a lucrative business.

Cars of all makes stood in a neat row in the car sales yard, hub to hub and wheel to wheel.

That man's too timid to say boo to a goose.

Granted, I haven't got any qualifications yet, but by this time next year I will have gained my diploma.

' The weather was rather inclement, ' said my friend's old aunt, rather pompously.

The package tour that we went on included absolutely everything from the time we left to the time we got back.

It has been said that British attitudes to Europe in the past have been the result of their insularity.

There is one hotel in the town that caters exclusively for disabled people.

London is one of the most cosmopolitan cities in the world.

At certain times of the year there was a preponderance of students from South America in our language school.

People are often wary of itinerants and although they would like to help them, they regard them, often wrongly, as troublesome tramps.

After the open - air pop concert the organisers picked up hundreds of bags of litter from the field.

Key to Summary

A possible answer

Every year modern camping equipment becomes more sophisticated. Perhaps this is a necessary development to supply the material comforts that people would expect in hotels if only they were not afraid to go to them, for camping releases people from the fears, for example, of how to deal with hotel staff, from doorman to management. There may be a certain snobbery in camping, too, but most people understand that and can deal with it. The other thing that camping

does is to allow car worshippers to take the car on holiday with them. They drive to the site in it, some actually make it part of the tent, and they use it to drive away when the beach is too crowded or the local weather too bad to go to the beach. Unlike some holiday hotels, many of which tend to cater exclusively for one nationality of visitors, European camp sites are highly cosmopolitan. (154 words)

Key to Composition

A possible answer

What, in your opinion, are the requirements of an ideal holiday?

When I think back to the different holidays that I have experienced in my past, some with my parents when I was a child, and some with my own family now that I am a father, I have to confess that the essence of an ideal holiday is hard to grasp.

An ideal holiday seems to depend on so many things. It depends on where you go and for how long; it depends on what time of year you go and what the weather is like; it depends on how much you have paid for the holiday - very little or an enormous amount of money; it depends on exactly what kind of holiday it is meant to be - an activity holiday or a lazy holiday; it depends on what the journey to the holiday destination was like and how, if you are going to a completely new destination, you have envisaged it; it depends on whether you organized it yourself or if it was a package holiday. In short, it depends on so much. And yet, in spite of all, most of us enjoy our holidays.

For me personally, the first requirement of a holiday is that it must be a complete change from my everyday life. A computer programmer, for example, would be well advised to do all those things that he cannot do at work and which take little mental effort, like swimming, snorkelling, walking and reading.

Like my everyday life, however, a holiday must also contain variety. I need periods of activity and periods of total relaxation, and I need both mental and physical periods of relaxation and activity. There is no point in exchanging a completely physical job for a holiday full of physical activity: you need physical relaxation with some mental stimulation as well.

For me, too, a holiday must, at least in part, be novel, interesting and stimulating. The criticism that I have heard from people returning from their annual holiday, even speed in a new destination, is that 'there was nothing to do'. What they usually mean, I gather, is that, after the initial sigh of relief at being able to relax in the sunshine on the beach or by the hotel swimming pool, they quite quickly become bored. This is just what they have dreamed of for months, but this is not what they want. What they have dreamed of is the settling down period before their holiday proper begins.

Another thing that I would like a holiday to do for me is to open a new chapter in my life. Let me explain. Imagine you are on a beach holiday and that one evening you are invited to a village to join in some local dancing. You go; you are not very keen, but you go. During the evening, however, someone says that you

can play the guitar a little and you are asked to join the band. You do, and you enjoy it very much - and the locals say that you did very well. What happens after that is, quite simply, that when you get back home, you go on playing in a Greek /Spanish/Japanese band. The holiday has opened a new chapter for you ,a new sphere of interest.

What Churchill wrote about hobbies, it seems, is equally applicable to holidays. For him, hobbies answer ' the need for an alternative outlook, of a change of atmosphere, of a diversion of effort ' , and these are also qualities that should be looked for in an ideal holiday. After all, hobbies and holidays have one thing in common: the object of both is to take you away from the humdrum of everyday life. (609 words)

Key to KS Exercises

See text.

Special difficulties

A

1 The adjective initial means ' which is(at) the beginning ' : After she had overcome her initial shyness, she became very friendly.

The adjective primary means ' chief, main, or principal ' :The primary purpose of his visit is to discuss the local housing problem. (It is also used to describe education for children between 5 and 11 years old:He still goes to a primary school. She has been a primary school teacher for 30 years.)

2 The verb hire means to ' get the use of something for a special occasion or a limited time on payment of a sum of money ' : We hired a car for a week when we were in Canada.

While we usually hire something for a short time, we rent things for a longer period. Rent also means to ' pay money for the use of ' , therefore, but usually refers to a room, a house, television set, etc.: Mrs. Smith rents rooms to students. They rent their rooms from her.

3 Total means ' being a total, considered as a complete amount ' : The total number of cars produced in the period was 5,500

Whole, on the other hand, means ' all(the), the full amount of ' : When she was ill last year, she spent a whole month in hospital . He spent the whole evening watching television.

4 The verb shun means to ' avoid with determination, or keep away from ' : He was a shy man who always shunned publicity.

Avoid means to ' prevent something from happening, or stop oneself from doing something ' : He did everything he could to avoid answering my questions.

5 The two nouns worship and warship are close in spelling and pronunciation, but very different in meaning.

The uncountable noun worship/'w3:ʃɪp/ is ' strong, usually religious feelings of love, respect and admiration, especially when shown to God or a god ' : Some societies practise ancestor worship.

A warship/ 'wɔːʃɪp/ is ' a naval ship used for war, especially one armed with guns ' : They sent four warships to guard the convoy of twenty cargo boats.

6 The phrase by contrast means ' in comparison with object or situations that are dissimilar, especially to show differences ' : The coastal areas have mild winters, but by contrast the central plains become extremely cold.

The noun opposite, often in the phrase the complete opposite to means ' a person or thing that is as different as possible from another ' : She's rather quiet, the complete opposite to her sister, who is bubbly and full of life.

B

1 The circulation of the magazine has been bumping along for some time at about 30,000.

2 After years of slow and careful negotiations, the island was finally granted its independence.

3 The usual custom there is for a bride to wear a white dress

Repetition drill

Domestic crisis

Chorus, group or individual repetition

To elicit conditional statements involving the use of Whether... or not... in the pattern ' Whether they (play in the garden) or not, it's all the same to me ' .

T: Drill 47. Domestic crisis. This is the situation. Listen. Do not speak. Two famous film stars are spending a rare weekend at home with their family, They have both been married several times already and have a number of children. The wife wonders how to keep the children occupied and makes various suggestions. but her husband isn't very co-operative. This is how their conversation begins:

(1) T: (Children's voices can be heard loudly; they gradually fade away.) Darling, if the children aren't given something to do, they'll only fight. You know that. I do wish you'd take more interest in them. Don't you think they should play in the garden?

S: Whether they play in the garden or not, it's all the same to me.

(2) T: I think they ought to have a game.

S: Whether they have a game or not it's all the same to me.

(3) T: Or perhaps they should stay indoors.

S: Whether they stay indoors or not, it's all the same to me.

T: Now you do the same. Ready?

1 As in(1)above.

2 As in(2) above.

3 As in(3) above.4 T: On the other hand, they could go for a walk.

S: Whether they go for a walk or not, it's all the same to me.

5 T: NO, it might be better if they watch television.

S: Whether they watch television or not, it's all the same to me.

6 T: Of course, they could help me in the kitchen.

S: Whether they help you in the kitchen or not, it's all the same to me.
 7 T: Or better still, they could paint pictures.
 S: Whether they paint pictures or not, it's all the same to me.
 8 T: They could even decorate the playroom.
 S: Whether they decorate the playroom or not, it's all the same to me.
 9 T: Well, I don't know. Perhaps they ought to make something .
 S: Whether they make something or not, it's all the same to me.
 10 T: Or, of course, they could sit here quietly.
 S: Whether they sit here quietly or not, it's all the same to me.
 11 T: They could read.
 S: Whether they read or not, it's all the same to me.
 12 T: They really must do something useful.
 S: Whether they do something useful or not, it's all the same to me.
 T: (The children can be heard quarrelling loudly.) There! I told you so!
 They're fighting again! It happens every time we see them.
 Your children and my children are attacking our children!

Key to Multiple choice questions

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

Lesson 48 Planning share portfolio

Listening comprehension

1 Introduce the text

T: Today we'll talk about planning a share portfolio.

2 Understand the topic

T: What can you see in the picture ?

3 Listening objective

T: Listen to the text (or read it silently)and see if you can answer this question:

How does the older investor differ in his approach to investment from the younger investor?

4 Play the tape or read the text or wait for the students to finish reading silently

5 Answer the question

After the reading, ask the question again: How does the older investor differ in his approach to investment from the younger investor?

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: The older investor is, or should be , more conservative, less aggressive, and not take any risks.

6 Intensive reading

Play the tape or read the text 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 text again

8 Reading aloud

Ask one or two students to read the text aloud.

Comprehension questions(11.1 - 16)

1 Is there a shortage of tipsters around offering ' get - rich - quick ' opportunities?(No, there isn't.)

2 If you are a serious private investor, who should you leave the Las Vegas mentality to? (To those with money to fritter/waste.)

3 What does a serious investor need?(A proper ' portfolio ' .)

4 What three things does a proper portfolio consist of? (well - planned selection of investments, a definite structure and a clear aim.)

5 What kind of stock market investor is the article referring to when it talks about achieving a proper portfolio?(A newcomer to the stock market.)

6 How many answers will you get if you go to five reputable stockbrokers and ask what you should do with your money? (Five different answers.)

7 What kind of relevant information are you likely to give them? (Your age, family, finances, and what you want from your investments.)

- 8 Is there one 'right' way to structure a share portfolio?(No, there isn't.)
- 9 Are there, however, some wrong ways?(Undoubtedly./ Yes, there are.)
- 10 Would any of the five advisers suggest sinking all your money into one company?(No, they wouldn't)
- 11 What 'basics' should you sort out before you do anything at all about a share portfolio?(Mortgages, pensions, insurance and access to sufficient cash reserves.)
- 12 What should you do then? (Establish your own individual aims.)
- 13 According to the author, these are partly-what? (Partly a matter of personal circumstances, partly a matter of psychology.)
- 14 If you are older, do you have more, or less time to recover from any major losses?(Less time.)
- 15 What might you wish to boost?(Your pension income.)
- 16 In that case, what are your main priorities?(Preserving your capital and generating extra income.)
- 17 What sort of portfolio would you probably construct? What would it contain?(Some shares, some gilts. cash deposits, perhaps convertibles or the income shares of split capital investment trusts.)

Asking questions: Ask me if...

- T: Ask me if there are many tipsters offering 'get - rich - quick' opportunities.
 S: Are there many tipsters offering 'get - rich - quick' opportunities?
 T: How many...
 S: How many tipsters are there offering 'get - rich - quick' opportunities?
- 1 there are many tipsters offering 'get - rich - quick' opportunities. (How many)
 - 2 the serious investor needs a proper 'portfolio'. (Why)
 - 3 a newcomer to the stock market can achieve a well - planned portfolio. (How)
 - 4 you will get five different answers from five reputable stockbrokers. (How many)
 - 5 there is one right way to structure a portfolio. (Why isn't)
 - 6 you should establish your own individual aims. (Which aims)
 - 7 you have less time to recover from any major losses if you are older. (How much time)
 - 8 you will construct a portfolio with some shares, gilts and cash deposits. (What kind of)
 - 9 you might take an aggressive approach if you are younger. (What kind of)
 - 10 you might also include a couple of heady growth stocks in your portfolio. (What else)
 - 11 the golden rule is to spread your risk. (What)

Reconstruct the first three paragraphs of the text(11.1 - 12)

- 1 No shortage-tipsters-offering-opportunities.
- 2 Serious private investor-leave-Las Vegas mentality- money to fritter.
- 3 Serious investor - proper ' portfolio ' - well - planned selection - definite structure-clear aim.
- 4 Exactly how- newcomer-stock market - achieving?
- 5 GO - five stockbrokers - ask - what do - money - likely-get five answers - even give - relevant information-age-family-finances-what want-investments.
- 6 Moral? No ' right ' way-structure - portfolio .
- 7 However - undoubtedly - wrong ways-sure - none- five advisers - suggested - money - ' Periwigs ' .
- 8 So what-do? Assume-sorted-basics-mortgages-pensions- insurance-access- cash reserves.
- 9 Then establish- individual aims. Partly- personal circumstances- partly-psychology.

Topics for discussion

- 1 If relative gave you \$ 100 as a birthday present with the advice(or suggestion) that you should ' invest ' it, how would you invest it?
- 2 Why are the investment requirements of a young person different from those of an old person?
- 3 ' Land and property are the only real investments. Everything else is a gamble. ' What do you think?

Key to Comprehension

Possible answers

- 1 A serious investor should have a proper portfolio with a well-planned selection of investments, a definite structure and a clear aim.
- 2 We know that there is no ' right way ' to invest money because no five reputable stockbrokers will give you the same advice.
- 3 If you're investing money, one of the worst things you can do is to sink all of your money into one company .
- 4 You should sort out the basics-mortgage, pension, insurance and access to sufficient cash reserves.
- 5 If you were an older investor you would probably want to preserve your capital and generate extra income.
- 6 If you are a younger investor, you can afford to take an aggressive approach.
- 7 Whatever your age, the main thing you have to do when investing money is to spread the risk.

Key to Vocabulary

Possible answers

They blamed the shortage of water on the lack of rainfall in the previous six months.

The racecourse was full of tipsters telling us which horses to gamble on.

The young man was left \$ 500,000 by his father, but he frittered it all away on wine, women and song.

If you want to structure a portfolio, my advice to you is to discuss it with a stockbroker.

She is undoubtedly an excellent singer, but she's not a very good dancer.

He's been sinking all his extra cash into his weekend business, so he is praying it will succeed.

I sincerely hope we have sufficient cash reserves to pay for any out-of-pocket expenses.

Before the bank would lend me any money, they wanted to know all my personal circumstances.

When you have saved money throughout your life, the thing you want most is a way of preserving your capital so that you can draw on it when you get older.

A lot of older people live a pretty pedestrian life compared with younger people.

Key to Summary

A possible answer

If you are a serious private investor, what you need is a portfolio with a selection of investments, a definite structure and a clear aim. There are some wrong ways to structure a portfolio, but one thing is certain: never put all your money into one company or investment. As an older person, you should have sorted out your mortgage, pension, insurance and access to cash reserves, so you need to preserve your capital and generate extra income. The best way to do that is to construct a portfolio with some shares, some gilts, cash deposits and convertibles.(98 words)

Key to Composition

A possible answer

Saving and spending.

It was Mr. Micawber in Charles Dickens' novel David Copperfield, who said (and this has been brought up to date and changed from old English pounds to dollars!): ' Annual income \$ 20,000 ,annual expenditure \$ 19,950, result happiness. Annual income \$ 20,000, annual expenditure \$ 20,050, result misery. ' Although this was written in the nineteenth century ,It is as true today as it ever was. It is a warning about earning , spending and saving money.

Why do we work? Why do we spend a large proportion of our lives, that period between youth and old age, in fact, working ? And why do most of us have to spend something like three-quarters of every week ' atwork ' ? For one simple reason: to earn money so that we can at least feed ourselves and our

family and survive. Beyond that, everything else is a bonus.

Granted, there are some of us who do not work at all. Some avoid work, they choose not to work, and manage to live on the State or the generosity of others. Some cannot work because of mental or physical disability and are looked after by the rest of us. And there are others, like farmers, potters and other craftsmen, writers and other artists, who work for themselves. But the rest, the vast majority, work for someone else-they work for an employer, a company or the government.

We all earn money and spend it. We spend most of the money we earn primarily on food and drink and other necessities, especially clothes and shelter-and not only necessities for ourselves. Many work as the 'breadwinners' to provide their children and parents with those same necessities.

There is a 'chain of spending' that many people are only too aware of. Buying some chickens to lay eggs and to provide food from time to time seems a good idea, but the chickens themselves must be fed and looked after, and you may have to spend more money before you see any returns. In the same way, in order to make our clothes look good, we buy a simple washing machine and an iron; the former needs washing powder or soap and both need electricity, so that you have to spend money in order to use them.

Wherever we live in the world and whatever kind of society we live in, shelter is something that we all need in some form, shelter from the weather, shelter from others. Many people in the world spend money on their 'shelter', be it a flat or a house, however small. Not only do they pay for it (in the form of rent or in mortgage payments), they also have to maintain it. Some can do all the maintenance jobs themselves while others pay professionals, especially if repairs are needed to doors, windows or floors, for example. There is often the cost of heating their home (with coal, wood, gas or electricity) or cooling it (with air-conditioning). Water is rarely 'free', and even cooking, to produce anything more than the most basic of meals, costs money. After all, you need utensils in a kitchen.

Many people now know what they need to spend on themselves and their family in order to survive, often in order to maintain their present lifestyle, and therefore how much they need to earn. But most acknowledge that they really need to earn more. And why? Mainly in order to save at least a small amount for the future, and particularly to pay for unforeseen events.

So, having spent money on all of the necessities of life, and having managed perhaps to save a small amount for the future, they are in Mr. Micawber's happy land. And what about any extra which might be needed for leisure, for entertainment, for travel? For many, there is quite simply no 'extra' for leisure, because if they are even tempted to overspend, they will enter Mr. Micawber's world of misery. (610 words)

Key to KS Exercises

A

See text.

B

See text.

Special difficulties

See text.

Repetition drill

Politeness is all

Chorus, group or individual repetition

To elicit statements involving the use of keep + gerund in the pattern ' I kept(dropping hints), dear ' .

T: Drill 48. Politeness is all. This is the situation. Listen. Do not speak. A husband and wife have just returned home from a dinner party. During the party, the wife sat opposite her husband and and tried to prevent him from making tactless remarks to the lady who had been sitting next to him. This is how their conversation begins.

(1) T: I didn't mean to hurt her feelings by suggesting that she should get married again! How on earth was I to know she's been widowed six times? You could have dropped a hint!

S: But I kept dropping hints, dear.

(2) T: Well, then. You shouldn't have let me go on talking. You should have interrupted me!

S: But I kept interrupting you, dear.

(3) T: Nonsense. I didn't notice it. What you should have done was to change the subject

S: But I kept changing the subject, dear.

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 should have caught my attention in some way. Why didn't you look me in the eyes?

S: But I kept looking you in the eyes, dear.

5 T: It wasn't all that obvious to me. You should have coughed loudly! S: But I kept coughing loudly, dear.

6 T: I must say, I didn't hear you. Why didn't you wink at me?

S: But I kept winking at you, dear.

7 T: I can't say I saw you winking. You could have made a sign at me!

S: But I kept making signs at you, dear.

8 T: You saw that had no effect. You should have smiled meaningly!

S: But I kept smiling meaningly, dear.

9 T: You couldn't have smiled very convincingly. Why didn't you tell me to shut up?

S: But I kept telling you to shut up, dear.

10 T: Well, I didn't hear you. You should have done something really 89 drastic. You should have kicked me under the table.

S: But I kept kicking you under the table, dear.

T: I hate to say it, dear, but it wasn't me you were kicking!

Key to Multiple choice questions

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