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EBOOK



新概念英语教师用书新版 3

培养技能

Edustar

中教育星软件股份有限公司

Key to Pre-unit Test 1

Key structures

A Word order

1 My hotel room overlooked a courtyard in which there was a fountain and several trees.

2 Though Uncle Charles looked everywhere for his glasses, he could not find them.

3 During Christmas, there was so much extra work at the post office that a great number of students were employed to help.

4 I don't want to see that film because it had poor reviews.

5 Now that wages have gone up, prices will rise and the cost of living will be higher than ever.

6 Although the police searched everywhere, neither the missing boy nor his dog could be found.

7 James Sullivan, whose book on the Antarctic was published recently, will give a lecture at the local library next week.

8 In spite of the fact that fares have increased, the railway company is still losing money because the employees have demanded higher wages.

9 He gave me such a fright that I knocked the teapot over.

10 The climbers not only reached the top of the mountain but they spent the night there as well.

B Composition

We watched the circus act. A man was walking on a tightrope, and then he rode a one-wheel bicycle across, carrying two others on his shoulders. When he got to the other side, the crowd clapped his performance.

He returned to give a repeat performance and rode out onto the tightrope again. He looked very confident, as he had done the first time, but he was doing a hand-stand on the one-wheel bicycle when he lost his balance. The crowd gasped as he grabbed the tightrope. He seemed to hang there for ever, holding on to the bicycle. Then slowly he managed to climb on again and ride to the other side. There was a silence that you could almost hear (if you know what I mean) before the audience burst out clapping and cheering. (140 words)

C Verbs

a died, has just had, were, have been trying, died, was, lasted, proved, removed, sent, found, did not show, have not decided, died, feared, cut, has not happened, survived

b used to travel, was, used to live or lived, used to fly or would fly, used to take or would take, had, were flying, gaining, turned, flew, were waiting, told

c will last, will continue, is reached/has been reached, will last, have offered/will offer/are offering, will relieve, lasts, drive, will have to

d will be retiring, will be sending, will sign, will be sent, will all remember, will be attending, will have been teaching, retires, will devote, will be

e waved, had been water skiing, had, were thrown, struck, continued, had just begun, noticed, came, had roared

f 1 found, had reached 2 have just moved, are 3 met, told, had just returned 4 will be set up 5 went or used to go 6 will have been studying 7 were arguing, stole

g is now known, are sighted, are washed, are rarely caught, was caught, was carried, was eventually brought, was found, has since been sent, has been examined, is called, are rarely seen

h The man told the court that at the time the murder was committed he was travelling on the 8 When the inspector asked him if he always caught such an early train, the man answered that of course he did. He said he had to be at work at 10 o'clock and added that his employer would confirm that he was there on time.

When the inspector asked him if a later train would get him to work on time, he said that he supposed it would, but that he never caught a later train.

When the inspector asked him what time he arrived at the station, he said he had arrived at ten to eight, that he had bought a paper and waited for the train.

And when the inspector asked if he had noticed anything unusual, he said that he hadn't.

i 1 are not brought 2 will cause 3 would have completed

j ringing, climbing or to climb, cleaning, answering, cleaning, interrupting, to interrupt, working, coming, to stay

D Other verbs

a 1 had to go 2 should have gone 3 should begin

b 1 'I shall have the parcel delivered,' said the shop assistant.

2 Are you going to have this suit cleaned?

3 When will you have this jacket dyed?

c 1 Can you show me the way to the station, please?

2 I give him a few lessons and he was soon able to swim.

3 They were able to jump into the sea before the boat sank.

4 You cannot leave this room until you get permission.

E A and The

an, —, a, —, —, a, the, —, a, an, —, —, a, —

F Supply the missing words in the following most, from, in, biggest, of, lot, different, many, range/variety

G Supply the missing words in these sentences

1 at 2 in, in 3 to/from, on 4 on, on 5 at
6 in (to), to 7 in 8 of 9 in 10 in
11 in 12 on 13 with 14 at/on 15 to

Special difficulties

A Words often confused

1 between 2 usual 3 headmaster 4 clothing
5 clothes 6 clear 7 clear 8 wash
9 mood 10 temper 11 too 12 fairly
13 old enough 14 petrol

B Write sentences using each of the following

1 I always get up at 7 o'clock. /She is slowly getting over her illness. /The prisoners couldn't get away. The walls were too high. /Get out! You're annoying me.

2 Please keep off the grass./They built the wall round the house to keep people out./ The teacher kept all the children in after school for misbehaving. /John found it difficult to keep up. The others were running too fast for him.

3 He has deceived a lot of people, but he can't take me in./I think you should take up a new hobby. / The plane took off at 4 yesterday afternoon./ The girl's mother took her doll away.

4 I ran into a very old friend last weekend./ We have run out of bread. Can you get some? / Don't run away: I want to talk to you./ She ran after him as he cycled off down the road.

5 She didn't want to tell the truth, so she made up a silly story./ As soon as we reach the top of the hill, we'll turn round and make for home./ From this distance, I can't make out what they're doing./In order to make up for what he had done before, he took them all out for a good meal.

C Write sentences using the following

1 The leaves of many trees turn yellow in autumn.
2 If you leave milk out in the heat, it will go sour.
3 In winter here it grows dark by 5 o'clock.
4 If you fall ill while you're here, you must see a doctor.
5 If all my dreams come true, I shall be a very happy man.
6 Don't get angry with me: it wasn't my fault.

D

1...so do I. 2...neither should I. 3... so am I.
4...so will I. 5...so did I. 6 ... neither have I.

Lesson 1 A puma at large

Listening comprehension

1 Introduce the story

T: Today we'll talk about a puma that is wandering around the countryside.

2 Understand the situation

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

3 Listening objective

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

Where must the puma have come from?

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

5 Answer the question

After the reading, ask the question again: Where must the puma have come from?

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 must have escaped from a private collection.

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 story again

8 Reading aloud

Ask one or two students to read the text aloud.

Comprehension questions

1 What do pumas look like? (Large cats.)

2 Where are they found? (In America.)

3 Where had a wild puma been seen? (Forty-five miles south of London.)

4 The report was received by London Zoo, wasn't it? (Yes, it was.)

5 Why did the Zoo feel obliged to investigate? (Because the descriptions given by people were similar.)

6 Where did the hunt for the puma begin? (In a small village.)

7 What did a woman claim she had seen? ('A large cat'.)

8 What had the woman been doing at the time? (Picking blackberries.)

9 On what occasions will a puma attack a human? (When it is

cornered.)

10 Did the search for the puma prove difficult? (Yes, it did.)

11 Why? (Because it was often seen at one place in the morning and at another place in the evening.)

12 What did the puma eat? (Deer and small animals like rabbits.)

13 What evidence was found for the puma's existence? (Paw prints and puma fur.)

14 What sorts of noises did people complain about? (' Cat-like noises ' .)

15 When did a businessman see a puma up a tree? (When he was on a fishing trip.)

16 The experts were fully convinced of its existence, weren't they? (Yes, they were.)

Asking questions: Ask me if...

T: Ask me if pumas are found in America.

S: Are pumas found in America?

T: Where...?

S: Where are pumas found?

1 pumas are found in America. (Where)

2 a puma had been spotted forty-five miles south of London.

(Where)

3 the reports were taken seriously. (Why weren't)

4 the Zoo felt obliged to investigate. (Why)

5 the descriptions given by people who had seen the puma were similar. (In what way)

6 the hunt for the puma began in a small village. (Where)

7 a puma will attack a human being. (On what occasions)

8 the puma left behind a trail of dead deer and small animals.

(What)

9 puma fur was found clinging to bushes. (What)

10 a businessman saw a puma up a tree. (Where)

Tell the story

1 Hunt began ---- small village----woman picking blackberries----large cat----five yards

2 Ran away----experts confirmed----not attack----cornered

3 Search difficult----puma----one place----morning----another twenty miles away----evening

4 Wherever it went----trail ----dead deer----small animals

5 Paw prints----puma fur----bushes

6 Several people complained----cat-like noises----businessman fishing trip----up a tree

7 Experts convinced---- was a puma ----where from?

8 No puma reported missing----zoo in the country----

possession private collector----- escape

9 Hunt went on-----several weeks----puma not caught

10 Disturbing----wild animal----quiet countryside

Topics for discussion

1 Describe a visit to the zoo and the animals you most like to see there and why.

2 What can we do to protect wild animals like pandas and tigers from extinction?

3 Do you think a puma really escaped, or did people just imagine it? How do rumours spread?

Key to Summary writing

Points

1 Reports----London Zoo----puma spotted----45 miles south of London

2 Similar in nature

3 Woman picking blackberries saw it first

4 Puma moved from place to place

5 Left trail of dead deer---- small animals

6 Paw prints----puma fur found as well

7 ' Cat-like noises ' ----heard at night

8 Animal seen up a tree

9 Now experts convinced----really was a puma

Summary

The reports received by London Zoo that a puma had been spotted forty-five miles south of London were similar in nature. A woman picking blackberries saw it first, but the puma moved from place to place, leaving a trail of dead deer and small animals. Paw prints and puma fur were found as well. ' Cat-like noises ' were heard at night and the animal was seen up a tree. Now experts were convinced that the animal really was a puma. (79 words)

Key to Vocabulary

A possible answer

spotted (1.2): seen; accumulate (1.4): pile up; obliged to (1.5): bound to; claimed (1.6): stated; extraordinarily

similar (1.6): surprisingly alike; immediately (1.8): at once; convinced (1.14): sure.

Key to Composition

A possible answer

Mrs. Stone had spent the whole morning picking blackberries in the countryside near her home. It was nearly lunch time, so she decided to return for lunch. She was just picking up her basket when she heard a noise in the bushes. Then she saw an animal which looked like a cat. She knew it was not a cat because it was so large. The animal suddenly turned round to look at her and she

thought it was going to come towards her and perhaps attack her. She dropped her basket and screamed loudly. Hearing the sound, the animal disappeared into the bushes, after which Mrs. Stone picked up her basket and ran all the way home. She told her neighbours that she had seen a puma in the countryside, but they did not believe her. She also telephoned the police but they didn't believe her either. (148 words)

Key to Letter writing

address: _____,

_____ ,

_____ ,

_____ .

date:

beginning of letter (Dear...,)

Introduction

Purpose

Conclusion

ending (Yours...,)

signature

postscript (PS...)

Key structures: simple, compound and complex statements

a A simple sentence contains one subject and one predicate:

The play (subject) was very interesting (predicate). 1KS1

b We form compound statements by joining simple sentences with co-ordinating conjunctions:

He finished lunch and (he) went into the garden. 1KS25

c In complex sentences, at least one clause is made subordinate to the main clause. The most usual way of doing this is by using one of the various subordinating conjunctions: when, until, after, etc.:

He missed the train (main clause) because he did not hurry. (=subordinate clause of reason) 1KS49

Special difficulties: prepositions at the end of sentences

Most single-word prepositions (up, at, etc.) can be separated from the words they refer to in:

Wh-questions: Who(m) are you talking about? rather than: About whom are you talking?

Relative clauses: That is the film I told you about. rather than: That is the film about which I told you.

Key to SD Exercises

A 1 at 2 to 3 to 4 in 5 on

B 1 He is the man we have heard so much about.

2 The shelf you put those books on has collapsed.

3 Who(m) did you receive a letter from?

4 This is the road we came by.

5 Where is the pencil you were playing with?

Repetition drill

Word order

Chorus, group or individual repetition

To elicit brief answers to questions and to enable the student to build up complete statements. Students must be familiar with the passage.

T: Drill 1. Listen. Do not speak.

(1) T: Pumas are large, cat-like animals which are found in America.

Pumas are large, cat-like animals which are found in America.

What do pumas look like?

S: Like cats.

(2) T: Where are pumas found?

S: In America.

(3) T: Are pumas large or small?

S: Large.

(4) T: Pumas are large...

S: Pumas are large, cat-like animals which are found in America.

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

1 As in (1) above.

2 As in (2) above.

3 As in (3) above.

4 As in (4) above.

5 T: Reports came into London Zoo that a wild puma had been spotted forty-five miles south of London.

Reports came into London Zoo that a wild puma had been spotted forty-five miles south of London.

Where were the reports received?

S: At London Zoo.

6 T: What had been spotted south of London?

S: A wild puma.

7 T: How far south?

S: Forty-five miles.

8 T: Reports came into London Zoo...

S: Reports came into London Zoo that a wild puma had been spotted forty-five miles south of London.

9 T: The hunt for the puma began in a small village where a woman picking blackberries saw 'a large cat'.

The hunt for the puma began in a small village where a woman

picking blackberries saw ' a large cat ' .

Where did the hunt begin?

S: In a small village.

10 T: Was the puma seen by a man or a woman?

S: By a woman.

11 T: What was the woman doing at the time?

S: Picking blackberries.

12 T: The hunt for the puma...

S: The hunt for the puma began in a small village where a woman
picking blackberries saw ' a large cat ' .

Key to Multiple choice questions

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

Lesson 2 Thirteen equals one

Listening comprehension

1 Introduce the story

T: Today we'll talk about repairing a church clock.

2 Understand the situation

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

3 Listening objective

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

Was the vicar pleased that the clock was striking? Why?

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

5 Answer the question

After the reading, ask the question again: Was the vicar pleased that the clock was striking? Why?

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: Yes, because it had been silent for years.

6 Intensive reading

Play the tape or read the text again, pausing after every sentence to check the students understand firmatory translation is necessary.

7 Play the tape or read the story again

8 Reading aloud

Ask one or two students to read the text aloud.

Comprehension questions

1 What does the vicar do with the money he raises? (He gives it to good causes.)

2 Why has the church clock never been repaired? (Because the vicar has never managed to raise enough money.)

3 Why doesn't the church clock strike the hours any more? (Because it was damaged many years ago.)

4 It's never been repaired, has it? (No, it hasn't.)

5 What woke the vicar up one night? (The clock striking the hours.)

6 What time was it? (One o'clock.)

7 How did the vicar know this? (He looked at his watch.)

8 Did the clock strike once at one o'clock? (No, it didn't.)

9 How many times did it strike? (Thirteen.)

10 Why did the vicar go into the clock tower? (To see what was going on.)

11 Who did he find there? (Bill Wilkins.)

12 What was Bill trying to do? (He was trying to repair the clock.)

13 How long had he been trying to do this? (For weeks.)

14 What did Bill want to do? (Give the vicar a surprise.)

15 Did he succeed in giving the vicar a surprise? (Yes, he did.)

16 What did the vicar say about the village? (That Bill had probably woken everyone up.)

17 Why hadn't the clock been properly repaired? (Because it struck thirteen times at one o'clock.)

18 What could Bill do about this? (Nothing.)

19 Did the vicar mind about this? (No, he didn't.)

20 Why not? (Because thirteen is better than nothing.)

Asking questions: Ask me if...

T: Ask me if our vicar is always raising money.

S: Is our vicar always raising money?

T: Why...?

S: Why is our vicar always raising money?

1 our vicar is always raising money. (Why)

2 he has never managed to raise enough money to have the church clock repaired. (Why... never)

3 the vicar woke up with a start. (Why)

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

5 the bell struck thirteen times. (How many times)

6 the vicar went into the clock tower. (Where)

7 he caught sight of Bill Wilkins. (Who(m))

8 Bill was trying to repair the clock. (What)

9 he gave the vicar a surprise. (Why)

10 Bill had woken everyone in the village. (Why)

Tell the story

1 Church clock----used to strike the hours----damaged----silent ever since

2 One night----vicar woke up----clock striking

3 Looked at watch---- one o'clock---- bell struck thirteen times

4 Torch----clock tower----going on

5 Caught sight----Bill Wilkins----local grocer

6 Doing? ----Trying ---- repair the bell----night after night----surprise

7 Did give me a surprise----woke up village----glad bell working

8 Working----but one o'clock----thirteen times----nothing can do about it

9 Get used to it----thirteen better than nothing----cup of tea

Topics for discussion

1 Tell us about good causes we should raise money for. How should we raise it?

2 Should we spend money maintaining old buildings? Why/Why not?

3 Amateur repairs: should we repair things ourselves or call in the experts? Why?

Key to Summary writing

Points

1 Church clock----striking hours woke vicar up

2 One o'clock

3 Clock struck thirteen times

4 Vicar----clock tower

5 Took torch with him

6 Saw Bill Wilkins---- local grocer

7 Bill----trying to repair the bell

8 Had succeeded----repairing it----but one o'clock----thirteen times

9 Vicar---- pleased

10 Offered grocer cup of tea

Summary

At one o'clock in the morning, the church clock striking the hours woke the vicar up as it struck thirteen times. The vicar went into the clock tower, taking a torch with him. He saw Bill Wilkins, the local grocer there and Bill explained he was trying to repair the clock but hadn't succeeded because at one o'clock it struck thirteen times. However, the vicar was pleased the bell was working and offered the grocer a cup of tea. (79 words)

Key to Vocabulary

A possible answer

vicar (1.1) priest, pastor

repaired (1.3) fixed

damaged (1.4) broken

silent (1.4) quiet

with a start (1.5) in surprise

caught sight of (11.8-9) saw

Key to Composition

A possible answer

A sticky business

We were used to hearing our church bell striking the hours in our small village. For as long as anyone could remember, the bell

had struck the hours day and night. However, one night the church bell remained silent and the next morning we saw that the clock had stopped at exactly one a.m. Our clock was clearly damaged, but no one could explain how this had happened.

Armed with a torch, our vicar climbed into the church tower to see what was going on. He heard a loud buzz as he went towards the clock and in the torchlight he found it had been invaded by bees. He was lucky they didn't sting him! He shone his torch into the great bell and saw that it was full of wax and honey. No wonder it wasn't working!

A bee keeper was called in to deal with the situation. He immediately removed the queen bee to one of his bee hives and the other bees followed. The clock was cleaned and was soon working again. We not only enjoyed hearing it strike the hours day and night, but we enjoyed eating the honey as well.

(195 words)

Key to Letter writing

A possible answer

- 1 It was very nice to hear from you.
- 2 It's been a long time since I heard from you.
- 3 Forgive me for not answering your letter before now.
- 4 I am sorry you've been ill and hope you're feeling better now.
- 5 I have not written before as I had lost your address.
- 6 I hope you received my last letter.

Key structures: the present, continuous and simple

a Actions which are in progress at the moment of speaking are expressed by the present continuous:

I'm still having breakfast. (=at the moment of speaking) 1KS2

b Regular and habitual actions are expressed in the simple present, often with adverbs of frequency (always, ever, never, etc.):

He often gets up late. He doesn't always come by train. 1KS2

c However, we often use the present continuous with adverbs of frequency such as always, constantly, continually and forever to describe continually-repeated actions:

Our vicar is always raising money. She is always writing letters. (=repeated actions) 1KS74

Key to KS Exercises

- 1 Whatever are you doing up here, Bill? (1.10)
- 2 I'm trying to repair the bell. (1.11)
- 3 I'm glad the bell is working again. (1.14)
- 4 It's working all right. (1.15)

Special difficulties: prepositional phrases

We often form phrases with common prepositions such as in (in a hurry), on (on time), at (at night).

Key to SD Exercises

1 in a hurry 2 in the end 3 in sight 4 in ink, in pencil
5 in common 6 in tears

Repetition drill

The present continuous

Chorus, group or individual repetition

To elicit statements involving the use of The present continuous with always to show that an action is frequently repeated.

T: Drill 2. Listen. Do not speak.

(1) T: I've borrowed George's car.

S: You're always borrowing George's car.

(2) T: He's got into trouble.

S: He's always getting into trouble.

(3) T: She's written a letter.

S: She's always writing letters.

T: Now you do the same. Ready?

1 As in (1) above.

2 As in (2) above.

3 As in (3) above.

4 T: He's been punished.

S: He's always being punished.

5 T: She's been naughty.

S: She's always being naughty.

6 T: I've caught a cold.

S: You're always catching colds.

7 T: He's lost his umbrella.

S: He's always losing his umbrella.

8 T: He's just complained about the weather.

S: He's always complaining about the weather.

9 T: They've made a mistake.

S: They're always making mistakes.

10 T: She's bought a new hat.

S: She's always buying new hats.

11 T: She's changed her mind.

S: She's always changing her mind.

12 T: I've paid your bus fare.

S: You're always paying my bus fare.

13 T: He's drunk some coffee.

S: He's always drinking coffee.

14 T: They've eaten some sweets.

S: They're always eating sweets.

15 T: They've repaired the road.

S: They're always repairing the road.

Key to Multiple choice questions

1 d 2 d 3 c 4 b 5 d 6 b

7 c 8 a 9 b 10 a 11 a 12 c

Lesson 3 An unknown goddess

Listening comprehension

1 Introduce the story

T: Today we'll talk about an archaeological discovery in Greece.

2 Understand the situation

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

3 Listening objective

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

How did the archaeologists know that the statue was a goddess?

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

5 Answer the question

After the reading, ask the question again: How did the archaeologists know that the statue was a goddess?

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 the fragments were found in the most sacred room of the temple.

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 story again

8 Reading aloud

Ask one or two students to read the text aloud.

Comprehension questions

1 Where was this interesting discovery made? (On the Aegean island of Kea.)

2 What did the American team explore? (A temple which stands in an ancient city.)

3 It's in a place called Ayia Irini, isn't it? (Yes, it is.)

4 How do we know the city must have been prosperous? (Because it enjoyed a high level of civilization.)

5 How high were some of the houses? (Three storeys.)

6 What were they built of? (Stone.)

7 They weren't made of wood, were they? (No, they weren't.)

8 What were these houses like? (They had large rooms and were beautifully decorated.)

- 9 What was the city equipped with? (A drainage system.)
 - 10 How long had the temple they explored been used as a place of worship? (From the fifteenth century B.C. until Roman times.)
 - 11 They found fragments of statues. How many statues? (Fifteen.)
 - 12 What did these statues represent? (Goddesses.)
 - 13 What was interesting about the body and head of one of the statues? (The body was among remains dating from the fifteenth century and the head among the remains of the fifth century B.C.)
 - 14 When had the head been found and preserved? (In Classical times.)
 - 15 What did the archaeologists do to the fragments? (They reconstructed them.)
 - 16 And what was the result? (The goddess turned out to be a very modern-looking woman.)
 - 17 What did she look like? (She was three feet high and her hands rested on her hips.)
 - 18 What was she wearing? (A full-length skirt.)
- Asking questions: Ask me if ...
- T : Ask me if an interesting archaeological discovery was made in the Aegean.
- S : Was an interesting archaeological discovery made in the Aegean?
- T : Where ...?
- S : Where was an interesting archaeological discovery made?
- 1 an interesting archaeological discovery was made in the Aegean. (Where)
 - 2 an American team explored a temple. (What)
 - 3 the temple stands in an ancient city. (Where)
 - 4 the city was equipped with a drainage system. (What)
 - 5 the temple was used as a place of worship. (How)
 - 6 the goddesses had been painted. (What colour)
 - 7 the head of one of the statues must have been found in Classical times. (When)
 - 8 it had been carefully preserved. (How)
 - 9 the archaeologists reconstructed the fragments. (How)
 - 10 they were amazed. (Why)
- Tell the story
- 1 Temple ---- archaeologists explored ---- a place of worship
 - 15th c. B.C. to Roman times
 - 2 In most sacred room ---- fragments fifteen statues found
 - 3 Each ---- a goddess ---- had been painted
 - 4 Body of one ---- remains from 15th c. B.C.
 - 5 Missing head ---- remains from 5th c. B.C.

6 Found Classical times ---- carefully preserved ---- old and precious even then

7 Archaeologists reconstructed fragments ---- amazed ---- modern-looking woman

8 Three feet high ----- hands on hips

9 Full-length skirt ---- swept the ground

10 Very graceful ---- archaeologists unable ---- discover identity

Topics for discussion

1 Tell us about an interesting archaeological discovery you know about.

2 How do modern archaeologists work? Tell us what you know.

3 Should we always dig up archaeological remains, or should we leave them in the ground? Why?

Key to Summary writing

Points

1 Archaeologists found clay fragments ---- most sacred room ---- ancient temple

2 Represented fifteen statues ---- goddesses

3 Had once been painted

4 Body of one statue found ---- remains ---- 15th c. B.C.

5 Head found ---- remains ---- 5th c. B.C.

6 Fragments reconstructed

7 Turned out to be statue ---- goddess ---- three feet high

8 Hands on hips

9 Full-length skirt

10 Identity not known

Summary

Archaeologists found clay fragments in an ancient temple. These represented the fifteen statues of goddesses which had once been painted. The body of one statue was found among remains from the fifteenth century B.C. while its head was found among remains from the fifth century B.C. When the

Unit 1 Lesson 3

fragments were reconstructed, they turned out to be a goddess which stood three feet high. Her hands rested on her hips and she was wearing a full-length skirt. Her identity is unknown. (80 words)

Key to Vocabulary

A possible answer

explored (1.2) examined

ancient (1.3) very old

prosperous (1.5) wealthy

storeys (1.5) floors

beneath (1.7)	under
fragments (1.10)	pieces
remains (1.12)	surviving pieces

Key to Composition

A possible answer

After walking round the ancient city, the archaeologists discovered an ancient temple. This temple had obviously been a place of worship because it contained a sacred room. On entering the sacred room, the archaeologists found the clay fragments of fifteen statues, each of which was a goddess which had once been painted. After this, workmen began digging and soon discovered the head of a statue among remains dating from the fifth century B.C. They also found the body of this statue among remains from the fifteenth century B.C. The archaeologists carefully put the fragments together. They were astonished to find that the figure was a goddess. The goddess was a modern-looking woman. She had her hands on her hips and she was wearing a full-length skirt. Although the archaeologists tried very hard to identify her, they were unable to find out her name. (143 words)

Key to Letter writing

A possible answer

- 1 I shall be looking forward to seeing you next week.
- 2 I am very sorry for any inconvenience I have caused you.
- 3 I hope you will accept my apologies.
- 4 I wish you every success in your new job.
- 5 Please give my regards to your parents.
- 6 I look forward to hearing from you soon.

Key structures: the simple past

a We use the simple past to describe actions which have been performed and completed. Exact time references are usually given or understood:

I got up late yesterday. (= at the moment of speaking) 1KS3

b We form the regular past by adding -ed to the infinitive: climbed, passed, though verbs ending in -e add -d only: save/saved.

My aunt arrived at lunchtime. 1KS3

c Irregular verbs have different forms, for example: make, made, made ; choose, chose, chosen.

Key to KS Exercises

Yesterday I...

left home early, laid the table for breakfast, lay in bed till 10 a.m., chose to stay at home, raised an important question, rose at dawn, beat Tom at chess, bit my tongue, caught a cold, heard the sad news, sang in a concert, thought I would see you, showed Tom my stamp collection, ran a mile, lost my wallet, began my new

job, fell down and hurt myself, felt really ill

Special difficulties: words often misused and confused

Key to SD Exercises

Possible answers

A 1 She happened to mention that it is your birthday today.

2 It happened that I was abroad when I heard the news.

3 Tell me what happened.

4 If you happen to see Maggie, please ask her to phone me.

B 1 Some hotels are more than thirty storeys high.

2 Children love hearing stories from their parents.

3 A church or a temple is a place of worship.

4 Many warships were sunk in World War .

Repetition drill

The simple past

Chorus, group or individual repetition

To elicit tag questions involving the use of irregular verbs in the simple past.

T : Drill 3. Listen. Do not speak

(1) T: He's catching the 8.50.

S: He caught the 8.50 yesterday, too, didn't he?

(2) T: He's feeling ill.

S: He felt ill yesterday, too, didn't he?

(3) T: She's writing some letters.

S: She wrote some letters yesterday, too, didn't she?

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

1 As in (1) above.

2 As in (2) above.

3 As in (3) above.

4 T: They're leaving early.

S: They left early yesterday, too, didn't they?

5 T: They're swimming in the lake.

S: They swam in the lake yesterday, too, didn't they?

6 T: It's flying over London.

S: It flew over London yesterday, too, didn't it?

7 T: He's sitting in the second row.

S: He sat in the second row yesterday, too, didn't he?

8 T: They're driving to London.

S: They drove to London yesterday, too, didn't they?

9 T: He's sending a parcel.

S: He sent a parcel yesterday, too, didn't he?

10 T: She's speaking to the new students.

S: She spoke to the new students yesterday, too, didn't she?

11 T: He's having a bath.

S: He had a bath yesterday, too, didn't he?

12 T: He's giving them a talk.

S: He gave them a talk yesterday, too, didn't he?

13 T: They're going swimming.

S: They went swimming yesterday, too, didn't they?

14 T: He's taking the dog out.

S: He took the dog out yesterday, too, didn't he?

15 T: She's sweeping the garage.

S: She swept the garage yesterday, too, didn't she?

Key to Multiple choice questions

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

Lesson 4 The double life of Alfred Bloggs

Listening comprehension

1 Introduce the story

T : Today we'll talk about a man who wanted to change his job.

2 Understand the situation

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

3 Listening objective

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

Why did Alf want a white-collar job?

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

5 Answer the question

After the reading, ask the question again: Why did Alf want a white-collar job?

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 he thought it was higher in status than his present job.

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 story again

8 Reading aloud

Ask one or two students to read the text aloud.

Comprehension questions

1 Who generally earn more, manual workers or office workers? (Manual workers.)

2 People who work with their hands often earn more than office workers, don't they? (Yes, they do.)

3 How do we often refer to office workers? (As white-collar workers.)

4 Why 'white-collar workers'? (Because they wear a white collar and tie to go to work.)

5 What are some people prepared to sacrifice to be white-collar workers? (Higher pay.)

6 What was Alfred Bloggs' job at the Ellesmere Corporation? (He was a dustman.)

7 Was Alf married? (Yes, he was.)

- 8 What did Alf fail to tell his wife? (That he was a dustman.)
 - 9 How did he dress every morning? (In a smart black suit.)
 - 10 What did he change into when he got to work? (Overalls.)
 - 11 How did he spend the next eight hours? (Working as a dustman.)
 - 12 What did he do before going home? (He took a shower and changed back into his suit.)
 - 13 How long did Alf do this? (For over two years.)
 - 14 Did his fellow dustmen keep his secret? (Yes, they did.)
 - 15 Did Alf's wife discover his secret? (No, she didn't.)
 - 16 Will she ever discover it? (No, she won't.)
 - 17 Where will Alf soon be working? (In an office.)
 - 18 How will his salary compare with his work as a dustman? (He'll be earning half as much.)
 - 19 How does Alf feel about the loss of money? (He thinks it's worth it because of his rise in status.)
 - 20 What will he now be wearing every day? (A suit.)
 - 21 How will people address him? (' Mr, Bloggs ' , not ' Alf ' .)
- Asking questions: Ask me if...

T : Ask me if manual workers receive more money than office workers.

S : Do manual workers receive more money than office workers?

T : Why ...?

S : Why do manual workers receive more money than office workers?

1 manual workers receive more money than office workers. (Why)

2 we refer to people who work in offices as ' white-collar workers ' . (How)

3 some people are prepared to sacrifice higher pay to become office workers. (Why)

4 Alf was too embarrassed to tell his wife about his job. (Why)

5 he dressed in a smart black suit every morning. (How)

6 he changed into overalls when he got to work. (When)

7 his wife never discovered she'd married a dustman. (Why ... never)

8 he will soon be working in an office. (Where)

9 he will be earning half as much as he used to. (How much)

10 people will call him ' Mr. Bloggs ' . (What)

Tell the story

1 Alf got married ---- too embarrassed ---- wife ---- job

2 Told her ---- worked for ---- Corporation

3 Every morning ---- smart black suit

4 Changed ---- overalls---- eight hours ---- dustman

- 5 At night ---- shower---- changed back ---- suit
- 6 Two years ---- fellow dustmen ---- secret
- 7 Alf's wife ---- never discovered ---- never will
- 8 Alf ---- another job ---- office
- 9 Earning half as much ---- status ---- worth loss of money
- 10 Will wear a suit---- ' Mr. Bloggs ' ---- ' Alf '

Topics for discussion

- 1 Is it true that manual workers earn more than office workers?

Why? Give examples.

- 2 Tell us about some of the dirty jobs in society and what people should be paid to do them.

- 3 Do you think Alf was a snob? Do you approve of what he did?

Why/Why not?

Key to Summary writing

Points

- 1 Married ---- Alfred Bloggs ---- told wife ---- Corporation
- 2 Dressed ---- smart black suit
- 3 Changed ---- overalls
- 4 Spent day ---- dustman
- 5 Shower ---- changed back into suit at night
- 6 Lasted two years
- 7 Fellow dustmen ---- secret
- 8 Wife ---- never learn truth
- 9 Husband ---- office ---- future

Summary

When he got married, Alfred Bloggs told his wife he worked for the Corporation. Though he dressed in a smart black suit every morning, he changed into overalls at work and spent the day working as a dustman. Then he took a shower and changed back into his suit at night. This lasted for two years and his fellow dustmen kept his secret. His wife will never learn the truth because her husband will be an office worker in future. (80 words)

Key to Vocabulary

A possible answer

receive (1.1)	get
sacrifice (1.5)	give up
privilege (1.6)	special advantage, honour
curious (1.7)	strange
embarrassed (1.9)	shy
discovered (1.13)	found out
status (1.15)	social position

Key to Composition

A possible answer

Nearly caught

One morning Alf and three other dustmen were collecting rubbish in Merton Street and they stopped outside Mrs. Frost's house.

Though Alf didn't know it, his wife was visiting Mrs. Frost at the time. She and Mrs. Frost were old friends, though Mrs. Frost had never met Alf. Alf was just getting out of the dustcart to go into Mrs. Frost's backyard when he saw his wife leaving Mrs. Frost's house. He quickly returned to the dustcart and hid in the driving cabin. While he was hiding, his fellow dustmen helped him by collecting Mrs. Frost's rubbish. Meanwhile, Alf's wife and Mrs. Frost talked on the doorstep. It looked as though their conversation would never end!

At last Mrs. Bloggs said goodbye to Mrs. Frost. She waved to one of the dustmen whom she recognized and she went towards the dustcart to greet him. The dustman waved back and gave her a big smile as the dustcart drove off. Mrs. Bloggs stood on the pavement and watched the dustcart disappear down the street. Then she began to walk home. 'It's all right, Alf,' his friend said. 'She can't see you now.'

'Thanks, Jim,' Alf said. 'That was a lucky escape!' (200 words)

Key to Letter writing

A possible answer

address

date

Dear Mrs. Frost,

It was nice to meet you at Selena's party last week.

You mentioned you had a copy of 'Who's Who'. I am writing to ask if I could borrow it for a couple of days. I'm doing some research on politicians and this book contains a lot of information. I promise I will take good care of it and return it to you as quickly as possible.

I look forward to hearing from you soon.

Yours sincerely,

signature

(80 words)

Key structures: the present perfect, simple and continuous

a We use the simple present perfect to refer to an indefinite past:

He has never been abroad before. (= at any time up to now) or to describe actions which have just been completed: have just received a letter from my brother. 1KS4

b We use the present perfect continuous to emphasize the continuity of an action which has only just finished or may still be in progress. Compare:

I've painted the sitting room. (= I've finished the job.)

I've been painting the sitting room. (= I have just finished or the work is still in progress.) 1KS52

Key to KS Exercises

A 1 Alf's wife has never discovered... (1.13)

2 Alf has just found another job. (11.13-14)

B 1 I've been living in this flat since last April.

2 How many postcards have you sent up till now?

3 Your mother has just phoned. Do you want to call her back?

4 Have you ever visited Xi'an?

5 I haven't been there yet, but I intend to go one of these days.

Special difficulties: sentence patterns with verbs like 'explain'

We say Give me the book or Give the book to me, but we don't say *Explain me the situation. * We have to say Explain the situation to me. Other verbs that follow this pattern are: announce, confide, declare, describe, introduce, propose, report, say and suggest.

Key to SD Exercises

Possible answers

A 1 John described the film to his aunt. 2 He said nothing to her. 3 She explained the position to me.

4 They proposed the idea to us.

Worth is not a verb. We say It's worth \$50. It's not worth worrying. We use the -ing form after worth.

B 1 Is it worth 2 Is this worth buying 3 Your car is not worth 4 I don't think it's worth going

Repetition drill

The present perfect

Chorus, group or individual repetition

To elicit negative statements involving the use of the simple present perfect and for. Irregular verbs only.

T : Drill 4. Listen. Do not speak.

(1) T : How long is it since you saw him? Two years?

S : About that. I haven't seen him for about two years now.

(2) T : How long is it since you last caught a cold? Six months?

S : About that. I haven't caught a cold for about six months now.

(3) T : How long is it since you last did any work? Three weeks?

S : About that. I haven't done any work for about three weeks now.

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: How long is it since you last ate any meat? Two years?

S: About that. I haven't eaten any meat for about two years now.

5 T: How long is it since you last flew in a plane? Three years?

S: About that. I haven't flown in a plane for about three years now.

6 T: How long is it since you last grew tomatoes? Ten years?

S: About that. I haven't grown tomatoes for about ten years now.

7 T: How long is it since you last spoke to him? Five days?

S: About that. I haven't spoken to him for about five days now.

8 T: How long is it since you last read a book? Two months?

S: About that. I haven't read a book for about two months now.

9 T: How long is it since you last swam in the Mediterranean?

Five years?

S: About that. I haven't swum in the Mediterranean for about five years now.

10 T: How long is it since you last rode a horse? Twenty years?

S: About that. I haven't ridden a horse for about twenty years now.

11 T: How long is it since you last drove this car? Ten months?

S: About that. I haven't driven this car for about ten months now.

12 T: How long is it since you last drank any coffee? Two years?

S: About that. I haven't drunk any coffee for about two years now.

Key to Multiple choice questions

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

Lesson 5 The facts

Listening comprehension

1 Introduce the story

T : Today we'll talk about a journalist who was asked to provide some statistics.

2 Understand the situation

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

3 Listening objective

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

What was the consequence of the editor's insistence on facts and statistics?

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

5 Answer the question

After the reading, ask the question again: What was the consequence of the editor's insistence on facts and statistics?

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 journalist was arrested and sent to prison.

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 story again

8 Reading aloud

Ask one or two students to read the text aloud.

Comprehension questions

1 How do editors of newspapers and magazines often go to extremes? (By providing their readers with unimportant facts and statistics.)

2 What had a journalist been instructed to do? (Write an article on the president's palace in a new African republic.)

3 How long ago was this? (Last year.)

4 Why was the editor dissatisfied with the first sentence? (Because it was too general.)

5 Did he refuse to publish it? (Yes, he did.)

6 What did the editor instruct the journalist to find out? (The exact number of steps and the height of the wall.)

7 Was the journalist able to supply this information

immediately? (No, he wasn't.)

8 Why was the editor getting impatient? (Because the magazine would soon go to press.)

9 How many more faxes did he send the journalist? (Three.)

10 What did the last one say? (That the journalist would be fired if he didn't reply.)

11 What happened to the original article the journalist had written? (It was published.)

12 How long was it before the journalist could fax the editor? (A week.)

13 Why hadn't the journalist faxed sooner? (Because he had been arrested and sent to prison.)

14 How many steps led to the wall surrounding the president's palace? (1,084.)

15 How high was the wall? (Fifteen feet.)

16 When had the journalist been arrested? (When he was counting the steps.)

17 How long had he spent in prison? (A week.)

Asking questions: Ask me if ...

T : Ask me if the editor refused to publish the article.

S : Did the editor refuse to publish the article?

T : Why ...?

S : Why did the editor refuse to publish the article?

1 the editor refused to publish the article. (Why)

2 the article began: ' Hundreds of steps ... ' (How)

3 the editor sent the journalist a fax. (Why)

4 the journalist would be fired. (Why)

5 the journalist failed to reply. (Why)

6 the editor published the article. (When)

7 the editor received a fax. (When)

8 the poor man had been arrested. (Why)

9 he had been allowed to send a fax. (What ... do)

10 he had been counting the steps. (What)

Tell the story

1 Editor refused to publish article

2 It began: ' Hundreds of steps... '

3 Journalist ---- find out ---- exact number of steps ----
height of wall

4 Editor ---- two faxes ---- no reply

5 Another fax ---- journalist would be fired

6 Journalist failed to reply ---- article published

7 Week later ---- fax from journalist

8 Arrested ---- prison as well

9 Counting steps ---- fifteen-foot high wall ---- president's

palace

Topics for discussion

- 1 Tell us what you know about the work of a journalist.
- 2 What would you regard as difficult assignments for a journalist and why?
- 3 How important is factual accuracy in published materials? What's your opinion? Give reasons.

Key to Summary writing

Points

- 1 Journalist immediately set out to get facts ---- instructions, editor
- 2 Did not send them at once
- 3 Editor getting impatient
- 4 Sent three faxes
- 5 Threatened to fire journalist
- 6 Last fax not answered
- 7 Article published ---- original form
- 8 Journalist ---- fax ---- week later
- 9 Imprisoned ---- counting steps ---- measuring height of wall

Summary

Though the journalist immediately set out to get the facts after receiving instructions from his editor, he did not send them at once. Meanwhile, the editor was getting impatient, so he sent three faxes, finally threatening to fire the journalist. When the last fax was unanswered, the article was published in its original form. The journalist sent the editor a fax a week later explaining he had been imprisoned after counting the steps and measuring the height of the wall. (80 words)

Key to Vocabulary

A possible answer

journalist (1.3)	reporter
instructed (1.3)	ordered, commissioned
well-known (1.3)	famous
publish (1.6)	print, issue
surrounds (1.7)	encircles
fired (1.12)	sacked, dismissed
reluctantly (1.12)	unwillingly

Key to Composition

A possible answer

The journalist counted the number of steps as he wearily climbed up to the high wall surrounding the president's palace. On arriving at the main gate, he sat down to get his breath back. He then produced a tape measure in order to measure the wall. While

he was busy measuring the wall, a policeman approached him and asked him what he was doing. Though the journalist explained he was a reporter and his editor had asked him to find out the exact height of the wall, the policeman refused to believe him. He was arrested and sent to prison because the police thought that he might be a spy or might even want to assassinate the president. When the journalist insisted he was innocent, he made things worse for himself. This proved to the police that the man certainly was guilty and deserved to stay in prison indefinitely. (149 words)

Key to Letter writing

A possible answer

address

date

Dear Jack,

Many congratulations on your recent marriage!

Quite by chance I happened to read about your wedding in our local newspaper and I was thrilled with the news. Your wife sounds really charming. I gather that you will both be moving to our area, so we'll soon be neighbours. I hope you'll be very happy and I'll be able to see you soon.

I look forward to seeing you again and meeting your wife. My kindest regards to you both.

Yours sincerely,

signature

(79 words)

Key structures: a(n), the and some

a We use a/an when with countable nouns when the reference is not specific:

I bought a book. (= any book, not specific)

The plural of this sentence is:

I bought some books. (= an unspecified number)

We also use some with uncountable nouns:

I bought some sugar. I need some information.

Compare the use of a/an and absence of article for definitions:

It's a book. They're books. (Not *some books*) 1KS6

b We use the for specific references:

Give me the book on the table. (= singular, specific reference)

Give me the books on the table. (= plural, specific reference)

Key to KS Exercises

B 1 What's the name of the person who first sailed up the Hudson River?

2 I wonder if you could give me some information about train times.

3 Why don't we go to the cinema this evening?

4 Film-making in Hong Kong is an important industry.

5 I need flour and milk to make cakes.

6 When you're out, please get me a newspaper.

Special difficulties: inversion after negative adverbs

When we begin sentences with negative adverbs (e.g. never, rarely, seldom, only then) we must use an auxiliary verb (be, do, have, can, must, etc.) + subject:

I have never seen so many people. (normal word order)

Never have I seen so many people. (auxiliary verb + subject)

Key to SD Exercises

Possible answers

1 Not only has he made this mistake before but he will make it again.

2 Only then did I realize what was happening.

3 Never will I trust him again.

4 Seldom do you find traffic wardens who are kind and helpful.

Repetition drill

Articles

Chorus, group or individual repetition

To elicit questions involving the inclusion of the definite article before nouns used in a particular sense.

T : Drill 5. Listen. Do not speak.

(1) T : What's the name of that butcher?

S : Which one? The butcher Alice goes to?

(2) T : What's the name of that school?

S : Which one? The school Alice goes to?

(3) T : What's the name of that news agent?

S : Which one? The news agent Alice goes 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: What's the name of that market?

S: Which one? The market Alice goes to?

5 T: What's the name of that chemist?

S: Which one? The chemist Alice goes to?

6 T: What's the name of that office?

S: Which one? The office Alice goes to?

7 T: What's the name of that supermarket?

S: Which one? The supermarket Alice goes to?

8 T: What's the name of that university?

S: Which one? The university Alice goes to?

9 T: What's the name of that hospital?

S: Which one? The hospital Alice goes to?

10 T: What's the name of that theatre?

S: Which one? The theatre Alice goes to?

11 T: What's the name of that dentist?

S: Which one? The dentist Alice goes to?

12 T: What's the name of that college?

S: Which one? The college Alice goes to?

Key to Multiple choice questions

1 c 2 b 3 a 4 b 5 c 6 d

7 b 8 c 9 c 10 b 11 d 12 d

Lesson 6 Smash-and-grab

Listening comprehension

1 Introduce the story

T : Today we'll talk about a robbery in central London.

2 Understand the situation

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

3 Listening objective

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

How did Mr. Taylor try to stop the thieves?

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

5 Answer the question

After the reading, ask the question again: How did Mr. Taylor try to stop the thieves?

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 threw things at them.

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 confirmatory translation is necessary.

7 Play the tape or read the story again

8 Reading aloud

Ask one or two students to read the text aloud.

Comprehension questions

1 Where was the famous arcade? (Near Piccadilly.)

2 What time of the day was it? (Morning.)

3 What were the shops doing? (Just opening.)

4 What had Mr. Taylor and his assistants been doing since eight o'clock? (Creating a window display.)

5 What kind of shop was it? (A jewellery shop.)

6 What did the window display consist of? (Diamond necklaces and rings arranged on a background of black velvet.)

7 Did Mr. Taylor admire this display? (Yes, he did.)

8 How was the silence broken? (By a large car with its horn blaring.)

9 Where did the car go? (Down the arcade.)

10 Where did it stop? (Outside the jeweller's.)

11 What did two men do? (They jumped out and smashed the window

of the shop.)

12 What did they have over their faces? (Black stockings.)

13 What did the third man do? (He stayed at the wheel of the car.)

14 What did Mr. Taylor and his staff begin doing? (Throwing furniture out of the window.)

15 What happened to one of the thieves? (He was struck by a heavy statue.)

16 Why didn't he notice any pain? (He was too busy helping himself to diamonds.)

17 How long did the raid last? (Three minutes.)

18 Did the two thieves climb back into the waiting car? (Yes, they did.)

19 What did the car do then? (It moved off at a fantastic speed.)

20 Did the thieves get away with thousands of pounds worth of diamonds? (Yes, they did.)

Asking questions: Ask me if ...

T : Ask me if the famous arcade was near Piccadilly.

S : Was the famous arcade near Piccadilly?

T : Where ...?

S : Where was the famous arcade?

1 the famous arcade was near Piccadilly. (Where)

2 the arcade was almost empty. (Why)

3 Mr. Taylor and two of his assistants had been working since eight o'clock. (How long)

4 they had just finished the window display. (What)

5 the silence was broken. (How)

6 the car came to a stop outside the jeweller's. (Where)

7 the thieves had black stockings over their faces. (What)

8 Mr. Taylor was upstairs. (Where)

9 the thief noticed any pain. (Why didn't)

10 the raid lasted three minutes. (How long)

Tell the story

1 Silence broken ---- large car---- headlights ---- horn blaring ---- down the arcade

2 Stop ---- outside jeweller's

3 One man ---- wheel ---- two others ---- black stockings ---- window, iron bars

4 Mr. Taylor ---- upstairs

5 He ---- staff ---- furniture out of window ---- chairs, tables ---- flying ---- arcade

6 One of thieves ---- heavy statue ---- too busy ---- notice any pain

7 Raid ---- three minutes ---- back in car ---- moved off ---- speed

8 Mr. Taylor rushed out ---- ashtrays ---- vases ---- impossible ---- stop the thieves

9 Got away ---- thousands of pounds ---- diamonds

Topics for discussion

1 Tell us about your experience of window displays and window shopping.

2 Tell us about any incident of violent robbery you know about.

3 What measures can we take to prevent or reduce crime in modern society?

Key to Summary writing

Points

1 Large car ---- entered ---- arcade ---- Piccadilly

2 Stopped outside jeweller's

3 Two thieves ---- out of car

4 Smashed windows ----- iron bars

5 Owner of shop ----- upstairs

6 Threw furniture ----- thieves

7 Hit one of thieves ----- heavy statue

8 Raid ---- three minutes

9 Thieves drove away

10 Owner ran after car

11 Threw ashtrays, vases

12 Thieves got away

13 Thousands of pounds ---- diamonds

Summary

A large car entered an arcade near Piccadilly and stopped outside a jeweller's. Two thieves got out and smashed the shop window. The owner of the shop was upstairs at the time, so he threw furniture at the thieves hitting one of them with a heavy statue. The raid lasted only three minutes and the thieves drove away. Running after them, the owner threw ashtrays and vases, but the thieves got away, stealing thousands of pounds worth of diamonds.

(79 words)

Key to Vocabulary

A possible answer

expensive (1.1)

dear

almost (1.2)

nearly

assistants (1.4)

helpers (in a shop)

gazing (1.7)

looking

several (1.7)

a few, a number of

stayed (1.10)

remained

smashed (1.11) broke to pieces

Key to Composition

A possible answer

They got away

Seeing the thieves' car join the traffic on Piccadilly, Mr. Taylor took a taxi and followed them. The taxi driver drove at full speed when Mr. Taylor told him what had happened.

There wasn't too much traffic at this time of the morning so there was a mad chase through the streets of London. For a short time, the thieves' car was on the wrong side of the road and hit another car, but it did not stop. Two policemen in a police car watched in amazement as the two vehicles went past, both breaking the speed limit. Lights on and horn blaring, the police car chased both the speeding cars. Mr. Taylor's taxi stopped when the traffic lights turned red. The thieves ignored the traffic lights and got away. Meanwhile, the police caught up with the taxi at the traffic lights and the taxi driver was charged with speeding. They refused to let the driver off, even though Mr. Taylor carefully explained the situation.

However, the police informed another police car of the chase and ten minutes later the thieves' car was found abandoned in a side street. The thieves had escaped on foot and disappeared among the crowd. (200 words)

Key to Letter writing

A possible answer (body of letter only)

You won't believe what happened to me on Tuesday morning!

I was walking down a busy street near Piccadilly when I saw a man smash the window of an antique shop and run off with an expensive vase. Other passers-by saw him, too, and we all chased the man down the street, shouting 'Stop! Thief! Stop! Thief!' We managed to catch the man, but unfortunately the vase got broken.

I'll tell you the full story when we meet next week.

(80 words)

Key structures: the past continuous and the simple past

The continuous action (shown by the past continuous) is contrasted with a sudden and quickly completed action (shown by the simple past). We use conjunctions like when, while and just as to contrast these two actions:

While I was watering the garden (continuous action), it began to rain. (simple past)

I was having breakfast (continuous action), when the telephone rang. (simple past) 1KS7

The shops were just opening (continuous action) when a car broke the silence. (simple past)

Key to KS Exercises

A See text.

B 1 Just as Mr. Taylor was opening the door of his shop, two men appeared and asked for money.

2 Mr. Taylor used to own a shop in Hatton Gardens before he moved to Piccadilly.

3 While I was waiting for a bus yesterday, a friend saw me and offered me a lift in his car.

Special difficulties: word building with prefixes

We can often form verbs and adjectives by the addition of prefixes, for example: satisfy/dissatisfy; capable/incapable; possible/impossible; interested/uninterested; legal/illegal; responsible/irresponsible.

Key to SD Exercises

Possible answers

1 impolite 2 disagree 3 illegible

4 inaccurate 5 unlocked 6 irregular

Repetition drill

The past continuous

Chorus, group or individual repetition

To elicit questions involving the use of the past continuous to indicate the duration of an action.

T : Drill 6. Listen. Do not speak.

(1) T : They discussed the question last night.

S : Do you mean they were discussing the question all last night?

(2) T : He tried to meet you last week.

S : Do you mean he was trying to meet me all last week?

(3) T : She telephoned you yesterday.

S : Do you mean she was trying to telephone me all yesterday?

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 expected you to arrive last week.

S: Do you mean he was expecting me to arrive all last week?

5 T : They stayed here last summer.

S: Do you mean they were staying here all last summer?

6 T : They worked on the new road last year.

S: Do you mean they were working on the new road all last year?

7 T: He read the report last Friday.

S: Do you mean he was reading the report all last Friday?

8 T: She collected these shells last summer.

S: Do you mean she was collecting these shells all last summer?

9 T: He worked here last month.

S: Do you mean he was working here all last month?

10 T: She decorated the house last week.

S: Do you mean she was decorating the house all last week?

11 T: She washed the clothes yesterday.

S: Do you mean she was washing the clothes all yesterday?

12 T: She wrote these letters yesterday morning.

S: Do you mean she was writing these letters all yesterday morning?

13 T: He watched television yesterday afternoon.

S: Do you mean he was watching television all yesterday afternoon?

14 T: The police looked for him last week.

S: Do you mean the police were looking for him all last week?

15 T: It rained heavily last November.

S: Do you mean it was raining heavily all last November?

Key to Multiple choice questions

1 b 2 a 3 c 4 c 5 b 6 a

7 a 8 d 9 a 10 a 11 b 12 c

Lesson 7 Mutilated ladies

Listening comprehension

1 Introduce the story

T : Today we'll talk about damaged bank notes.

2 Understand the situation

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

3 Listening objective

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

Why did Jane cook John 's wallet?

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

5 Answer the question

After the reading, ask the question again: Why did Jane cook John's wallet?

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: She cooked a meal in the microwave oven without knowing John had put his wallet there.

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 confirmatory translation is necessary.

7 Play the tape or read the story again

8 Reading aloud

Ask one or two students to read the text aloud.

Comprehension questions

1 Do clothes put into a washing machine sometimes contain money? (Yes, they do.)

2 What happens to bank notes put into a washing machine? (They turn white.)

3 Do people in Britain despair if they make this mistake? (No, they don't.)

4 Why not? (Because the Bank of England has a team which deals with claims.)

5 What's this team called? (' Mutilated Ladies ' .)

6 What does ' lady ' refer to? (The Queen's head which appears on British bank notes.)

7 What kind of business does John run? (A furniture business.)

8 What's the name of his fiancée? (Jane Butlin.)

9 What did John do with his wallet containing £3,000? (He put it in the microwave oven for safekeeping.)

10 Did his fiancée know about this? (No, she didn't.)

11 What did John and Jane do after John came home from work? (They went horse-riding.)

12 What did Jane do when they returned home? (She cooked their dinner in the microwave oven.)

13 What else did she cook? (John's wallet.)

14 What happened to the notes? (They turned to ash.)

15 How did they both feel about this? (Dismayed.)

16 Who did John go and see? (His bank manager.)

17 What did the bank manager do? (He sent the remains to the Mutilated Ladies department in Newcastle.)

18 Did John get his money back? (Yes, he did.)

19 Why did the Mutilated Ladies pay the money back? (Because they could identify the notes.)

20 They don't pay out money unless they can identify damaged notes, do they? (No, they don't.)

21 How much did they pay out last year? (£1.5 million.)

Asking questions: Ask me if ...

T : Ask me if clothes put in the washing machine sometimes contain bank notes.

S : Do clothes put in the washing machine sometimes contain bank notes?

T : What ...?

S : What do clothes put in the washing machine sometimes contain?

1 clothes put in the washing machine sometimes contain bank notes. (What)

2 the Mutilated Ladies department deals with claims for money. (What)

3 John runs a furniture business. (What kind of business)

4 he put a wallet containing £3,000 into the microwave oven. (What)

5 he had told his fiancée, Jane, about this. (Why hadn't)

6 she cooked the dinner. (Where)

7 the notes turned into ash. (What)

8 the bank manager sent the remains to Newcastle. (Where)

9 John got his money back. (What)

10 they could identify the notes. (How)

Tell the story

1 John ---- successful furniture business ---- £3,000 ---- microwave oven ---- safekeeping

2 John and fiancée, Jane ---- horse-riding

3 Got home ---- Jane cooked dinner ---- microwave oven,
without realizing ...

4 Dismay ---- cooked wallet ---- notes ---- ash!

5 John ---- bank manager ---- sent remains ---- Mutilated
Ladies

6 Examined notes ---- John ---- all money back

7 ' So long ---- something to identify ---- money back, '
spokeswoman said

8 Last year---- £1.5m on 21,000 claims

Topics for discussion

1 Tell us about any experience you have had where you lost
money.

2 Share some of your worries about money.

3 Refer to your experience and talk about successful and
unsuccessful ways of making money.

Key to Summary writing

Points

1 John Butlin ---- successful furniture business

2 After very good day ---- put wallet ---- £ 3,000 into
microwave oven

3 He and fiancée Jane ---- horse-riding

4 Got home ---- Jane cooked dinner ---- microwave oven

5 Dismayed ---- find ---- money destroyed

6 John ---- bank manager

7 Bank manager ---- remains to ---- Mutilated Ladies

8 Identified remains---- returned the money

Summary

John Butlin runs a successful furniture business and after a
very good day, he put his wallet containing £ 3,000 into the
microwave oven for safekeeping. Then he and his fiancée, Jane, went
horse-riding, after which Jane cooked their dinner in the microwave
oven only to find to their dismay that the money had been destroyed.
John went to see his bank manager who sent the remains to the
Mutilated Ladies department who identified the remains and
returned the money. (79 words)

Key to Vocabulary

A possible answer

happened (1.1) occurred

remembered (1.2) recalled

fortunately (1.6) luckily

concerns (1.9) is about

dismay (1.12) sadness

the remains (1.13) what was left

department (1.14) section

Key to Composition

A possible answer

Jane opened the oven door and saw that her meal was ready to serve. She took the food out of the oven and in doing so, noticed something strange inside the oven which she couldn't recognize. So she went to find John and told him about it. In dismay, John quickly explained that he had put his wallet containing the day's takings into the oven for safekeeping. They both rushed to the oven and saw that the money had been destroyed. At first, they didn't know what to do. John wanted to throw the money away, but Jane wouldn't let him. 'It's best not to disturb the wallet,' Jane said. 'You can see all the money is there, even if it has been destroyed.' Jane told John to go and see his bank manager for advice, so the next day John took the wallet and the ashes to the bank
(150 words)

Key to Letter writing

A possible answer (body of letter only)

Thank you again for your wonderful hospitality!

It was a real pleasure to see you again after such a long time. I'll never forget your kindness during my stay. I particularly enjoyed our visit to the local market and our long walks in the countryside. I also enjoyed your company and the excellent food and wine. You're a perfect host!

I hope you will be able to visit me before long and look forward to seeing you soon.
(78 words)

Key structures: the simple past

We use the simple past for narration, that is to tell a story that happened in the past. The second paragraph of the text provides a good example of story-telling and the past forms of regular and irregular verbs. 1KS75

Key to KS Exercises

A See text.

B 1 Firemen rescued the little boy who had climbed a tree and couldn't get down.

2 Jane went to find John and told him what had happened.

3 Jane cooked the next meal in an ordinary oven after her experience with the microwave.

4 The bank manager sent the remains of John's wallet to Newcastle.

5 The ladies at the bank examined the remains and found they could be identified.

6 The bank paid John all his money, so he was very pleased.

Special difficulties: adjectives derived from nouns

We can often derive an adjective from a noun: success

(noun)/successful (adjective); fool (noun)/foolish (adjective);
energy (noun)/energetic (adjective); hour (noun)/hourly
(adjective); care (noun)/careless (adjective).

Key to SD Exercises

1 painless 2 beautiful 3 daily 4
childish 5 athletic

Repetition drill

The comparison of adjectives

Chorus , group or individual repetition

To elicit questions involving the use of the superlative.

T: Drill 7. Listen. Do not speak.

(1) T: They're all rather old.

S: Yes, but which is the oldest?

(2) T: They're all rather good.

S: Yes, but which is the best?

(3) T: they're all rather expensive.

S: Yes, but which is the most expensive?

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

1 As in(1)above.

2 As in (2) above.

3 As in(3) above.

4 T: They're all rather interesting.

S: Yes, but which is the most interesting?

5 T: They're all rather bad.

S: Yes, but which is the worst?

6 T: They're all rather heavy.

S: Yes, but which is the heaviest?

7 T: They're all rather unusual.

S: Yes, but which is the most unusual?

8 T: They're all rather funny.

S: Yes, but which is the funniest?

9 T: They're all rather beautiful.

S: Yes, but which is the most beautiful?

10 T: They're all rather fast.

S: Yes, but which is the fastest?

11 T: They're all rather dangerous.

S: Yes, but which is the most dangerous?

12 T: They're all rather pretty.

S: Yes, but which is the prettiest?

13 T: They're all rather big.

S: Yes, but which is the biggest?

14 T: They're all rather hard.

S: Yes, but which is the hardest?

15 T: They're all rather valuable.

S: Yes, but which is the most valuable?

Key to Multiple choice questions

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

Lesson 8 A famous monastery

Listening comprehension

1 Introduce the story

T: Today we'll talk about mountain rescue.

2 Understand the situation

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

3 Listening objective

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

What are St. Bernard dogs used for?

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

5 Answer the question

After the reading, ask the question again: What are St. Bernard dogs used for?

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

Answer: They're used to rescue travellers who get into difficulties in the mountains.

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 story again

8 Reading aloud

Ask one or two students to read the text aloud.

Comprehension questions

1 Which two countries are connected by the Great St. Bernard Pass? (Switzerland and Italy.)

2 How high is the pass?(2,473 metres.)

3 How does it compare in height with other mountain passes in Europe? (It's the highest.)

4 Who founded the famous monastery near the Pass? (St. Bernard.)

5 When? (In the eleventh century.)

6 What have St. Bernard dogs done for hundreds of years? (Saved the lives of travellers crossing the dangerous pass.)

7 Where did these dogs originally come from? (Asia.)

8 Why is the Pass less dangerous these days? (Because a tunnel has been built through the mountains.)

9 What do some travellers still try to do?(Attempt to cross the Pass on foot.)

10 Are the dogs still used for rescues? (Yes, they are.)

11 Why is the monastery very busy during the summer months? (Because it is visited by thousands of people who cross the Pass in cars.)

12 Why do the dogs have to be kept in a special enclosure in the summer? (Because there are so many people about.)

13 How low does the temperature fall in winter? (-30 °.)

14 Are there few travellers in winter? (Yes, there are.)

15 Why do the monks prefer winter to summer? (Because they have more privacy.)

16 What about the dogs? (They have more freedom, too.)

17 Who are the regular visitors in winter? (Parties of skiers at Christmas and Easter.)

18 How are these skiers received at St. Bernard's monastery? (With a warm welcome.)

Asking questions: Ask me if...

T: Ask me if the Great St. Bernard's Pass connects two countries.

S: Does the Great St. Bernard's Pass connect two countries?

T: Which two countries ...?

S: Which two countries does the Great St. Bernard's Pass connect?

1 the Great St. Bernard's Pass connects two countries.(Which two countries)

2 it is the highest pass in Europe. (Which)

3 the monastery was founded in the eleventh century. (When)

4 St. Bernard's dogs have saved the lives of travellers for hundreds of years. (How long)

5 the dogs were brought from Asia. (Where)

6 the Pass is less dangerous now. (Why)

7 the monastery is visited by thousands of people. (When)

8 the temperature drops to -30 ° in winter. (How low)

9 very few people cross the Pass in winter.(Why)

10 the monks prefer winter to summer. (Why)

Tell us about life at St. Bernard's in summer and winter

1 Summer months----monastery very busy---- thousands of people----Pass----cars

2 So many people about----dogs----special enclosure

3 Winter----life----monastery----quite different

4 Temperature-30 ° ----few people

5 Monks prefer winter----more privacy

6 Dogs greater freedom, too---- wander outside enclosure

7 Only regular visitors----skiers----Christmas, Easter

8 Young people----peace of the mountains----receive warm welcome

Topics for discussion

1 Tell us what you know about the life of people who live in the mountains.

2 Tell us any story of mountain rescue(or any other kind of rescue) you know about.

3 Dogs make good pets, but how can they serve human beings usefully?

Key to Summary writing

Points

1 St. Bernard's Pass---- visited---- thousands of people----summer

2 People cross Pass in cars

3 Dogs----special enclosure----so many people about

4 Temperature in winter -30 °

5 Few visitors

6 Monks prefer winter season

7 Dogs free to wander---- outside enclosure

8 Young skiers regularly visit monastery in winter

9 Christmas and Easter

10 Warmly welcomed

Summary

The St. Bernard's Pass is visited by thousands of people in summer, who cross the Pass in cars. Because there are so many people about, the dogs are kept in a special enclosure. As the temperature in winter falls to -30 °, there are few visitors, so the monks prefer this season. The dogs are also free to wander outside their enclosure. Parties of young skiers regularly visit the monastery in winter, during Christmas and Easter when they are warmly welcomed.

(80 words)

Key to Vocabulary

A possible answer

famous(1.2)

well - known

founded(1.3)

established

lies(1.4)

is

now that(1.7)

since, because

rashly attempt(11.9 - 10)

unthinkingly try

quite(1.13)

entirely

drops(1.13)

falls

Key to Composition

A possible answer

Rescue

One very cold morning, a monk took two St. Bernard's dogs out for exercise. He immediately noticed that the dogs were very restless. Suspecting a traveller might be in difficulty, the monk returned to the monastery to organize a search party.

The two dogs led four monks through the snow. Two of the monks pulled a sledge behind them, in case they needed it. There had been very high winds the previous night, but now everything was still and visibility was bad because there was a heavy fog. Moreover, the temperature had fallen to -20 °. The dogs led the monks towards the Pass and as the monks got near, they heard cries in the distance. The dogs soon found a man who was trapped under the snow and immediately dragged him out. The man was alive, but frozen stiff. The monks strapped him to the sledge and took him back to the monastery.

The man was unconscious, but he soon recovered in the warm atmosphere of the monastery where he was given plenty of hot drinks and food. When the traveller was able to speak, the monks listened with interest as he told them what had happened the previous night.

(200 words)

Key to Letter writing

A possible answer (body of letter only)

I hear you'll be taking a holiday in the Alps, which I'm sure you'll enjoy!

I went there last year and stayed in the Berg Hotel high in the mountains not far from Zermatt. The hotel has fine views across the valley and I warmly recommend it. You'll love the healthy mountain air and enjoy every comfort at moderate prices. I'm going there again this year.

I look forward to hearing all about your holiday when you get back.

(79 words)

Key structures: verb forms: review

Remember, the simple present tells us about actions that usually or always happen; the simple past tells us about completed actions in the past; the past perfect describes the earlier of two actions in the past: 1KS83

I always get up late on Sundays. (simple present)

I got up very late last Sunday. (simple past)

When the doctor arrived, the patient had already died. (past perfect)

Key to KS Exercises

possible answers

A See text.

B 1 I first met Harry fourteen years ago.

2 I once stayed in Zurich for six months when I was a student.

3 When I got home, I found an urgent message on my answering machine.

4 I haven't seen Harry since 1988.

Special difficulties: - ever for emphasis

We can add - ever for emphasis to:

----conjunctions when joining sentences: Do what you like.

Do whatever you like. (more emphatic)

----question - words: How did you manage to miss the train?

However did you manage to miss the train?

Key to SD Exercises

1 what ever 2 When ever 3 Whoever

Repetition drill

The present perfect, continuous and simple

Chorus, group or individual repetition

To elicit contrasting statements involving the use of the present perfect, continuous and simple.

T: Drill 8. Listen. Do not speak.

(1) T: Is he still working?

S: Yes, he's been working all afternoon and he still hasn't finished.

(2) T: Are you still doing your homework?

S: Yes, I've been doing my homework all afternoon and I still haven't finished.

(3) T: Are they still playing tennis?

S: Yes, they've been playing tennis all afternoon and they still haven't finished.

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

1 As in (1) above.

2 As in (2) above.

3 As in (3) above.

4 T: Are you still writing letters?

S: Yes, I've been writing letters all afternoon and I still haven't finished.

5 T: Are they still arguing?

S: Yes, they've been arguing all afternoon and they still haven't finished.

6 T: Is she still doing the housework?

S: Yes, she's been doing the housework all afternoon and she still hasn't finished.

7 T: Are they still cleaning the car?

S: Yes, they've been cleaning the car all afternoon and they still haven't finished.

8 T: Are you still cutting the grass?

S: Yes, I've been cutting the grass all afternoon and I still

haven't finished.

9 T: Is she still reading?

S: Yes, she's been reading all afternoon and she still hasn't finished.

10 T: Are they still talking about politics?

S: Yes, they've been talking about politics all afternoon and they still haven't finished.

11 T: Are they still decorating the room?

S: Yes, they've been decorating the room all afternoon and they still haven't finished.

12 T: Are you still painting the fence?

S: Yes, I've been painting the fence all afternoon and I still haven't finished.

13 T: Are you still practising the piano?

S: Yes, I've been practising the piano all afternoon and I still haven't finished.

14 T: Is she still making cakes?

S: Yes, she's been making cakes all afternoon and she still hasn't finished.

15 T: Is he still running round that field?

S: Yes, he's been running round that field all afternoon and he still hasn't finished .

Key to Multiple choice questions

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

Lesson 9 Flying cats

Listening comprehension

1 Introduce the story

T: Today we'll talk about cats.

2 Understand the situation

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

3 Listening objective

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

How do cats try to protect themselves when falling from great heights?

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

5 Answer the question

After the reading, ask the question again: How do cats try to protect themselves when falling from great heights?

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 stretch out their legs like flying squirrels to increase their air - resistance.

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 story again

8 Reading aloud

Ask one or two students to read the text aloud.

Comprehension questions

1 How do cats often behave towards humans? (They can be friendly and affectionate.)

2 But they're suspicious of humans as well,aren't they?(Yes, they are.)

3 Do they lead mysterious lives of their own?(Yes, they do.)

4 How are they different from dogs and horses?(They never become submissive.)

5 What have humans learned to respect about cats? (Their independence.)

6 What is the popular belief about cats?(That they have nine lives.)

7 Is there any truth in this belief?(Yes, there is.)

8 Which institution recently made a study of cats? (The New York Animal Medical Centre.)

9 How many cats took part in this study? (132.)

10 What did all these cats have in common?(They had all fallen off high buildings.)

11 How many of them had died?(Only eight of them.)

12 Why is New York the ideal place for this kind of study?(Because there is no shortage of tall buildings.)

13 What had the cat called Sabrina suffered from? (A broken tooth.)

14 What did a doctor compare falling cats with? (Well - trained paratroopers.)

15 What seems to happen to cats the further they fall? (They are less likely to injure themselves.)

16 What speeds do they reach in a long drop? (Sixty miles an hour and more.)

17 What do cats have time to do during a long drop? (They have time to relax.)

18 What do they do with the legs when falling?(They stretch them out.)

19 What other animals do this?(Flying squirrels.)

20 What effect does increased air - resistance have?(It reduces the shock of impact when they hit the ground.)

Asking questions: Ask me if...

T: Ask me if cats fascinate human beings.

S: Do cats fascinate human beings?

T: Why...?

S: Why do cats fascinate human beings?

1 cats fascinate human beings.(Why)

2 human beings have learned to respect them.(Why)

3 most cats remain suspicious of humans.(Why)

4 cats have nine lives. (How many)

5 there is a great deal of truth in the idea.(Why)

6 eight of the cats died from shock. (How many of the cats)

7 one cat suffered from a broken tooth. (What)

8 cats behave like well-trained paratroopers.(How)

9 they reach speeds of 60 miles an hour and more.(What speeds)

10 this reduces the shock of impact.(How)

Tell us about the study of cats made by the New York Animal Medical Centre

1 Recently----New York ...----study of 132 cats----five months

2 All these cats ----one experience in common----fallen----high buildings----eight died

3 New York----ideal place----study----no shortage----high buildings

4 Plenty----high-rise windowsills----fall from

5 One cat, Sabrina----32 storeys----broken tooth

6 'Cats----well-trained paratroopers' ----doctor said

7 Further they fall----less likely ----injure themselves

8 Long drop----speeds 60 miles an hour and more

9 High speeds----time to relax

10 Stretch out legs ----flying squirrels----air-resistance----reduces shock of impact

Topics for discussion

1 Tell us what you know about some domesticated animals and their behaviour.

2 What human qualities do we imagine animals have: e.g. 'a fox is cunning'?

3 Tell us about accidents in the home and how to avoid them.

Key to Summary writing

Points

1 New York Animal Medical Centre---- 132 cats

2 All fallen off high buildings

3 Eight died---- shock or injuries

4 Sabrina----32 storeys----broken tooth

5 When falling at speeds----60miles----stretch----legs

6 Increases----air - resistance----reduces shock of impact----ground

Summary

The New York Animal Medical Centre recently made a study of 132 cats. All these cats had one thing in common: they had fallen off high buildings, yet only eight had died from shock or injuries. One cat, Sabrina, had fallen 32 storeys but only suffered from a broken tooth. When falling at speeds up to 60 miles per hour, cats stretch out their legs which increases their air - resistance and reduces the shock of impact on hitting the ground.

(79 words)

Key to Vocabulary

A possible answer

affectionate(1.2)

loving

as a result(1.4)

consequently

remain(1.5)

continue to be

there is not shortage of(11.11-12)

there are plenty of

behave(1.13)

act

injure(1.14)

harm

increases(1.16)

raises

reduces (1.16)

cuts down

Key to Composition

A possible answer

Human beings like to keep dogs and cats. Dogs are submissive and faithful to their masters, but cats like to be independent. Cats are especially lovable when they are still kittens. As kittens they like to play by chasing anything that moves. That's how they learn to hunt mice, birds, insects and other small creatures. A lot of people keep cats so they can have a pet. As kittens grow into cats, they like to stay indoors. They like regular meals and enjoy sleeping in front of a nice fire. However, they also like going out. During the day time and at night they like to go hunting. Sometimes during the night they have fights with other cats. Cats are very clean animals. You often see them washing themselves. Human beings are fascinated by their behaviour because cats are domestic animals, while at the same time they enjoy their independence. (150 words)

Key to Letter writing

A possible answer(body of letter only)

I'm afraid I have to report a little accident: my baby tore some of the pages from the book you kindly lent me.

I am very sorry that this happened. I had left the book on a low table, but the baby got hold of it and tore several pages. However, I was able to buy another copy and I'm sending it to you by separate post. Please let me know when it arrives.

My kindest regards to you all. (80 words)

Key structures: the simple present tense

Remember, we use the simple present tense to describe usual or habitual actions:

I always get up late on Sundays.(habitual or usual actions)
1KS2 and to describe permanent truths:

The earth goes round the sun. The sun rises in the east.(permanent truths) 1KS26

Key to KS Exercises

possible answers

A See text.

B See text.

Special difficulties: such and so

We use such a or such an with countable nouns:

This is such a nice video. This is such an interesting book.

We can use so+adjectives to express the same idea:

This video is so nice. This book is so interesting.

We use such on its own with plural countable nouns or with uncountable nouns(always singular):

Our little boy asks such questions! Compare: He asks so many questions.

Our neighbours cause such trouble. They cause so much trouble.

Key to SD Exercises

1 so 2 such 3 such an 4 so 5 such a

Repetition drill

The future

Chorus, group or individual repetition

To elicit questions involving the elided forms of will after question words.

T: Drill 9. Listen. Do not speak.

(1) T: I wish I knew when he intends to arrive.

S: When'll he arrive, I wonder.

(2) T: I wish I knew where she intends to stay.

S: Where'll she stay, I wonder.

(3) T: I wish I knew how he intends to fix it.

S: How'll he fix it, I wonder.

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 wish I knew what he intends to do.

S: What'll he do, I wonder.

5 T: I wish I knew where they intend to go.

S: Where'll they go, I wonder.

6 T: I wish I knew which she intends to choose,

S: Which'll she choose, I wonder.

7 T: I wish I knew who intends to tell her.

S: Who'll tell her, I wonder.

8 T: I wish I knew why he intends to remain behind.

S: Why'll he remain behind, I wonder.

9 T: I wish I knew whose he intends to borrow.

S: Whose'll he borrow, I wonder.

10 T: I wish I knew what she intends to cook.

S: What'll she cook, I wonder.

11 T: I wish I knew where they intend to camp.

S: Where'll they camp, I wonder.

12 T: I wish I knew who she intends to meet.

S: Who'll she meet, I wonder.

13 T: I wish I knew how she intends to do it.

S: How'll she do it, I wonder.

14 T: I wish I knew why he intends to give up.

S: Why'll he give up, I wonder.

15 T: I wish I knew where she intends to wait.

S: Where'll she wait, I wonder.

Key to Multiple choice questions

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

Lesson 10 The loss of the Titanic

Listening comprehension

1 Introduce the story

T: Today we'll talk about the Titanic.

2 Understand the situation

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

3 Listening objective

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

What would have happened if only two of the sixteen water-tight compartments had been flooded?

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

5 Answer the question

After the reading, ask the question again: What would have happened if only two of the sixteen water-tight compartments had been flooded?

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 ship would have been able to float.

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 story again

8 Reading aloud

Ask one or two students to read the text aloud.

Comprehension questions

1 On what date did the Titanic sail for New York from Southampton? (April 10th, 1912.)

2 How many passengers was she carrying and how many crew? (1,316 passengers and a crew of 891.)

3 How many tons was the Titanic?(46,000.)

4 How did she compare with other ships at that time? (She was the largest that had ever been built.)

5 Why was she regarded as unsinkable? (Because she had sixteen watertight compartments.)

6 If these were flooded, would the ship still float? (No, it/she wouldn't.)

7 Had the Titanic ever sailed before?(No, it/she hadn't.)

- 8 It was her first voyage, wasn't it?(Yes, it was.)
- 9 How many days had she been at sea when the iceberg was spotted?(Four days.)
- 10 Where was the ship at the time? (In the North Atlantic.)
- 11 What did she do to avoid direct collision?(Turn sharply.)
- 12 How high was the wall of ice? (100 feet.)
- 13 What was heard from below?(A slight trembling sound.)
- 14 What did the captain do? (He went down to see what had happened.)
- 15 Did the captain think the ship had been damaged? (No, he didn't.)
- 16 Why did no one think the ship had been damaged? (The noise had been so faint.)
- 17 What was actually happening to the ship? (It/She was sinking rapidly.)
- 18 How many of her compartments had been flooded?(Five.)
- 19 What order was given to the people on board?(Abandon ship.)
- 20 Why were so many lives lost?(Because there weren't enough lifeboats.)

Asking questions: Ask me if...

T: Ask me if the Titanic sailed from Southampton.

S: Did the Titanic sail from Southampton?

T: Where...?

S: Where did the Titanic sail from?

- 1 the Titanic sailed from Southampton.(Where)
- 2 she was carrying 1,316 passengers.(How many passengers)
- 3 she was regarded as unsinkable.(Why)
- 4 she had sixteen watertight compartments. (How many)
- 5 an iceberg was spotted.(How many days after setting out)
- 6 the ship turned sharply.(Why)
- 7 the wall of ice rose over 100 feet out of the water.(How high)
- 8 the captain realized the ship was sinking.(What)
- 9 five of her compartments had been flooded. (How many)
- 10 1,500 lives were lost.(How many)

Tell us about the sinking of the Titanic

- 1 Four days----setting sail----icy waters----North Atlantic----huge iceberg----lookout
- 2 Alarm given----great ship turned sharply----collision
- 3 Just in time---- missed wall of ice----100 feet---- beside her
- 4 Suddenly----slight trembling----below----captain----what happened
- 5 Noise----faint----no one thought----ship----damaged

6 Captain realized----Titanic sinking fast----five/sixteen compartments----flooded

7 Order----abandon ship----hundreds of people----icy water

8 Not enough lifeboats----1,500 lives lost

Topics for discussion

1 Tell us what you know about any major transport disaster in the sea, in the air, or on land.

2 Tell us what you know about the largest planes, ships and trains being built today.

3 Which is the safest form of travel? Why?

Key to Summary writing

Points

1 Titanic----sailing icy waters, N.Atlantic

2 Iceberg ----lookout

3 Alarm given---- ship turned sharply

4 Sailed alongside iceberg

5 Faint noise---- heard from below

6 Captain----down to investigate

7 Found five of sixteen compartments flooded

8 Order----abandon ship----people overboard

9 1,500 people drowned----not enough lifeboats

Summary

The Titanic was sailing across the icy waters of the North Atlantic when an iceberg was spotted by a lookout. After the alarm was given, the ship turned sharply and sailed alongside it. Suddenly, a faint noise was heard from below, so the captain went down to investigate, only to find that five of the sixteen compartments had been flooded. On hearing the order to abandon ship, people jumped overboard, but 1,500 drowned because there were not enough lifeboats. (79 words)

Key to Vocabulary

A possible answer

colossal(1.4) immense, huge

regarded(1.5) considered, thought to be

compartments(1.6) sections, divisions

flooded(1.7) filled with water

float (1.7) stay on the surface of the water

avoid(1.11) escape, miss

narrowly(1.11) only just

Key to Composition

A possible answer

Abandon ship

The Titanic began to sink, slowly at first. The order to abandon ship was unexpected, so passengers and crew were completely

unprepared. It was the middle of the night. Some people were asleep in their cabins. Others were on deck admiring the brilliant night sky and the giant icebergs rising above them. Others were eating and dancing in the wonderful ballrooms on the ship.

The immediate effect was panic and confusion. People began rushing in all directions, wondering what to do next. The cold was indescribable and many passengers were still in their night clothes. Members of the crew came up from below and began to lower the lifeboats. It was a case of women and children first, but it soon became obvious that there weren't enough lifeboats for everyone, so people jumped overboard into the freezing water in order to save their lives. Some of those swimming in the water struggled to get into the lifeboats, but most of them were already full.

The Titanic sank rapidly, carrying many people down with it. There were cries of despair from people in the water as they watched the lifeboats moving away and were left to drown in the icy ocean.

(200 words)

Key to Letter writing

The middle address is correct.

Key structures: the past perfect

We use the past perfect to refer to the first of two past actions in a sequence:

The children ran away (simple past) after they had broken (past perfect) the window.

(=First they broke the window: past perfect; then they ran away: simple past.)1KS14

Or we use the past perfect to refer to an earlier past:

He had lived in Scotland for fifteen years before he came to England. 1KS38

Key to KS Exercises

A See text.

B 1 At that time, she was the largest ship that had ever been built.

2 After the alarm had been given, the great ship turned sharply to avoid a direct collision.

Special difficulties: forming nouns

We can form nouns from other parts of speech:

He works (verb) hard. He is a hard worker. (noun)

He plays the violin. (noun) He is a violinist. (noun)

He is very careless. (adjective) I have never seen such carelessness. (noun)

He has a responsible (adjective) position. He has a lot of

responsibility. (noun)

Key to SD Exercises

1 physicist 2 miner 3 humanity

4 impression 5 originality

Repetition drill

The past perfect

Chorus, group or individual repetition

To elicit negative and affirmative statements involving the use of the past perfect after if only to express a past unfulfilled wish.

T: Drill 10. Listen. Do not speak.

(1) T: I'm sorry I didn't mention it!

S: If only you had mentioned it! You would have saved me a lot of trouble.

(2) T: She's sorry she told him

S: If only she hadn't told him! She would have saved me a lot of trouble.

(3) T: He's sorry he didn't come!

S: If only he had come! He would have saved me a lot of trouble.

T: Now you do the same. Ready?

1 As in(1)above.

2 As in(2) above.

3 As in(3) above.

4 T: I'm sorry I didn't post it!

S: If only you had posted it! You would have saved me a lot of trouble.

5 T: She's sorry she telephoned!

S: If only she hadn't telephoned! She would have saved me a lot of trouble.

6 T: He's sorry he didn't help her!

S: If only he had helped her! He would have saved me a lot of trouble.

7 T: They're sorry they didn't wait!

S: If only they had waited! They would have saved me a lot of trouble.

8 T: I'm sorry I bought it!

S: If only you hadn't bought it! You would have saved me a lot of trouble.

9 T: He's sorry he didn't keep it!

S: If only he had kept it! He would have saved me a lot of trouble.

10 T: She's sorry she didn't sell it!

S: If only she had sold it! She would have saved me a lot of trouble.

11 T: They're sorry they got it!

S: If only they hadn't got it! They would have saved me a lot of trouble.

12 T: I'm sorry I didn't find it !

S: If only you had found it! You would have saved me a lot of trouble.

13 T: She's sorry she didn't shut it!

S: If only she had shut it! She would have saved me a lot of trouble.

14 T: I'm sorry I wrote to him!

S: If only you hadn' t written to him! You would have saved me a lot of trouble.

15 T: She's sorry she didn't ring.

S: If only she had rung! She would have saved me a lot of trouble.

Key to Multiple choice questions

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

Lesson 11 Not guilty

Listening comprehension

1 Introduce the story

T: Today we'll talk about going through Customs.

2 Understand the situation

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

3 Listening objective

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

What was the Customs Officer looking for?

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

5 Answer the question

After the reading , ask the question again: What was the Customs Officer looking for?

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: Smuggled goods.

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 story again

8 Reading aloud

Ask one or two students to read the text aloud.

Comprehension questions

1 What does it mean if you go through the Green Channel? (You have nothing to declare.)

2 Can a Customs Officer still stop you? (Yes, he can.)

3 How do even really honest people feel when this happens? (Guilty.)

4 They feel guilty, don't they?(Yes, they do.)

5 What about the hardened professional smuggler? (He's never troubled by such feelings.)

6 What did the Customs Officer ask you? (' Have you anything to declare? ')

7 Did he look you in the eye as he said this? (Yes, he did.)

8 What did he ask you to do?(Unlock my suitcase.)

9 Were you willing to do this?(Yes. I was.)

10 What did the Customs Officer do then? (He went through the

case with great care.)

11 What happened to all the things you had packed so carefully?
(They were in a dreadful mess.)

12 What did you feel about your case? (That I would never be
able to close it again.)

13 Why did the Customs Officer's face light up? (Because he
spotted a tiny bottle at the bottom of my case.)

14 What did the Customs Officer assume the bottle contained?
(Perfume.)

15 Why should perfume be declared? (Because it isn't exempt
from import duty.)

16 What did you say the bottle contained? (Hair gel.)

17 Did the Customs Officer believe you? (No, he didn't.)

18 What did you encourage him to do? (Try it.)

19 What did the Customs Officer do then? (He unscrewed the
cap and put the bottle to his nostrils.)

20 What convinced him you were telling the truth? (The
unpleasant smell.)

21 How did he mark your baggage? (With chalk.)

Asking questions: Ask me if...

T: Ask me if Customs Officers are quite tolerant these days.

S: Are Customs Officers quite tolerant these days?

T: Why...?

S: Why are Customs Officers quite tolerant these days?

1 Customs Officers are quite tolerant these days. (Why)

2 honest people are made to feel guilty. (How)

3 the professional smuggler may have five hundred gold
watches hidden in his suitcase. (What)

4 the Customs Officer regarded you as a smuggler. (Why)

5 I would never be able to close the case again. (Why)

6 he spotted a tiny bottle at the bottom of the case. (What)

7 I should have declared the perfume. (What)

8 perfume isn't exempt from import duty. (Why)

9 he believed you. (Why didn't)

10 he was convinced you were telling the truth. (Why)

Tell us about your experiences while going through
Customs

1 Nothing to declare

2 Unlock this suitcase ?

3 Officer went through the case----everything dreadful
mess----never close it again

4 Officer's face lit up----tiny bottle----bottom of case

5 Perfume, eh? ---- should have declared it---- not exempt

6 Not perfume----hair gel----strange mixture ----made

myself

7 Did not believe me----Try it! ---- unscrewed the cap----
nostrils

8 Unpleasant smell----telling the truth---- precious chalk
marks

Topics for discussion

1 Tell us any experience you have had or a friend has had going
through Customs.

2 Should Customs Officers be strict or lenient? Why?

3 Tell us about officials who exert power over you by doing
'more than their duty'.

Key to Summary writing

Points

1 Writer----nothing to declare

2 Customs Officer made him----unlock his case

3 Searched the case carefully

4 Found a small bottle

5 Thought it was perfume

6 Writer told him---- hair gel

7 Writer had made it

8 Customs Officer did not believe him

9 Writer encouraged----try it

10 Unpleasant smell----convinced Officer----truth

11 Let writer pass through Customs

Summary

Though the writer had nothing to declare, the Customs Officer made him unlock his case. Searching the case carefully, the Officer found a small bottle, which he thought was perfume. The writer told the Customs Officer that it was hair gel, which he had made himself. As the Officer did not believe this, the

writer encouraged him to try it. The unpleasant smell convinced him the writer was telling the truth, so he let him pass through Customs. (7 words)

Key to Vocabulary

A possible answer

troubled(1.5) upset, concerned

clearly(1.7) obviously

packed(1.13) put in

dreadful(1.14) terrible

cap(1.22) top

nostrils(1.22) nose

convinced(1.23) persuaded

Key to Composition

A possible answer

When the Customs Officer asked the traveller if he was carrying anything valuable, the man said that he had nothing to declare. The Officer asked the man to open his suitcase. Although the case contained only a suit and some dirty clothes, it was very heavy. This made the Customs Officer suspicious, so he removed all the clothes from the case. The case was soon empty and when the Officer lifted it, he found that it was still very heavy. The Officer examined the case carefully and saw that the bottom was very shallow. He pressed the base hard and removed the bottom part of the case which contained a quantity of emeralds and other precious stones. While the Officer was looking at an emerald, the man tried to escape. For a moment the man disappeared among the passing holiday travellers, but he was soon caught and placed under arrest. (150 words)

Key to Letter writing

A possible answer (body of letter only)

Thank you for your letter asking me to lend you some money to start a new business.

I'm very sorry that I can't help you at the moment. I not only have a great many expenses of my own, but I'm in debt myself. Why don't you ask our friend Jim Clark? I know Jim is keen to invest in business and might be able to lend you some money.

I wish you every success in your new business venture. (80 words)

Key structures: indirect speech

a Indirect statements

We use the verbs say and tell to report statements. We must always use an indirect object after tell (He told me that... not * He said me...*). When the reporting verb is in the past, all the verbs that follow are also in the past:

'I'm leaving tomorrow,' John said. (direct speech)

John said (that) he was leaving the next day. (indirect speech with say)

John told me (that) he was leaving the next day. (indirect speech with tell + object)

'I can't answer any of your questions,' John said. (direct speech)

John said (that) he couldn't answer any of my questions. (indirect speech with say)

John told me (that) he couldn't answer any of my questions. (indirect speech with tell + object) 1KS15

b Indirect questions

Yes/No direct questions are reported with if or whether

following the verb ask. When the reporting verb is in the past, all the verbs that follow are also in the past, as above. Note the statement word order in the indirect question:

'Are you hungry?' (direct question) She asked me if I was hungry. (indirect or reported question)

Wh-questions use the same question word when reported:

'When will Jack arrive?' Tom asked. Tom asked (me) when Jack would arrive. 1KS39

Key to KS Exercises

Lines 16-17: The Customs Officer told the writer he should have declared the perfume because it was not exempt from import duty.

Lines 18-19: The writer told the Customs Officer that it wasn't perfume, but it was hair gel. He said it was a strange mixture he made himself.

Line 21: He told the Customs Officer to try it.

Special difficulties: capital letters

We use a capital letter: 1) to begin a sentence; 2) for proper nouns (e.g. personal names, countries and nationalities); 3) for titles of books, plays or films.

Key to SD Exercise

Because Tim Jones cannot speak French or German, he never enjoys travelling abroad. Last March, however, he went to Denmark and stayed in Copenhagen. He said he spent most of his time at the Tivoli, which is one of the biggest funfairs in the world. At the Tivoli, you can enjoy yourself very much, even if you don't speak Danish.

Repetition drill

Indirect statements

Chorus, group or individual repetition

To elicit indirect statements involving the use of tell followed by an auxiliary verb.

T: Drill 11. Listen. Do not speak.

(1) T: I can't come tomorrow.

S: Why didn't you let me know earlier? Yesterday you told me you could.

(2) T: He won't telephone you tomorrow.

S: Why didn't he let me know earlier? Yesterday he told me he would.

(3) T: I may not return tomorrow.

S: Why didn't you let me know earlier? Yesterday you told me you might.

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 won't go to London tomorrow.

S: Why didn't she let me know earlier? Yesterday she told me she would.

5 T: I shan't be here tomorrow.

S: Why didn't you let me know earlier? Yesterday you told me you would.

6 T: They may not sail tomorrow.

S: Why didn't they let me know earlier? Yesterday they told me they might.

7 T: I can't visit him tomorrow.

S: Why didn't you let me know earlier? Yesterday you told me you could.

8 T: I shan't go to work tomorrow.

S: Why didn't you let me know earlier? Yesterday you told me you would.

9 T: He won't arrive tomorrow.

S: Why didn't he let me know earlier? Yesterday he told me he would.

10 T: He may not stay here tomorrow.

S: Why didn't he let me know earlier? Yesterday he told me he might.

11 T: I shan't see her tomorrow.

S: Why didn't you let me know earlier? Yesterday you told me you would.

12 T: She can't come to the party tomorrow.

S: Why didn't she let me know earlier? Yesterday she told me she could.

Key to Multiple choice questions

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

Lesson 12 Life on a desert island

Listening comprehension

1 Introduce the story

T: Today we'll talk about life on a desert island.

2 Understand the situation

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

3 Listening objective

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

What was exceptional about the two men's stay on the desert island?

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

5 Answer the question

After the reading, ask the question again: What was exceptional about the two men's stay on the desert island?

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 survived very well and were genuinely sorry to leave.

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 story again

8 Reading aloud

Ask one or two students to read the text aloud.

Comprehension questions

1 What sort of picture have most of us formed about life on a desert island? (An unrealistic picture.)

2 How do we imagine a desert island? (As a sort of paradise.)

3 Does the sun always shine on a desert island? (Yes, it does.)

4 What do we imagine life is like on a desert island? (Simple and good.)

5 What falls from the trees so we never have to work? (Ripe fruit.)

6 What's the other side of the picture? (Quite the opposite.)

7 Why might life be wretched? (Because you either starve to death or wait for a boat which never comes.)

8 What do few of us have the opportunity to find out? (What life is really like on a desert island.)

9 What did the two men who had spent five days on a coral island wish? (That they had stayed there longer.)

10 What was the matter with their boat? (It was badly damaged.)

11 Where were they taking it to have it repaired? (From the Virgin Islands to Miami.)

12 What happened during the journey? (Their boat began to sink.)

13 Where did they load food, matches and cans of beer? (On to a rubber dinghy.)

14 How did they arrive at a coral island? (They rowed a few miles across the Caribbean.)

15 Which two conditions on the island were unpromising? (There were no trees and there was no water.)

16 What did the men do for water? (They collected rainwater in the rubber dinghy.)

17 What had they brought with them that proved useful? (A spear gun.)

18 What did they catch every day? (Lobster and fish.)

19 How did they eat? ('Like kings'.)

20 How were they rescued? (By a passing tanker.)

Asking questions: Ask me if...

T: Ask me if we imagine a desert island to be a sort of paradise.

S: Do we imagine a desert island to be a sort of paradise?

T: How...?

S: How do we imagine a desert island to be?

1 we imagine a desert island to be a sort of paradise. (How)

2 ripe fruit falls from the trees. (What)

3 you never have to work. (Why)

4 two men spent five days on a coral island. (How many days)

5 they wished they had stayed there longer. (Why)

6 they were taking their badly damaged boat to Miami. (Where)

7 the boat began to sink. (When)

8 they loaded it with food. (What)

9 they rowed a few miles across the Caribbean. (Where)

10 they collected rainwater in the rubber dinghy. (Where)

Tell us the story about the two men

1 Spent five days on coral island----wished---- longer

2 Taking badly damaged boat----Virgin Islands to Miami----repaired

- 3 During journey---- began to sink
- 4 Loaded it----food, matches, beer----rowed few miles----tiny coral island
- 5 Hardly any trees---- no water---- not a problem
- 6 Collected rainwater----dinghy
- 7 Spear gun---- plenty to eat---- lobster---- fish---- ‘ ate like kings ’
- 8 Rescued five days later----passing tanker----genuinely sorry to leave

Topics for discussion

- 1 Tell us how you imagine life on a desert island.
- 2 What would be the advantages and disadvantages of being on a desert island?
- 3 What are the realities of everyday life and what do people do to escape them?

Key to Summary writing

Points

- 1 Two men's boat damaged
- 2 Taking it to Miami
- 3 On the way----began to sink
- 4 Men loaded food, matches, beer---- rubber dinghy
- 5 Rowed ---- few miles---- Caribbean
- 6 Arrived----tiny coral island
- 7 Collected rainwater----rubber dinghy
- 8 Caught fish and lobster---- spear gun
- 9 ‘ Ate like kings ’ ----five days
- 10 Rescued---- passing tanker

Summary

As the two men's boat was damaged, they were taking it to Miami when on the way it began to sink. After loading a rubber dinghy with food, matches and beer, the two men rowed a few miles across the Caribbean until they arrived at a tiny coral island. There they collected rainwater in the dinghy and caught fish and lobster with a spear gun. For five days, they ‘ ate like kings ’ until they were rescued by a passing tanker. (80 words)

Key to Vocabulary

A possible answer

picture(1.1)	image
wretched(1.6)	miserable
starve to death(1.6)	die of hunger
opportunity(1.8)	chance
repaired(1.10)	fixed, mended
loaded(1.11)	filled, stacked
dinghy(1.11)	small boat

Key to Composition

A possible answer

Shipwrecked

The ship went down and everyone was drowned. I was the only one who managed to jump into the sea. I clung to a plank in the water for several hours till I was washed up on a desert island.

I slept on the beach for a very long time----I can't remember how long. When I woke up, I was hungry and thirsty, so I decided to explore the island. It was uninhabited, but I found plenty of fruit which had fallen from the trees. I lived on coconuts and pineapples and there was plenty of fresh spring water. I tried to hunt wild animals with my bare hands (small pigs and other creatures), but I failed to catch anything. So I spent my days swimming in the warm clear water and lying in the sun.

One afternoon while I was lying on the beach as usual, I saw a boat on the horizon. I signalled with my white shirt and shouted as loudly as I could. Fortunately, someone on the boat saw me and I was rescued. Of course, I was pleased to get back to civilization, but I was very sorry to leave this island paradise.

(200 words)

Key to Letter writing

A possible answer (Purpose and Conclusion only)

We have a wonderful view from our hotel window. Just below us is a beach which stretches for a couple of miles and beyond it clear blue water. We can be sure of brilliant sunshine every day. We look forward to spending our holiday swimming, eating and sleeping!

We all keep thinking of you and wish you were with us. (60 words)

Key structures: if

There are three basic types of conditional sentences after if:

a Type 1: If + simple present tense + will, can, may, etc.

If he is out, I'll call tomorrow.

If you have time, you can go sightseeing. 1KS16

b Type 2: If + simple past tense + would, could, etc.

If you saw him now, you wouldn't recognize him.

If I were in your position, I would act differently. 1KS40

Type 3: If + past perfect tense + would have, could have, etc.

If you had gone to the exhibition, you would have enjoyed it.

If I had been in your position, I would have acted differently. 1KS64

Key to KS Exercises

A 1 If you had told me earlier, I would have telephoned you.

- 2 If I were you, I wouldn't do that.
- 3 You will be disappointed if it rains tomorrow.
- 4 You would change your mind if you could speak to him.

Special difficulties: wish and if only

Key to SD Exercises

- | | | |
|-------|------------|------------------|
| 1 had | 2 wouldn't | 3 weren't/wasn't |
| 4 did | 5 had | 6 hadn't |

Repetition drill

Conditional sentences

Chorus, group or individual repetition

To elicit Type 1 conditional statements involving the use of Should + subject in place of If.

T: Drill 12. Listen. Do not speak.

(1) T: He'll arrive soon. Shall I tell him to wait?

S: Yes, should he arrive, please tell him to wait.

(2) T: I'll see him soon. Shall I apologize to him?

S: Yes, should you see him, please apologize to him.

(3) T: I'll write to him soon. Shall I send him your regards?

S: Yes, should you write to him, please send him my regards.

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'll telephone soon. Shall I tell her you'll be late?

S: Yes, should she telephone, please tell her I'll be late.

5 T: She'll bring those photos soon. Shall I ask her for one?

S: Yes, should she bring those photos, please ask her for one.

6 T: I'll make some cakes soon. Shall I give you some?

S: Yes, should you make any cakes, please give me some.

7 T: They'll knock soon. Shall I open the door?

S: Yes, should they knock, please open the door.

8 T: He'll visit me soon. Shall I offer him a drink?

S: Yes, should he visit you, please offer him a drink.

9 T: He'll wake up soon. Shall I make him a cup of tea?

S: Yes, should he wake up, please make him a cup of tea.

10 T: She'll eat it all soon. Shall I give her some more?

S: Yes, should she eat it all, please give her some more.

11 T: She'll visit me soon. Shall I be polite to her?

S: Yes, should she visit you, please be polite to her.

12 T: It'll wear out soon. Shall I buy another one?

S: Yes, should it wear out, please buy another one.

13 T: It'll rain soon. Shall I bring my umbrella?

S: Yes, should it rain, please bring your umbrella.

14 T: There'll be a change of plan soon. Shall I let you know?

S : Yes, should there be a change of plan, please let me know.

15 T : There'll be trouble soon. Shall I call the police?

S : Yes, should there be any trouble, please call the police.

Key to Multiple choice questions

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

Lesson 13 'It's only me'

Listening comprehension

1 Introduce the story

T: Today we'll talk about giving someone a fright.

2 Understand the situation

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

3 Listening objective

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

What did the man expect to find under the stairs?

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

5 Answer the question

After the reading, ask the question again: What did the man expect to find under the stairs?

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 electricity metre.

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 story again

8 Reading aloud

Ask one or two students to read the text aloud.

Comprehension questions

1 Where had Mrs. Richards' husband gone? (To work.)

2 Where did Mrs. Richards go after her husband and children had left? (Upstairs to her bedroom.)

3 Why was she too excited to do any housework that morning? (Because she would be going to a fancy-dress party with her husband in the evening.)

4 What did she intend to dress up as? (A ghost.)

5 Had she made the costume herself? (Yes, she had.)

6 What was she impatient to do? (Try it on.)

7 What did the costume consist of ? (A sheet.)

8 Where did Mrs. Richards go after dressing up as a ghost? (Downstairs.)

9 What did she hear as she was entering the dining room? (A knock on the front door.)

10 Who did she think it was? (The baker.)

11 What had she told the baker to do if she didn't answer the door? (Come straight in and leave the bread on the kitchen table.)

12 Why did Mrs. Richards hide in the storeroom under the stairs? (She didn't want to frighten the baker.)

13 Was it the baker? (No, it wasn't.)

14 Who was it? (The man from the Electricity Board.)

15 Where did he go? (Into the storeroom under the stairs.)

16 What did he want to do? (Read the metre.)

17 How did Mrs. Richards try to explain the situation? (She said: 'It's only me.')

18 How did the man react? (He let out a cry and jumped back several paces.)

19 What did he do next? (He fled, slamming the door behind him.)

Asking questions: Ask me if ...

T: Ask me if Mrs. Richards went upstairs to her bedroom.

S : Did Mrs. Richards go upstairs to her bedroom?

T: Where ... ?

S : Where did Mrs. Richards go?

1 Mrs. Richards went upstairs to her bedroom. (Where)

2 she would be going to a fancy-dress party that evening.
(Where)

3 she had made her costume the night before. (When)

4 she was impatient to try it on. (Why)

5 the costume consisted of a sheet. (What)

6 there was a knock at the door. (When)

7 she hid in the storeroom under the stairs. (Where)

8 she heard the front door open. (Who)

9 it was the man from the Electricity Board. (Who)

10 the man fled. (When)

Tell us what happened after there was a knock at the door

1 Entering dining room----knock on the front door----must be the baker

2 Told him----come straight in----failed to open the door----leave bread----kitchen table

3 Didn't want----frighten him----hid in storeroom----stairs

4 Heard front door open----heavy footsteps----hall

5 Suddenly storeroom door opened----man entered

6 Mrs. Richards realized----man from Electricity Board----metre

7 Tried to explain----situation---- ' It's only me ' ---- too late

8 Man let out----cry----jumped several paces

9 Mrs. Richards----towards him----fled----slamming door

Topics for discussion

- 1 Tell us about any party you have been to recently.
- 2 Tell us about any frightening experience you have had.
- 3 Do you believe in ghosts? Why/Why not?

Key to Summary writing

Points

- 1 Mrs. Richards----dressed as ghost
- 2 Going to dining room----knock on the door
- 3 Thought it was----baker
- 4 Hid in storeroom under the stairs
- 5 Heard footsteps in hall
- 6 Man from Electricity Board----opened storeroom door
- 7 Said---- ' It's only me '
- 8 He got a bad fright
- 9 She walked towards him
- 10 Fled
- 11 Slammed front door

Summary

Mrs. Richards had dressed up as a ghost and was just going into the dining room when there was a knock on the door. Thinking it was the baker, she hid in the storeroom under the stairs. She heard footsteps in the hall and then the man from the Electricity Board opened the storeroom door. Though she said ' It's only me ', he got a bad fright. When she walked towards him, he fled, slamming the front door behind him. (79 words)

Key to Vocabulary

A possible answer

intended (1.4) planned

impatient (1.6) eager

try it on (1.6) put it on to see what it was like

whether (1.8) if

failed to (1.10) didn't (do something you were normally expected to do)

fled (1.16) ran away

slamming (1.16) banging

Key to Composition

A possible answer

Mrs. Richards immediately went upstairs and took off her costume. She felt sorry for the poor man from the Electricity Board, but at the same time she was rather amused. Suddenly, there was a knock at the front door and Mrs. Richards opened it at once. The electricity man had returned, accompanied by a policeman, so she invited both in. The man told Mrs. Richards that he had tried to

read her metre and that there was a ghost in the storeroom. Though Mrs. Richards explained that she had dressed up as a ghost, he refused to believe her. She told him to open the storeroom door, but he was too frightened, so she opened it herself. While the electricity man and the policeman were looking for the ghost in the storeroom, Mrs. Richards fetched her costume. She showed it to both men and only then did they believe her. (150 words)

Key to Letter writing

A possible answer (body of letter only)

You can't imagine what happened to me the other day when I was checking the electricity metres in Ormond Road!

I went to check the metre of one of our customers and got a terrible shock. I'm convinced the house is haunted because a ghost lives in the storeroom. As soon as it saw me, it came towards me and I fled!

This is really a true story and I'll tell you all about it when we meet.

(78 words)

Key structures: must, need, etc.

Here are some basic uses of must and related verbs:

a We use must to express absolute necessity and the negative mustn't to express prohibition:

You must stop at the red light.

You mustn't keep moving when the light turns red.

The past of must is had to:

I had to stop at the red light.

But note: I didn't have to stop because the light was green.
(= absence of necessity)

I ought to have stopped/I should have stopped at the red light.
(= but I failed to) 1KS65

b We use must (be) and its negative can't (be) to express deduction:

John must be over thirty. He can't be in his twenties. (= that's what I deduce from the evidence) 1KS17

c We use mustn't to express prohibition, but needn't to express absence of necessity:

You mustn't drive through a red light. (= it is forbidden by law)

You needn't come in to work tomorrow if you don't want to. (= you have a choice) 1KS41

Key to KS Exercises

A See text.

B 1 I'm late already so I must go now. I must be at the office by nine. (necessity)

Compare: John is late. He must be in a traffic jam. (deduction)

2 You mustn't speak to your father like that. I've written to you but you needn't answer my letter.

3 I was late for work because I had to go to the bank. I ought to have told you, but I forgot.

Special difficulties: the to-infinitive after certain adjectives

We often use a to-infinitive after common adjectives like pleased, sorry, glad, nice, etc. :

I'm pleased to meet you.

Key to SD Exercises

Possible answers

A 1 glad to hear 2 sorry to have 3 sad to hear

B 1 I'm pleased to tell you that you have been promoted.

2 We're proud to announce that we've just had a son.

3 I'm delighted to be here again.

4 I was shocked to learn that she was in hospital.

Repetition drill

Needn't

Chorus, group or individual repetition

To elicit sentences involving the use of needn't to indicate absence of obligation.

T: Drill 13. Listen. Do not speak.

(1) T : Do I have to go to the party?

S : It's up to you. You needn't if you don't want to.

(2) T : Does he have to meet her at the station?

S : It's up to him. He needn't if he doesn't want to.

(3) T : Does she have to go to the office tomorrow?

S : It's up to her. She needn't if she doesn't want 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 : Do they have to wait for the concert to finish?

S : It's up to them. They needn't if they don't want to.

5 T : Do you have to get permission to leave?

S : It's up to me. I needn't if I don't want to.

6 T : Does he have to let them know early?

S : It's up to him. He needn't if he doesn't want to.

7 T : Do you have to write immediately?

S : It's up to me. I needn't if I don't want to.

8 T : Does she have to pay the bill at once?

S : It's up to her. She needn't if she doesn't want to.

9 T : Do they have to stay behind after school?

S : It's up to them. They needn't if they don't want to.

10 T : Do I have to sign for these things?

S : It's up to you. You needn't if you don't want to.

11 T : Do I have to write a full report?

S : It's up to you. You needn't if you don't want to.

12 T : Does he have to work overtime?

S : It's up to him. He needn't if he doesn't want to.

Key to Multiple choice questions

1 d	2 c	3 c	4 c	5 b	6 b
-----	-----	-----	-----	-----	-----

7 b	8 c	9 a	10 d	11 a	12 b
-----	-----	-----	------	------	------

Lesson 14 A noble gangster

Listening comprehension

1 Introduce the story

T: Today we'll talk about a gangster who lived long time ago.

2 Understand the situation

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

3 Listening objective

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

How did Hawkwood make money in times of peace?

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

5 Answer the question

After the reading, ask the question again: How did Hawkwood make money in times of peace?

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 and his men would burn down a few farms and then demand protection money from the city-state.

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 story again

8 Reading aloud

Ask one or two students to read the text aloud.

Comprehension questions

1 Why did owners of shops and businesses in Chicago use to have to pay a lot of money? (For 'protection'.)

2 What used to happen in Chicago if this money was not paid? (Gangsters would quickly put a man out of business by destroying his shop.)

3 Is obtaining 'protection money' a modern crime? (No, it isn't.)

4 How long ago was this system applied? (In the fourteenth century.)

5 Who applied it? (Sir John Hawkwood.)

6 What nationality was he? (English.)

7 Where did Sir John Hawkwood settle? (Near Florence.)

8 How did he become known to the Italians? (As Giovanni)

Acuto.)

9 Who accompanied Sir John? (A band of soldiers.)

10 What did Sir John use to do with these soldiers? (Hire them to princes in times of war.)

11 Did the princes have to pay a high price for this service? (Yes, they did.)

12 What did these princes rule? (City-states.)

13 How did Sir John get protection money from the princes in times of peace? (He burned down a few farms and went away when money was paid.)

14 Did he make much money in this way? (Yes, he did.)

15 How did the Italians regard him? (As a kind of hero.)

16 How old was Sir John when he died? (80.)

17 What did the Florentines do for him? (They gave him a state funeral.)

18 In what other way did they honour him? (They had a picture painted of him.)

Asking questions: Ask me if ...

T : Ask me if shop owners in Chicago use to have to pay large sums of money to gangsters.

S : Did shop owners in Chicago use to have to pay large sums of money to gangsters?

T : Who ... ?

S : Who did shop owners in Chicago use to have to pay large sums of money to?

1 shop owners in Chicago used to have to pay large sums of money to gangsters. (Who)

2 this payment was called ' protection money ' . (What)

3 this system was invented a long time ago. (How long ago)

4 Sir John and his men settled near Florence. (Where)

5 he made a name for himself. (How)

6 princes were willing to pay high prices. (What)

7 Sir John and his men would burn down farms. (On what occasions)

8 the Italians regarded him as a sort of hero. (How)

9 he was eighty when he died. (How old)

10 the Florentines gave him a state funeral. (What kind of funeral)

Tell us what happened after Sir John and his men settled in Italy

1 600 years ago----Sir John
Hawwood----Italy----settled----Florence

2 Made a name for himself----known as Giovanni Acuto

3 When----city-states----at war----Sir John----hire soldier

to princes----high price

4 In times of peace----business
bad----march----city-state----burn farms----go
away----protection money

5 Made large sums of money in this way

6 In spite----Italians----regarded----hero

7 When----died-80 - state funeral

8 Had picture painted----memory---- ' most valiant soldier '
---- Signor Giovanni

Topics for discussion

1 Tell us what you know about organized crime and the way
criminals raise money.

2 Which is better and why: the modern state or city-states
of the past?

3 Do you agree with the saying ' Might is right ' ? Why/Why
not?

Key to Summary writing

Points

1 Sir John Hawkwood----settled near Florence----600 years
ago

2 Hired soldiers to princes----city-states----in times of
war

3 Threaten to destroy a city-state----times of peace

4 Protection money paid

5 Italians regarded him----sort of hero

6 Eighty----when died

7 Florentines----state funeral

8 Had picture painted

9 Dedicated----memory

Summary

After Sir John Hawkwood settled near Florence six hundred years
ago, he hired soldiers to the princes of city-states in times of
war. In times of peace he threatened to destroy a city-state unless
protection money was paid. In spite of this, the Italians regarded
him as a sort of hero. Sir John was eighty when he died and the
Florentines not only gave him a state funeral but had a picture
painted of him, dedicated to his memory. (79 words)

Key to Vocabulary

A possible answer

sums (1.2) amounts

promptly (1.3) immediately, without delay

obtaining (1.5) getting, acquiring

remarkable (1.7) notable, amazing

settled (1.9) went to live

hire (1.11) make them available in return for money,
rent

demanded (1.12) asked for

Key to Composition

A possible answer

Hawkwood defeated

News that Hawkwood and his men were approaching caused panic among villagers who prepared to defend their farms. Hawkwood had a bad reputation among farmers because they knew he would not hesitate to kill them and to burn their farms.

The farmers fought very hard, even though they were poorly armed. With their sticks and spades, they were no match for Hawkwood's well-armed soldiers who had horses, swords and bows and arrows. During the battle, a great many farmers were killed. After Hawkwood destroyed their farms, he sent a message to the prince of the city-state demanding a large amount of protection money. He said that if this money was paid, he would go away and cause no more trouble. However, if it wasn't paid, he would invade the city. To Hawkwood's amazement, this demand was refused, so he and his men invaded the city. As a result, many buildings were destroyed and thousands of people were killed, including quite a few of Hawkwood's soldiers.

The city people fought very hard until Hawkwood and his men were finally driven off. Because the city people defended themselves so well, Hawkwood never attacked them again. He and the prince even became friends. (200 words)

Key to Letter writing

A possible answer (body of letter only)

I am writing to you about the talk I agreed to give at the local library in two weeks' time.

I regret I have to cancel this talk. I apologize for the inconvenience, but I am being sent abroad by my firm and will be away for three weeks. I'll be back on June 24th. I will be happy to give my talk on a later occasion.

I look forward to hearing from you and to arranging a new date.
(80 words)

Key structures: have

Here is a summary of the most common uses of the verb have:

a We use have as an auxiliary verb to form the present perfect and the past perfect:

I have just received a letter from my brother Tim. 1KS4

After he had finished work, he went home. 1KS14

b We use have to show ownership or possession:

He owns a new house. = He has a new house. Or: He has got a

new house. 1KS18

c We often use have + noun to mean 'take', 'experience', 'enjoy', etc.:

I enjoyed myself at the party. = I had a good time at the party.

1KS18

Or in place of an ordinary verb:

I walked in the garden. = I had a walk in the garden. 1KS42

d We use have to form the 'causative':

I repaired my watch. (= I did it myself)

I had my watch repaired. (= someone did it for me)

Key to KS Exercises

Possible answers

A See text.

B 1 He leaves the room any time he wants to have a smoke.

2 If you have got a headache (you have a headache), you should take an aspirin.

3 I had some damage to my car, but I have now had it repaired.

Special difficulties: would rather and would sooner

We often use would rather and would sooner to express a preference:

I don't want to go out this evening. I prefer to stay home.
= I'd rather/I'd sooner stay home.

I would prefer it if you went home early. = I'd rather/I'd sooner you went home early.

Key to SD Exercises

Possible answers

1 go 2 left 3 didn't speak

4 not speak 5 settled 6 didn't tell

Repetition drill

Have got

Chorus, group or individual repetition

To elicit questions involving the use of have got with any and one.

T : Drill 14. Listen. Do not speak.

(1) T : You need a match.

S : Yes, I've run out of matches. Have you got one?

(2) T : You need a razor blade.

S : Yes, I've run out of razor blades. Have you got one?

(3) T : You need some money.

S : Yes, I've run out of money. Have you got any?

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 need some sugar.
S : Yes, I've run out of sugar. Have you got any?
5 T : You need some bread.
S : Yes, I've run out of bread. Have you got any?
6 T : You need some milk.
S : Yes, I've run out of milk. Have you got any?
7 T : You need a handkerchief.
S : Yes, I've run out of handkerchiefs. Have you got one?
8 T : You need a pencil.
S : Yes, I've run out of pencils. Have you got one?
9 T : You need some paper.
S : Yes, I've run out of paper. Have you got any?
10 T : You need some coffee.
S : Yes, I've run out of coffee. Have you got any?
11 T : You need a penny.
S : Yes, I've run out of pennies. Have you got one?
12 T : You need some stamps.
S : Yes, I've run out of stamps. Have you got one?

Key to Multiple choice questions

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

Lesson 15 Fifty pence worth of trouble

Listening comprehension

1 Introduce the story

T : Today we'll talk about a little boy who lost some money.

2 Understand the situation

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

3 Listening objective

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

Did George get anything for his fifty pence? What?

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

5 Answer the question

After the reading, ask the question again: Did George get anything for his fifty pence? What?

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: Yes, he got fifty pence worth of trouble.

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 story again

8 Reading aloud

Ask one or two students to read the text aloud.

Comprehension questions

1 What do children always appreciate? (Small gifts of money.)

2 Who gives them pocket money? (Mum or dad do.)

3 Which other people are a source of extra income? (Uncles and aunts.)

4 What do children often spend money on? (Sweets.)

5 What do they do with their money if they don't spend it? (Put it in a money box.)

6 What can we call children who fill up a money box? (Thrifty.)

7 What's a small price to pay for a bar of chocolate? (Fifty pence.)

8 What about your nephew, George's, money box? (It's always empty.)

9 What else do you give him apart from fifty pence pieces? (Pound coins.)

- 10 How much did you give him yesterday? (Fifty pence.)
- 11 What did you advise him to do with it? (Save it.)
- 12 What happened to the fifty pence after George dropped it?
(It bounced along the pavement and disappeared down a drain.)
- 13 Where was George going at the time this happened? (To the sweet shop.)
- 14 What did George try to do? (Push his right arm through the drain cover.)
- 15 What happened to his right arm? (It got stuck.)
- 16 How did a lady try to free his arm? (With soap and butter.)
- 17 Did she succeed? (No, she didn't.)
- 18 Who was called? (The fire brigade.)
- 19 How did they free his arm? (With a special type of grease.)
- 20 How did the lady in the sweet shop reward George? (With a large box of chocolates.)

Asking questions: Ask me if ...

T : Ask me if children always appreciate small gifts of money.

S : Do children always appreciate small gifts of money?

T : What ...?

S : What do children always appreciate?

- 1 children always appreciate small gifts of money. (What)
- 2 parents provide a regular supply of pocket money. (What)
- 3 George has a money box. (What)
- 4 it is always empty. (Why)
- 5 George bought fifty pence worth of trouble. (What)
- 6 the coin disappeared down a drain. (Where)
- 7 George pushed his arm through the drain cover. (Where)
- 8 he could get his arm out. (Why couldn't)
- 9 a lady rubbed his arm with soap and butter. (What)
- 10 the fire fighters freed George. (How)

Tell us what happened to George after you gave him fifty pence

- 1 George bought himself fifty pence worth of trouble
- 2 On his way----sweet shop----dropped his fifty pence----bounced----disappeared----drain
- 3 George took off----jacket----rolled sleeves----pushed right arm----drain cover
- 4 Could not find 50p----could not get arm out
- 5 Crowd gathered----lady rubbed----soap----butter----George----stuck
- 6 Fire brigade called----two fire fighters freed George----grease
- 7 George----not too upset
- 8 Lady----sweet shop----heard----troubles----rewarded

him----chocolates

Topics for discussion

- 1 Tell us your views about giving pocket money to children.
- 2 What sort of person are you: one who spends or saves? Why?
- 3 In what ways is it easy to spoil children? Is this good or bad? Why?

Key to Summary writing

Points

- 1 George----going----sweet shop
- 2 Lost fifty pence----drain
- 3 Took off his jacket
- 4 Arm through drain cover
- 5 Failed to find fifty pence
- 6 Could not get his arm out
- 7 Crowd of people gathered round him
- 8 Lady----rubbed arm----soap and butter
- 9 Failed to free George
- 10 Firemen----freed George----special type of grease
- 11 Owner of sweet shop----presented him----large box of

chocolates

Summary

George was going to the sweet shop when he lost fifty pence down a drain. After removing his jacket, he put his arm through the drain cover. He couldn't find his money and couldn't get his arm out. A crowd of people gathered round him and a lady rubbed his arm with soap and butter. She failed to free him, but two firemen succeeded with a special type of grease. The sweet shop owner presented George with a large box of chocolates. (80 words)

Key to Vocabulary

A possible answer

appreciate (1.1)	are pleased with
gifts (1.1)	presents
extra income (1.3)	additional money
rattle (1.5)	make a noise
price (1.7)	sum, amount
gathered (1.13)	collected
was firmly stuck (1.14)	could not be moved

Key to Composition

A possible answer

I was walking along the street when I saw a crowd ahead of me. I could hear people shouting and making a noise. On arriving at the scene, I saw a small boy on the pavement with his arm in a drain cover. A lady carrying a large bar of soap and a saucepan of water knelt down beside the boy. She asked the boy if he was in pain and

he said he wasn't. Then she rubbed his arm with butter, but he couldn't get it free. Meanwhile, someone had telephoned the fire brigade. The boy had begun to cry, but when he saw the firemen, he cheered up. At first, the firemen decided to cut through the drain cover, but they changed their minds and rubbed the boy's arm with a special type of grease. The boy was soon free and though his arm hurt, he was smiling. (150 words)

Key to Letter writing

A possible answer (body of letter only)

I know you're going to be eight years old in ten days' time!

I'm not quite sure any more what boys of your age like these days. I'd like to get you something you really like. For example, perhaps you'd like a computer game, or a model car, or a pair of rollerblades, or something else. Let me know what you like best and I'll post it to you so it arrives on your birthday.

Write to me soon. (79 words)

Key structures: can, may, etc.

Here is a summary of the most common uses of can, may and related verbs:

a We use can/could/may/might to ask for permission, though may/might are very formal:

Can I/Could I/May I/Might I borrow your umbrella please?

We also use may and might to express possibility, though might is more tentative:

He may come tomorrow. (= it's fairly likely)

He might come tomorrow. (= it's less likely) 1KS19

b We use can to express natural and learned ability:

He can run very fast. He can ride a bicycle.

We use could for general ability in the past:

I could run very fast when I was a boy.

But we use was able to and managed to for the successful completion of an action:

I was able to/managed to get tickets for tomorrow's match. (Not *could*) 1KS43

Key to KS Exercises

Possible answers

A See text.

B 1 John is very busy, but I was able to speak to him on the phone yesterday.

2 Could you help me with this suitcase please?

3 I got a taxi and just managed to catch the last train home.

Special difficulties: up

We often use up after common verbs:

a to show direction upwards: The children ran up the garden

path to greet their father.

b to mean 'completely': I didn't like my composition so I tore it up.

Key to SD Exercises

Possible answers

1 save 2 sailed 3 buttoned/did 4 Eat 5 went 6 wrapped
7 wind 8 do

Repetition drill

May, Can and Could in polite requests

Chorus, group or individual repetition

To elicit tag responses involving the use of may, can and could in polite requests.

T : Drill 15. Listen. Do not speak.

(1) T : You may use my phone. I don't mind.

S : May I? That's very kind of you.

(2) T : The children could play in the garden. I don't mind.

S : Could they? That's very kind of you.

(3) T : I can put George up for the night. I don't mind.

S : Can you? That's very kind of 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 may borrow my umbrella. I don't mind.

S : May I? That's very kind of you.

5 T : You can borrow my car. I don't mind.

S : Can I? That's very kind of you.

6 T : You could wait here. I don't mind.

S : Could I? That's very kind of you.

7 T : Susan can work in my study. I don't mind.

S : Can she? That's very kind of you.

8 T : I can lend her some money. I don't mind.

S : Can you? That's very kind of you.

9 T : You may pick some flowers. I don't mind.

S : May I? That's very kind of you.

10 T : The children could watch television. I don't mind.

S : Could they? That's very kind of you.

11 T : I could show you the way. I don't mind.

S : Could you? That's very kind of you.

12 T : George can spend the day with us. I don't mind.

S : Can he? That's very kind of you.

13 T : You may come at any time. I don't mind.

S : May I? That's very kind of you.

14 T : You may meet her here. I don't mind.

S : May I? That's very kind of you.

15 T : You could bring the children with you. I don't mind.

S : Could I? That's very kind of you.

Key to Multiple choice questions

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

Lesson 16 Mary had a little lamb

Listening comprehension

1 Introduce the story

T : Today we'll talk about a stolen lamb.

2 Understand the situation

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

3 Listening objective

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

Was Dimitri right to apologize to his neighbour? Why?

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

5 Answer the question

After the reading, ask the question again: Was Dimitri right to apologize to his neighbour? Why?

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: No, because his neighbour really had stolen the lamb and dyed it black

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 story again

8 Reading aloud

Ask one or two students to read the text aloud.

Comprehension questions

1 Where did Mary and her husband Dimitri live? (In the tiny village of Perachora.)

2 Where is Perachora? (In southern Greece.)

3 What was one of Mary's prize possessions? (A little white lamb.)

4 Who had given it to her? (Her husband, Dimitri.)

5 What did Mary do with the lamb during the day? (She kept it tied to a tree.)

6 What did she do every evening? (She went to fetch it.)

7 What did she discover one evening? (The lamb was missing.)

8 Why was it obvious the lamb had been stolen? (Because the rope had been cut.)

9 What did Mary tell her husband when he came in from the

fields? (What had happened.)

10 What did Dimitri set out to do? (To find the thief.)

11 What did Dimitri find out about his neighbour, Aleko? (That he had suddenly acquired a new lamb.)

12 What did Dimitri accuse Aleko of when he went to his house? (Of stealing the lamb.)

13 What did Dimitri threaten to do? (To call the police.)

14 Where did Aleko lead Dimitri? (Into his backyard.)

15 Why did Dimitri decide he had made a mistake? (Because Aleko's lamb was black.)

16 Did Dimitri apologize to Aleko? (Yes, he did.)

17 What happened while they were talking? (It began to rain.)

18 Where did Dimitri stay until the rain stopped? (In Aleko's house.)

19 What was Dimitri astonished to find when the rain stopped? (That the little black lamb was almost white.)

20 Why was it almost white? (Because it had been dyed black.)

21 Had Aleko stolen the lamb? (Yes, he had.)

Asking questions: Ask me if ...

T : Ask me if Mary and her husband lived in Perachora.

S : Did Mary and her husband live in Perachora?

T : Where ...?

S : Where did Mary and her husband live?

1 Mary and her husband lived in Perachora. (Where)

2 her husband had given her a lamb. (What)

3 Mary kept it in a field. (Where)

4 the rope had been cut. (What)

5 Aleko had acquired a new lamb. (Who)

6 Dimitri accused Aleko of stealing the lamb. (What)

7 Aleko denied taking it. (Why)

8 he led Dimitri into his backyard. (Where)

9 his lamb was black. (What colour)

10 Dimitri apologized to Aleko. (Why)

Tell us what happened after Dimitri came in from the fields

1 Dimitri----in from fields----wife told him what had happened

2 Dimitri set out----find thief----not difficult----such a small village

3 Told friends about theft----found out neighbour Aleko----acquired new lamb

4 Dimitri----to Aleko's house----accused him----stealing lamb----better return it----call police

5 Aleko denied it----led

Dimitri----backyard----true----just bought a lamb----his lamb black

6 Dimitri----ashamed----apologized----having accused him

7 Began to rain----stayed in Aleko's house----till rain stopped

8 Went out half an hour later----astonished----black lamb almost white----dyed black----washed clean

Topics for discussion

1 Tell us any story you know about country life.

2 Tell us about any experience when you acted rashly and then later regretted it.

3 Would you prefer to live in the country or the city? Why?

Key to Summary writing

Points

1 Mary told Dimitri----came home----lamb stolen

2 Dimitri learned, neighbour Aleko----a new lamb

3 Dimitri----to Aleko's house

4 Accused Aleko----stealing lamb

5 Aleko showed Dimitri new lamb

6 Black

7 Dimitri----apologized

8 Stayed in Aleko's house----rain

9 Surprise----went outside----lamb almost white

10 Lamb----dyed black

Summary

When Dimitri came home, Mary told him that her white lamb had been stolen. On learning that his neighbour, Aleko, had acquired a lamb, Dimitri went to Aleko's house and accused him of stealing it. When Aleko showed his lamb, Dimitri saw it was black, so he apologized. After staying in Aleko's house for a while because it had begun to rain, Dimitri got a surprise outside when he found the lamb was almost white. It had been dyed black! (80 words)

Key to Vocabulary

A possible answer

tiny (1.1) very small

fetch (1.4) get

missing (1.5) gone

acquired (1.10) got, obtained

denied (1.11) said it wasn't true

apologized (1.13) said he was sorry

dyed (1.16) coloured

Key to Composition

A possible answer

Not so black

Dimitri was surprised to find that the lamb had turned white. He took a close look at it and recognized it as his own.

This discovery immediately led to an angry scene between Dimitri and Aleko. Dimitri repeated his accusation that Aleko had stolen the lamb, but Aleko still denied any theft. During the violent argument, Dimitri said the rain had proved that the lamb had been dyed black and he recognized it immediately as the one he had given to his wife. When Aleko finally admitted he had stolen the lamb, Dimitri called the police. Aleko was arrested and Dimitri took his lamb home.

The story caused a lot of excitement in the village. The villagers didn't often have the opportunity to talk about such an important event and they were greatly amused by what had happened. Some thought Aleko had been very clever. Others thought he had been extremely stupid. Others said God had sent the rain to punish Aleko for his crime and to prove he was a thief. They discussed the event at great length for a long time, as there wasn't much else to talk about in a village where nothing much ever happened. (199 words)

Key to Letter writing

A possible answers (two introductions)

1 A prize you have won: You know I entered a competition some time ago and I'm sure you will be really pleased to share my good news. (22 words)

2 An examination you have passed: Yesterday the postman delivered a large brown envelope containing my exam results and I was very nervous when I opened it. The agony is over! (25 words)

Key structures: the -ing form (gerund or participle) and the to-infinitive

Here is a summary of a few of the most important points:

a We use the -ing form of a verb as a noun form:

Driving fast is dangerous. (= It is dangerous to drive fast.)

We also use the -ing form after prepositions (on, in, for, etc.):

I apologize for interrupting you. (for + -ing form of the verb)
1KS20

b We use the -ing form or the to-infinitive after some verbs such as like, love, hate, prefer, begin and continue, without much difference in meaning:

I like watching TV in my spare time. I like to watch TV in my spare time. 1KS44

c Some verbs like enjoy, deny, etc. are followed only by the -ing form:

I enjoy playing football. (Not *I enjoy to play*)

After verbs of perception like see, hear, watch, etc. we may use both forms with slightly different meanings:

I saw him coming into the house. (= I saw part of the action.)

I saw him come into the house. (= I saw the whole action .)

1KS68

Key to KS Exercises

Possible answers

A See text.

B 1 We continued asking/ We continued to ask questions about what had happened.

2 Let's go swimming this afternoon.

3 This shirt needs ironing.

4 Excuse my asking, but how much did you pay for those shoes?

Special difficulties: had better

We often use had better + verb stem to advise strongly, warn and even threaten:

You've got a bad cough. You'd better see a doctor. (= You had better see)

Key to SD Exercises

1 We'd better have lunch.

2 She'd better renew her passport.

3 You'd better not ask so many questions.

4 We'd better not stay any longer.

5 The children had better get an early night.

6 I'd better consult my solicitor.

Repetition drill

The gerund

Chorus, group or individual repetition

To elicit statements involving the use of the gerund construction in place of the infinitive.

T : Drill 16. Listen. Do not speak.

(1) T : It's easier to read than to write.

S : I'm sure it is. Reading must be easier.

(2) T : It's more expensive to buy things on instalments.

S : I'm sure it is. Buying things on instalments must be more expensive.

(3) T : It's a relief to find it.

S : I'm sure it is. Finding it must be a relief.

T : Now you do the same. Ready?

1 As in (1) above.

2 As in (2) above.

3 As in (3) above.

4 T : It's difficult to look after such a big house.

S : I'm sure it is. Looking after such a big house must be difficult.

5 T : It's unpleasant to be short of money.

S : I'm sure it is. Being short of money must be unpleasant.

6 T : It's wonderful to have so much free time.

S : I'm sure it is. Having so much free time must be wonderful.

7 T : It's a pleasure to see him.

S : I'm sure it is. Seeing him must be a pleasure.

8 T : It's a nuisance to have to remind him.

S : I'm sure it is. Having to remind him must be a nuisance.

9 T : It's tiring to run so fast.

S : I'm sure it is. Running so fast must be tiring.

10 T : It's entertaining to watch them.

S : I'm sure it is. Watching them must be entertaining.

11 T : It's a surprise to see him again.

S : I'm sure it is. Seeing him again must be a surprise.

12 T : It's unsafe to drive a car in that condition.

S : I'm sure it is. Driving a car in that condition must be unsafe.

Key to Multiple choice questions

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

Lesson 17 The longest suspension bridge in the world

Listening comprehension

1 Introduce the story

T : Today we'll talk about the longest bridge in the world.

2 Understand the situation

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

3 Listening objective

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

How is the bridge supported?

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

5 Answer the question

After the reading, ask the question again: How is the bridge supported?

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: Two great towers support four huge cables from which the bridge is suspended.

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 story again

8 Reading aloud

Ask one or two students to read the text aloud.

Comprehension questions

1 When did Verrazano sail into New York Harbour? (In 1524.)

2 What did he call it? (Angoulême.)

3 How did Verrazano describe New York Harbour? (As 'a very agreeable situation located within two small hills in the midst of which flowed a great river'.)

4 Why will Verrazano's name be remembered? (Because the longest suspension bridge in the world was named after him.)

5 Who was the bridge designed by? (Othmar Ammann.)

6 What does the bridge join? (Brooklyn to Staten Island.)

7 What's its span? (Four thousand two hundred and sixty feet.)

8 What did Ammann have to take account of when designing the bridge? (The shape of the earth.)

9 What do the two great towers do? (Support four huge cables.)

- 10 What are the towers built on? (Immense underwater platforms.)
- 11 How far down do these platforms extend? (Over a hundred feet under the sea.)
- 12 How tall are the two towers? (Nearly seven hundred feet.)
- 13 What is the bridge suspended from? (Four cables.)
- 14 Why are these cables so strong? (Because each one contains twenty-six thousand, one hundred and eight lengths of wire.)
- 15 Why doesn't the bridge collapse when it is packed with cars? (Because it is carrying only one third of its capacity.)

Asking questions: Ask me if ...

T : Ask me if Verrazano sailed into New York Harbour in 1524.

S : Did Verrazano sail into New York Harbour in 1524?

T : When ...?

S : When did Verrazano sail into New York Harbour?

- 1 Verrazano sailed into New York Harbour in 1524. (When)
- 2 Verrazano is considered to be a great explorer. (Why isn't)
- 3 the Verrazano bridge was designed by Othmar Ammann. (Who)
- 4 two towers support four huge cables. (How many towers)
- 5 the platforms extend to a depth of over 100 feet under the sea. (How far)
- 6 the platforms took sixteen months to build. (How long)
- 7 they rise to nearly 700 feet. (How far)
- 8 each cable contains 26,108 lengths of wire. (How many lengths)
- 9 the bridge is packed with cars. (How often)
- 10 it fulfils its designer's dream. (How)

Tell us about the Verrazano Bridge

1 Verrazano Bridge----designed----Othmar Ammann----Brooklyn/Staten Island----4,260 feet

2 So long----shape of the earth----designer

3 Two great towers----four huge cables----towers----underwater platforms----steel and concrete

4 Platforms extend----over 100 feet under the sea----sixteen months to build

5 Above surface of water----rise to nearly 700 feet

6 Support the cables from which bridge----suspended----each cable 26,108 lengths of wire

7 Even if packed with cars----only one third of total capacity

8 Size and strength----not the only important things----simple, elegant----designer's dream

Topics for discussion

1 Tell us what you know about any great construction in this country.

- 2 Tell us about famous bridges of the world you know about.
- 3 How has modern technology affected the work of architects and engineers?

Key to Summary writing

Points

- 1 Verrazano Bridge----Brooklyn----Staten Island
- 2 4,260 feet span
- 3 Two great towers
- 4 Support four huge cables
- 5 Built on platforms----steel and concrete
- 6 Over 100 feet under the sea
- 7 Nearly 700 feet above surface
- 8 Bridge----suspended from----four cables
- 9 Each cable----26,108 lengths of wire
- 10 Very strong
- 11 Simple and elegant

Summary

The Verrazano Bridge, which joins Brooklyn to Staten Island, has a span of 4,260 feet. Its two great towers support four huge cables. The towers are built on platforms made of steel and concrete, extending over 100 feet under the sea and rising nearly 700 feet above the surface of the water. The bridge is suspended from four huge cables, each of which contains 26,108 lengths of wire. It is not only very strong, but simple and elegant as well. (80 words)

Key to Vocabulary

A possible answer

agreeable situation (1.3) nice location

in the midst (11.3-4) in the middle of, between which

considered (1.5) thought

remain immortal (1.6) never die

span (1.9) extent, arch

taken into account (1.9) taken into consideration, considered

support (1.10) hold

Key to Composition

A possible answer

The bridge I know best is called the Sydney Harbour Bridge. It joins either side of Sydney Harbour. From far away it looks like a great arch, but when you get near, you can see a great deck under the arch. It is made of steel and supported by two towers. If you stand on the bridge early in the morning, you can see the Parramatta River to the west and the open sea to the east. At this time everything is quiet. During the day, however, the harbour becomes

busy with small boats and large ships moving in all directions. I enjoy standing on the bridge at night when you see the magnificent Opera House looking like a great sailing ship. In the darkness you can see the city lights. In the stillness the traffic and the movement of the sea are the only sounds that can be heard.

(150 words)

Key to Letter writing

A possible answer

possible answer (body of letter only)

Here are a few directions ahead of your visit next week.

To be here for lunch, take the 12.15 train from the main station and get off at West Hill. From there you can get a 27 bus just outside the station and get off at Park Avenue. When you come out of the station, take the first road on your left. My house is number 36 which is clearly marked.

I look forward to seeing you next week. (79 words)

Key structures: the passive voice

Here is a summary of a few of the most important points:

We form the passive with the verb be + past participle:

Prisoners of war built this bridge in 1942. (active voice)

This bridge was built by prisoners of war in 1942. (passive voice) 1KS 10

We form the passive of modal verbs with will be, can be, should be, etc. + past participle:

He will/can/should, etc. repair your watch soon.

Your watch will be/can be/should, etc. be repaired soon.

1KS21

Key to KS Exercises

See text.

Special difficulties: verb + to be

Some verb, such as assume, believe, consider, declare, estimate, find, guess, know, prove, suppose, think, and understand, can be followed by an object + to be:

They consider him to be a great explorer.

He is considered to be a great explorer.

I think he was killed in an accident.

He is thought to have been killed in an accident.

Key to SD Exercises

1 He is believed to have owned...

2 The Minister declared the treaty to be ...

3 I know him to be...

4 I guess him to be ...

5 We estimated this picture to be ...

Repetition drill

The passive

Chorus, group or individual repetition

To elicit common impersonal constructions in the passive.

T: Drill 17. Listen. Do not speak.

(1) T: People often say that prices are going up.

S: Yes, it's often said, isn't it?

(2) T: Scientists have frequently proved that you can live under the sea.

S: Yes, it's frequently been proved, hasn't it?

(3) T: Everyone always took it for granted that the building was safe.

S: Yes, it was always taken for granted, wasn't 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: His friends have frequently suggested he should go abroad.

S: Yes, it's frequently been suggested, hasn't it?

5 T: People generally agree that there can be peace in the world.

S: Yes, it's generally agreed, isn't it?

6 T: People have often questioned whether it would be possible.

S: Yes, it's often been questioned, hasn't it?

7 T: People have always expected that this would happen.

S: Yes, it's always been expected, hasn't it?

8 T: They have finally decided to give up.

S: Yes, it's finally been decided, hasn't it?

9 T: People often assume that conditions will improve.

S: Yes, it's often assumed, isn't it?

10 T: People have often said that we are better off.

S: Yes, it's often been said, hasn't it?

11 T: People clearly understand that this could start a war.

S: Yes, it's clearly understood, isn't it?

12 T: People always expect that the weather will be beautiful in summer.

S: Yes, it's always expected, isn't it?

13 T: People often fear that there will be another oil crisis.

S: Yes, it's often feared, isn't it?

14 T: People have often noticed that he looks much older.

S: Yes, it's often been noticed, hasn't it?

15 T: People often remark that London is beautiful.

S: Yes, it's often remarked, isn't it?

Key to Multiple choice questions

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

Lesson 18 Electric currents in modern art

Listening comprehension

1 Introduce the story

T: Today we'll talk about developments in modern art.

2 Understand the situation

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

3 Listening objective

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

How might some of the exhibits have been dangerous?

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

5 Answer the question

After the reading ,ask the question again: How might some of the exhibits have been dangerous?

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 could have given you an electric shock.

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 story again

8 Reading aloud

Ask one or two students to read the text aloud.

Comprehension questions

1 Does modern sculpture surprise us any more?(No, it doesn't.)

2 What idea is mistaken?(That modern sculpture can only be seen in museums.)

3 Where else is modern sculpture on display?(In public places.)

4 What can you see in gardens and outside buildings and shops?(Strange forms.)

5 How do we feel about them?(We have got used to them.)

6 Why aren't some of these pieces really 'modern'? (Because they have been on display for nearly eighty years.)

7 How did you feel about a recent exhibition?(I was surprised.)

8 What did you see when you entered the art gallery?(A

notice.)

9 What did the notice say?(' Do not touch the exhibits. Some of them are dangerous! ')

10 What were these objects on display?(Pieces of moving sculpture.)

11 What sorts of pieces are familiar to everyone?(Oddly shaped forms that are suspended from the ceiling.)

12 How do such forms move?(In response to a gust of wind.)

13 What were the objects on display?(Long thin wires attached to metal spheres.)

14 What had been done to the spheres?(They had been magnetized.)

15 So what did they do?(They attracted and repelled each other.)

16 What could you see in the centre of the hall?(A number of tall structures which contained coloured lights.)

17 What did these coloured lights do?(They flickered continuously.)

18 What was emitted from small black boxes?(Sparks.)

19 What did it all look like?(An exhibition of prehistoric electronic equipment.)

20 What kinds of shocks were these objects designed to deliver?(Emotional and electric.)

Asking questions:Ask me if...

T: Ask me if modern sculpture rarely surprises us any more.

S: Does modern sculpture rarely surprise us any more?

T: Why...?

S: Why does modern sculpture rarely surprise us any more?

1 modern sculpture rarely surprises us any more.(Why)

2 examples of modern sculpture are on display in public places.(Where)

3 some pieces have been on display for nearly eighty years.(How long)

4 the notice said ' Do not touch ' .(What)

5 the objects on display were pieces of moving sculpture.(What)

6 the spheres had been magnetized.(How)

7 they attracted and repelled each other.(Why)

8 the tall structures contained coloured lights.(What)

9 they were like traffic lights which have gone mad.(What... like)

10 sparks were emitted from small black boxes.(How)

Tell us about the exhibition of modern sculpture

1 The first thing I saw----a notice---- ' Do not

touch----dangerous ' ----pieces of moving sculpture

2 Oddly shaped forms----suspended from ceiling----familiar to everybody

3 These objects----quite different----against wall----long thin wires----metal spheres

4 Spheres----magnetized----attracted, repelled each other

5 Centre of hall----tall structures----contained coloured lights

6 Flickered continuously----traffic lights----gone mad

7 Sparks----black boxes----red lamps flashed on and off----exhibition----prehistoric electronic equipment

8 Peculiar forms on display----shock people emotionally----electric shocks as well

Topics for discussion

1 Tell us about the kind of sculpture and the kinds of paintings you like best.

2 Tell us about any exhibition you have been to or would like to go to.

3 People pay crazy prices for rubbish which pretends it's art. ' what do you think?

Key to Summary writing

Points

1 Writer entered art gallery----saw notice

2 Forbade----people touch exhibits----dangerous

3 Exhibition----consisted----moving sculpture

4 Writer saw----long thin wires----metal spheres against wall

5 Spheres attracted----repelled each other

6 Tall structures----centre of hall----contained coloured lights

7 On and off

8 Sparks emitted----black boxes

9 Red lamps----on and off

Summary

On entering the art gallery, the writer saw a notice which forbade people to touch the exhibits because they were dangerous. The exhibition consisted of pieces of moving sculpture. Against a wall, the writer saw long thin wires attached to metal spheres which attracted and repelled each other. In the centre of the hall were tall structures containing coloured lights which went on and off. Sparks were emitted from small black boxes and red lamps flashed on and off. (79 words)

Key to Vocabulary

A possible answer

on display(1.4)	exhibited, on view
oddly(1.10)	peculiarly, strangely
suspended(1.11)	hung
response(1.11)	answer
familiar(1.11)	well-known
attached(1.12)	connected
flickered continuously(1.15)	shone unsteadily all the time

Key to Composition

A possible answer

An interesting exhibition

Recently I went to the Royal Academy in London to see the summer exhibition. The work of many artists was on display and the exhibition aroused a lot of public interest. Crowds of people filled the galleries.

The pictures were, with a few exceptions, mainly by relatively unknown artists. Many of them were traditional pictures of landscapes and portraits. I particularly liked a picture of an old farmhouse by a stream with a few sheep in a field. The strangest picture I saw was an untitled abstract painting by a well-known modern artist. It consisted of swirls of different colours which had been rubbed into the canvas with the artist's fingers. The picture looked a mess, but was also very effective, attracting a lot of comment.

I couldn't help overhearing what people said, things like ' I could paint a picture like that with my eyes shut ' or ' Look how perfect the sunset is in that painting. I'd love to own a picture like that ', and so on. There is no doubt it was an excellent exhibition because there were so many different styles on display. There was something to suit everyone, but only if you could afford the high prices!

(200 words)

Key to Letter writing

A possible answer(purpose of letter only))

Thank you so much for your kind invitation to the exhibition, ' Ancient Xi'an and the Terracotta Army ', now on at the British Museum in London. I'd love to join you and look forward to seeing you again. I'm particularly interested in this exhibition because it has been so well received and I've heard so much about it. It's a unique opportunity to see it. I'll meet you at the entrance to the exhibition at 2.15 on Thursday, 24th. (78 words)

Key structures: verbs and adjectives followed by prepositions

Here is a summary of a few of the most important points:

a We use a variety of prepositions after verbs, for example: of, from, in, on, to, at, for and with:

He complained of a headache.

She suffers from colds.

The tip is included in the bill. 1KS22 and 46

b We use a variety of prepositions after adjectives, for example: for, with, of, to, etc.:

Exercise is good for you.

I think she is very angry with me.

Children are afraid of the dark. 1KS70

Key to KS Exercises

See text.

Special difficulties: spelling

When there is a vowel before -y, we add -s:

----to the third person singular of a verb: I pay He pays.

----to form the plural of a noun: boy boys.

When there is a consonant before -y, we change -y to -i and add -es:

----to the third person singular of a verb: I cry He cries.

----to form the plural of nouns: baby babies.

Key to SD Exercises

ladies, supplies, valleys, qualifies, stories, days, says, replies, marries, ways, chimneys, hurries, stays, enjoys, buys, bodies, buries, fries

Repetition drill

Verbs and adjectives followed by prepositions

Chorus, group or individual repetition

To elicit questions involving the use of verbs and adjectives followed by prepositions.

T: Drill 18. Listen. Do not speak.

(1) T: Does he approve? Does he like hunting?

S: Does he approve of hunting?

(2) T: Is he always borrowing money? Does he ask his friends for it?

S: Is he always borrowing money from his friends?

(3) T: Have you voted? Did you choose Mr. Brown?

S: Have you voted for Mr. Brown?

T: Now you do the same. Ready?

1 As in (1) above.

2 As in (2) above.

3 As in (3) above.

4 T: Is he always investing money? Does he buy shares?

S: Is he always investing money in shares?

5 T: Did they operate? Is Alice all right?

S: Did they operate on Alice?

6 T: Did he act? Has he taken your advice?

S: Did he act on your advice?

7 T: Is he employed? Does he work in a factory?
S: Is he employed in a factory?
8 T: Is he entitled? Will he get a pension?
S: Is he entitled to a pension?
9 T: Did she quarrel? Won't she speak to George?
S: Did she quarrel with George?
10 T: Did everyone stare? Did they want to see the queen?
S: Did everyone stare at the queen?
11 T: Did she apologize? Did she admit her mistake?
S: Did she apologize for her mistake?
12 T: Is he ahead? Is he passing the others?
S: Is he ahead of the others?
13 T: Is she curious? Does she know the results?
S: Is she curious about the results?
14 T: Is he popular? Do the students like him?
S: Is he popular with the students?
15 T: Is it similar? Is it like the other one?
S: Is it similar to the other one?

Key to Multiple choice questions

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

Lesson 19 A very dear cat

Listening comprehension

1 Introduce the story

T: Today we'll talk about a much loved cat.

2 Understand the situation

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

3 Listening objective

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

Why was Rastus 'very dear' in more ways than one?

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

5 Answer the question

After the reading, ask the question again: Why was Rastus 'very dear' in more ways than one?

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 he was much loved but also very expensive.

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 story again

8 Reading aloud

Ask one or two students to read the text aloud.

Comprehension questions

1 What did kidnappers take an interest in recently? (Mrs. Eleanor Ramsay's cat.)

2 Who is Mrs. Ramsay? (A very wealthy lady.)

3 Who has she shared her flat with for many years? (Her cat Rastus.)

4 What sort of life does Rastus lead? (A very orderly one.)

5 What does he always do in the evenings? (He always takes a short walk and is home by seven o'clock.)

6 What happened one evening? (He failed to arrive.)

7 Could she find him after looking everywhere? (No, she couldn't.)

8 What did she receive three days after Rastus' disappearance? (An anonymous letter.)

9 Was the writer prepared to return the cat

immediately?(Yes, he was.)

10 On what condition?(That Mrs.Ramsay paid a ransom of £ 1,000.)

11 What was Mrs. Ramsay instructed to do?(Place the money in a cardboard box and leave it outside her door.)

12 What did she decide to do at first?(Go to the police.)

13 Why didn't she go to the police?(She feared she would never see Rastus again.)

14 So what did she do?(She withdrew £1,000 from her bank and followed the kidnapper's instructions.)

15 What did she find the next morning?(That the box had disappeared.)

16 When did Rastus arrive home?(He arrived home punctually at seven o'clock that evening.)

17 How do we know Rastus must have been thirsty?(Because he drank half a bottle of milk.)

18 How did the police feel when she told them what she had done?(Astounded.)

19 What did she explain to them?(That Rastus was very dear to her.)

20 Why was he dear in more ways than one?(Because of the amount of money she paid for him.)

Asking questions: Ask me if...

T:Ask me if kidnappers took an interest in Mrs.Ramsay's cat.

S:Did kidnappers take an interest in Mrs. Ramsay's cat?

T: Why...?

S:Why did kidnappers take an interest in Mrs.Ramsay's cat?

1 kidnappers took an interest in Mrs. Ramsay's cat.(Why)

2 she has shared a flat with her cat for a great many years.(Who)

3 Rastus leads an orderly life.(What kind of life)

4 he usually takes a short walk in the evenings.(When)

5 Mrs.Ramsay got very worried one evening.(Why)

6 she received an anonymous letter.(What)

7 she withdrew £1,000 from her bank.(How much)

8 the box had disappeared.(Why)

9 he drank half a bottle of milk.(How much milk)

10 the police were astounded.(Why)

Tell us what happened after the cat disappeared

1 Three days later----Mrs. Ramsay----an anonymous letter

2 Rastus----safe hands----returned immediately----ransom £ 1,000

3 Instructed----money----cardboard box----outside her door

4 Decided go to the police----feared----never see Rastus

again----changed her mind

5 Withdrew £ 1,000----followed instructions----next morning----box disappeared

6 Kidnapper kept his word----Rastus arrived punctually----seven o'clock

7 Well----rather thirsty----half a bottle milk

8 Police astounded----explained Rastus----very dear----amount she paid----dear more ways than one

Topics for discussion

1 Tell us about any kidnapping case you know about.

2 Tell us about how to train and look after pets.

3' Mrs.Ramsay was crazy to pay so much money. 'What do you think?

Key to Summary writing

Points

1 Mrs. Ramsay----anonymous letter----three days after cat's disappearance

2 Demanded £1,000----return of cat

3 Never see cat again----if----went to the police

4 Money----cardboard box

5 Leave----outside door

6 Drew----£1,000 from bank

7 Acted on kidnapper's instructions

8 Money disappeared following morning

9 Rastus returned----7 that evening

Summary

Mrs. Ramsay received an anonymous letter three days after her cat's disappearance. The writer of the letter demanded £1,000 for the return of the cat, and warned she would never see him again if she went to the police. She had to put the money in a cardboard box and leave it outside her door. After drawing £1,000 from her bank, she acted on the kidnapper's instructions. The money disappeared the following morning, and Rastus returned at seven o'clock that evening. (80 words)

Key to Vocabulary

A possible answer

rarely(1.1)

seldom

considerable(1.2)

a great deal of

wealthy(1.3)

rich

worried(1.7)

concerned

stated(1.9)

said

changed her mind(1.13)

altered her opinion

word(1.15)

promise

Key to Composition

A possible answer

In a bar one night, Mr. X was talking to a workman who told him that he often worked in Mrs. Ramsay's flat. The workman added that Mrs. Ramsay was wealthy and she lived alone with her cat. Every day, Mr. X stood outside Mrs. Ramsay's block of flats. As the cat took a short walk every evening, he saw that it had regular habits. He found out as much as he could about Mrs. Ramsay and learnt that she loved this cat very much. One evening, as the cat was leaving the block of flats, he kidnapped it. He took the cat to a secret address. During the next three days, he walked past Mrs. Ramsay's flat on several occasions and noticed that no other cat ever appeared. Now he was sure he had the right cat, so he wrote a letter in which he stated his demands. (150 words)

Key to Letter writing

A possible answer (body of letter only)

I haven't been in touch since I left school.

After passing my exams, I did a two-year course in business studies. At the end of it, I applied for a job with a local building firm and got a job immediately. I like it very much because I work in an office, but get out and about a lot as well. I hope to be promoted soon.

Thank you for all your help and advice while I was at school. (80 words)

Key structures: review of tenses

Key to KS Exercises

See text.

Special difficulties: the comma

We use the comma:

----to separate clauses:

After we had visited the market, we returned home.

----for noun and noun phrases used side by side (' in apposition '):

Mr. Griffiths, the Prime Minister, said that his party would win the next election.

----to separate lists of nouns or adjectives:

I bought pens, pencils and paper.

----to separate connecting adverbs and adverbial phrases, such as however, consequently, as a result, etc.:

It was raining heavily and I was sure no one would be at the race course. There were, however, hundreds of people there.

----to separate non-defining relative clauses:

The small boat, which took eleven weeks to cross the Atlantic, arrived at Plymouth yesterday.

Key to SD Exercises

Before going home, I went to the grocer's. Bill Smith, the man

who always serves me, was very busy.

This, however, did not worry me. On the contrary, it gave me the opportunity to look round for several things I wanted. By the time my turn came, I had already filled a basket with packets of biscuits, cans of fruit, bars of soap and two large bags of flour.

Repetition drill

Review of verb forms: the gerund

Chorus, group or individual repetition

To elicit statements and questions involving the use of the gerund (negative and affirmative) after certain expressions.

T: Drill 19. Listen. Do not speak.

(1) T: Please wait for him. Would you mind?

S: Would you mind waiting for him?

(2) T: Please don't smoke in the theatre. Would you mind?

S: Would you mind not smoking in the theatre?

(3) T: I'm not going to complain. It's not worth it.

S: It's not worth complaining.

T: Now you do the same. Ready?

1 As in (1) above.

2 As in (2) above.

3 As in (3) above.

4 T: Please don't walk on the grass. Would you mind?

S: Would you mind not walking on the grass?

5 T: I'm not going to run after him. It's no use.

S: It's no use running after him.

6 T: Please don't shout. He can't stand it.

S: He can't stand shouting.

7 T: I'm not going to write to him. It's a waste of time.

S: It's a waste of time writing to him.

8 T: Please open the window. Would you mind?

S: Would you mind opening the window?

9 T: Please don't stand in the doorway. Would you mind?

S: Would you mind not standing in the doorway?

10 T: He'll do that for you. He doesn't mind.

S: He doesn't mind doing that for you.

11 T: Don't cry about it. It won't help.

S: It won't help crying about it.

12 T: Don't be upset. It's useless.

S: It's useless being upset.

13 T: Please be quiet. Do you mind?

S: Do you mind being quiet?

14 T: Please post this for her. Do you mind?

S: Do you mind posting this for her?

15 T: Please don't turn the radio on. Do you mind?

S:Do you mind not turning the radio on?

Key to Multiple choice questions

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

Lesson 20 Pioneer pilots

Listening comprehension

1 Introduce the story

T: Today we'll talk about pioneer pilots.

2 Understand the situation

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

3 Listening objective

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

What was the name of the first plane to cross the English Channel?

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

5 Answer the question

After the reading, ask the question again: What was the name of the first plane to cross the English Channel?

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: Number Eleven.

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 story again

8 Reading aloud

Ask one or two students to read the text aloud.

Comprehension questions

1 How much did Lord Northcliffe offer as a prize in 1908? (£ 1,000)

2 What was the prize for? (The first man who would fly across the English Channel.)

3 How long did it take for anyone to attempt this? (Over a year.)

4 Who made this attempt on July 19th, 1909? (Hubert Latham.)

5 What was Hubert Latham's plane called? (Antoinette Four. or Antoinette the Fourth.)

6 Why was he forced to land on the sea? (Because his engine failed.)

7 How many miles across the Channel had he travelled? (Seven.)

8 How was Latham rescued? (By a ship.)

- 9 Who arrived near Calais two days later?(Louis Bleriot.)
- 10 Since when had Bleriot been making planes?(Since 1905.)
- 11 What had Bleriot done a week before?(He had completed a successful overland flight of 26 miles.)
- 12 Who else arrived in Calais on the same day?(Latham.)
- 13 What was he flying?(A new 'Antoinette' .)
- 14 Why wasn't there an exciting race on July 25th?(Latham failed to get up early enough.)
- 15 What time did Bleriot make a short test flight?(At 4.15 a.m.)
- 16 When did he start the flight across the Channel?(Half an hour later.)
- 17 How long did the crossing take?(Thirty-seven minutes.)
- 18 Where did Bleriot land?(Near Dover.)
- 19 Who was the first person to greet him?(A local policeman.)
- 20 Did Latham succeed in crossing the Channel a week later?(No, he didn't.)

Asking questions: Ask me if...

T: Ask me if Lord Northcliffe offered a prize of £1,000.

S: Did Lord Northcliffe offer a prize of £1,000?

T: Why...?

S: Why did Lord Northcliffe offer a prize of £1,000?

1 Lord Northcliffe offered a prize of £1,000. (Why)

2 Hubert Latham took off from the French coast in 1909. (When)

3 he had travelled seven miles when his engine failed. (How far)

4 he was forced to land on the sea. (Where)

5 Bleriot had been making planes since 1905. (How long)

6 he had completed a successful overland flight a week before.

(When)

7 it looked as if there would be an exciting race. (Why)

8 both planes were going to take off on July 25th. (When)

9 Bleriot set off at 4.45 a.m. (When)

10 his flight lasted thirty-seven minutes. (How long)

Tell us what happened after Bleriot and Latham arrived in Calais

1 Two days later Bleriot arrived ---- Calais ---- plane 'Number Eleven'

2 Bleriot ---- making planes since 1905 ---- his latest model

3 Week before ---- successful overland flight ---- 26 miles

4 Latham didn't give up ---- arrived same day ---- new 'Antoinette'

5 Exciting race across the Channel?

6 Both planes ---- take off July 25th ---- Latham failed ---- get up early enough

7 Bleriot ---- test flight 4.15 ---- set off 4.45 ---- 37 minutes ---- landed Dover ---- policeman

8 Latham ---- another attempt a week later ----- half a mile from Dover ---- engine failed

Topics for discussion

1 Tell us about any ' first successful attempt ' you know about (Everest, the South Pole, etc.) .

2 ' The development of planes has been very rapid. ' Tell us what you know.

3 ' Air travel, today and in the future. ' Tell us what you think.

Key to Summary writing

Points

1 Bleriot and Latham arrived Calais ---- July 21st, 1909

2 Looked as if ---- race

3 Take place ---- July 25th

4 Latham ---- not take part ---- failed to get up early enough

5 Bleriot ---- short test flight first

6 Thirty-seven minutes ---- across Channel

7 Policeman greeted him ---- arrived Dover

8 Latham ---- half a mile ---- Dover ---- following week

9 Landed on sea ---- second time ---- engine failed

Summary

Bleriot and Latham arrived in Calais on July 21st, 1909. Though it looked as if there would be a race on July 25th, Latham didn't take part, because he didn't get up early enough. After making a short test flight, Bleriot crossed the Channel in thirty-seven minutes. A policeman greeted him when he arrived in Dover. Latham got within half a mile of Dover the following week, having to land on the sea a second time because his engine failed. (80 words)

Key to Vocabulary

A possible answer

forced to land (1.6) obliged to come down

picked up (1.7) rescued

completed (1.9) finished, undertaken

covered (1.10) completed, flown

test (1.13) trial

set off (1.13) started out, began his journey

failed (1.15) didn't work, stopped

Key to Composition

A possible answer

My flight across the Channel

It was early morning. I looked around, but there was no sign

of Latham, so I decided to go on a test flight first. At 4.15, I took off and flew over Calais for fifteen minutes. When I landed there was still no sign of Latham.

At 4.45 I took off again. This time I was determined to fly across the Channel. When I looked down there was no sign of the ship below, which was supposed to be following me, I suddenly felt alone and was worried whether I was flying in the right direction. All I could see was sea and sky. I could feel the high winds against the plane and the engine got very hot. Fortunately, it began to rain and the rain cooled my engine. Suddenly, I could see land ahead. Dover!

I flew over Dover, looking for somewhere to land. I saw a field below and brought the plane down. I was still sitting in the cockpit, hardly able to believe the flight was so successful---- just thirty-seven minutes to cross from Calais---- when a British policeman arrived. He smiled broadly at me and said, ' Good morning! ' I smiled back and said, ' Bonjour! ' (200 words)

Key to Letter writing

A possible answer (body of letter only)

I just thought I'd tell you about my first flight!

At this moment, we are flying at 30,000 feet and at five hundred miles an hour. Below I can see a few clouds and miles of countryside. I couldn't imagine it would be so beautiful! I was nervous when the plane took off, but I'm all right now. We'll be arriving at our destination in three hours and forty minutes.

I'll tell you all about the flight when I see you. (80 words)

Special difficulties: review

Key to SD Exercises

Possible answers

A

1 What are you looking at?

2 We have received fifty applications in all.

3 I happened to meet your friend Tom this morning.

4 It happened that we were both travelling on the same train.

5 I suppose you've travelled by plane lots of times.

6 He is supposed to arrive here by 9.

7 I wish you had told me you were going to be late.

8 I'd rather he pretended he didn't know anything about it.

9 If I can save up enough money, I'm going to buy a car.

10 You had better leave now if you want to catch the next train.

11 I find him to be highly intelligent.

B

1 John explained the position to me.

2 I described the film to my aunt.

C

1 Not only has he made this mistake before, but he will make it again.

2 Only then did I realize what was happening.

D

1 impolite 2 disagree 3 illegible

4 inaccurate 5 unlocked 6 irregular

Repetition drill

I wish and if only

Chorus, group or individual repetition

To elicit statements involving the use of wish and if only to indicate present and future unfulfilled wishes. Compare Drill 10.

T: Drill 20. Listen. Do not speak.

(1) T: It would be nice if the weather changed. S: If only it would! I do wish it would!

(2) T: It would be nice if I could drive a car. S: If only you could! I do wish you could!

(3) T: It would be nice if they were here now. S: If only they were! I do wish they were!

T: Now you do the same. Ready?

1 As in (1) above.

2 As in (2) above.

3 As in (3) above.

4 T: It would be nice if she could come and see us. S: If only she could! I do wish she could!

5 T: It would be nice if he were better qualified. S: If only he were! I do wish he were!

6 T: It would be nice if he applied for the job. S: If only he would! I do wish he would!

7 T: It would be nice if you had a lot of money. S: If only I had! I do wish I had!

8 T: It would be nice if she were well.

S: If only she were! I do wish she were!

9 T: It would be nice if I entered the competition.

S: If only you would! I do wish you would!

10 T: It would be nice if I could dance.

S: If only you could! I do wish you could!

11 T: It would be nice if I won a prize.

S: If only you would! I do wish you would!

12 T: It would be nice if you could move to a new flat.

S: If only I could! I do wish I could!

13 T: It would be nice if this house had a garden.

S: If only it had! I do wish it had!

14 T: It would be nice if it were a holiday tomorrow.

S: If only it were! I do wish it were!

15 T: It would be nice if the weather improved.

S: If only it would! I do wish it would!

Key to Multiple choice questions

1 c 2 b 3 b 4 c 5 a 6 c

7 d 8 a 9 c 10 d 11 a 12 d

Key to Pre-unit Test 2

Composition

(Possible completions)

a After an absence of forty years, the man returned to the town where he had been born. Now, as the train drew into the station, he remembered how, as a boy, he had spent many days there watching the trains. The station itself had not changed, but when he walked outside, he got a shock. The old church which used to stand alone was now surrounded by lots of buildings. He noticed with dismay that new blocks of flats had grown up all round the church. After, he went to his old neighbourhood. He was pleased to find that little had changed. Everything was exactly as he remembered it. Even the little shop where he used to buy his sweets. He smiled with pleasure when he saw that the old school was still there, too. When he had spent enough time there, he rapidly made his way to the house where he had been born and brought up. (158 words)

b When the prisoner saw that the soldiers were coming, he climbed up and hid on the roof of the house. From his hiding place behind a large chimney, he saw the soldiers arrive and watched as they surrounded the village. The first thing they did was to take the villager outside the house into the square and question him. It was obvious to the prisoner, from the way that the villager shook his head, that he pretended not to understand what the soldiers were saying. Fortunately, then, the soldiers just left him, and did not beat him, as the prisoner thought they might have done.

While some of the soldiers then searched the house and the fields around the house, three or four others fetched a ladder and climbed on to the roof. They were on the other side of the house, but the moment the prisoner saw this, he climbed down a drain pipe on his side, and managed to get back into the house through an open window. As he found himself in a bedroom, he hid in a large wardrobe, closed the door and waited. After about half an hour, he heard the sergeant shouting orders down in the square, and the soldiers left. (207 words)

Key structures

a going, seemed, had (no sooner) gone, rang, was, spending, got, dressed, was, got, were, hurried, had been walking, decided, was just opening or had just opened, discovered, was, had set

b have been discovered, used, drew, was made, was walking or had walked, stopped, did, saw, have been found, are being hunted, are shooting, are running, are trying, thinks, are learning or have learned

c will supply, will take, will change or will be changed, are

employed, is completed or has been completed, will cost or will have cost, has built/have built or is building/are building, will improve, will produce, will be built, will have

d After the crash, two angry drivers got out of their cars.

‘ Do you always sleep when you're driving? ’ asked the first driver sarcastically. ‘ You were on the wrong side of the road. ’

‘ Do you mean to tell me, ’ shouted the second driver, ‘ that you didn't notice that this road was being repaired? Of course I was driving on the wrong side of the road when you hit me. The other side is full of holes. ’

‘ Didn't you see the traffic sign? ’

‘ Listen, ’ said the first driver. ‘ Have you ever driven a car before? I've been driving a car for twenty years.

There are good driving schools for people like you. There they teach you lots of things ---- how to drive a car, for instance. ’

‘ Now you're really telling me something, ’ answered the second man angrily. ‘ I happen to be a driving instructor. ’

e After the crash, two angry drivers got out of their cars. The first driver asked sarcastically whether the other man always slept when he was driving. He was on the wrong side of the road. Shouting angrily, the second driver asked the first one whether he had noticed that the road was being repaired. He was driving on the wrong side of the road when the first man hit him because the other side was full of holes. He asked him if he had seen the traffic sign. The first driver then asked whether he had ever driven a car before. He said that he had been driving a car for twenty years. There were, he added, good driving schools for people like the other driver. There they taught you lots of things ---- how to drive a car, for instance. Grateful for this information, the second man angrily informed the first one that he happened to be a driving instructor.

f 1 If you hadn't been more careful, you might have been knocked down by a car.

2 If she hears anything, she will let you know.

3 If you were in my position, what would you do?

g 1 You mustn't go into town on your own.

You needn't do that if you don't want to.

2 I had to pay the man a dollar, so I did.

I should have paid the man a dollar, but I didn't.

3 I have to be there by 11 o'clock for my appointment.

I should be there early if I want to get a good ticket.

4 You must be here at 8 every morning.

You must eat more vegetables.

5 I could swim very well when I was younger.

After trying to pick the lock for ages, she was finally able to open the door and escape.

6 My brother could solve difficult maths problems even when he was very young.

I finally managed to solve the problem.

h 1 On receiving the prize, he smiled with pleasure.

2 I am not looking forward to getting my exam results.

3 Instead of lying in bed, you should see a doctor.

4 Don't you think this room needs redecorating?

5 You should avoid staying in the sun too long.

i ----, ----, ----, ----, a, a, an, the, a, the, the, the,
The, ----, ----, a, the, The, the, a, the, ----, the, the

j 1 At, in, at or outside, out, (up) to, on, into or inside

2 of, in, on, out of, to, since, after

3 with, and, in, in, into, in, in or inside, for, at, at

4 of

5 of, to

6 to, from

7 about, on

8 from, with

9 to, of

10 with, to

11 at, on

12 of, for

Special difficulties

1 If he happens to mention me, give him my regards.

2 It happens that I met him last year.

3 Not only was she first in the test, but she scored 99%.

4 Never have I seen such a messy house.

5 Seldom do we have to do jobs like this.

6 Suppose he gets the job, what then?

7 I suppose you want to go soon.

8 She is supposed to be an expert.

9 They were supposed to be home by 8.

10 Whatever you do, don't tell her what I've told you.

11 You can come whenever you like.

12 Whenever she sees that film, it makes her cry.

13 I now wish (that) I had listened more carefully.

14 I wish (that) I had stayed at home yesterday.

15 I wish (that) they would come back soon.

16 I was delighted to receive your letter.

17 We are proud of our basketball team.

18 I would sooner wait for the rest.

19 He would rather not go alone.

- 20 I would rather she listened to her parents.
- 21 You had better start studying for your exams.
- 22 I find it difficult to know what to say.
- 23 No one considers him to be very clever.

Lesson 21 Daniel Mendoza

Listening comprehension

1 Introduce the story

T: Today we'll talk about a famous English prizefighter.

2 Understand the situation

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

3 Listening objective

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

How many unsuccessful attempts did Mendoza make before becoming Champion of all England?

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

5 Answer the question

After the reading, ask the question again: How many unsuccessful attempts did Mendoza make before becoming Champion of all England?

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 made two unsuccessful attempts before he beat Richard Humphries to become Champion of all England.

6 Intensive reading

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

7 Play the tape or read the story again

8 Reading aloud

Ask one or two students to read the text aloud.

Comprehension questions

1 When were boxing matches very popular in England? (Two hundred years ago.)

2 In those days, did boxers fight with bare fists for prize money? (Yes, they did.)

3 What were they known as? (' Prizefighters ' .)

4 Why could a boxer be injured or even killed during a match? (Because there were no rules.)

5 When was Daniel Mendoza born? (In 1764.)

6 When were boxing gloves first introduced? (In 1860.)

7 What did the Marquis of Queensberry do? (He drew up the first set of rules.)

8 How did Mendoza change crude prizefighting into a sport?

(He brought science to the game.)

9 Was he popular? (Yes, he was.)

10 Did he rise to fame slowly? (No, he didn't. He rose to fame swiftly.)

11 Who offered to train Mendoza? (Richard Humphries.)

12 And who was Richard Humphries? (He was the most eminent boxer in England.)

13 Why did Humphries turn against Mendoza? (Because Mendoza became too successful.)

14 Did the two men quarrel? (Yes, they did.)

15 What was the only way their argument could be settled? (By a fight.)

16 How long did the match last? (For an hour.)

17 How many times did Mendoza lose to Humphries? (Twice.)

18 When did Mendoza beat Humphries to become Champion of England? (In 1790.)

19 Did he become rich and famous? (Yes, he did.)

20 But he was always in debt. Why? (Because he was so extravagant.)

21 When did he die? ---- and where? (He died in 1836 in prison.)

Asking questions: Ask me if...

T: Ask me if boxing matches were popular 200 years ago.

S: Were boxing matches popular 200 years ago?

T: When...

S: When were boxing matches popular?

1 boxing matches were popular 200 years ago. (When)

2 a prizefighter could be killed during a match. (Why)

3 Daniel Mendoza was born in 1764. (Who)

4 Mendoza brought science to the game. (What)

5 he was tremendously popular in his day. (How popular)

6 Humphries offered to train young Mendoza. (What)

7 the men's argument could only be settled by a fight. (How)

8 Humphries beat Mendoza twice. (How many times)

9 Lord Byron was one of Mendoza's pupils. (Who)

10 Mendoza was sent to prison for failing to pay his debts. (Why)

Tell us about Mendoza's life from his fourteenth birthday to the time he became Champion of England

1 Mendoza rose to fame ---- boxing match ---- fourteen

2 Attracted attention ----Richard Humphries ---- most eminent boxer in England

3 Offered to train Mendoza ---- pupil quick to learn

4 Mendoza soon so successful ---- turned against him

- 5 Quarrelled bitterly ---- argument ---- settled by fight
- 6 Match ---- Stilton ---- fought for an hour
- 7 Public bet on Mendoza ---- defeated
- 8 Met Humphries ---- later occasion ---- lost second time
- 9 Third match in 1790 ---- finally beat Humphries ---- became

Champion of England

Topics for discussion

1 Tell us about a boxing match or wrestling match that you have seen.

2 What do you know about the history of another sport? When did it start? How long has it been played?

3 'Violent sports like boxing should be banned.' What do you think?

Key to Comprehension

1 Boxers were known as 'prizefighters' two hundred years ago because they fought for prize money.

2 Boxing was very crude in those days because they fought with bare fists, there were no rules, and a boxer could be seriously injured or even killed during a match.

3 Mendoza's chief contribution to boxing was to change crude prizefighting into a sport.

Key to Vocabulary

A possible answer

bare (1.2) without gloves

injured (1.5) hurt (physically)

drew up (1.8) prepared and wrote

crude (1.9) basic, rough, not very skilful

enjoyed tremendous

popularity (11.9-10) was extremely popular

adored (1.10) loved and respected

alike (1.10)

(rich) and/as well as (poor), both (rich and poor) in the same way

Key to Summary writing

Points

1 Two men quarrelled ---- settle argument by fight

2 Fight at Stilton ---- an hour ---- Humphries won

3 They met again ---- Mendoza lost again

4 3rd match in 1790 ---- finally beat Humphries ---- Champion of England

5 Founded successful boxing Academy ---- earned a lot of money

6 So extravagant ---- always in debt

7 Finally sent to prison ---- died in poverty in 1836

Summary

When the two men quarrelled, they settled the argument by a fight. This took place at Stilton. It lasted an hour and Humphries won. When they met again, Mendoza lost again, but in their third match in 1790, Mendoza finally beat Humphries to become Champion of England. He founded a successful boxing Academy and earned a lot of money, but was so extravagant he was always in debt. He was finally sent to prison and died in poverty in 1836. (80 words)

Key to Composition

A possible answer

The first fight

The first fight between Humphries and his pupil Mendoza, after a quarrel, was held at Stilton and attracted a lot of attention. At the time, Richard Humphries was the most eminent boxer in England and had many supporters. But the young Mendoza had his supporters, too.

The atmosphere before the fight was electric. Half of the people there made bets on Humphries, the other half bet on Mendoza. When the two fighters entered the ring, there was a lot of shouting and cheering.

The referee called both fighters to the middle of the ring, spoke to them and the fight started. At first, both men were very wary. After all, this was a fight between teacher and pupil, so they knew very well what the other could do ---- and they were fighting with bare fists. Each of the boxers fought well for most of the match, but in the end Humphries was too strong and too experienced for the young Mendoza. He knocked him down once: Mendoza got up. He knocked him down again, and although Mendoza tried to get up, he just couldn't. The referee counted ten and that was the end of the match.

When Mendoza got up, he was very angry, but eventually congratulated Humphries. However, his defeat made him determined to go on and fight his teacher again so that he could finally become champion. (229 words)

Key to Letter writing

address: _____,

_____,

_____,

_____.

date:

beginning of letter (Dear...,)

Introduction

Purpose

Conclusion

ending (Yours...,)

signature

postscript (PS...)

Key structures and Special difficulties

Key to KS and SD exercises

Possible answers

1 I went to the cinema three days ago./I had been to see the same film two days before that.

2 We could not see the game very well./We were able to see it when we stood on a bench.

3 He did not go abroad until he was twenty.

4 She was praised by the newspapers for her work with poor people./He was arrested by the police.

5 When the actor came on stage, the whole audience rose to cheer him./The girl raised her hand to ask a question.

6 We were pleased to hear your news./I was sorry to learn that you had been ill.

7 It is clear to me that they are not interested in the subject./When we set off, it was a beautiful clear day./When the road was clear, he crossed./She always keeps the kitchen very clean.

8 I am afraid of flying./He did the exercise without looking anything up in a dictionary./I must apologize for sending you the wrong book./They congratulated her on passing her exam.

Repetition drill

Word order

Chorus, group or individual repetition

To elicit brief answers to questions and to enable the students to build up complete statements. Students must be familiar with the passage.

T: Drill 21. Listen. Do not speak.

(1) T: Boxing matches were very popular in England two hundred years ago.

Boxing matches were very popular in England two hundred years ago.

T: What were very popular two hundred years ago?

S: Boxing matches.

(2) T: Where were they popular?

S: In England.

(3) T: How long ago were they popular?

S: Two hundred years ago.

(4) T: Boxing matches...

S: Boxing matches were very popular in England two hundred years ago.

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

T: Boxing matches were very popular in England two hundred years ago.

Boxing matches were very popular in England two hundred years ago.

1 As in (1) above.

2 As in (2) above.

3 As in (3) above.

4 As in (4) above.

T: In those days, boxers fought with bare fists for prize money.

In those days, boxers fought with bare fists for prize money.

5 T: Did boxers fight with bare fists in the present or in the past?

S: In the past.

6 T: How did boxers fight in those days?

S: With bare fists.

7 T: What did they want to win?

S: Prize money.

8 T: In those days...

S: In those days, boxers fought with bare fists for prize money.

T: The use of gloves was not introduced until 1860 when the Marquis of Queensberry drew up the first set of rules.

The use of gloves was not introduced until 1860 when the Marquis of Queensberry drew up the first set of rules.

9 T: When were gloves introduced?

S: In 1860.

10 T: Who was responsible for this?

S: The Marquis of Queensberry.

11 T: What did he draw up?

S: The first set of rules.

12 T: The use of gloves...

S: The use of gloves was not introduced until 1860 when the Marquis of Queensberry drew up the first set of rules.

Key to Multiple choice questions

1 b 2 d 3 c 4 a 5 a 6 b

7 b 8 b 9 c 10 a 11 a 12 d

Lesson 22 By heart

Listening comprehension

1 Introduce the story

T: Today we'll talk about actors learning lines by heart.

2 Understand the situation

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

3 Listening objective

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

Which actor read the letter in the end, the aristocrat or the gaoler?

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

5 Answer the question

After the reading, ask the question again: Which actor read the letter in the end, the aristocrat or the gaoler?

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 gaoler.

6 Intensive reading

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

7 Play the tape or read the story again

8 Reading aloud

Ask one or two students to read the text aloud.

Comprehension questions

1 How long do some plays run? (For years on end.)

2 Who is this sometimes unfortunate for? (The poor actors.)

3 Why? (Because they are required to go on repeating the same lines night after night.)

4 Would you expect them to know their parts by heart? (Yes, you would.)

5 Is this always the case? (No, it isn't.)

6 What role was the famous actor cast in? (The role of an aristocrat.)

7 How long had the aristocrat been imprisoned for? (Twenty years.)

8 What would the gaoler hand to the prisoner in the last act? (A letter.)

9 When was the noble expected to read the letter? (At each

performance.)

10 What did the actor always insist? (That the letter should be written out in full.)

11 What did the gaoler decide to do one night? (Play a joke on his colleague.)

12 What was the actor doing when the curtain went up on the final act? (He was sitting alone behind bars in his cell.)

13 What happened then? (The gaoler appeared with the precious letter in his hands.)

14 What did the gaoler give the aristocrat instead of a letter written out in full? (A blank piece of paper.)

15 How long did the aristocrat stare at the blank sheet of paper? (For a few seconds.)

16 Then what did he say? (' The light is dim. Read the letter to me. ')

17 Did he hand the sheet of paper to the gaoler? (Yes, he did.)

18 Why did the gaoler leave the stage? (Because he couldn't remember the words and he couldn't see without his glasses.)

19 When did the gaoler return? (A few minutes later.)

20 What did the gaoler read to the prisoner? (A copy of the letter.)

Asking questions: Ask me if ...

T: Ask me if some plays are so successful that they run for years on end.

S: Are some plays so successful that they run for years on end?

T: How successful ...

S: How successful are some plays?

1 some plays are so successful that they run for years on end. (How successful)

2 actors are expected to go on repeating the same lines night after night. (What)

3 the aristocrat had been imprisoned in the Bastille for twenty years. (How long)

4 the gaoler always handed the prisoner a letter in the last act. (Who)

5 the prisoner always insisted that the letter should be written out in full. (What)

6 the gaoler decided to play a joke on his colleague. (Who)

7 the gaoler handed the prisoner a blank sheet of paper. (What)

8 the gaoler went off stage to get his glasses. (Who)

9 the aristocrat was amused. (Why)

10 the gaoler read the letter to the prisoner. (What)

Tell us about the time the gaoler decided to play a joke

on his colleague

- 1 One night----gaoler----play joke on colleague
- 2 Wanted to find out----learned contents of letter by heart
- 3 Curtain up----final act----aristocrat sitting behind bars
- 4 Gaoler appeared----letter in hand----presented it to

aristocrat

- 5 Copy----not written out in full----blank sheet of paper
- 6 Gaoler watched: Had fellow actor learned lines?
- 7 Aristocrat stared at sheet----said: ' Light dim. Read

letter '

8 Handed letter to gaoler----replied: ' Light indeed dim. Get glasses '

9 Hurried off stage----returned----glasses and usual copy of letter

10 Read to prisoner

Topics for discussion

- 1 Tell us about a play or a film that you have seen.
- 2 Tell us about an occasion when you (and friends) have played a joke on someone, or when someone has played a joke on you.
- 3 ' Playing practical jokes on people is silly, and can be dangerous. ' What do you think?

Key to Comprehension

1 Actors in successful plays are unfortunate in many ways because they have to go on repeating the same lines night after night, year after year (or for years on end).

2 The aristocrat was given a letter to read in the last act of the play.

3 The gaoler decided to play a joke on the aristocrat because he wanted to find out if the actor had learned the contents of the letter by heart after so many performances.

Key to Vocabulary

A possible answer

run (1.1) are performed regularly

on end (1. 1) without a break, continuously

are required (1. 2) are expected, have to

repeating (1. 3) saying again

falter (1. 4) make a mistake, say in a weak manner, stumble

role (1. 7) part, character

hand (1. 8) give

in full (1. 9) completely

Key to Summary writing

Points

1 Aristocrat sitting alone----cell----gaoler appeared

2 Entered cell----handed letter to aristocrat----blank sheet

3 Aristocrat looked----squinted----said: ' Light dim---Read letter '

4 Handed paper----gaoler---- ' Light indeed dim----get glasses '

5 Left stage----returned----glasses----real letter----read to prisoner

Summary

The aristocrat was sitting in his cell when the gaoler entered and handed him the letter----a blank sheet of paper. The aristocrat looked at it, squinted and said: ' The light is dim. Read me the letter. ' He handed the letter back to the gaoler, who said: ' The light is indeed dim. I'll get my glasses. ' He left the stage and returned with a pair of glasses and the real letter, which he read to the prisoner. (79 words)

Key to Composition

A possible answer

Six short weeks

A couple of years ago, a new play called The World Tomorrow was going to be shown in our local theatre. There was a great deal of advertising for it and there was considerable public interest, mainly, I think, because the cast contained a number of famous actors and actresses.

Most actors and actresses are usually nervous on the first night of any play, and no one really knows what can go wrong or how the audience will react. In the case of The World Tomorrow, no one forgot their lines, but the play was not well received. It was a comedy, so it was supposed to be funny, but nobody laughed----not in the right places anyway----and people even walked out before the end. The cast suspected that they would get bad reviews the following day, and they did. One review described it as ' the saddest comedy I've ever seen ' ; another thought it was ' the most professionally acted disaster we have ever seen on our local stage ' .

In spite of the reviews, however, the play still ran for six weeks. The last performance, on the last Saturday evening, attracted a small audience, and the actors struggled through to the end. At the end of six terrible weeks, however, there was one final moment of relief. When the last line was spoken: ' Our six short weeks have hastened to their end, ' the audience saw the funny side of it and laughed. Even the actors and actresses laughed.

(248 words)

Key to Letter writing

Possible answers

Sentences to begin a letter

- 1 Thank you very much for your last letter.
- 2 It has been a long time since I heard from you.
- 3 I'm sorry it has taken me so long to answer your last letter.
- 4 It was good to hear from you after such a long time.
- 5 I'm writing today because I've got some great news.

Sentences to end a letter

- 1 Please remember me to your family.
- 2 I look forward to hearing from you soon.
- 3 Please give my best regards to your sister.
- 4 You must let me know how you get on in your exams.
- 5 Let me know if you need any more information.

Key structures and Special difficulties

Key to KS and SD exercises

Possible answers

1 It was so hot that we all went swimming./ It was such glorious weather that we went to the beach./ It was such a hot day that we all went swimming.

2 We could use used to instead of would: My grandfather would always read me a story when he came to visit us./ I used to enjoy the stories he told me.

3 See text 11. 8-9.

4 He suggested that we should go for a walk./ He insisted that I should stay to lunch./ He demanded that we should give him his money back.

5 I couldn't swim very well, but I managed to swim across the small stream./ She couldn't speak

English very well, but she managed to make herself understood.

6 See text 1. 13.

7 The girl threw a snowball at me./ He pointed at the building and said: 'That's the town hall.'

8 We could say have to or have got to in place of must.

Repetition drill

The present simple and continuous

Chorus, group or individual repetition

To elicit contrasting statements involving the use of the simple present and The present continuous. (The continuous tense is used with the present and future meaning.)

T: Drill 22. Listen. Do not speak..

(1) T: Does George have a large breakfast every morning?

S: Well, he usually does, but I don't think he's having a large one this morning.

(2) T: Does Janet listen to the radio every afternoon?

S: Well, she usually does, but I don't think she's listening to it this afternoon.

(3) T: Do Janet and George go abroad every summer?

S: Well, they usually do, but I don't think they're going this summer.

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

1 As in (1) above.

2 As in (2) above.

3 As in (3) above.

4 T: Does Frank work at home every day?

S: Well, he usually does, but I don't think he's working at home today.

5 T: Does Mary prepare a meal every evening?

S: Well, she usually does, but I don't think she's preparing one this evening.

6 T: Does Tom study every night?

S: Well, he usually does, but I don't think he's studying tonight.

7 T: Do Janet and George watch television every evening?

S: Well, they usually do, but I don't think they're watching it this evening.

8 T: Does Mary go to the market every Saturday?

S: Well, she usually does, but I don't think she's going this Saturday.

9 T: Do Janet and George go to the seaside every August?

S: Well, they usually do, but I don't think they're going this August.

10 T: Do Janet and George go to the fancy dress party every year?

S: Well, they usually do, but I don't think they're going this year.

11 T: Does George wear a clean shirt every day?

S: Well, he usually does, but I don't think he's wearing one today.

12 T: Does Miss Robinson come and do the housework every week?

S: Well, she usually does, but I don't think she's coming this week.

Key to Multiple choice questions

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

Lesson 23 One man's meat is another man's poison

Listening comprehension

1 Introduce the story

T: Today we'll talk about eating snails.

2 Understand the situation

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

3 Listening objective

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

What was it about snails that made the writer collect them for his friend on that day in particular?

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

5 Answer the question

After the reading, ask the question again: What was it about snails that made the writer collect them for his friend on that day in particular?

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 were crawling over some of his prize plants after a heavy shower.

6 Intensive reading

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

7 Play the tape or read the story again

8 Reading aloud

Ask one or two students to read the text aloud.

Comprehension questions

1 How do people behave when they try to decide what can and cannot be eaten? (Illogically.)

2 If you lived in the Mediterranean, what food would you consider a delicacy? (Octopus.)

3 Do some people find octopus repulsive? (Yes, they do.)

4 In many northern countries, what do we normally fry potatoes in? (Animal fat.)

5 What have most of us been brought up to do? (Eat certain foods.)

6 And how long do we stick to certain foods? (All our lives.)

7 Which creature has received a lot of praise and abuse? (The common garden snail.)

8 How are snails usually cooked? (In wine.)

9 Where does the writer's friend Robert live? (In a country where snails are despised.)

10 Why hasn't he got a garden? (Because he lives in a flat in a large town.)

11 How long has Robert been asking the writer to collect snails for him? (For years.)

12 What was the writer doing when he noticed the snails? (He was walking in his garden.)

13 How many of the snails did he collect? (Several dozen.)

14 Where did the writer leave the bag of snails when he went to see Robert? (In the hall.)

15 What did Robert invite the writer to do? (Stay to dinner.)

16 Did the writer fancy the idea? (No, he didn't.)

17 Why not? (Because the idea of eating snails never appealed to him.)

18 The writer and Robert went into the hall. Where were the snails? (Everywhere.)

19 What had the snails escaped from? (The paper bag.)

20 What has the writer never been able to do since? (Look at a snail.)

Asking questions: Ask me if ...

T: Ask me if people in the Mediterranean consider octopus a delicacy.

S: Do people in the Mediterranean consider octopus a delicacy?

T: Where ...

S: Where do people consider octopus a delicacy?

1 people in the Mediterranean consider octopus a delicacy. (Where)

2 some people find octopus repulsive. (What)

3 most of us have been brought up to eat certain foods. (How)

4 my friend Robert lives in a flat in a large town. (Where)

5 I noticed a huge number of snails in my garden. (When)

6 I collected several dozen and put them in a paper bag. (How many ... and where)

7 Robert was delighted to see me. (Why)

8 Robert and I spent a couple of hours talking in the living room. (How long)

9 I followed Robert reluctantly out of the room. (Why)

10 the snails had escaped from the paper bag. (Where... from)

Tell us about the time the writer collected snails for his friend

1 Friend Robert----lives in country----snails despised

2 His flat----large town----no garden

- 3 For years----ask me----collect snails
- 4 Idea never appealed----one day----heavy shower----huge number of snails----prize plants
- 5 Collected several dozen----paper bag----took to Robert----delighted----equally pleased
- 6 Left bag in hall----living room----talked
- 7 Had forgotten snails----must stay to dinner----snails main dish
- 8 Didn't fancy idea----followed Robert out----snails everywhere----escaped from paper bag----taken possession of hall!

Topics for discussion

- 1 Tell us about any unusual food or drink that you have had.
- 2 Tell us about an occasion when you have had to eat or drink something that you didn't want to.
- 3 'Part of the adventure of travel is eating and drinking with the locals.' What do you think?

Key to Comprehension

- 1 Octopus is considered a great delicacy in the Mediterranean.
- 2 We stick to certain foods all our lives because we have been brought up to eat just those things.
- 3 The writer's friend found it difficult to obtain snails because he has no garden of his own.

Key to Vocabulary

A possible answer

- | | |
|---------------------|----------------------------|
| illogical (1. 1) | unreasonable |
| instance (1. 3) | example |
| repulsive (1. 4) | disgusting |
| stick (1. 7) | stay (with), remain (with) |
| various (1. 10) | different |
| associate (1. 11) | connect |
| appealed to (1. 13) | attracted |

Key to Summary writing

Points

- 1 Collected several dozen----paper bag----took to Robert
- 2 He----delighted----equally pleased
- 3 Bag in hall----living room----talked couple of hours
- 4 Forgot snails----Robert invited me to dinner
- 5 Followed Robert----hall----snails everywhere
- 6 Escaped----paper bag----crawling all over

Summary

The writer collected several dozen snails, put them in a paper bag and took them to Robert who was delighted to see him, and pleased with the snails. The writer left the bag in the hall and he and

Robert went into the living room and talked for a couple of hours. He had forgotten the snails until Robert invited him to dinner, and he followed Robert into the hall to find snails everywhere. They had escaped from the bag. (80 words)

Key to Composition

A possible answer

Snails, snails, snails!

The snails had escaped from the paper bag and they were everywhere----on the walls, on the ceiling, on the carpet, and even on the large hall mirror. When we began to look carefully, we found that they were even in coat pockets in the clothes hanging on the clothes hooks in the hall. It was disgusting! Snails move slowly, but it's amazing how far they can travel in a couple of hours!

It took Robert and me ages to collect them. He fetched a pair of steps for me and ladders for himself, and we collected them in two buckets. There were snail marks everywhere, too, and it took hours to clear up the mess----remember, there were several dozen of them. Snails may not be fast, but we had been talking for a couple of hours, and they can travel. Even now I am sure we didn't find them all: some are still crawling round Robert's house.

The ones that we did not find were lucky! Robert was amused, but I wasn't. He decided to cook the snails and invited me to stay. I said before that I didn't fancy the idea, so I left him to his meal for one. I just couldn't look at the snails and have never been able to face them since then. (220 words)

Key to Letter writing

A possible answer (body of letter only)

It was really nice to see you last week after such a long time. I was so pleased that you are well and that you have a good job now.

I'm hoping that we can get together again soon, so how would you like to come and spend a weekend with me and my family here in the country sometime in the next month or two? You've never been to our house before, but I'm sure you would enjoy it.

Please let me know what you think.

I look forward to hearing from you. (94 words)

Key structures and Special difficulties

Key to KS and SD exercises

Possible answers

1 I was quite sure that the boy was innocent./ You must keep quiet during the concert.

2 If you had lived in the Mediterranean, you would have considered octopus a great delicacy.

3 When you are learning to play the piano, you need a lot of

practice./ You need to practise a lot when you are learning to play the piano.

4 Most people hated the play./ This is the most interesting exhibition I've been to.

5 I've been learning English since I was ten./ I've been learning English for four years./ I started learning English four years ago.

6 As here means because or since: She often appears on the stage as a young girl./ I saw her as she was coming out of the bank./ You should do as you are told.

7 She has been asking me questions all day./ She has asked me three questions in the past 5 minutes!

8 He happens to be a friend of mine./ It happened that we were in the town on holiday./ Nothing much happened at the meeting. It was boring.

Repetition drill

The simple past

Chorus, group or individual repetition

To elicit tag questions involving the use of irregular verbs in the simple past.

T: Drill 23. Listen. Do not speak.

(1) T: I must be careful. I mustn't fall down.

S: You fell down yesterday, didn't you?

(2) T: I must be careful. I mustn't eat too much.

S: You ate too much yesterday, didn't you?

(3) T: I must be careful. I mustn't break any of them.

S: You broke some of them yesterday, didn't you?

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

1 As in (1) above.

2 As in (2) above.

3 As in (3) above.

4 T: I must be careful. I mustn't forget it.

S: You forgot it yesterday, didn't you?

5 T: I must be careful. I mustn't drink any of it.

S: You drank some of it yesterday, didn't you?

6 T: I must be careful. I mustn't cut myself.

S: You cut yourself yesterday, didn't you?

7 T: I must be careful. I mustn't lend him any money.

S: You lent him some money yesterday, didn't you?

8 T: I must be careful. I mustn't lose my way.

S: You lost your way yesterday, didn't you?

9 T: I must be careful. I mustn't tear my shirt.

S: You tore your shirt yesterday, didn't you?

10 T: I must be careful. I mustn't make any mistakes.

S: You made some mistakes yesterday, didn't you?

11 T: I must be careful. I mustn't light a fire.

S: You lit a fire yesterday, didn't you?

12 T: I must be careful. I mustn't let the dog out.

S: You let the dog out yesterday, didn't you?

Key to Multiple choice questions

1 d 2 a 3 d 4 a 5 b 6 c

7 a 8 c 9 d 10 d 11 b 12 b

Lesson 24 A skeleton in the cupboard

Listening comprehension

1 Introduce the story

T: Today we'll talk about 'a skeleton in the cupboard'.

2 Understand the situation

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

3 Listening objective

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

Who was Sebastian?

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

5 Answer the question

After the reading, ask the question again: Who was Sebastian?

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: Sebastian was the skeleton that George had when he was a medical student.

6 Intensive reading

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

7 Play the tape or read the story again

8 Reading aloud

Ask one or two students to read the text aloud.

Comprehension questions

1 In English, what is a terrible secret called? (' A skeleton in the cupboard ' .)

2 When does the terrible secret become known (in a novel or story)? (At some dramatic moment.)

3 What does the reader's hair do when he reads the final pages of the novel? (It stands on end.)

4 What has the dear old lady done in her youth? (She has poisoned every one of her five husbands.)

5 What kind of secrets do we all have? (Ones that we don't want our closest friends to learn.)

6 Do many of us have skeletons in the cupboard? (No, we don't.)

7 The writer knows someone who has a skeleton in his cupboard. Who is it? (George Carlton.)

8 What did George study in his youth? (Medicine.)

9 Did he become a doctor? (No, he didn't.)

10 What did he become? (A successful writer of detective stories.)

11 What word did the writer use to describe the weekend he once spent at George's house? (' Uncomfortable ' .)

12 Was the guest room used a lot? (No, it wasn't.)

13 Where did the writer put his shirts and underclothes? (In two empty drawers.)

14 Where did he decide to hang a suit? (In the cupboard.)

15 What was dangling in front of his eyes inside the cupboard? (A skeleton.)

16 How frightened was the writer? (He was petrified.)

17 What made the skeleton sway slightly? (The sudden movement of the door.)

18 What did the writer do? (He dropped his suit and rushed downstairs to tell George.)

19 Was George sympathetic? (No, he wasn't.)

20 What was the skeleton's name? (Sebastian.)

Asking questions: Ask me if ...

T: Ask me if a terrible secret is sometimes called ' a skeleton in the cupboard ' .

S: Is a terrible secret sometimes called ' a skeleton in the cupboard ' ?

T: What ...

S: What is a terrible secret sometimes called?

1 a terrible secret is sometimes called ' a skeleton in the cupboard ' . (What)

2 the reader's hair stands on end when he reads the final pages of the novel. (When)

3 the dear old lady had poisoned every one of her five husbands. (How many)

4 we all have secrets that we don't want our closest friends to learn. (What secrets)

5 George is proud of the fact that he has a skeleton in the cupboard. (Why)

6 George became a writer of detective stories. (What)

7 the guest room was used a lot. (How often)

8 a skeleton was dangling in the cupboard. (What)

9 the movement of the door made it sway slightly. (What)

10 the writer dropped his suit. (Who)

Tell us about the time the writer saw a real skeleton in a cupboard

1 Only person he knew----skeleton in cupboard----George Carlton----proud of it

2 George----medicine in youth----but

instead----doctor----writer of detective stories

3 Spent uncomfortable weekend----his house

4 Showed me guest room----rarely used----unpack things----down to dinner

5 Shirts and underclothes----drawers----decided to hang suit in cupboard

6 Opened cupboard door----petrified----skeleton

7 Sudden movement----swayed----about to leap out

8 Dropped suit----dashed downstairs

9 Worse than 'terrible secret' ----real skeleton----George unsympathetic

10 'That's Sebastian----you forget----I----medical student once'

Topics for discussion

1 Tell us about a horror film that you have seen or heard about.

2 Have you ever had a frightening experience? Tell us about it.

3 'Everybody has at least one "skeleton in the cupboard".' What do you think?

Key to Comprehension

1 'A skeleton in the cupboard' is an expression that means 'a terrible secret which someone has probably hidden for years'.

2 The dear old lady who had always been so kind to everybody had actually poisoned five husbands in her youth!

3 He is a writer of detective stories.

Key to Vocabulary

A possible answer

seemingly (1.1) apparently

concealed (1.2) hidden

vivid saying (1.3) a memorable expression

reputation (1.6) a good name

ruined (1.6) destroyed

fiction (1.10) invented stories

to varying degrees (1.10) sometimes more, sometimes less

Key to Summary writing

Points

1 Started to unpack----shirts and underclothes in drawers----decided to hang suit----cupboard

2 Opened cupboard----stood petrified

3 Skeleton----dangling in front of him----swaying----leap out?

4 Dropped suit----dashed downstairs----tell George

5 George unsympathetic: 'Sebastian----remember----I was

medical student '

Summary

The writer started to unpack and put his shirts and underclothes into drawers and then decided to hang a suit in the cupboard. He opened the cupboard and stood petrified: there, dangling in front of him, was a skeleton. It was swaying and ready to leap out at him. He dropped his suit and dashed downstairs to tell George. George was unsympathetic and told the writer it was Sebastian, a skeleton he had when he was a medical student. (79 words)

Key to Composition

A possible answer

A weekend with Sebastian

Now that George had explained about the skeleton, I felt better, but I still didn't want to sleep in the room with a skeleton hanging in the cupboard. I asked George to remove him, but he refused. 'There's nowhere else to put him,' said George, 'so he'll have to stay.'

I couldn't disagree of course, but the moment I lay down to sleep, I knew it was going to be an uncomfortable night. In the end, I decided that I would take Sebastian somewhere for the night and bring him back up to my room early in the morning. So I took him out of cupboard and walked around the house with him trying to find somewhere to put him.

George's maid was just going to bed as I walked along the landing. She saw Sebastian apparently walking around, screamed and fainted. She had obviously woken Carlton who appeared from his bedroom and, when the girl had regained consciousness, explained everything to her. He accused me of being stupid and sent me and Sebastian back to 'our' room where I hung him up in the cupboard again.

Imagine my surprise when I picked up one of Carlton's detective stories two years later. There I was, with Sebastian the skeleton, as the main characters in one of his stories for the whole world to read. Still, he didn't use my real name, so I should be glad of that!

(240 words)

Key to Letter writing

A possible answer (body of letter only)

I haven't written to you for some time, but felt that I should before contacting you by telephone or coming to the surgery.

I have not been feeling at all well lately. I have been feeling tired all the time and have started to go to bed early most nights to get more sleep. Even then, after a good night's sleep, I still feel as if I could sleep longer. I've taken vitamin tablets and

things, but they haven't done any good, so I'd like to make an appointment to see you as soon as possible. (97 words)

Key structures and Special difficulties

Key to KS and SD exercises

Possible answers

1 We frequently eat at that restaurant./ He rarely gets up before 11 o'clock./ She always catches the 8 o'clock bus to work./ They never get up early on Sundays.

2 She taught me to speak English./ He allowed us to park behind his house.

3 We invited 50 people to the barbecue, but very few came----only 5 in fact./ The next time we had a barbecue, quite a few people came----about 45./ When everybody had finished eating, there was very little (food) left./ There's a little meat left if you'd like some.

4 aware of, ready for, patient with, afraid of, fortunate in, curious about, dependent on, different from, skilful at, familiar with, close to

5 She made me do some extra exercises for homework./ The other teacher often lets me hand in my assignments late.

6 ' You must see Arsenic and Old Lace again, ' Tom said. ' It's a wonderful film. '

' No, thank you, ' I answered. ' I don't think I could stand it. '

' I saw it years ago, ' said Tom. ' I shall never forget those dear old ladies. '

' And I shall never forget the dreadful moment when Boris Karloff suddenly appeared at the window, ' I said. ' I nearly jumped out of my seat. '

Repetition drill

The present perfect

Chorus, group or individual repetition

To elicit affirmative statements involving the use of the present perfect and never... before. Irregular verbs only.

T: Drill 24. Listen. Do not speak.

(1) T: I hope he doesn't break the vase.

S: I don't see why he should. He's never broken the vase before.

(2) T: I hope she doesn't choose the wrong one.

S: I don't see why she should. She's never chosen the wrong one before.

(3) T: I hope he doesn't cut himself.

S: I don't see why he should. He's never cut himself before.

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 hope he doesn't make a mistake.
 S: I don't see why he should. He's never made a mistake before.
 5 T: I hope she doesn't forget to bring the music.
 S: I don't see why she should. She's never forgotten to bring the music before.
 6 T: I hope they don't hurt themselves.
 S: I don't see why they should. They've never hurt themselves before.
 7 T: I hope he doesn't write to her.
 S: I don't see why he should. He's never written to her before.
 8 T: I hope he doesn't lose the way.
 S: I don't see why he should. He's never lost the way before.
 9 T: I hope she doesn't tell them about his problem.
 S: I don't see why she should. She's never told them about his problem before.
 10 T: I hope they don't feed the animals.
 S: I don't see why they should. They've never fed the animals before.
 11 T: I hope he doesn't fall down.
 S: I don't see why he should. He's never fallen down before.
 12 T: I hope they don't light a fire.
 S: I don't see why they should. They've never lit a fire before.
 13 T: I hope he doesn't tear his clothes.
 S: I don't see why he should. He's never torn his clothes before.
 14 T: I hope he doesn't lend them any money.
 S: I don't see why he should. He's never lent them any money before.
 15 T: I hope he hasn't taken the dog out for a walk.
 S: I don't see why he should. He's never taken the dog out for a walk before.

Key to Multiple choice questions

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

Lesson 25 The Cutty Sark

Listening comprehension

1 Introduce the story

T: Today we'll talk about a famous sailing ship.

2 Understand the situation

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

3 Listening objective

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

What piece of bad luck prevented the Cutty Sark from winning the race?

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

5 Answer the question

After the reading, ask the question again: What piece of bad luck prevented the Cutty Sark from winning the race?

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 rudder was torn away in a heavy storm.

6 Intensive reading

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

7 Play the tape or read the story again

8 Reading aloud

Ask one or two students to read the text aloud.

Comprehension questions

1 Which famous 19th-century ship can be seen at Greenwich? (The Cutty Sark.)

2 How many people visit her each year? (Thousands.)

3 What were ships like the Cutty Sark replaced by? (Steamships.)

4 What did sailing vessels carry? (Tea from China and wool from Australia.)

5 What was special about the Cutty Sark? (She was one of the fastest sailing ships that has ever been built.)

6 What was the name of the only other ship to match her? (The Thermopylae.)

7 On June 18th, 1872, the two ships set out on a race. From where to where? (From Shanghai to England.)

8 The race went on for four months, didn't it? (Yes, it did.)

9 Did the race mark the end of the great tradition of sailing ships? (Yes, it did.)

10 Which ship reached Java first? (The Thermopylae.)

11 Where did the Cutty Sark take the lead? (On the Indian Ocean.)

12 Did the Cutty Sark have a lot of good luck? (No, she had a lot of bad luck.)

13 What happened in August when she was struck by a heavy storm? (Her rudder was torn away.)

14 How difficult was it to steer her? (It was impossible.)

15 The sailors made a temporary rudder. What from? (From spare planks.)

16 Why did she call in at a port after crossing the Equator? (To have a new rudder fitted.)

17 How far ahead was the Thermopylae at this time? (Over five hundred miles.)

18 How quickly was the new rudder fitted? (At tremendous speed.)

19 When did the Cutty Sark arrive in England? (A week after the Thermopylae.)

20 Was this remarkable? (Yes, it was.)

21 What would she have done if she had not lost her rudder? (She would have won the race easily.)

Asking questions: Ask me if ...

T: Ask me if the Cutty Sark can still be seen at Greenwich.

S: Can the Cutty Sark still be seen at Greenwich?

T: Where ...

S: Where can the Cutty Sark still be seen?

1 the Cutty Sark can still be seen at Greenwich. (Where)

2 the Cutty Sark was a sailing ship. (What kind ...)

3 ships like the Cutty Sark were used to carry tea and wool. (What ...)

4 the race lasted for four months. (How long)

5 the Thermopylae reached Java first. (Which ship)

6 the Cutty Sark had a lot of bad luck during the race. (How much)

7 her rudder was torn away during a heavy storm. (When)

8 a temporary rudder was made on board from spare planks. (How)

9 the captain called in at a port. (Why)

10 the Cutty Sark arrived in England a week after the Thermopylae. (When)

Tell us about the race between the Cutty Sark and the Thermopylae

1 Both ships----set out----Shanghai----June 18th, 1872----race to England

2 This race----four months----last of its kind----end of great tradition----beginning of new era

3 First to reach Java-----Thermopylae----Indian Ocean----Cutty Sark took lead

4 During race----bad luck

5 August----struck by heavy storm----rudder torn away----rolled----impossible to steer

6 Temporary rudder----spare planks----fitted with difficulty

7 Reduced speed of ship----Cutty Sark lost her lead

8 Crossed Equator----port----new rudder fitted----Thermopylae now 500 miles ahead

9 Impossible to win----arrived England week after Thermopylae

Topics for discussion

1 Tell us about any great sailing or shipping adventure or disaster you know about.

2 Have you ever been on a voyage or cruise on a large ship? Tell us about it. ----Or would you like to go on a voyage or a cruise? What would you look forward to?

3 ' Sailing is one of the greatest sports there is. ' What do you think? What do you think young people can get from sailing?

Key to Comprehension

1 The Cutty Sark can be seen now on dry land at Greenwich, England.

2 Ships like the Cutty Sark used to carry tea from China and wool from Australia.

3 The race between the Cutty Sark and the Thermopylae lasted four months.

Key to Vocabulary

A possible answer

reminder (1.4) something that makes you remember

match (1.7) be equal to

era (1.10) an age or period

struck (1.13) hit

steer (1.14) guide, make (her) go in a particular direction

temporary (1.14) provisional, lasting for a short time

on board (1.15) on the ship

Key to Summary writing

Points

1 Thermopylae reached Java first----Cutty Sark took lead on Indian Ocean

2 August----CS struck by heavy storm----rudder torn away
3 Temporary rudder made----fitted with difficulty----CS lost lead

4 Crossed Equator----called at port----new rudder fitted----T 500 miles ahead

5 Even with new rudder----arrived England----week after T
Summary

The Thermopylae reached Java first, but the Cutty Sark took the lead on the Indian Ocean. When the Cutty Sark was struck by a storm, her rudder was torn away. A temporary rudder was made and fitted, but the ship lost the lead. After crossing the Equator, they called in at a port to have a new rudder fitted.

Even with a new rudder, the Cutty Sark arrived in England a week after the Thermopylae, which was 500 miles ahead. (80 words)

Key to Composition

A possible answer

Ships of the past

Men have always wanted to cross water. Thousands of years ago, men made simple dug-out canoes so that they could cross rivers or go out into lakes to fish. At first, then, man's earliest boats were small and simple and were powered and steered by paddles or oars.

When men wanted to travel greater distances, across very large lakes or small seas, for example, boats needed to be larger. We have all seen pictures of ancient ships with rows of oars at each side and slaves to row them. In fact these galleys were just a larger version of the single-man rowing boat, still made of wood and very much the same design as very early boats.

Early ships might have been primitive, they might have been made of wood and might have been powered through the water with oars, but they managed to cross oceans. The Viking ships that invaded Britain hundreds of years ago also reached North America. Later sailing ships, like those that Columbus sailed in, the galleons that formed the Spanish Armada or those that Nelson sailed in, were an advance.

But perhaps the greatest development in the history of ships was when steam engines replaced sails. For centuries, ships had depended on the wind to sail across the seas and oceans. At last, with an engine to drive a propeller, seamen did not have to rely totally on the weather. From then on, ships like the 'Great Eastern' could be larger, safer and more manoeuvrable in the water. (254 words)

Key to Letter writing

A possible answer (body of letter only)

Since we set sail from Southampton a week ago, the voyage has been awful. We have seen no sunshine, it has been raining all the time and the winds have been blowing hard. I have been seasick since we left.

This is only a small ship and there are only about fifty other passengers. Three or four have visited me and introduced themselves. They are all sympathetic because they have all been on lots of cruises before.

Tomorrow I want to go up on deck. We are calling into our first port, and I can't wait to get onto dry land again! (103 words)

Key structures and Special difficulties

Key to KS and SD exercises

Possible answers

1 I use my bicycle every day. / I am used to getting up early. / I used to walk to school, but now I usually cycle.

2 He can run very fast. / He can run faster than I can.

3 We set off at 7 o'clock yesterday morning. / That girl has just set up a new world record.

4 The engine has lost its power. / It's warmer today than it was yesterday.

5 I've got a lot of books. / I've got a great many books. / This will cost a great deal of money.

6 on fire, in ink, in common, in tears, on foot, on purpose, in love, in a hurry

7 I arrived very late, but I caught the train. / I arrived too late to catch the train.

8 He is having a house built. / She had had his suit cleaned.

9 He won the competition. / He beat all the other competitors.

Repetition drill

Articles

Chorus, group or individual repetition

To elicit tag questions involving the inclusion and omission of the definite article before nouns used in a particular sense.

T: Drill 25. Listen. Do not speak.

(1) T: That's the butcher Mary goes to.

S: I know. She's at the butcher's now, isn't she?

(2) T: That's the school Mary goes to.

S: I know. She's at school now, isn't she?

(3) T: That's the newsagent Mary goes to.

S: I know. She's at the newsagent's now, isn't she?

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

1 As in (1) above.

2 As in (2) above.
 3 As in (3) above.
 4 T: That's the chemist Mary goes to.
 S: I know. She's at the chemist's now, isn't she?
 5 T: That's the cinema Mary goes to.
 S: I know. She's at the cinema now, isn't she?
 6 T: That's the office Mary goes to.
 S: I know. She's at the office now. isn't she?
 7 T: That's the greengrocer Mary goes to.
 S: I know. She's at the greengrocer's now, isn't she?
 8 T: That's the sports club Mary goes to.
 S: I know. She's at the sports club now, isn't she?
 9 T: That's the dairy Mary goes to.
 S: I know. She's at the dairy now, isn't she?
 10 T: That's the university Mary goes to.
 S: I know. She's at university now, isn't she?
 11 T: That's the grocer Mary goes to.
 S: I know. She's at the grocer's now, isn't she?
 12 T: That's the theatre Mary goes to.
 S: I know. She's at the theatre now, isn't she?
 13 T: That's the dentist Mary goes to.
 S: I know. She's at the dentist's now, isn't she?
 14 T: That's the college Mary goes to.
 S: I know. She's at college now, isn't she?
 15 T: That's the doctor Mary goes to.
 S: I know. She's at the doctor's now, isn't she?

Key to Multiple choice questions

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

Lesson 26 Wanted: a large biscuit tin

Listening comprehension

1 Introduce the story

T: Today we'll talk about a competition to bake big biscuits.

2 Understand the situation

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

3 Listening objective

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

Who won the prize for the biggest biscuit?

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

5 Answer the question

After the reading, ask the question again: Who won the prize for the biggest biscuit?

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 college student.

6 Intensive reading

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

7 Play the tape or read the story again

8 Reading aloud

Ask one or two students to read the text aloud.

Comprehension questions

1 Are we free to choose the things we want any longer? (No, we aren't.)

2 What does advertising exert on us? (A subtle influence.)

3 Have advertisers made a close study of human nature? (Yes, they have.)

4 What have they classified? (All our little weaknesses.)

5 What do we all love to get? (Something for nothing.)

6 If an advertisement begins with the magic word FREE, what can happen? (It can rarely go wrong.)

7 What do advertisers offer nowadays as well as free samples? (Free cars, free houses and free trips round the world.)

8 What do they devise to enable us to win huge sums of money? (Hundreds of competitions.)

9 What did the biscuit manufacturers ask listeners to do? (Bake biscuits and send them to the factory.)

10 What did they offer? (To pay \$10 a pound for the biggest biscuit baked by a listener.)

11 Was the response tremendous? (Yes, it was.)

12 How did one lady bring in a biscuit? (On a wheelbarrow.)

13 How much did it weigh? (Nearly 500 pounds.)

14 What happened to all the biscuits that were sent? (They were carefully weighed.)

15 How much did the largest weigh? (713 pounds.)

16 What arrived at the factory just before the competition closed? (A lorry.)

17 What was on the lorry? (A colossal biscuit which weighed 2,400 pounds.)

18 Who had made it? (A college student.)

19 What had he used to make it? (1,000 pounds of flour, 800 pounds of sugar, 200 pounds of fat and 400 pounds of other ingredients.)

20 What had to be used to take the biscuit off the lorry? (A crane.)

21 How much did the company have to pay the student? (\$24,000.)

Asking questions: Ask me if ...

T: Ask me if anyone can avoid being influenced by advertisements.

S: Can anyone avoid being influenced by advertisements?

T: Why can't ...

S: Why can't anyone avoid being influenced by advertisements?

1 anyone can avoid being influenced by advertisements. (Why can't)

2 some of us pride ourselves on our good taste. (How many of us)

3 advertisers have made a close study of human nature. (Who)

4 advertisers offer free samples, free cars and free houses. (What)

5 a biscuit company asked listeners to bake biscuits and send them in. (What)

6 they offered to pay \$10 a pound for the biggest biscuit. (How much)

7 one lady brought in a biscuit on a wheelbarrow. (How)

8 the biggest biscuit weighed 2,400 pounds. (How much)

9 it had been baked by a college student. (Who)

10 the manufacturers had to pay the student \$24,000. (How much)

Tell us about the biggest biscuit baked by a listener

1 Radio programme----biscuit company----listeners----bake

and send in biscuits

2 Offered---- \$ 10 a pound----biggest biscuit----tremendous response

3 Biscuits all shapes and sizes----for example, one in wheelbarrow----500 pounds

4 Later----man----biscuit----whole boot

5 All biscuits weighed----largest 713 pounds----win the prize?

6 Lorry arrived factory----colossal biscuit----2,400 pounds

7 College student----1,000 pounds flour, 800 pounds sugar, 200 pounds fat, 400 pounds other ingredients

8 So heavy----crane----from lorry

9 Manufacturers----pay more----anticipated----bought biscuit---- \$ 24,000

Topics for discussion

1 Tell us about an advertisement or an advertising campaign which has been very effective.

2 Do you know you have been influenced by an advertisement? If so, tell us about it.

3 ' All advertising should be banned. ' What do you think?

Key to Comprehension

1 We are no longer free to choose the things we want because we are influenced by advertising.

2 Advertisers have made a close study of human weaknesses in order to classify them and persuade us to buy different things.

3 Advertisers can capture the attention of millions of people through radio and television.

Key to Vocabulary

A possible answer

no longer (1.2) not any more, not now

in their efforts to persuade us (1.4) in their attempts to influence us to do something

classified (1.6) put into categories

free (1.9) without any cost or payment

enable (1.10) make it possible for

capture (1.11) attract and hold

Key to Summary writing

Points

1 Company----customers bake biscuits----send them to factory----offered \$ 10 a pound for biggest biscuit

2 Tremendous response----e. g. one biscuit in wheelbarrow----500 pounds

3 Another filled boot of car----another 713 pounds

4 But lorry brought one----2,400 pounds----baked by college

student

5 Crane---biscuit from lorry

6 Manufacturers paid student \$ 24,000

Summary

A biscuit company asked its customers to bake biscuits and send them to the factory. As a prize, they offered \$10 a pound for the biggest biscuit they received. The response was tremendous, with one biscuit weighing 500 pounds and another weighing 713 pounds. They thought that was the winner until a lorry delivered one which weighed 2,400 pounds baked by a college student. A crane lifted it from the lorry and the manufacturers paid the student \$ 24,000.

(80 words)

Key to Composition

A possible answer

The last question

The other evening I listened to a quiz show on the radio which was organised by a firm of soap manufacturers. A member of the audience was invited to answer ten questions to win money. He could take a money prize after each correct answer or go on to a more difficult question. Each new question was worth twice the last question.

The man was very nervous in front of the audience, but he got the first question right. Then he slowly answered all the questions correctly---spelling questions, history questions, general knowledge, mathematics, ... The audience was getting very excited as the question master got to question number 9.

‘ And your ninth question, ’ he said, ‘ is worth £ 1,024. Here it is. Which nineteenth-century sailing ship won a race from Shanghai to England?

‘ It was the Thermopylae, ’ the man said confidently. ‘ She beat the Cutty Sark. ’

‘ Correct, ’ said the questionmaster, and the audience went mad. The question master had to ask them to be quiet.

‘ And here is your tenth and last question, ’ the host said, ‘ which is worth £ 2,048 exactly. “ Advertisement ” : how do you spell it? ’

The man paused and then said: ‘ I think this is a trick question. I can spell “ advertisement ”, but I can also spell “ it ”. The answer is “ I-T ”. ’

‘ You're absolutely right, ’ the host said, ‘ and you have won £ 2,048! Congratulations! ’

(239 words)

Key to Letter writing

A possible answer (body of letter only)

How are you? I hope you are keeping well. I know I haven't written recently but I have some good news. I have managed to find a job near you and want to move to your neighbourhood.

Naturally I need to find somewhere to live. As you live in the area, would you mind helping me to find some accommodation? I'm looking for a flat or even a small house to rent for at least six months.

I look forward to hearing from you as soon as you can find something for me.

(92 words)

Key structures and Special difficulties

Key to KS and SD exercises

Possible answers

1 He enjoys playing tennis. /Imagine going on holiday to England! /It's no use complaining now: it's too late. /It's not worth waiting any longer: they're not coming. /Would you mind opening the window?

2 These apples have gone bad. /The leaves on these trees turn yellow or red in autumn. /When the teacher entered the classroom, the students grew quiet.

3 This chair is in the way: can you move it?/I met John on the way here this afternoon. /By the way, I wanted to ask you something.

4 I lent a book to my friend. /She gave some money to her children.

5 There was only one book on the table./ I bought a book from the bookshop.

6 See text.

Repetition drill

The past continuous and the simple past

Chorus, group or individual repetition

To elicit statements involving the use of the past continuous to indicate the duration of an action. The contrast with the simple past is implied.

T: Drill 26. Listen. Do not speak.

(1) T: Why didn't you write some letters while I was out?

S: That's just what I was doing. I was writing letters.

(2) T: Why didn't she make some biscuits while I was out?

S: That's just what she was doing. She was making biscuits.

(3) T: Why didn't they tidy their rooms while I was out?

S: That's just what they were doing. They were tidying their rooms.

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

1 As in (1) above.

- 2 As in (2) above.
3 As in (3) above.
4 T: Why didn't he have his dinner while I was out?
S: That's just what he was doing. He was having his dinner.
5 T: Why didn't she water the plants while I was out?
S: That's just what she was doing. She was watering the plants.
6 T: Why didn't you pick some flowers while I was out?
S: That's just what I was doing. I was picking flowers.
7 T: Why didn't they practise the piano while I was out?
S: That's just what they were doing. They were practising the piano.
8 T: Why didn't you prepare the evening meal while I was out?
S: That's just what I was doing. I was preparing the evening meal.
9 T: Why didn't she do the ironing while I was out?
S: That's just what she was doing. She was doing the ironing.
10 T: Why didn't they repair the machine while I was out?
S: That's just what they were doing. They were repairing the machine.
11 T: Why didn't she polish the floor while I was out?
S: That's just what she was doing. She was polishing the floor.
12 T: Why didn't you unpack the suitcases while I was out?
S: That's just what I was doing. I was unpacking the suitcases.
13 T: Why didn't he cut the grass while I was out?
S: That's just what he was doing. He was cutting the grass.
14 T: Why didn't they play a game while I was out?
S: That's just what they were doing. They were playing a game.
15 T: Why didn't he correct his homework while I was out?
S: That's just what he was doing. He was correcting his homework.

Key to Multiple choice questions

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

Lesson 27 Nothing to sell and nothing to buy

Listening comprehension

1 Introduce the story

T: Today we'll talk about what it's like to be a tramp.

2 Understand the situation

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

3 Listening objective

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

What is the most important thing for a tramp?

4 Play the tape or read the story 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 thing for a tramp?

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: His freedom.

6 Intensive reading

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

7 Play the tape or read the story again

8 Reading aloud

Ask one or two students to read the text aloud.

Comprehension questions

1 It's been said that everyone lives by doing what? (By selling something.)

2 What do teachers live by selling? (Knowledge.)

3 Who live by selling wisdom? (Philosophers.)

4 And what about priests? (They live by selling spiritual comfort.)

5 How difficult is it to estimate the true value of services that people perform? (Extremely difficult.)

6 Would most of us willingly give up everything we possess to save our lives? (Yes, we would.)

7 But who might we grudge paying? (A surgeon.)

8 What has to be paid for in the same way that goods are paid for? (Skills.)

9 Tramps seem to be an exception to a rule. What is the rule? (' Everyone has something to sell. ')

10 What do beggars almost do? (Sell themselves.)

11 Are real tramps beggars? (No, they aren't.)

12 What have they got to sell? (Nothing.) And what do they require from others? (Nothing.)

13 There is something tramps do not sacrifice. What is it? (Their human dignity.)

14 Will a tramp ask you to feel sorry for him? (No, he won't.)

15 Is a tramp sure where the next meal is coming from? (No, he isn't.)

16 But what is he free from? (The thousands of anxieties which afflict other people.)

17 Why can he move from place to place with ease? (Because he has few material possessions.)

18 How does he get closer to nature than most of us do? (By having to sleep in the open.)

19 What will a tramp never sacrifice? (His freedom.)

20 How do we often speak of tramps? (With contempt.)

21 How do we compare them with beggars? (We put them in the same class.)

22 How do many of us feel about tramps' simple way of life and their freedom from care? (We are envious of it.)

Asking questions: Ask me if...

T: Ask me if teachers live by selling knowledge.

S: Do teachers live by selling knowledge?

T: How...

S: How do teachers live?

1 teachers live by selling knowledge. (How)

2 it is difficult to estimate the value of services that people perform. (How difficult)

3 we would give up everything to save our lives. (Why)

4 everyone's got something to sell. (What)

5 beggars sell themselves as human beings. (Why)

6 a tramp will ask you for money. (Who)

7 a tramp has deliberately chosen the life he leads. (What)

8 he is free from thousands of anxieties. (Which anxieties)

9 he gets closer to nature than most of us do. (How)

10 a tramp will do a little work. (When)

Tell us about tramps

1 There is a rule: 'Everyone----something to sell'
----tramps----exception

2 Beggars----sell themselves----pity----passers-by----real tramps----not beggars

3 Nothing to sell----require nothing----may ask for money----never ask----feel sorry

- 4 Deliberately chosen life----aware of consequences
- 5 Never sure----next meal----free----anxieties----afflict other people
- 6 Few material possessions----move from place to place
- 7 Sleep in the open----closer to nature
- 8 May hunt, beg, steal----work----never sacrifice freedom
- 9 Often speak----tramps----contempt----same class as beggars----envious----simple way of life----freedom from care?

Topics for discussion

- 1 Tell us about any tramps or beggars you have seen in this country.
- 2 Do you think all tramps should be made to do a job?
- 3 'It must be wonderful to be a real tramp.' What do you think?

Key to Comprehension

- 1 In terms of money, it is easier to estimate the value of material goods.
- 2 Beggars arouse the pity of passers-by by almost selling themselves as human beings.
- 3 Tramps differ from beggars because they do not beg, they have nothing to sell and expect nothing from other people.

Key to Vocabulary

A possible answer

value (1.4)	worth
estimate (1.5)	assess
perform (1.6)	do
possess (1.7)	have, own
grudge (1.8)	be unwilling (to...)
precisely (1.8)	exactly
skills (1.9)	abilities

Key to Summary writing

Points

- 1 Real tramps----not beggars----sell nothing----require nothing
- 2 They seek independence----not sacrifice human dignity
- 3 Tramps choose their way of life----aware of consequences
- 4 May not know----next meal----but not worries others have
- 5 Can travel easily----few possessions
- 6 Sleep in the open----close to nature

Summary

Unlike beggars, real tramps have nothing to sell and require nothing from others. Although they seek independence, they will not sacrifice their human dignity. They choose their own way of life and are aware of the consequences. They may not know where

the next meal is coming from, but they do not have the worries that others have. They can travel easily because they have few possessions and when they sleep in the open, they are close to nature.

(79 words)

Key to Composition

A possible answer

Tramps are parasites

The majority of adults in society contribute to society by working. They work, earn money and pay taxes for the things we all need---hospitals, schools, public transport, the fire brigade, law and order and so on. We don't expect children or very old people to work and pay taxes. But everyone else should. So why should people like tramps and beggars be different?

Tramps say all they want is their freedom. Well, they may be free, but their freedom is paid for by everyone else in society. There are many unemployed people who simply cannot get a job---but they would work if they could. And many beggars are people who have turned to begging because they cannot find a job. Tramps are not like them. Tramps lead a very selfish way of life and it is a way of life that shows an unwillingness to assume responsibility for others. The rest of us have a home, children, work, and so on. But not tramps!

Tramps are lazy parasites on society, and if we all had their mentality, society would not exist, for them or anyone else.

Although we might in some ways be envious of tramps, and although we might envy their freedom, how many of us could be as selfish as them? How many of us could say 'I'm going to live exactly as I want, and damn the rest of society!' ? I couldn't.

(236 words)

Key to Letter writing

A possible answer (body of letter only)

I know I wrote to you only a few weeks ago, but I'm writing this time to ask if you can help me. Do you think I can get a job in the UK for a few months? I don't mind doing almost anything---as long as it's not too hard. I could work in a hotel or a restaurant, for example, but I couldn't work on a building site!

I need money to help to pay for a holiday that I am planning to take next year in Australia. But a visit to the UK would also help me improve my English.

(103 words)

Key structures and Special difficulties

Key to KS and SD exercises

Possible answers

1 He is said to be very rich./It is said that he is very rich.

2 I'd like some information./The news from home is very good./I've done a lot of work today./How much luggage have you got?

3 They say it will be a fine day tomorrow./There was a terrible storm in the night./There has been another burglary in the village.

4 I opened the door quietly so as not to disturb the baby./I worked hard in order that my mother might be proud of me./She screamed loudly so that someone would hear her.

5 He never expected his bicycle to be found./Their house will have to be sold.

6 Who was this book written by?/This is not the sort of book (which) I am interested in.

7 See text.

Repetition drill

The comparison of adjectives

Chorus, group or individual repetition

To elicit statements involving the use of the + comparative..., the + comparative to indicate parallel increase.

T: Drill 27. Listen. Do not speak.

(1) T: It's a small car, so it will be cheap.

S: The smaller the car, the cheaper it will be.

(2) T: They're new carpets, so they will look nice.

S: The newer the carpets, the nicer they will look.

(3) T: It's very high, so it will be difficult.

S: The higher it is, the more difficult it will be.

T: Now you do the same. Ready?

1 As in (1) above.

2 As in (2) above.

3 As in (3) above.

4 T: It's an old film, so it will be interesting.

S: The older the film, the more interesting it will be.

5 T: It's an unusual example, so it will be valuable.

S: The more unusual the example, the more valuable it will be.

6 T: He's an old man, so he will be experienced.

S: The older the man, the more experienced he will be.

7 T: It's a new car, so it will be reliable.

S: The newer the car, the more reliable it will be.

8 T: It's a large cake, so it will be heavy.

S: The larger the cake, the heavier it will be.

9 T: They're bright students, so they will learn fast.

S: The brighter the students, the faster they will learn.

10 T: They're fresh flowers, so they will look nice.

S: The fresher the flowers, the nicer they will look.

11 T: It's a large car, so it will be expensive.

S: The larger the car, the more expensive it will be.

12 T: He's a lucky person, so he will be successful.
S: The luckier the person, the more successful he will be.
13 T: It's a new machine, so it will work well.
S: The newer the machine, the better it will work.
14 T: They're very dear, so he will buy very few.
S: The dearer they are, the fewer he will buy.
15 T: It's very heavy, so he will buy very little.
S: The heavier it is, the less he will buy.

Key to Multiple choice questions

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

Lesson 28 Five pounds too dear

Listening comprehension

1 Introduce the story

T: Today we'll talk about buying bargains.

2 Understand the situation

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

3 Listening objective

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

Why was even five pounds 'too dear'?

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

5 Answer the question

After the reading, ask the question again: Why was even five pounds 'too dear'?

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: Even five pounds was 'too dear' because in the end the pen was useless: it just didn't work.

6 Intensive reading

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

7 Play the tape or read the story again

8 Reading aloud

Ask one or two students to read the text aloud.

Comprehension questions

1 What was the liner doing as the small boats sped towards her? (Entering the harbour.)

2 How soon had the men from the boats climbed on board? (Before she had anchored.)

3 What kinds of things were the decks soon covered with? (Colourful rugs from Persia, silks from India, copper coffee pots and handmade silverware.)

4 Was it difficult to be tempted? (No, it wasn't.)

5 What had many of the tourists begun doing? (Bargaining with the tradesmen.)

6 What did the writer decide? (Not to buy anything until he had disembarked.)

7 What happened as soon as he got off the ship? (He was approached by a man who wanted to sell him a diamond ring.)

- 8 Did he have any intention of buying one? (No, he didn't.)
- 9 What was he impressed by? (The size of the diamonds.)
- 10 How big were they? (As big as marbles.)
- 11 What did the man do as they were walking past a shop? (He held a diamond firmly against the window and made an impression in the glass.)
- 12 What was the next man selling? (Pens and watches.)
- 13 How did the writer examine one of the pens? (Closely.)
- 14 Did it look genuine? (Yes, it did.)
- 15 What words had been inscribed at the base of the gold cap? (' Made in the U.S.A. ')
- 16 How much did the man say the pen was worth? (£ 50.)
- 17 How much would he sell it for? (£ 30.)
- 18 Was the writer willing to pay £ 15? (No, he wasn't.)
- 19 How much was the writer willing to pay? (£ 5.)
- 20 Did the man finally accept £ 5? (Yes, he did.)
- 21 How long did the writer feel pleased with his bargain? (Until he got back to the ship.)
- 22 What has the writer never done with the pen? (He has never written with it.)

Asking questions: Ask me if...

T: Ask me if small boats sped to the great liner.

S: Did small boats speed to the great liner?

T: Why...

S: Why did small boats speed to the great liner?

1 small boats sped to the great liner. (Why)

2 men from the boats climbed on board. (Who)

3 tourists began bargaining with the men. (How many)

4 the writer decided not to buy anything. (What)

5 the writer was impressed by the size of the diamonds. (Who)

6 it took half an hour to get rid of the man. (How long)

7 the words ' made in the U.S.A. ' were inscribed on the cap.

(Where)

8 the man originally offered to sell the pen for £ 30. (How much)

9 the man agreed to sell the pen for £ 5. (How much)

10 it was impossible to fill the pen with ink. (Why)

Tell us what happened to the writer after he got off the liner

1 Got off ship----approached by man----sell diamond ring

2 No intention----buy one----impressed----size of diamonds----marbles

3 Prove diamonds real----held diamond against shop window----deep impression

4 Next man----pens and watches----examined one----looked genuine

5 Worth £50----price £30----eventually reduced to £10

6 Shrugged shoulders----walked away----ran after him----pen into hands

7 Finally accepted £5----writer pleased----until got back to ship

8 Impossible to fill pen----never written a word

Topics for discussion

1 Tell us about an occasion when you have bargained for something.

2 How do you make sure you get value for money when you want to buy something?

3 'Never buy anything from street traders. You'll never get a bargain.' What do you think?

Key to Comprehension

1 As the great liner was entering the harbour, small boats sped towards it and men climbed on board.

2 The writer was impressed by the size of the diamonds because some were as big as marbles.

3 To prove that his diamonds were real, the diamond seller held one against a shop window and made a deep impression in the glass.

Key to Vocabulary

A possible answer

loaded with wares (1.1) piled high with goods

liner (1.1) passenger ship

rugs (1.4) mats, small carpets

bargaining (1.6) arguing about the price (of goods)

went to great lengths (1.11) did everything he could

impression (1.12) mark, scratch

to get rid of him (1.13) to make him go away

Key to Summary writing

Points

1 Next man----expensive watches and pens----looked at one----looked genuine

2 Worth £50----could have it for £30----writer offered £5

3 Eventually----writer walking away----man agreed----took £5

4 Writer pleased----till back on board

5 Pen impossible to fill----has never written

Summary

The next man who approached him was selling watches and pens,

and when the writer looked at one, it looked genuine. The man said it was worth £ 50 but the writer could have it for £ 30. The writer offered him £ 5 and waited. Eventually, as the writer was walking away, the man agreed and took £ 5. The writer was very pleased----until he was back on board. The pen was impossible to fill. It has never written a word since. (80 words)

Key to Composition

A possible answer

The bargain

The writer had only just got rid of a man who was trying to sell a diamond ring when another man approached him with some expensive pens and watches. When he held them up for the writer to look at, the writer showed quite a lot of interest.

‘ Can I see one of the pens? ’ the writer asked the man. They all looked genuine. The man handed the writer one and said: ‘ It's a beautiful pen, sir. It's worth £ 50, but you can have it for £ 30. ’

When the writer offered him just £ 5, there was an argument about the price, but eventually the man said: ‘ You can have it for £ 10, sir. That's the least I can take. ’

As the writer walked away shrugging his shoulders, the man followed him. ‘ I can't really do it, sir----I'm almost giving it away, ’ he said, ‘ but you can have it for £ 5. ’

The writer was obviously very pleased. He gave the man £ 5, took the pen, and the man disappeared quickly into the crowd. The writer was extremely pleased: he had bought a very expensive pen for just £ 5. What a bargain! Later, back on board ship, the writer discovered why the man had been in such a hurry to get away: you couldn't fill the pen with ink and it just didn't work! It wasn't such a ‘ bargain ’ after all! (235 words)

Key to Letter writing

A possible answer (body of letter only)

I am writing to you because I have heard that you want to sell your CD player.

Most of my friends have one, so I have wanted to buy one for some time. I've looked at new ones, but I can't afford one, and my parents won't lend me the money, so I would like to buy yours.

Perhaps you can tell me something about it. Can you tell me how old your machine is, what condition it is in and how much you are asking for it. Have you also got any CDs that you'd like to sell with it? (101 words)

Key structures and Special difficulties

Key to KS and SD exercises

Possible answers

1 I had no sooner opened the door than the telephone began to ring./He had no sooner finished his speech than everyone began to clap.

2 She is as old as I am./She is not as tall as I am.

3 While I was working in the garden, my brother was sitting in the sun./I was just going into the shop when I met an old friend.

4 It takes me an hour to get to college in the mornings./It has taken me two hours to get here today.

5 This car was made in Germany./It was made by Germans./The World Cup is made of gold./Glass is made from sand and lime.

6 Up till now I have been to the UK three times./So far I have seen that film five times.

Repetition drill

Review of tenses: used to and the simple present perfect

Chorus, group or individual repetition

To elicit contrasting statements involving the use of used to and the simple present perfect. Irregular verbs only.

T: Drill 28. Listen. Do not speak.

(1) T: She always drove to the office.

S: I know that's what she used to do, but she hasn't driven to the office for ages now.

(2) T: He always began work at 8 o'clock.

S: I know that's what he used to do, but he hasn't begun work at 8 o'clock for ages now.

(3) T: He always brought his wife with him.

S: I know that's what he used to do, but he hasn't brought his wife with him for ages now.

T: Now you do the same. Ready?

1 As in (1) above.

2 As in (2) above.

3 As in (3) above.

4 T: You always wrote to your friends.

S: I know that's what I used to do, but I haven't written to my friends for ages now.

5 T: He always did the shopping.

S: I know that's what he used to do, but he hasn't done the shopping for ages now.

6 T: She always read the newspapers.

S: I know that's what she used to do, but she hasn't read the newspapers for ages now.

7 T: They always bought expensive clothes.

S: I know that's what they used to do, but they haven't bought expensive clothes for ages now.

8 T: He always slept well.

S: I know that's what he used to do, but he hasn't slept well for ages now.

9 T: They always swam in the river.

S: I know that's what they used to do, but they haven't swum in the river for ages now.

10 T: He always won the competition.

S: I know that's what he used to do, but he hasn't won the competition for ages now.

11 T: He always wore a black suit.

S: I know that's what he used to do, but he hasn't worn a black suit for ages now.

12 T: I always got up early.

S: I know that's what you used to do, but you haven't got up early for ages now.

13 T: You always taught young children.

S: I know that's what I used to do, but I haven't taught young children for ages now.

14 T: She always took the dog for a walk.

S: I know that's what she used to do, but she hasn't taken the dog for a walk for ages now.

15 T: He always met her at the station.

S: I know that's what he used to do, but he hasn't met her at the station for ages now.

Key to Multiple choice questions

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

Lesson 29 Funny or not?

Listening comprehension

1 Introduce the story

T: Today we'll talk about jokes and 'sick' humour.

2 Understand the situation

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

3 Listening objective

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

What is the basis of 'sick' humour?

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

5 Answer the question

After the reading, ask the question again: What is the basis of 'sick' humour?

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: Tragic situations like violent death or serious accidents.

6 Intensive reading

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

7 Play the tape or read the story again

8 Reading aloud

Ask one or two students to read the text aloud.

Comprehension questions

1 What is the sense of humour mysteriously bound up with? (National characteristics.)

2 Would a Frenchman find it easy to laugh at a Russian joke? (No, he wouldn't.)

3 Would a Russian find an English joke funny? (No, he wouldn't.)

4 What are most funny stories based on? (Comic situations.)

5 What kind of appeal do certain funny situations have? (A universal appeal.)

6 Would most people laugh at Charlie Chaplin's early films? (Yes, they would.)

7 Where does the new kind of humour come from? (The U.S./The United States.)

8 What is the new kind of humour called? (' Sick humour ' .)

9 What do comedians base their jokes on? (Tragic situations like violent death or serious accidents.)

10 What do many people think of this kind of humour? (They find it distasteful.)

11 A man was taken to hospital. Why? (Because he had broken his right leg.)

12 When? (A few weeks before Christmas.)

13 Why did he keep on pestering his doctor? (To ask when he would be able to go home.)

14 What did he dread? (Having to spend Christmas in hospital.)

15 Was the patient's recovery fast or slow? (It was slow.)

16 Did he spend Christmas Day in hospital? (Yes, he did.)

17 When did the doctor tell him that he would probably be able to go home? (In time for New Year.)

18 Where did the man go on New Year's Eve? (To a party.)

19 How much did he drink? (More than was good for him.)

20 What happened to him at the end of the party? (He slipped on a piece of ice and broke his left leg.)

Asking questions: Ask me if...

T: Ask me if our sense of humour is bound up with national characteristics.

S: Is our sense of humour bound up with national characteristics?

T: What...

S: What is our sense of humour bound up with?

1 our sense of humour is bound up with national characteristics. (What)

2 a Frenchman will find it hard to laugh at a Russian joke. (Why)

3 most funny stories are based on comic situations. (What)

4 certain funny situations have a universal appeal. (Why)

5 a new type of humour has recently come into fashion. (What)

6 a man was taken to hospital a few weeks before Christmas. (When)

7 he dreaded having to spend Christmas in hospital. (Where)

8 the doctor said he could go home for New Year. (When)

9 the man drank a little more than was good for him. (How much)

10 he was mumbling about hospitals when he slipped on a piece of ice. (What)

Tell us the joke about the man who broke his right leg

1 Man broke right leg----taken to hospital----before Christmas

2 When----go home?----didn't want----spend Christmas in hospital

3 Christmas Day----still right leg in plaster----day in hospital

4 Next day----chances of leaving hospital----New Year----good

5 New Year's Eve----party----drank too much

6 Enjoyed himself----told everyone----hated hospitals

7 End of party----still mumbling about hospitals----slipped on piece of ice----broke left leg

Topics for discussion

1 Tell us a joke.

2 If you watch a foreign comedy programme on TV, do you always find it funny? Why/Why not?

3 ' Jokes that make fun of other people are never funny. ' What do you think?

Key to Comprehension

1 A Frenchman might find it hard to laugh at a Russian joke because humour is mysteriously bound up with national characteristics.

2 People all over the world find Charlie Chaplin's early films amusing because certain funny situations have a universal appeal.

3 ' Sick humour ' originated in the United States.

Key to Vocabulary

A possible answer

brought up (1.2) raised, educated

mysteriously bound up

with (11.2-3) strangely connected to

make (1.5) force

universal appeal (1.8) international attraction

stems (1.10) comes

come into fashion (1.10) become popular

distasteful (1.11) unpleasant, tasteless

Key to Summary writing

Points

1 Man broke right leg----before Christmas----taken to hospital

2 When----go home?----didn't want----spend Christmas there

3 Christmas Day----still right leg in plaster----day in hospital

4 Next day----good chance of leaving hospital----New Year

5 New Year's Eve----party----drank too much

6 End of party----slipped on piece of ice----broke left leg

Summary

A man broke his right leg just before Christmas and was taken to hospital. He wanted to know when he could go home. On Christmas

Day he was still in hospital with his leg in plaster, but there was a good chance of leaving hospital for the New Year. In fact, he was out in time to go to a New Year's Eve party where he drank too much, slipped on a piece of ice and broke his left leg. (80 words)

Key to Composition

A possible answer

The gasman

An aunt of mine lives in a small village in the country and tells this story of what happened to her once. In order to understand the story, you should know a little about life in an English village. For example, people often enjoy afternoon tea together, they still leave doors unlocked, and certain tradesmen are used to delivering goods and, with permission, leaving them inside the owner's house.

One day my aunt had invited some friends round for afternoon tea. She had put some cakes in the oven to bake, and had gone upstairs to do some cleaning. When she finished, she decided to have a bath before her friends arrived. She was just about to get into the bath when she suddenly remembered the cakes. She wrapped a bath towel round her, went down to the kitchen and took the cakes out of the oven. Just then, there was a knock on the back door. She was sure it was the baker, who would open the door, come in and leave the bread on the kitchen table.

She panicked, dashed into the cupboard under the stairs and closed the door. Then, horrified, she heard footsteps coming to the cupboard. The door opened and there stood the gasman who had come to read the meter----which was in the cupboard. My aunt blushed and said, 'I'm very sorry. I was expecting the baker.' 'Oh,' the gasman said. 'Sorry, madam.' He closed the door gently and left. (250 words)

Key to Letter writing

A possible answer (body of letter only)

I'm writing to see if you can help me. I've looked everywhere here at home, but can't find my overcoat anywhere. I have an idea I left it at your house when I came to see you about a fortnight ago.

It's quite a new coat, it's dark blue with a black collar, and there may be a pair of my gloves in one of the pockets.

Could you look for it and let me know if I left it there? If so, I will come and collect it as soon as I can. (94 words)

Key structures and Special difficulties

Key to KS and SD exercises

Possible answers

1 operate on, differ from, smell of, encourage... in, lean on, approve of, delight in, suffer from, assure of, escape from, interested in, concentrate on, include in

2 He found it difficult to walk after his operation./She considered it sensible to forget what they said to her./He thought it silly to make a fuss.

3 When he heard the joke, he laughed./He laughed at the joke.

4 amusing = funny: The man amused us with some jokes./I enjoyed his jokes./He entertained the people by playing the piano for about an hour.

5 See text.

6 Please keep off the grass./Don't run so fast. I can't keep up with you./There was a notice on door which said 'Keep out'.

7 I could swim very well when I was younger./I was able to solve the problem after an hour.

Repetition drill

Polite requests with will

Chorus, group or individual repetition

To elicit polite requests involving the use of will.

T: Drill 29. Listen. Do not speak.

(1) T: Do you want me to help you?

S: Yes, will you help me please?

(2) T: Do you want me to come with you?

S: Yes, will you come with me please?

(3) T: Do you want me to turn off the radio?

S: Yes, will you turn off the radio please?

T: Now you do the same. Ready?

1 As in (1) above.

2 As in (2) above.

3 As in (3) above.

4 T: Do you want me to give you my address?

S: Yes, will you give me your address please?

5 T: Do you want me to tell him about it?

S: Yes, will you tell him about it please?

6 T: Do you want me to write to her?

S: Yes, will you write to her please?

7 T: Do you want me to make another copy?

S: Yes, will you make another copy please?

8 T: Do you want me to learn it by heart?

S: Yes, will you learn it by heart please?

9 T: Do you want me to cancel the order?

S: Yes, will you cancel the order please?

10 T: Do you want me to tell the joke again?

S: Yes, will you tell the joke again please?

11 T: Do you want me to stay an hour longer?

S: Yes, will you stay an hour longer please?

12 T: Do you want me to buy a return ticket?

S: Yes, will you buy a return ticket please?

13 T: Do you want me to book a table?

S: Yes, will you book a table please?

14 T: Do you want me to clear the table?

S: Yes, will you clear the table please?

15 T: Do you want me to do the washing-up?

S: Yes, will you do the washing-up please?'

Key to Multiple choice questions

1 c 2 b 3 a 4 a 5 a 6 a

7 b 8 c 9 d 10 d 11 c 12 b

Lesson 30 The death of a ghost

Listening comprehension

1 Introduce the story

T: Today we'll talk about a ghost.

2 Understand the situation

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

3 Listening objective

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

Why did the two brothers keep the secret?

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

5 Answer the question

After the reading, ask the question again: Why did the two brothers keep the secret?

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 thought it was their duty (to go on protecting him).

6 Intensive reading

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

7 Play the tape or read the story again

8 Reading aloud

Ask one or two students to read the text aloud.

Comprehension questions

1 What did villagers believe about Endley Farm? (They believed it was haunted.)

2 Who was the farm owned by? (Two brothers, Joe and Bob Cox.)

3 Were farmhands willing to work there for very long? (No, they weren't.)

4 What did farm labourers find in the morning? (That work had been done overnight.)

5 What kinds of jobs had been done? (Hay had been cut and cowsheds had been cleaned.)

6 One worker stayed up all night. What did he claim to have seen? (A figure cutting corn in the moonlight.)

7 Did anyone suspect that there was someone else on the farm? (No, they didn't.)

8 When did villagers learn that the ghost of Endley had died?

(A short time ago.)

9 Who was the 'ghost' that had died? (Eric Cox.)

10 And who was Eric Cox? (The third Cox brother who was supposed to have died as a young man.)

11 How long had the brothers kept the secret? (For over fifty years.)

12 Had Eric been the youngest or the eldest son? (The eldest.)

13 When had he joined the army? (During the Second World War.)

14 Why did he desert his regiment? (Because he hated army life.)

15 Who hid Eric until the end of the war? (His father.)

16 Did Eric remain in hiding after the war? (Yes, he did.)

17 What did his father tell everybody? (That Eric had been killed in action.)

18 Who else knew the secret? (The two brothers, Joe and Bob.)

19 Did they keep their brother in hiding? (Yes, they did.)

20 How had Eric lived all these years? (As a recluse.)

21 Did he use to sleep during the day? (Yes, he did.)

22 Was he aware that he had become the ghost of Endley? (No, he wasn't.)

Asking questions: Ask me if...

T: Ask me if Endley Farm was owned by the Cox brothers.

S: Was Endley Farm owned by the Cox brothers?

T: Which farm.

S: Which farm was owned by the Cox brothers?

1 Endley Farm was owned by the Cox brothers. (Which farm)

2 work was done overnight. (What kind)

3 a farm worker claimed to have seen a figure cutting corn.

(Who)

4 the brothers employed a conscientious ghost. (Why)

5 the villagers learn that the ghost of Endley had died.

(When)

6 everyone went to Eric Cox's funeral. (Whose)

7 Eric had joined the army during the Second World War. (When)

8 Eric deserted his regiment. (Why)

9 his father hid him during and after the war. (Who)

10 Eric had lived as a recluse all these years. (How)

Tell us about Eric, the third brother in the Cox family

1 Eric----eldest of three sons----much older than Joe and Bob

2 Joined army----2nd World War----hated army----deserted regiment

3 Learnt----sent abroad----farm----father hid him

4 Stayed in hiding----father said----killed in action

5 Joe and Bob knew secret----didn't tell wives

6 Father died----kept Eric in
hiding----so----Eric----recluse

7 Slept during day----worked at night----but became ghost of
Endley

8 When he died----brothers couldn't keep secret

Topics for discussion

1 Tell us about any ghosts or haunted houses you have heard
about or read about.

2 Would you like to live as a recluse? Why/Why not?

3 ' There are no such things as ghosts. ' What do you think?

Key to Comprehension

1 Farmhands frequently gave up their jobs at Endley Farm
because they used to wake up and find that work had been done
overnight.

2 The ghost of Endley was Eric Cox, the elder brother of Joe
and Bob, who had lived on the farm as a recluse since the war.

3 Everybody was surprised to learn that Eric Cox had just died
because they thought he had been killed in action in the war.

Key to Vocabulary

A possible answer

was willing (1.3) wanted, was prepared

labourers (1.4) said that, maintained that

claimed (1.7) said that, maintained that

an accepted fact (1.8) a general, undisputed truth

conscientious (1.9) extremely careful

astonished (1.11) surprised

revealed (1.13) made known, told

Key to Summary writing

Points

1 Joined army----Second World War----hated army
life----deserted

2 Returned to farm----father hid him----end of war - remained
in hiding after war

3 Father told everyone----killed in action

4 Joe and Bob----kept secret----Eric----lived as recluse

5 Sleep during day----work at night---- ' ghost of Endley '

Summary

Eric joined the army during the Second World War, but hated
army life, so he deserted. He returned to the farm where his father
hid him until the end of the war, and he remained in hiding after
the war. His father told everyone that he had been killed in action.
Joe and Bob kept the secret, so Eric lived as a recluse. He slept
during the day and worked at night, so he became the ' ghost of
Endley ' .

(79 words)

Key to Composition

A possible answer

The ghost of Endley

When I came in to work one morning I noticed that work had been done overnight-some hay had been cut and the cowsheds and other buildings had been cleaned, so I decided to stay up all the next night to try to solve the mystery. (I didn't tell Joe and Bob, of course.) I hid in the barn and waited.

Obviously I fell asleep because I suddenly woke up to find that it was dark. I went straight to the cowshed and found that it had already been cleaned. Then I went out to the fields where I could just see a figure working; I couldn't see whether it was a man, or a woman, or perhaps a ghost. I was scared, so I rushed back to the farmhouse and woke up the others. We all went out to the fields to see who it was, but when we got there, there was no one there.

When I was in the fields before, I didn't know what or who the figure was. But now I was sure it was a ghost so I immediately decided not to work at Endley Farm any longer and handed in my resignation. When I told my story to the villagers, many of them still didn't believe me, even though they knew that something strange had been going on at Endley Farm for years.

(230 words)

Key to Letter writing

A possible answer (body of letter only)

I have already written several letters to you in the past few weeks, but I have heard nothing from you. Do I have your correct present address?

Just a few pieces of news about me and the family. I am just about to take my final exams and then I hope to leave school and go to college or university. My brother has a new job and my sister is getting married next year.

I would love to hear from you again. Please write as soon as you can and let me know all the latest news about you and your family.
(102 words)

Key structures and Special difficulties

Key to KS and SD exercises

Possible answers

1 gave up = stopped doing. You must give in your homework on Friday. I didn't need my bicycle any more so I gave it away to someone who couldn't afford one. / Eric didn't want to give himself up to the authorities because he had deserted.

2 I can't tell a lie. / We really must say goodbye now. / I can never tell the difference between their cat and ours. / If that's

what you think, say so./Excuse me. Can you tell me the time?

3 I'd like you to make a speech at the wedding./He'll do his best to win./Can you do me a favour?/He never makes a mistake.

4 I suppose this house is very old./He is supposed to speak English very well./ He was supposed to meet me at the station, but he didn't come.

5 See text.

6 He used to work here when he was younger./He was working in the garden when I saw him.

Repetition drill

The past perfect

Chorus, group or individual repetition

To elicit negative and affirmative statements involving the use of the past perfect after wish to describe imaginary or desirable situations. Compare Drill 20.

T: Drill 30. Listen. Do not speak.

(1) T: You should have invited him.

S: I wish I had invited him now. I'm sorry I didn't.

(2) T: She shouldn't have told him.

S: She wishes she hadn't told him now. She's sorry she did.

(3) T: They should have visited him.

S: They wish they had visited him now. They're sorry they didn'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: He shouldn't have torn it.

S: He wishes he hadn't torn it now. He's sorry he did.

5 T: You shouldn't have lost it.

S: I wish I hadn't lost it now. I'm sorry I did.

6 T: She should have spoken to him.

S: She wishes she had spoken to him now. She's sorry she didn't.

7 T: He should have sold it.

S: He wishes he had sold it now. He's sorry he didn't.

8 T: They shouldn't have done it.

S: They wish they hadn't done it now. They're sorry they did.

9 T: You should have worn it.

S: I wish I had worn it now. I'm sorry I didn't.

10 T: She shouldn't have left him.

S: She wishes she hadn't left him now. She's sorry she did.

11 T: He should have said it.

S: He wishes he had said it now. He's sorry he didn't.

12 T: You shouldn't have quarrelled with him.

S: I wish I hadn't quarrelled with him now. I'm sorry I did.

13 T: They should have opened it.

S: They wish they had opened it now. They're sorry they didn't.

14 T: She should have accepted it.

S: She wishes she had accepted it now. She's sorry she didn't.

15 T: He shouldn't have insisted.

S: He wishes he hadn't insisted now. He's sorry he did.

Key to Multiple choice questions

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

Lesson 31 A lovable eccentric

Listening comprehension

1 Introduce the story

T: Today we'll talk about a rich eccentric.

2 Understand the situation

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

3 Listening objective

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

Why did the shop assistant refuse to serve Dickie?

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

5 Answer the question

After the reading, ask the question again: Why did the shop assistant refuse to serve Dickie?

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 he was in such a bedraggled condition.

6 Intensive reading

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

7 Play the tape or read the story again

8 Reading aloud

Ask one or two students to read the text aloud.

Comprehension questions

1 Do true eccentrics set out to draw attention to themselves? (No, they don't.)

2 What do they do to social conventions? (They disregard them.)

3 What do they add to the dull routine of everyday life? (Colour.)

4 Who was one of the most notable figures in our town? (Richard Colson.)

5 Was he stupid and poor? (No, he wasn't. He was shrewd and wealthy.)

6 Did many people in the town know about this side of his life? (No, they didn't.)

7 What did all of us call him? (Dickie.)

8 What had become legendary before he died? (His eccentricity.)

- 9 Who did Dickie dislike intensely? (Snobs.)
 - 10 Did he own a large car? (Yes, he did.)
 - 11 Why did he hardly ever use it? (Because he preferred to go on foot.)
 - 12 Did he carry an umbrella when it was raining heavily? (No, he didn't.)
 - 13 He walked into a shop one day. What did he want to buy for his wife? (A £300 watch.)
 - 14 Why did the assistant refuse to serve him? (Because he was in such a bedraggled condition.)
 - 15 When Dickie returned, what did he do with the large cloth bag? (He dumped it on the counter.)
 - 16 Was the manager apologetic? (Yes, he was.)
 - 17 When he was given the watch, what did Dickie do? (He presented the assistant with the cloth bag.)
 - 18 What did the bag contain? (£300 in pennies.)
 - 19 What did the assistant have to do? (Count the money before Dickie left.)
 - 20 Who were the paintings in Dickie's exhibition painted by? (Dickie himself.)
 - 21 Who were they supposed to be the work of? (Famous artists.)
- Asking questions: Ask me if...
- T: Ask me if true eccentrics disregard social conventions.
- S: Do true eccentrics disregard social conventions?
- T: Why...
- S: Why do true eccentrics disregard social conventions?
- 1 true eccentrics disregard social conventions. (Why)
 - 2 eccentrics add colour to the dull routine of everyday life. (What)
- 3 Richard Colson was a shrewd and wealthy businessman. (What kind of)
 - 4 his eccentricity had become legendary long before he died. (When)
 - 5 he refused to carry an umbrella. (What)
 - 6 he wanted to buy an expensive watch for his wife. (Who)
 - 7 Dickie asked to see the manager. (Why)
 - 8 the cloth bag contained £300 in pennies. (What)
- Tell us about the time Dickie bought a watch for his wife
- 1 Walked into expensive shop----after caught in heavy shower
 - 2 Wanted to buy watch----bedraggled condition----assistant refused
 - 3 Dickie left shop----returned with bag
 - 4 Heavy----dumped on counter
 - 5 Asked to leave----no attention----manager

6 Recognized customer----manager apologized----reprimanded assistant

7 Given watch----gave assistant cloth bag, £ 300----pennies

8 Insisted assistant count money----all 30,000

Topics for discussion

1 Do you know (or have you ever known) a real eccentric? Tell us about him or her.

2 ' There is no room in this modern world for eccentrics. ' What do you think?

3 Is it good or bad to disregard social conventions? What do you think?

Key to Comprehension

1 Eccentrics add colour to the dull routine of everyday life because they disregard social conventions without realising that they are doing anything special.

2 Richard Colson was one of the most notable figures of our town because he was a true eccentric, even though he was a wealthy businessman.

3 When he held an exhibition of modern painting, Colson set out to prove that critics do not always know what they are talking about.

Key to Vocabulary

A possible answer

deliberately (1.1) on purpose, intentionally

disregard (1.2) ignore

conventions (1.2) habits, rules

conscious (1.3) aware

notable figures (1.7) famous people

shrewd (1.7) clever

elaborate (1.22) detailed, carefully planned

Key to Summary writing

Points

1 Caught in heavy shower----walked into expensive shop

2 £ 300 watch for wife----bedraggled----assistant refused

3 Left shop----returned----heavy cloth bag----dumped on counter

4 Asked for manager----given watch----gave bag---- £ 300 in pennies

5 Assistant had to count

Summary

Dickie had been caught in a heavy shower when he walked into an expensive shop. He wanted a £ 300 watch for his wife, but he was so bedraggled the assistant refused to serve him. He left the shop and returned with a heavy cloth bag which he dumped on the

counter. Dickie asked for the manager. When he was given the watch, he gave the assistant the bag which contained £300 in pennies, which the assistant had to count. (80 words)

Key to Composition

A possible answer

A true eccentric

Mr. Chew is a man who has lived in our small town for years. He is a large man (some would say 'fat'), he has a round face, a big black moustache and a bald head. He always wears the same clothes---black trousers, a white shirt and a red waistcoat, and is always polite to everyone he meets.

He owns an antiques shop near the river, and he lives 'over the shop'. No one knows where he gets his things, but there are always lots of different interesting antiques in the shop window every week.

Mr. Chew is interested in politics, too. Every week he puts up strange notices in his shop window to passers-by. Usually the notices are trying to make people save a local building or stop a plan to build a road through the town. Every time there is a national election, he automatically stands for parliament and gives speeches almost every day in the town park saying what he would do if he were Prime Minister. (He usually says he would make sure that antiques dealers did not have to pay Income Tax and that no cars should be allowed into our little town at all.) Every year he gets a few votes, but not enough to worry the serious candidates.

For most people Mr. Chew is a harmless eccentric, and everyone likes talking to him. After all, he is someone who adds colour to the dull routine of their daily lives. (248 words)

Key to Letter writing

A possible answer (body of letter only)

I was extremely sorry to hear that John had passed away. Unfortunately, I did not even know that he had been seriously ill. Otherwise I would have written to him.

As you know, John and I were at university together and used to write to each other as often as we could.

We also used to meet at least once a year with others for an anniversary dinner. We shall miss him.

If there is any way I can help, please do not hesitate to ask me. You know that you can always phone me or write me a note.

(100 words)

Key structures and Special difficulties

Key to KS and SD exercises

Possible answers

1 I walked there instead of going by bus./Apart from cleaning

the windows, he hasn't done much all day./I'm not really interested in fishing.

2 See text.

3 He walked into the hotel through the front door, and went out of the hotel by the back door. /He went into the restaurant at 6.00 and stayed in the restaurant till midnight!

4 Please pay attention to your teacher./I don't care what she does!/Can you please take care of the apartment while we're away?

5 I don't know who he's talking about./Ask him why he has never left England./She asked if I could phone her.

6 Would you mind my opening the window?/Imagine her wearing a dress like that!

7 At the beginning, the team did very well, but in the end they lost the match/He always owes money to people: he's always in debt./They never went far out to sea: land was always in sight./I gave her the bad news as gently as I could, but she was in tears when I left.

Repetition drill

Indirect speech

Chorus, group or individual repetition

To elicit indirect statements involving the use of must and had to.

T: Drill 31. Listen. Do not speak.

(1) T1: Alan must leave.

T2: What did he say?

S: He said Alan had to leave.

(2) T1: George mustn't smoke in the theatre.

T2: What did he say?

S: He said George mustn't smoke in the theatre.

(3) T1: She must be a teacher.

T2: What did he say?

S: He said she must be a teacher.

T: Now you do the same. Ready?

1 As in (1) above.

2 As in (2) above.

3 As in (3) above.

4 T1: Tom must go to the bank.

T2: What did he say?

S: He said Tom had to go to the bank.

5 T1: Children mustn't play with matches.

T2: What did he say?

S: He said children mustn't play with matches.

6 T1: Children must do as they are told.

T2: What did he say?

S: He said children must do as they are told.
7 T1: Mary must be 25 years old.
T2: What did he say?
S: He said Mary must be 25 years old.
8 T1: Ron must send a telegram to his sister.
T2: What did he say?
S: He said Ron had to send a telegram to his sister.
9 T1: Children mustn't play in the streets.
T2: What did he say?
S: He said children mustn't play in the streets.
10 T1: Sue must visit her mother.
T2: What did he say?
S: He said Sue had to visit her mother.
11 T1: She must be a nurse.
T2: What did he say?
S: He said she must be a nurse.
12 T1: George must write some letters.
T2: What did he say?
S: He said George had to write some letters.

Key to Multiple choice questions

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

Lesson 32 A lost ship

Listening comprehension

1 Introduce the story

T: Today we'll talk about looking for a sunken ship.

2 Understand the situation

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

3 Listening objective

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

Did the crew of the Elkor find what they were looking for? Why?

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

5 Answer the question

After the reading, ask the question again: Did the crew of the Elkor find what they were looking for? Why?

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: No, they didn't find what they were looking for. But they found another ship.

6 Intensive reading

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

7 Play the tape or read the story again

8 Reading aloud

Ask one or two students to read the text aloud.

Comprehension questions

1 Had the salvage operation been a complete failure? (Yes, it had.)

2 Which sea had the ship been searching? (The Barents Sea.)

3 Who had received a radio message from the mainland? (The ship's captain.)

4 What had the message instructed him to do? (Give up the search.)

5 What had the captain been trying to find? (A sunken ship.)

6 What had it been carrying? (A precious cargo of gold bullion.)

7 Did the captain of the Elkor decide to try once more? (Yes, he did.)

8 What was raised from the bottom of the sea? (A chest.)

9 Were the crew excited? (Yes, they were.)

- 10 What did they think they had found? (The lost ship.)
- 11 What proved them wrong? (The contents of the chest.)
- 12 What did the chest contain? (The personal belongings of a seaman, Alan Fielding.)
- 13 What did the personal belongings consist of? (Books, clothes, photographs and letters.)
- 14 What did the captain of the Elkor order his men to do? (Salvage as much as possible.)
- 15 Was anything of value found? (No, it wasn't.)
- 16 Why did the captain think that the lost ship had been a cruiser? (Because they brought up a heavy gun.)
- 17 In a chest which had belonged to a ship's officer they found an unfinished letter. What was the date on it?
(March 14th, 1943.)
- 18 What was the name of the ship? (The Karen.)
- 19 What had happened to her? (She had been torpedoed by an enemy submarine.)
- 20 Where had she been sailing to at the time? (To Russia.)
- 21 Lots of items were found. Where were they all sent? (To the War Museum.)

Asking questions: Ask me if ...

T : Ask me if the salvage operation had been a complete failure.

S : Had the salvage operation been a complete failure?

T . Why...

S : Why had the salvage operation had been a complete failure?

1 the salvage operation had been a complete failure. (Why)

2 the radio message had instructed him to give up the search.

(What... do)

3 the sunken ship had been carrying a cargo of gold. (What)

4 the captain decided to try once more. (Who)

5 a chest was raised from the bottom of the sea. (Where)

6 the ship had been sunk many years before. (When)

7 the chest had belonged to a seaman. (Who)

8 they knew that the ship had been a cruiser. (How)

9 the lost ship had been called the Karen. (What)

10 the Karen had been torpedoed by an enemy submarine. (When)

Tell us about the ship that they found, the Karen

1 Chest contained belongings of Alan Fielding

2 Books, clothes, photos, letters

3 Decided to salvage ---- as much as possible ---- nothing of value ---- lots of interest

4 Heavy gun ---- proved ---- ship was cruiser

5 Another chest ---- ship's officer ---- unfinished letter, March 14th, 1943 ---- ship's name Karen

6 Most valuable find---- ship's log---- still partly legible

7 Karen ---- sail in convoy to Russia ---- torpedoed ---- submarine

8 Later confirmed ---- navy official ---- Ministry of Defence

9 All items found ---- sent to War Museum

Topics for discussion

1 Tell us about any famous shipwrecks or salvage exercises that you know about.

2 Would you like to be involved in looking for and salvaging sunken ships? Why/Why not?

3 ' We should never try to bring up sunken ships. They should be left where they sank. ' What do you think?

Key to Comprehension

1 The captain of the Elkor knew that another attempt would be made later to find the sunken ship because it had been carrying a precious cargo of gold bullion.

2 The crew thought that they had found the wreck they were looking, for.

3 Alan Fielding was a seaman on board the Karen.

Key to Vocabulary

A possible answer

instructing (1.4) ordering, telling

give up the search (1.4) stop looking

precious (1.6) valuable

tremendous (1.9) a lot of, a great deal of

were at first under the thought at first

impression (1.10)

wrong (1.11) mistaken

Key to Summary writing

Points

1 First chest ---- personal belongings of Alan Fielding

2 Nothing of commercial value ---- lots of items of interest

3 Heavy gun ---- proved ---- ship was cruiser

4 Another chest ---- ship's officer ---- unfinished letter, March 14th, 1943 ---- learnt ship's name Karen

5 Most valuable find ---- ship's log book

6 Karen ---- sail in convoy to Russia ---- torpedoed ---- enemy submarine

Summary

The chest containing the personal belongings of Alan Fielding told them a lot, and there were other items of interest. A heavy gun proved the ship was a cruiser. Another chest belonging to a ship's officer contained an unfinished letter dated March 14th, 1943, from which they learnt the ship's name. The most valuable

find was the ship's log book, which told them the Karen had been sailing in convoy to Russia when she was torpedoed by an enemy submarine.

(80 words)

Key to Composition

A possible answer

The last day

The journey has gone well so far. We are now on the way to Russia and hope that we shall arrive with no more problems. But we are watching the sea and sky. The convoy successfully fought off an air attack early this morning. No ships were lost and we managed to shoot down three enemy aircraft before they broke off the attack.

At 10 a.m. this morning we were attacked by a U-boat. This was the first time we had been attacked and for most men on board this was the first time they had been in action at sea. We were fortunate, but the ship ahead of us, the Dauntless, was torpedoed and sunk. After the ship sank, there were hundreds of men in the sea. We picked up as many survivors as we could in the Karen. In fact in the end we picked up 720 men, which meant that 50 men lost their lives in the attack on the Dauntless.

The Karen was packed with men, many crowded on the open decks, when we turned and attacked the Uboat. Depth charges were dropped and the U-boat was put out of action.

It is now 3.15 p.m., the light is already beginning to fade and storm clouds are gathering. We are about to be attacked by a second U-boat, this time from the north. The captain has just announced ----

(239 words)

Key to Letter writing

A possible answer (body of letter only)

March 14th, 1943

Dear Uncle Charles,

I am writing to you from the first ship that I am serving on as an officer. The ship is a cruiser and her name is the Karen.

We are sailing in convoy to Russia with ten other ships. We have already been at sea for three days and should reach Russia by the end of the week. The voyage has been good so far, but there is always a danger that we shall be torpedoed by an enemy submarine. We all pray that this will not happen and that we shall reach our destination safely.

[The letter stopped here.]

(99 words)

Key structures and Special difficulties

Key to KS and SD exercises

Possible answers

1 She had been doing the job for three years before she gave up./She had been working in the office for three years before she resigned.

2 Yesterday I received a letter from my brother in Australia./This morning I took it to my mother for her to read.

3 See text.

4 the contents of the chest

5 I've just cleaned the windows with a new cloth./She has just bought some new clothes from the shop in the square./We should give away all this old clothing.

6 She has just brought me some books from the library./She took some books back when she left./Can you fetch my glasses from my bedroom please?

7 We quickly realized that the old lady was mad./She didn't understand my friend because he only speaks German.

Repetition drill

Conditional sentences

Chorus, group or individual repetition

To elicit Type 1 conditional sentences involving the use of unless.

T : Drill 32. Listen. Do not speak.

(1) T : You'd better hurry, or else we'll miss the train.

S : Yes, unless you hurry, we'll miss the train.

(2) T : You'd better do as you are told, or else you'll have to leave.

S : Yes, unless you do as you are told, you'll have to leave.

(3) T: You'd better stop crying, or else you won't get another sweet.

S : Yes, unless you stop crying, you won't get another sweet.

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'd better take that knife from him, or else he'll cut himself.

S : Yes, unless you take that knife from him, he'll cut himself.

5 T : You'd better speak to him, or else he'll cause trouble.

S : Yes, unless you speak to him, he'll cause trouble.

6 T : You'd better join the queue, or else you won't get on the bus.

S : Yes, unless you join the queue, you won't get on the bus.

7 T : You'd better make up your mind, or else you won't get another chance.

S : Yes, unless you make up your mind, you won't get another

chance.

8 T : You'd better work hard, or else you won't pass the exam.

S : Yes, unless you work hard, you won't pass the exam.

9 T : You'd better tell me his name and address, or else you'll get into trouble.

S : Yes, unless you tell me his name and address, you'll get into trouble.

10 T : You'd better learn English, or else you'll never be able to understand him.

S : Yes, unless you learn English, you'll never be able to understand him.

11 T : You'd better light a fire, or else we'll all feel cold.

S : Yes, unless you light a fire, we'll all feel cold.

12 T : You'd better be nice to him, or else he'll never co-operate.

S : Yes, unless you are nice to him, he'll never co-operate.

13 T : You'd better try harder, or else you'll never succeed.

S : Yes, unless you try harder, you'll never succeed.

14 T : You'd better invite him, or else he'll never forgive you.

S : Yes, unless you invite him, he'll never forgive you.

15 T : You'd better be careful, or else you'll fall.

S : Yes, unless you are careful, you'll fall.

Key to Multiple choice questions

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

Lesson 33 A day to remember

Listening comprehension

1 Introduce the story

T : Today we'll talk about accidents and consequences.

2 Understand the situation

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

3 Listening objective

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

What incident began the series of traffic accidents?

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

5 Answer the question

After the reading, ask the question again: What incident began the series of traffic accidents?

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: Two cars collided and the drivers began to argue.

6 Intensive reading

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

7 Play the tape or read the story again

8 Reading aloud

Ask one or two students to read the text aloud.

Comprehension questions

1 What kind of days have we all experienced? (Days when everything goes wrong.)

2 What suddenly seems to happen some days? (Everything seems to get out of control.)

3 Do a number of things go wrong at precisely the same time? (Yes, they do.)

4 What often seems to set up a chain reaction? (A single unimportant event.)

5 In the example that the writer gives, what does the telephone call do? (It marks the prelude to an unforeseen series of catastrophes.)

6 While you're on the phone, what does the baby do? (He pulls the tablecloth off the table.)

7 What does he smash? (Half your best crockery.)

8 And what does he do to himself? (He cuts himself.)

- 9 And who arrives then? (Your husband.)
 - 10 Who with? (Three guests for dinner.)
 - 11 Can things go wrong on a big scale, too? (Yes, they can.)
 - 12 What is Parramatta and where is it? (It's a suburb of Sydney.)
 - 13 How many cars collided during the evening rush hour? (Two.)
 - 14 What did the drivers begin to do? (They began to argue.)
 - 15 Why did the woman in the car behind get into a panic? (Because she was a learner.)
 - 16 What did she do? (She stopped.)
 - 17 A woman was sitting in the car behind. What was she holding? (A large cake.)
 - 18 What happened to it? (It went through the windscreen and landed on the road.)
 - 19 What did the lorry driver do? (He pulled up all of a sudden.)
 - 20 What slid off the lorry? (Hundreds of empty beer bottles.)
 - 21 Did the traffic pile up behind? (Yes, it did.)
 - 22 How long did it take the police to get the traffic on the move again? (Nearly an hour.)
 - 23 What did the lorry driver have to do? (Sweep up hundreds of broken bottles.)
 - 24 Who ate the remains of the cake? (Two stray dogs.)
- Asking questions: Ask me if ...
- T : Ask me if we have days when everything goes wrong.
- S : Do we have days when everything goes wrong?
- T : What kinds of days...
- S : What kinds of days do we have?
- 1 we have days when everything goes wrong. (What kinds of days)
- 2 a number of things go wrong at the same moment. (How many)
- 3 the baby pulls the tablecloth off the table. (What)
- 4 the baby smashes half your best crockery. (Who)
- 5 two cars collided during the evening rush hour. (When)
- 6 the woman in the car behind stopped suddenly. (Why)
- 7 the cake flew through the windscreen and landed in the road. (What)
- 8 hundreds of beer bottles slid off the lorry on to the road. (How many)
- 9 it took the police an hour to get the traffic on the move again. (How long)
- 10 two stray dogs devoured what was left of the cake. (Who)
- Tell us about the series of accidents in Parramatta
- 1 Rush hour ---- evening ---- Parramatta ---- 2 cars

collided ---- drivers argued

2 Woman behind ---- learner ---- panic ---- stopped

3 Driver behind braked ---- wife ---- large cake ---- through
windscreen ---- into road

4 Lorry driver ---- saw cake ---- pulled up

5 Lorry ---- empty beer bottles ---- onto road ---- another
argument

6 Traffic piled up ---- police ---- hour ---- get traffic on
the move

7 Lorry driver ---- sweep up bottles

8 2 stray dogs ---- devoured remains of cake

Topics for discussion

1 Tell us about 'one of those days' that you have had ----
a day when everything seemed to go wrong.

2 'We could avoid all accidents if we were a lot more
careful.' What do you think?

3 'The main events in our lives are accidental, rather than
planned.' What do you think?

Key to Comprehension

1 A simple telephone call can mark the beginning of an
unforeseen series of accidents.

2 They are not welcome because everything has gone wrong ----
even the meal has been burnt.

3 Two cars collided and the two drivers began to argue.

Key to Vocabulary

A possible answer

happens (1.3) occurs

precisely (1.4) exactly

preparing (1.6) getting ... ready, cooking

catastrophes (1.8) disasters, accidents

smashing (1.9) breaking

in the process (1.9) at the same time

reduce you to tears (1.10) make you cry

Key to Summary writing

Points

1 Driver behind ---- braked

2 Wife ---- thrown forward ---- large cake ---- windscreen
---- landed on road

3 Lorry ---- pulled up

4 Loaded ---- empty beer bottles ---- slid off ---- onto road

5 Traffic piled up ---- police ---- an hour ---- traffic on
move

6 Lorry driver ---- swept up glass ---- 2 stray dogs ----
remains of cake

Summary

When the driver behind braked, his wife was thrown forward and the large cake on her lap flew through the windscreen and landed on the road. A lorry had to pull up suddenly and hundreds of empty beer bottles slid off onto the road. The traffic piled up so that it took the police an hour to get it on the move again. The lorry driver swept up the glass and two stray dogs ate the remains of the cake.

(80 words)

Key to Composition

A possible answer

Mistaken identity

We have all experienced days when everything seems to go wrong. Things certainly went wrong for Ray, a friend of mine, one day last month. It all started, as these things do, with a simple case of mistaken identity'. Ray had been shopping and was loaded with parcels when he got back to the multistory car park to look for his car. He knew he was on the correct level, but he couldn't see his car anywhere.

Then, suddenly, while he was looking, he saw one exactly like it. It was a red Nissan. It was exactly the same as his own car, and naturally he mistook it for his own. Still holding the parcels, he felt in his jacket pockets and found his key. He tried to open the driver's door, but the key just wouldn't turn. He couldn't understand it. In the end, he forced the lock - and naturally broke the key.

At that point he dropped the parcels as well. This infuriated him. The only way he could get into his car was to break a window, so he deliberately smashed the window of the car. As he was putting his hand in, the owner came back and saw him. The owner rushed towards Ray, held him against the car, and called a policeman on his mobile phone.

When Ray was arrested, he tried to explain, but the police did not believe him - until they found Ray's car on a level below!

(246 words)

Key to Letter writing

A possible answer (body of letter only)

Thank you very much for your letter of 23rd July offering to buy my Toyota Corolla for £2,500.

As I said in my advertisement, the car is in very good condition and has a low mileage for its age, so I wanted to sell it for £2,750 or nearest offer. I am therefore writing to accept your offer officially and to make arrangements for the sale.

If you can come to my house next Saturday morning with the money,

I shall have the car and documents ready. Please telephone me to discuss any further details.

I look forward to hearing from you. (104 words)

Key structures and Special difficulties

Key to KS and SD exercises

Possible answers

1 For the first time in his life he experienced real fear./She has a lot of experience in teaching young children.

2 This work is just not good enough./I never seem to have enough money to do everything I want to./

He's a fairly tall person.

3 See text.

4 For years they said that Columbus discovered America./ I read somewhere the other day that the Chinese invented ice cream.

5 He came and sat down beside me./ I've got plenty of other books besides these.

6 drawing up = here, moving, travelling. He drew back when he saw the man with the gun./The taxi waited a few minutes and then drew off.

7 He had to take an exam to qualify as an engineer./ I should have taken John's book back to him last week, but I forgot.

Repetition drill

Needn't have

Chorus, group or individual repetition

To elicit statements involving the use of needn't + perfect infinitive to indicate that an action was performed unnecessarily.

T : Drill 33. Listen. Do not speak.

(1) T: It was a waste of time watering the garden.

S : Yes, I needn't have done. I didn't realize George had already watered it.

(2) T : It was a waste of money buying those plants.

S : Yes, I needn't have done. I didn't realize George had already bought some.

(3) T : It was a waste of effort cutting the grass.

S : Yes, I needn't have done. I didn't realize George had already cut 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 : It was a waste of money getting those flowers.

S : Yes, I needn't have done. I didn't realize George had already got some.

5 T : It was a waste of time painting that fence.

S : Yes, I needn't have done. I didn't realize George had already painted it.

6 T : It was a waste of effort sweeping the floor.

S : Yes, I needn't have done. I didn't realize George had already swept it.

7 T : It was a waste of time cooking a meal.

S : Yes, I needn't have done. I didn't realize George had already cooked one.

8 T : It was a waste of effort cleaning the car.

S : Yes, I needn't have done. I didn't realize George had already cleaned it.

9 T : It was a waste of time washing those clothes.

S : Yes, I needn't have done. I didn't realize George had already washed them.

10 T : It was a waste of time polishing the silver.

S : Yes, I needn't have done. I didn't realize George had already polished it.

11 T : It was a waste of time ironing that shirt.

S : Yes, I needn't have done. I didn't realize George had already ironed it.

12 T : It was a waste of effort typing those letters.

S : Yes, I needn't have done. I didn't realize George had already typed them.

13 T : It was a waste of effort looking for that umbrella.

S : Yes, I needn't have done. I didn't realize George had already looked for it.

14 T : It was a waste of time taking the dog for a walk.

S : Yes, I needn't have done. I didn't realize George had already taken him.

15 T : It was a waste of time checking those figures.

S : Yes, I needn't have done. I didn't realize George had already checked them.

Key to Multiple choice questions

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

Lesson 34 A happy discovery

Listening comprehension

1 Introduce the story

T : Today we'll talk about discovering a valuable antique.

2 Understand the situation

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

3 Listening objective

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

What was the 'happy discovery'?

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

5 Answer the question

After the reading, ask the question again: What was the 'happy discovery'?

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 writer discovered a miniature painting by Correggio worth hundreds of thousands of pounds.

6 Intensive reading

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

7 Play the tape or read the story again

8 Reading aloud

Ask one or two students to read the text aloud.

Comprehension questions

1 Do antique shops exert a peculiar fascination on a lot of people? (Yes, they do.)

2 How does the writer describe the more expensive kind of antique shop'? (As a forbidding place.)

3 Do people have to muster up courage to go into a cheap antique shop'? (No, they don't.)

4 Do people hope to find a real rarity? (Yes, they do.)

5 Does anyone ever discover a rarity by chance? (No, they don't.)

6 What must a truly dedicated bargain hunter have? (Patience.)

7 If a bargain hunter can recognize the worth of something, he must be as knowledgeable as ---- who? (The dealer.)

8 What is the writer's old friend's name? (Frank Halliday.)

9 What has he often described? (How he picked up a masterpiece for a mere £50.)

10 When did Frank visit the antique shop in the neighbourhood? (One Saturday morning.)

11 Did he find a lot to interest him? (Yes, he did.)

12 What did Frank notice just as he was about to leave? (A large packing case.)

13 Had it just come in? (Yes, it had.)

14 Did the dealer prise it open? (Yes, he did.)

15 Were the contents exciting? (No, they were disappointing.)

16 Did the carved dagger look interesting or ordinary? (It looked interesting.)

17 What else was the box full of? (Crockery.)

18 What did Frank notice at the bottom of the packing case? (A miniature painting.)

19 Did he decide to buy it? (Yes, he did.)

20 How much did the dealer ask him for the miniature? (£50.)

21 Why did Frank find it difficult to conceal his excitement? (Because he knew he had made a real discovery.)

22 Who was the painting by? (Correggio.)

23 How much was it worth? (Hundreds of thousands of pounds.)

Asking questions: Ask me if...

T : Ask me if antique shops fascinate a lot of people.

S : Do antique shops fascinate a lot of people?

T . Why ...

S : Why do antique shops fascinate a lot of people?

1 antique shops fascinate a lot of people. (Why)

2 anyone has to muster up courage to enter a cheap antique shop. (Who)

3 piles of assorted junk litter the floors. (What kinds of junk)

4 a dedicated bargain hunter must have patience. (What)

5 a bargain hunter is rather like a scientist. (What... like)

6 Frank visited an antique shop in the writer's neighbourhood. (Where)

7 Frank noticed a large packing case on the floor. (What)

8 the dealer opened the packing case reluctantly. (How)

9 Frank noticed a miniature at the bottom of the packing case. (What)

10 the painting proved to be an unknown masterpiece by Correggio. (What)

Tell us how Frank made his ' happy discovery '

1 Saturday morning ---- visited antique shop

- 2 never been there ---- great deal to interest
- 3 morning passed ---- suddenly noticed packing case
- 4 dealer ---- just come in---- Frank asked open it---- dealer opened it
- 5 contents disappointing ---- suddenly noticed miniature painting
- 6 decided to buy ---- dealer said ---- worth £50
- 7 Frank excited ---- knew real discovery
- 8 unknown masterpiece, Correggio ---- hundreds of thousands of pounds

Topics for discussion

- 1 Tell us about anything valuable or interesting that you know about.
- 2 Do you (or someone you know) collect anything? Tell us about your, his or her collection.
- 3 'Collecting antiques is a total waste of time and money.' What do you think?

Key to Comprehension

- 1 A truly dedicated bargain hunter hopes one day to find a real rarity.
- 2 A truly dedicated bargain hunter must have patience and the ability to recognize the worth of something, and hope to find something special one day.
- 3 Frank paid a mere £50 for his masterpiece.

Key to Vocabulary

A possible answer

- | | |
|---------------------|------------------------------|
| rare objects (1.2) | very unusual things |
| displayed (1.3) | shown, put on show |
| piles (1.7) | stacks, (untidy) collections |
| assorted junk (1.7) | mixed rubbish of all kinds |
| truly (1.8) | really, seriously |
| bent on (1.10) | determined to |
| amply (1.11) | sufficiently, well |

Key to Summary writing

Points

- 1 Frank visited antique shop---- about to leave - saw large packing case
- 2 Asked dealer to open it ---- contents disappointing
- 3 Lifted some crockery ---- noticed miniature painting at bottom
- 4 Decided to buy it ---- dealer told him ---- £50
- 5 Frank excited ---- real discovery
- 6 Tiny painting ---- unknown masterpiece ---- hundreds of thousands of pounds

Summary

While visiting an antique shop one Saturday, Frank was about to leave when he saw a large packing case.

He asked the dealer to open it but the contents were disappointing until he lifted some crockery and noticed a miniature painting at the bottom. He had already decided to buy it when the dealer told him it was £50. Frank was excited because this was a real discovery. The painting was an unknown masterpiece worth hundreds of thousands of pounds. (80 words)

Key to Composition

A possible answer

An antique shop

'The Antique Shop' has been in the little street near the church for years. As you look at it from across the road, it draws you towards it. It has one large window display designed to attract all sorts of customers. There is expensive glass, porcelain and jewellery to attract people with a lot of money; there is second-hand furniture, modern silver and other things (hardly antique!) to attract those with not so much.

When you enter the shop, a little bell rings and the owner, a little grey-haired old lady called Mrs. Century, comes out from a room at the back and greets you like a lost relative! She greets everyone the same and always with a smile.

The shop sells all kinds of antiques. There are shelves full of old books along the back of the shop. There are two large tables in the middle of the shop covered with pieces of glass and porcelain. Then, around the walls on the floor are large pots, brass statues and things. There are lots of painting on the walls, too. At the weekend, the shop usually has five or six customers in it at one time. You might find a professional antique collector, a holiday couple and a young mother (with child in pram) looking for a cheap antique for her husband's birthday.

We all like looking for unusual things and hope to find a bargain one day. You might find one in Mrs. Century's 'Antique Shop'. (249 words)

Key to Letter writing

A possible answer (body of letter only)

Later this year I am going to spend a month in North Africa with some friends. Since I know it will be hot, and since I know you went to Egypt two years ago, I am writing to ask your advice about what we should take.

I realize that it will be very hot, but I don't know what we should wear. Should we wear shorts, sandals and short-sleeved shirts? Or should we perhaps wear lightweight jeans, long-sleeved

shirts and perhaps walking boots for visiting famous sights?

There are some girls in the group. Can you give me some advice for them, too?

(105 words)

Key structures and Special difficulties

Key to KS and SD exercises

Possible answers

1 I'll phone you the moment he arrives./I'll wait here until he comes./I'll speak to you again before you leave.

2 He must be ... = He has to be, He needs to be .../ You must be very tired ... = I assume that you are very tired ...

3 ----, an, a, The, ----, a, the, The, ----, the, The, an, the, ---- (See also text.)

4 Did you notice what she was wearing?/ 'It's a beautiful day, ' he remarked.

Repetition drill

Have as an ordinary verb

Chorus, group or individual repetition

To elicit questions involving the use of did with have.

T : Drill 34. Listen. Do not speak.

(1) T : I've just had lunch.

S : Did you have a good lunch?

(2) T : They've just had a swim in the lake.

S : Did they have a good swim?

(3) T : She's just had a holiday.

S: Did she have a good holiday?

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 just had a bath.

S : Did you have a good bath?

5 T : They've just had a walk.

S : Did they have a good walk?

6 T : He's just had a meal.

S : Did he have a good meal?

7 T : I've just had a sleep.

S : Did you have a good sleep?

8 T : She's just had breakfast.

S : Did she have a good breakfast?

9 T : I've just had tea.

S : Did you have a good tea?

10 T : He's just had a rest.

S : Did he have a good rest?

11 T : I've just had a game of tennis.
S : Did you have a good game?
12 T : I've just had dinner.
S : Did you have a good dinner?
13 T : They've just had a drive in the country.
S : Did they have a good drive?
14 T : I've just had a ride on that horse.
S : Did you have a good ride?
15 T : He's just had a lesson.
S : Did he have a good lesson?

Key to Multiple choice questions

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

Lesson 35 Justice was done

Listening comprehension

1 Introduce the story

T : Today we'll talk about justice.

2 Understand the situation

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

3 Listening objective

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

The word ' justice ' is given two different meanings in the text. What is the distinction between them ?

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

5 Answer the question

After the reading, ask the question again: The word ' justice ' is given two different meanings in the text.

What is the distinction between them?

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: On the one hand ' justice ' is part of the complex machinery of the law; on the other, ' justice ' is the reward or punishment that some people receive immediately after they have done something.

6 Intensive reading

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

7 Play the tape or read the story again

8 Reading aloud

Ask one or two students to read the text aloud.

Comprehension questions

1 What is the word justice usually associated with? (Courts of law.)

2 When has justice been done? (When a man's innocence or guilt has been proved beyond doubt.)

3 Will people who seek justice always find it? (No, they won't.)

4 Why can judges make mistakes? (Because they are human.)

5 Does justice sometimes act like a living force? (Yes, it does.)

6 Did the shop assistants probably think 'it served him right' ?
(Yes, they probably did.)

7 Was the shop a new one? (No, it wasn't.)

8 What was it? (It was an old converted house.)

9 Did it have a lot of disused fireplaces and tall, narrow chimneys? (Yes, it did.)

10 A girl heard a muffled cry. Where was it coming from?
(Behind one of the walls.)

11 Who did she tell? (The manager.)

12 And who did he ring? (The fire brigade.)

13 How did the firemen locate the right chimney? (By tapping at the walls and listening for the man's cries/ shouts.)

14 How thick was the wall that they chipped through? (Eighteen inches.)

15 They found that a man had been trapped. Where? (In the chimney.)

16 How did the fire fighters eventually manage to free the man? (By cutting a huge hole in the wall.)

17 Did the man admit that he had tried to break into the shop during the night? (Yes, he did.)

18 Where had he got stuck? (In the chimney.)

19 And how long had he been there? (For nearly ten hours.)

20 Had justice been done? (Yes, it had.)

Asking questions: Ask me if ...

T : Ask me if the word justice is usually associated with courts of law.

S : Is the word justice usually associated with courts of law?

T : What...

S : What is the word justice usually associated with?

1 the word justice is usually associated with courts of law.
(What)

2 judges can make mistakes. (Who)

3 justice sometimes acts like a living force. (When)

4 the thief was caught on the premises of a large jewellery store. (Where)

5 a girl heard a muffled cry coming from a chimney. (What)

6 the manager rang the fire brigade. (Why)

7 they located the right chimney by tapping the walls. (How)

8 the fire fighters freed the thief by cutting a hole in the wall. (How)

9 the man had tried to break into the shop during the night.
(When)

10 the man had been stuck in the chimney for ten hours. (How long)

Tell us about the thief who got stuck in a chimney

- 1 Large jewellery store ---- old converted house ---- many disused fireplaces ---- chimneys
- 2 Girl heard muffled cry ---- behind walls
- 3 Told manager ---- rang fire brigade
- 4 Cry came from chimney ---- but which?
- 5 Tapped walls ---- listened ---- located right chimney
- 6 Chipped through thick wall ---- found man trapped
- 7 Very narrow ---- man couldn't move ---- eventually cut hole in wall ---- freed him
- 8 Blackened figure appeared ---- admitted ---- tried to break in ---- got stuck
- 9 Been there ---- ten hours

Topics for discussion

- 1 Tell us about any burglary that has happened recently in this area.
- 2 Do you think the thief in the story had been punished enough? Why/Why not?
- 3 We should always make the punishment fit the crime. What do you think?

Key to Comprehension

- 1 The word justice is usually associated with courts of law.
- 2 They can never be sure that they will find it because it is part of the complex machinery of the law.
- 3 Justice seems to act like a living force when a reward or punishment is meted out quite independent of any human interference.

Key to Vocabulary

A possible answer

- | | |
|--------------------------|--|
| seek (1.4) | look for |
| arduous (1.4) | hard, difficult |
| eminent (1.6) | famous and admired |
| instances (1.7) | cases, examples |
| ceases (1.7) | stops |
| independent of (1.8) | not connected with |
| of its own accord (1.10) | independently, without being asked or told |

Key to Summary writing

Points

- 1 Girl heard muffled cry ---- behind wall
- 2 Heard cry again ---- told manager ---- rang fire brigade
- 3 Fire fighters ---- found right chimney ---- tapping walls ---- listening
- 4 Chipped through thick wall ---- found man

5 Narrow ---- man couldn't move ---- fire fighters freed him
---- cut hole in wall

Summary

A girl in the jewellery store heard muffled cries coming from behind a wall. When she heard the cry again, she went and told the manager who rang the fire brigade. When they arrived, the fire fighters found the right chimney by tapping the walls and listening. They chipped through a thick wall and found the man who could not move because the chimney was so narrow. They finally freed him by cutting a large hole in the wall. (79 words)

Key to Composition

A possible answer

A burglary that went wrong

There is a large jewellery store in the town that I have often wanted to rob. A few weeks ago I started planning the theft and kept a close watch on the shop. I noticed when people went in and out, when they started and finished work, and so on. And I noticed the chimneys, too.

One night I climbed onto the roof of the store and looked for a way in. One of the chimneys seemed wide enough for me to get in, so I started climbing down. Very soon, however, I got stuck and had to climb out again. I didn't give up. I looked around, found another chimney that looked quite wide at the top and climbed down that one. Again I got stuck.

This time, however, I was really stuck. I could climb neither up nor down. At first I struggled to try to free myself, but I couldn't get out. Then I started to get scared and started sweating. I tried to calm myself by quietly counting and thinking of pleasant things. But nothing worked and finally I started shouting for help. Nothing happened, everything was dark and silent, and I got more and more frightened.

I think I went to sleep because I suddenly realized that light was shining down the chimney. I shouted and shouted. Eventually I heard tapping and was finally freed by fire fighters who had smashed a hole in the chimney. (240 words)

Key to Letter writing

A possible answer (body of letter only)

The last time we met was about a month ago and I remember we parted in anger: well, at least I did. You will remember that we had an argument and I came home saying that I would never speak to you again. Naturally since then I have had time to think about the situation and I am writing now to apologize for acting the way I did and for saying the things that I said.

Perhaps we could meet again very soon. Please write and let

me know what you think. (92 words)

Key structures and Special difficulties

Key to KS and SD exercises

Possible answers

1 He says that he has been very busy./He wants to know if he can do the job now./He believes that he has made a mistake.

2 The moment he has arrived, I'll let you know./Now that you have finished, you can go home.

3 See text.

4 chimneys, valleys, babies, days, hobbies, armies, moneys or monies, victories, turkeys, storeys

5 admitted, had tried, had got, had been, had been done (Also see text.)

Repetition drill

Might have

Chorus, group or individual repetition

To elicit statements involving the use of might + perfect infinitive to express a hypothesis in conditional sentences.

(Compare Drills 39 and 52.)

T: Drill 35. Listen. Do not speak.

(1) T: You wouldn't have helped me, even if I'd asked you.

S: You never know. I might've helped you if you'd asked me.

(2) T : He wouldn't have come, even if I'd invited him.

S : You never know. He might've come if you'd invited him.

(3) T : I wouldn't have passed, even if I'd tried harder.

S : You never know. You might've passed if you'd tried harder.

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 wouldn't have reached them, even if I'd run faster.

S: You never know. You might've reached them if you'd run faster.

5 T : He wouldn't have won, even if he'd played better.

S : You never know. He might've won if he'd played better.

6 T : They wouldn't have got here on time, even if they'd come by train.

S : You never know. They might've got here on time if they'd come by train.

7 T : She wouldn't have been able to make one, even if I'd shown her how to.

S : You never know. She might've been able to make one if you'd shown her how to.

8 T : She wouldn't have noticed you, even if you'd waved to

her.

S : You never know. She might've noticed me if I'd waved to her.

9 T : He wouldn't have waited, even if you'd telephoned him.

S : You never know. He might've waited if I'd telephoned him.

10 T : She wouldn't have crashed, even if she'd stopped suddenly.

S : You never know. She might've crashed if she'd stopped suddenly.

11 T : I wouldn't have avoided him, even if I'd crossed the road.

S : You never know. You might've avoided him if you'd crossed the road.

12 T : She wouldn't have come, even if you'd got some free tickets.

S : You never know. She might've come if I'd got some free tickets.

13 T : He wouldn't have looked better, even if he'd had his hair cut.

S : You never know. He might've looked better if he'd had his hair cut.

14 T : You wouldn't have understood him, even if he'd spoken slower.

S : You never know. I might've understood him if he'd spoken slower.

15 T : I wouldn't have recognized you, even if you'd spoken to me.

S : You never know. You might've recognized me if I'd spoken to you.

Key to Multiple choice questions

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

Lesson 36 A chance in a million

Listening comprehension

1 Introduce the story

T : Today we'll talk about an incredible coincidence.

2 Understand the situation

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

3 Listening objective

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

What was the chance in a million?

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

5 Answer the question

After the reading, ask the question again: What was the chance in a million?

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 chance in a million was the fact that Franz found his brother Hans who was thought to have been killed twenty years before.

6 Intensive reading

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

7 Play the tape or read the story again

8 Reading aloud

Ask one or two students to read the text aloud.

Comprehension questions

1 Are we less credulous than we used to be? (Yes, we are.)

2 When did novelists often end their stories with a series of coincidences? (In the nineteenth century.)

3 Would readers happily accept unusual coincidences? (Yes, they would.)

4 Would modern readers find such solutions acceptable? (No, they wouldn't.)

5 But do strange coincidences occur in real life? (Yes, they do.)

6 Who told the writer about Franz Bussman? (His grandfather did.)

7 Who was Franz Bussman? (He was a German taxi driver.)

8 When did he think his brother had been killed? (Twenty years

before.)

9 What was Franz doing when he stopped to talk to a workman?
(He was on a walking tour with his wife.)

10 What did Mrs. Bussman comment on? (The workman's close
resemblance to her husband.)

11 Did she suggest the man might be her husband's brother?
(Yes, she did.)

12 Did Mr. Bussman agree with her? (No, he didn't.)

13 Nevertheless, Mrs. Bussman thought she might be right.
What did she think the chances were? (A chance in a million.)

14 Who did she send to ask the workman his name? (A boy.)

15 What was the workman's name, and who was he? (Hans Bussman,
Franz's long-lost brother.)

16 When had Hans been wounded? (Towards the end of the war.)

17 What had happened to the hospital he was in? (It had been
bombed.)

18 How had he made his way back to West Germany? (On foot.)

19 When he got back home, were there any of his family in the
neighbourhood? (No, there weren't.)

20 What did Hans assume about his family? (He assumed they
had been killed in an air raid.)

Asking questions: Ask me if ...

T : Ask me if we are less credulous than we used to be.

S : Are we less credulous than we used to be?

T : Why ...

S : Why are we less credulous than we used to be?

1 we are less credulous than we used to be. (Why)

2 novel readers used to accept wildly improbable endings.
(What)

3 modern readers could accept such solutions. (Why couldn't)

4 incredible coincidences occur in real life. (When)

5 Franz recognized his brother when he first met him. (Why
didn't)

6 Mrs. Bussman discovered that the workman was Franz's
long-lost brother. (How)

7 Hans had been sent to hospital after he had been wounded.
(When)

8 the hospital had been bombed. (What)

9 all records of him had been destroyed. (What)

10 Hans had settled down in a village fifty miles away.
(Where)

Tell us how Franz Bussman found his long-lost brother

1 Walking tour with wife ---- talked to workman

2 Mrs. Bussman thought ---- workman looked like husband ----

suggested might be long-lost brother

3 Franz said ---- idea ridiculous ---- brother killed in action ---- war 20 years ago

4 Mrs. Bussman still thought ---- chance in million

5 Sent boy to workman ---- ask if name Hans Bussman

6 Yes, name Hans Bussman ---- yes, Franz's long-lost brother

7 Brothers reunited

Topics for discussion

1 Tell us about any amazing coincidences that you know about or that have happened to you personally.

2 If you wanted to find a long-lost relative, how would you go about it?

3 'Fact is stranger than fiction, they say.' What do you think?

Key to Comprehension

1 Many nineteenth-century novels ended with a series of wildly improbable coincidences.

2 Mrs. Bussman thought that the man resembled her husband.

3 Mrs. Bussman sent a boy to ask the workman if his name was Hans Bussman, and it was.

Key to Vocabulary

A possible answer

credulous (1.1) willing to believe without proof

a conclusion (1.2) an ending

improbable (1.4) not likely to happen, unlikely

presumed (1.6) believed to be, assumed to be

plotting (1.7) secretly planning

totally (1.8) completely

bring about (1.9) cause to happen

Key to Summary writing

Points

1 Wounded towards end of war ---- hospital ---- separated from unit

2 Hospital bombed ---- back to West Germany on foot

3 Unit lost ---- all records destroyed

4 Returned to family home ---- house bombed ---- no information about family

5 Assumed all killed ---- settled in village 50 miles away

6 Lived there ---- then met Franz and wife

Summary

Hans had been wounded towards the end of the war, taken to hospital and separated from his unit. When the hospital had been bombed, he had returned to West Germany on foot. Meantime, his unit had been lost and all records of him destroyed. He returned to the

family home to find the house bombed.

Assuming all his family were dead, he settled in a village 50 miles away where he had lived until he met Franz and his wife.

(80 words)

Key to Composition

A possible answer

The past

When the war finished, Franz Bussman did everything he could to get information about his brother Hans. With no information, he reluctantly assumed his brother was dead, and gave up the search.

With no family, and having been unable to find his brother, Franze found it difficult to settle down. Over the years he moved from place to place and from job to job, never staying very long in one place.

When he met Anna (now Mrs. Bussman), he was working as a waiter in a hotel. He and Anna got married and Franz settled down at last. He moved from the dinning room into the kitchen of the hotel and became a cook. But this did not last very long. He was talking to a friend one day, a taxi driver, who suggested that they should go into partnership. So they did, and Franz became a taxi driver. He and the friend drove taxis themselves, but they also soon owned four more taxis and employed four drivers.

He visited his home town once to visit his old house, but it was a sad visit. There was a large modern block of flats where his family house used to be. And although he spoke to some of the apartment owners, no one remembered him or his family. Now that he has finally found his brother Hans, he and Anna are planning to invite Hans to come and live near them and work as a taxi driver in the company.

(250 words)

Key to Letter writing

A possible answer (body of letter only)

For the past few days I have been ill and, on the advice of my doctor, have had to spend some time in bed. I am therefore writing to inform you that I shall unfortunately be absent from work for the next few days. Naturally I hope to return to work as soon as possible.

In the meantime, however, there is one thing that should be attended to in my absence. Before I fell ill, I was in the process of checking the proofs of the new brochure and would be grateful if someone could complete the job.

I look forward to seeing you in a few days' time. (109 words)

Key structures and Special difficulties

Key to KS and SD exercises

Possible answers

1 used to, used to, would

2 We'd like you to accept this present from the class./I agreed to go immediately.

3 George's umbrella, that woman's handbag, Keats' poetry, the children's clothes, the soldiers' forms, in six hours' time, a hundred pounds' worth

4 After having been discovered, he gave himself up to the police./After having been told the way, found the place with no problem. we

Repetition drill

The gerund

Chorus, group or individual repetition

To elicit statements involving the use of the gerund after the verbs go and come.

T: Drill 36. Listen. Do not speak.

(1) T: They're going to the shops. Why don't you go too?

S : Yes, I'd love to go shopping with them.

(2) T : We're going to fish in the lake. Why don't you come too?

S : Yes, I'd love to come fishing with you.

(3) T : They're going to ski in the Alps. Why don't you go too?

S : Yes, I'd love to go skiing with them.

T: Now you do the same. Ready?

1 As in (1) above.

2 As in (2) above.

3 As in (3) above.

4 T : We're going to ride all afternoon. Why don't you come too?

S : Yes, I'd love to come riding with you.

5 T : They're going to dance at the Palais. Why don't you go too?

S: Yes, I'd love to go dancing with them.

6 T : We're going to have a swim in the lake. Why don't you come too?

S : Yes, I'd love to come swimming with you.

7 T : They're going to shoot all afternoon. Why don't you go too?

S : Yes, I'd love to go shooting with them.

8 T : We're going to climb in the Alps. Why don't you come too?

S : Yes, I'd love to come climbing with you.

9 T : They're going to skate at the ice rink. Why don't you

go too?

S : Yes, I'd love to go skating with them.

10 T : We're going to sail across the lake. Why don't you come too?

S : Yes, I'd love to come sailing with you.

11 T : They're going to have a walk in the country. Why don't you go too?

S : Yes, I'd love to go walking with them.

12 T : We're going to have a picnic in the country. Why don't you come too?

S : Yes, I'd love to come picnicking with you.

13 T : They're going to explore the river bank. Why don't you go too?

S : Yes, I'd love to go exploring with them.

14 T : We're going to tour Europe. Why don't you come too?

S : Yes, I'd love to come touring with you.

15 T : They're going to camp at various places this summer. Why don't you go too?

S: Yes, I'd love to go camping with them.

Key to Multiple choice questions

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

Lesson 37 The Westhaven Express

Listening comprehension

1 Introduce the story

T: Today we'll talk about train timetables.

2 Understand the situation

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

3 Listening objective

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

What was the mistake the author made?

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

5 Answer the question

After the reading, ask the question again: What was the mistake the author made?

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 didn't notice the asterisk or read the footnote.

6 Intensive reading

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

7 Play the tape or read the story again

8 Reading aloud

Ask one or two students to read the text aloud.

Comprehension questions

1 Have we learnt to expect that trains will be punctual? (Yes, we have.)

2 What have most of us developed? (An unshakable faith in train timetables.)

3 What may be delayed by storms? (Ships.)

4 What may be cancelled because of bad weather? (Flights.)

5 What must be on time? (Trains.)

6 What might temporarily dislocate railway services? (An exceptionally heavy snowfall. or A very heavy fall of snow.)

7 How did the writer know that there was an express train to Westhaven? (He consulted his railway timetable.)

8 Where did it go from? (The writer's local station.)

9 How long did the journey last? (An hour and seventeen minutes.)

10 Who also got on when the writer boarded the train? (A lot

of local people.)

11 Did this strike him as odd? (No, it didn't.)

12 Was he surprised when the train stopped at Widley? (No, he wasn't.)

13 What can happen even to a mighty express train? (It can be held up by signals.)

14 Was the train roaring down the line at ninety miles an hour? (No, it wasn't. It was chugging along at thirty [miles an hour].)

15 How far had they gone after an hour and seventeen minutes? (Not even half the distance.)

16 Had a fellow passenger heard of the Westhaven Express? (No, he hadn't.)

17 When was he talking angrily to the station master at Westhaven? (Two hours later.)

18 Did he deny the existence of the express? (Yes, he did.)

19 Where did the writer find the train ' in black and white ' ? (In the station master's timetable.)

20 But what did a footnote say? (' This service has been suspended. ')

Asking questions: Ask me if ...

T : Ask me if we have learnt to expect trains to be punctual.

S : Have we learnt to expect trains to be punctual?

T : What ...

S : What have we learnt to expect?

1 we have learnt to expect trains to be punctual. (What)

2 flights may be cancelled because of bad weather. (Why)

3 it is easy to blame the railway authorities. (How easy)

4 there was an express train to Westhaven. (What kind of)

5 the journey should last an hour and seventeen minutes. (How long)

6 a lot of local people got on the train as well. (Who)

7 the writer was surprised when the train stopped at Widley. (Why wasn't)

8 they had only gone half the distance after an hour and seventeen minutes. (How far)

9 the station master denied the existence of the Westhaven Express. (What)

10 a footnote said that the service had been suspended. (What)

Tell us about the writer's journey from the time he boarded the train

1 Boarded train ---- lots of local people ---- not odd ---- many wanted to take advantage of service

2 Train stopped ---- Widley ---- tiny station ---- not surprised ---- even express ---- held up ---- signals

3 train dawdled ---- began to wonder ---- not 90 ---- chugging at 30

4 1 hour 17 mins ---- not even halfway ---- asked passenger ---- Westhaven Express ---- hadn't heard of it!

2 hours later ---- talking to Westhaven station master ---- denied existence of train ---- showed him timetable ---- there in black and white

5 told me ---- look again ---- asterisk to footnote ---- 'service ---- suspended'

Topics for discussion

1 Tell us about a train journey that you have been on.

2 Every country should have a state-run railway system. What do you think?

3 An advertisement for the railways in Britain says 'Let the Train take the Strain'. Do you think it's the best form of transport?

Key to Comprehension

1 We have developed an unshakable faith in railway timetables because they have always been punctual.

2 The journey from the writer's village to Westhaven by express train was supposed to take an hour and seventeen minutes.

3 The writer explained the fact that many local people boarded the train at the same time as he did because they also wanted to use the same excellent service.

Key to Vocabulary

A possible answer

punctual (1.1) on time

unshakable faith (1.2) a firm belief or trust

delayed (1.3) made late

cancelled (1.4) called off

temporarily dislocate (1.5) disrupt for a short time

consulting (1.9) reading, looking at (for information)

a mere (1.10) only, just

Key to Summary writing

Points

1 Boarded train ---- many local people got on ---- not surprised

2 Not surprised, either ---- train stopped ---- Widley

3 Train dawdled ---- began to wonder ---- train just chugging along

4 Finally, 2 hours later ---- Westhaven ---- spoke to station master

5 Denied existence of express ---- argued

6 Footnote: 'This service ---- suspended'

Summary

When many local people boarded the train with the writer, he was not surprised. Nor was he surprised when the train stopped at Widley. But when it stopped at each station, he began to wonder why it was going so slowly. Finally, when the train reached Westhaven, the writer spoke to the station master who denied the existence of an express. They argued and the writer was shown this timetable footnote, which said: ' This service has been suspended. '

(79 words)

Key to Composition

A possible answer

A disastrous train journey

When I finally boarded the train, I was looking forward to a pleasant journey to the village of Slowleigh where my friends live. I sat in my seat, got out a book and was already reading when the train started.

According to the timetable, the train was due to arrive in Slowleigh at 4.30. I had been so interested in my book that I had a shock when I looked at my watch. It was almost 4.30. I closed my book and waited for the train to slow down. It didn't. In fact, the train was going very fast ---- and that was Slowleigh, wasn't it?! The train went straight on. I asked the other passengers why the train hadn't stopped and they told me it was the express to the city. I didn't believe it

Then the ticket collector came along. He looked at my ticket and I tried to explain, but in the end I had to pay the full fare to the city.

By the time we arrived in the city it was six o'clock. The journey had lasted two hours and I was miles away from my original destination. I rang my friends and said I would get a fast train back. Then I checked the timetable: there was no fast train back to Slowleigh, only a slow one, at 7 o'clock. By the time I finally reached Slowleigh Station, it was nine o'clock at night. My pleasant little train journey had taken 4.5 hours! (250 words)

Key to Letter writing

A possible answer (body of letter only)

I have just heard that Joanna has given birth to a baby girl. Congratulations to you both! You must both be very proud parents and I bet she looks like Joanna! You've heard all the old jokes, so I won't repeat them ---- except to say that I know you will have some sleepless nights from now on!

I hope that Joanna and your new daughter are both well. You must let me know what she weighs and who she really looks like.

I hope to be able to visit you all very soon. Let me know when I shall be welcome.

All my love (104 words)

Key structures and Special difficulties

Key to KS and SD exercises

Possible answers

1 The wall is too high (for me) to climb./The wall is low enough (for me) to climb.

2 I can't stand queueing at the cinema./I don't mind helping you.

3 Never had I seen anything like it before./Hardly had I----started when they told me to stop./Little did she know that she was being watched.

4 Two minutes passed before anything happened./The time is exactly two minutes past twelve.

5 My friend refused to lend me any money./He denied that he had stolen the money.

6 I borrowed three books from the public library./Then I lent one of them to a friend.

Repetition drill

The passive

Chorus, group or individual repetition

To elicit the passive construction in statements involving the use of transitive verbs followed by prepositions.

T : Drill 37. Listen. Do not speak.

(1) T : I hear they've put off the match till Saturday.

S : That's right, the match has been put off till Saturday.

(2) T : I hear she knocked the man out.

S : That's right, the man was knocked out.

(3) T : I hear they'll put the fire out soon.

S : That's right, the fire will be put out soon.

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 she'll throw the newspapers away soon.

S : That's right, the newspapers will be thrown away soon.

5 T : I hear they're going to pull down the building.

S : That's right, the building is going to be pulled down.

6 T : I hear he's given back the money.

S : That's right, the money has been given back.

7 T : I hear they gave in their exercise books yesterday.

S : That's right, the exercise books were given in yesterday.

8 T : I hear he paid back the money.

S : That's right, the money was paid back.
9 T: I hear they called off the match.
S : That's right, the match was called off.
10 T : I hear he's called our names out.
S : That's right, your names have been called out.
11 T : I hear he's picked the parcels up.
S: That's right, the parcels have been picked up.
12 T: I hear they're going to put up a new building.
S : That's right, a new building is going to be put up.
13 T: I hear they looked up the new words.
S : That's right, the new words were looked up.
14 T : I hear she'll look after the children.
S : That's right, the children will be looked after.
15 T: I hear she's put all the visitors up in a small hotel.
S: That's right, all the visitors have been put up in a small

hotel.

Key to Multiple choice questions

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

Lesson 38 The first calendar

Listening comprehension

1 Introduce the story

T : Today we'll talk about a primitive kind of calendar.

2 Understand the situation

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

3 Listening objective

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

What is the importance of the dots, lines and symbols engraved on stone, bones and ivory?

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

5 Answer the question

After the reading, ask the question again: What is the importance of the dots, lines and symbols engraved on stone, bones and ivory?

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 a primitive type of calendar.

6 Intensive reading

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

7 Play the tape or read the story again

8 Reading aloud

Ask one or two students to read the text aloud.

Comprehension questions

1 Who will be in a unique position when they come to record the history of our own times? (Future historians.)

2 What is steadily accumulating? (A great mass of evidence.)

3 Will future historians have to rely solely on the written word? (No, they won't.)

4 What other information will they have? (Films, videos, CDs and CD-ROMs.)

5 What kind of task is any historian faced with? (A difficult task.)

6 Does he have to deduce information from scanty clues? (Yes, he does.)

7 Even insignificant remains are important. Why? (Because they : ,an shed light on the history of early man.)

8 Up to now, when have historians assumed that calendars came into being? (With the advent of agriculture.)

9 Does recent scientific evidence indicate that this is correct or incorrect? (Incorrect.)

10 Historians have long been puzzled by dots, lines and symbols, haven't they? (Yes, they have.)

11 Where have these dots, etc. been engraved? (On walls, bones and ivory tusks.)

12 When did the last Ice Age begin? (About 35,000 B.C.)

13 When did it end? (About 10,000 B.C.)

14 Who lived by hunting and fishing during this period? (Nomads.)

15 What are the marks connected with? (The passage of the days and the phases of the moon.)

16 What is the code in fact? (A primitive kind of calendar.)

17 Were the hunting scenes just a form of art? (No, they weren't.)

18 Did they have a definite meaning? (Yes, they did.)

19 Is there a relation between the paintings and the markings that accompany them? (Possibly.)

20 Man was making an effort to understand the seasons much earlier than has been supposed. How much earlier?

(20, 000 years earlier.)

Asking questions: Ask me if ...

T : Ask me if future historians will be in a unique position.

S : Will future historians be in a unique position?

T . Why ...

S : Why will future historians be in a unique position?

1 future historians will be in a unique position. (Why)

2 they will have to rely solely on the written word. (Why won't)

3 they will be able to see and hear us in action. (How)

4 insignificant remains can shed light on early man. (What)

5 calendars came into being with the advent of agriculture. (Why)

6 recent scientific evidence suggests this is incorrect. (What)

7 the nomads lived by hunting and fishing. (Now)

8 the last Ice Age lasted from 35,000 B.C. to 10,000 B.C.. (How long)

9 the hunting scenes depicted on walls had a definite meaning. (Which scenes)

10 man was trying to understand the seasons 20,000 years earlier than has been supposed. (What)

Tell us what historians have learnt about early man from the strange markings

1 Historians ---- puzzled ---- dots, lines and symbols ---- on walls, bones, ivory tusks

2 Nomads ---- hunting and fishing ---- last Ice Age ---- 35,000 B.C.-10,000 B.C.

3 Correlated markings ---- different parts of world ---- able to read difficult code

4 Connected with days ---- phases of moon ---- in fact, primitive calendar

5 Scientists knew ---- hunting scenes ---- not just artistic expression

6 Definite meaning ---- near to writing for early man

7 Perhaps relation ---- paintings and markings

8 Man ---- making effort ---- understand seasons ---- 20,000 years earlier than supposed

Topics for discussion

1 Tell us about any ancient sites that you have visited.

2 Would you like to become a professional historian or archaeologist? Why/Why not?

3 It is very important to know how man has developed. What do you think?

Key to Comprehension

1 Future historians will not have to rely on the written word when they come to record the history of our times because there is a mass of information on film, video, CD and CD-ROM that they will be able to refer to.

2 Historians who write about the distant past have a difficult task because they have to deduce what they can from a few clues.

3 It was believed that calendars were first used with the advent of agriculture.

Key to Vocabulary

A possible answer

record (1.2) write down

select (1.3) choose

great mass of evidence (1.3) large number of facts

accumulates (1.4) collects, builds up

solely (1.4) only

bewildering (1.6) confusing

insignificant (1.9) unimportant

Key to Summary writing

Points

1 Long puzzled by prehistoric markings ---- walls, bones, tusks

- 2 People ---- made markings ---- nomads ---- last Ice Age
- 3 Finally historians ---- read difficult code
- 4 Passage of days ---- phases of moon ---- primitive calendar
- 5 Connection between pictures of hunting scenes ---- markings

Summary

Historians have long been puzzled by prehistoric markings on walls, bones and tusks. The people who made the markings were nomads during the last Ice Age. Finally historians have managed to read this difficult code and realized that they depict the passing of the days and phases of the moon. They are in fact a primitive calendar. There is a connection between the pictures of hunting scenes and the markings with them. (71 words)

Key to Composition

A possible answer

Studying the past

Future historians will have plenty of sources from which to learn about twentieth-century man. Not only will they have the written word, they will also have films, videos, audio cassettes, CDs and CD-ROMs. In fact, they will have so much source material that they will hardly know where to start!

If they study all the material available, they will be able to build up a complete social and political history of our time. They will know exactly how we dressed, what we ate in every different country and they will know exactly what our homes were like. They will know what our towns and cities were like and what forms of entertainment we enjoyed. In fact, they will not only learn about our forms of entertainment, they will be able to enjoy a lot of them, too ---- our music, plays, musical shows, video games, our art, our literature, ... And they will be able to read and see the news day by day as it happened.

They will learn in detail the way we fought our wars ---- the way we used jet fighters, helicopters, ships and tanks. They will be able to learn every detail of great moments in history, and everything about leading figures of the time as well as the lives of ordinary men and women.

In future, the study of history will provide interest and excitement for a lot of people, the past will be brought to life and history will no longer be boring.

(249 words)

Key to Letter writing

A possible answer (body of letter only)

We have been writing to each other now for about five years and, although we have exchanged lots of photos of each other and our families, we have never met face to face.

At last there is a chance for us to meet. I will be visiting Canada with my parents next year and naturally I want to come and see you. I just can't wait to meet for the first time.

We are planning to fly to Canada early in April, but can you please let me know if there is any time when you and your parents will be away?

(102 words)

Key structures and Special difficulties

Key to KS and SD exercises

Possible answers

1 have assumed, came, was faced, seems, is, have long been puzzled, have been engraved, made, lived, began, ended (See also text.)

2 agree with, account for, mistake ... for, cope with, correspond with, apologize for, blame ... for, reason with, satisfied with, quarrel with, wait for, search for

3 What's the difference between this and that?/When I was with them, I always knew I was among friends.

Repetition drill

Verbs and adjectives followed by prepositions

Chorus, group or individual repetition

To elicit questions involving the use of verbs and adjectives followed by prepositions.

T : Drill 38. Listen. Do not speak.

(1) T : Is it in the south? Is it near London?

S : Is it in the south of London?

(2) T : Is he ready? Will he begin now?

S : Is he ready to begin now?

(3) T : Is it identical? Is it like the other one?

S : Is it identical to the other one?

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

1 As in (1) above.

2 As in (2) above.

3 As in (3) above.

4 T: Is the passport valid? Can it be used in all countries?

S : Is the passport valid for all countries?

5 T : Is she slow? How's her typing?

S: Is she slow at typing?

6 T: Was there sufficient? Did everyone get some?

S: Was there sufficient for everyone?

7 T: Were you sitting very close? Were you near the fire?

S : Were you sitting very close to the fire?

8 T: Did they search? Did they find the boy?

S: Did they search for the boy?

9 T: Did they surrender? Were they defeated by the enemy?

S: Did they surrender to the enemy?

10 T: Was she pleased? Did she like the present?

S: Was she pleased with the present?

11 T: Did they listen? Did you tell them the story?

S : Did they listen to the story?

12 T : Did she complain? Did she say she had a headache?

S: Did she complain of a headache?

13 T: Did you draw any money? Did you go to the bank?

S: Did you draw any money from the bank?

14 T: Did he escape? Did he get out of prison?

S: Did he escape from prison?

15 T: Did she economize? Did she use less electricity?

S : Did she economize on electricity?

Key to Multiple choice questions

1 b 2 d 3 a 4 d 5 c 6 b

7 c 8 b 9 a 10 a 11 c 12 a

Lesson 39 Nothing to worry about

Listening comprehension

1 Introduce the story

T : Today we'll talk about dangerous journeys.

2 Understand the situation

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

Listening objective

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

What was the difference between Bruce's behaviour and that of other people?

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

5 Answer the question

After the reading, ask the question again: What was the difference between Bruce's behaviour and that of other 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: Bruce wasn't afraid of anything and obviously didn't worry about anything.

6 Intensive reading

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

7 Play the tape or read the story again

8 Reading aloud

Ask one or two students to read the text aloud.

Comprehension questions

1 Why did the writer try to get Bruce to drive back to the village? (Because the road became so bad.)

2 What was the road littered with? (Boulders.)

3 What was it pitted with? (Holes.)

4 Was Bruce perturbed? (No, he wasn't.)

5 How far away was the next village? ([A mere] twenty miles.)

6 Did Bruce underestimate difficulties? (No, he didn't.)

7 Did he have any sense of danger at all? (No, he didn't.)

8 What did he believe? (That a car should be driven as fast as it could go.)

9 Why did they swerve? (To avoid large boulders.)

10 What did they think would happen sooner or later? (That a stone would rip a hole in the petrol tank or damage the engine.)

11 Why did they keep looking back? (To see if they were leaving a trail of oil or petrol.)

12 Did the boulders give way to a stretch of plain? (Yes, they did.)

13 But what was ahead? (A huge fissure.)

14 When the others got out to examine the fissure, what did Bruce do? (He remained in the car.)

15 What was the size of the fissure? (It was fifty yards long, two feet wide and four feet deep.)

16 Did Bruce avoid it or did he drive along it? (He drove along it.)

17 When Bruce consulted the map, how far away was the village? (Fifteen miles.)

18 What was the next obstacle? (A shallow pool of water about half a mile across.)

19 What happened to the car in the middle of the pool? (It came to a grinding halt.)

20 How did Bruce know that there was no oil in the engine? (A yellow light flashed on the dashboard.)

Asking questions: Ask me if ...

T : Ask me if the passengers tried to get Bruce to drive back to the village.

S : Did the passengers try to get Bruce to drive back to the village?

T : Why ...

S : Why did the passengers try to get Bruce to drive back to the village?

1 the passengers tried to get Bruce to drive back to the village. (Why)

2 the next village was twenty miles away. (How far away)

3 Bruce believed a car should be driven as fast as possible. (Who)

4 they often swerved to avoid large boulders. (Why)

5 the wheels scooped up stones. (What)

6 the only obstacles in the plain were clumps of bushes. (What)

7 Bruce stayed in the car while we examined the fissure. (Who)

8 Bruce drove at terrifying speed along the fissure. (How fast)

9 Bruce consulted the map once more. (Who)

10 the car came to a grinding halt in the middle of the water. (Where)

Tell us about the journey from the time they came to the fissure

- 1 We pleaded ---- Bruce stopped
- 2 We examined fissure ---- he remained in car
- 3 Fissure ---- fifty yards long ---- two feet wide ---- four feet deep
- 4 Low gear ---- drove at speed ---- wheels astride crack ---- then back on plain
- 5 Bruce consulted map ---- village 15 miles away
- 6 Next obstacle ---- shallow pool water ---- half a mile across

- 7 Charged in ---- came to halt
- 8 Yellow light on dashboard ---- no oil in engine

Topics for discussion

- 1 Tell us about any journey that you have ever made in a car, jeep or lorry across country.
- 2 Do you know anyone like Bruce's Have you ever met anyone like Bruce? What is your opinion of people like Bruce?
- 3 'Drivers should be obliged to re-take a test every five years.' What do you think?

Key to Comprehension

- 1 The passengers tried to get Bruce to drive back to the village they had come from because the rough road across the plain had become so bad.
- 2 Bruce wasn't at all perturbed by the bad state of the road because he had no sense of danger at all.
- 3 The passengers kept looking back to see if they were leaving a trail of petrol or oil.

Key to Vocabulary

A possible answer

- | | |
|----------------------|---|
| boulders (1.3) | large stones or rocks |
| perturbed (1.4) | worried |
| underestimated (1.6) | guessed that difficulties were not as bad as they really were |
| bumped (1.9) | moved along in an uneven way |
| swerved (1.9) | moved quickly in one direction, then in another |
| hammered (1.10) | hit repeatedly |
| ominously (1.10) | as if giving a warning that something unpleasant is going to happen |

Key to Summary writing

Points

- 1 Boulders disappeared ---- stretch of plain ---- clumps of bushes
- 2 Ahead ---- huge fissure ---- Bruce stopped
- 3 We examined it ---- 50 yards long, 2 feet wide, 4 feet

deep

4 Bruce raced along ---- then back on plain

5 Village now 15 miles away

6 Next obstacle ---- shallow pool ---- Bruce charged in ----
came to halt in middle ---- run out of oil

Summary

When the boulders disappeared, there was a wide plain covered with clumps of bushes. Ahead was a huge fissure and Bruce stopped. We examined it and found it was fifty yards long, two feet wide and four feet deep. Without thinking, Bruce raced the car along it and then we were back on the plain. The village was 15 miles away and the next obstacle was a very wide shallow pool. Bruce charged in and stopped in the middle. (79 words)

Key to Composition

A possible answer

Bruce remained unperturbed

It was typical of Bruce to announce ' cheerfully ' that there was no oil in the engine! For the rest of us, it was a disaster. We all got out and began shouting at him and then at each other. What could we do? We were standing in the middle of a very large pool up to our ankles in water with a car that was useless.

We tried to push it, but of course it was absolutely impossible. All we managed to do was to push it deeper into the soft mud. In the end we all walked to next village where we tried to get a taxi so that we could take some oil (and petrol) back to the car.

We couldn't find one driver who would take us over the rough road. Fortunately there was a small garage and we paid a large sum of money to the garage owner to rent a jeep. With a can of oil and an extra can of petrol we all climbed in and set off.

When we eventually got back to the pool, we attached a rope from the jeep to the car and pulled the car out of the water. We were not surprised to find that the engine was badly damaged, and would not even start with the oil we had brought back. Disaster again, but Bruce was undismayed! (230 words)

Key to Letter writing

A possible answer (body of letter only)

I am having a great holiday here in T..... . Pat and I have done all the typical tourist things and have seen most of the sights.

However, I'm afraid we are both running out of money ---- and we both have to pay our hotel bill at the end of the week. Pat has managed to get some more through his bank, but I would be very grateful if you could send me another \$250 through the Landmark Bank. (78 words)

Key structures and Special difficulties

Key to KS and SD exercises

Possible answers

1 I got him to tell me the truth./He got me to translate the article into English.

2 He suggested that I should go with him./He insisted that I should stay to lunch.

3 Can he wait a few minutes longer? I wonder if he can wait a few minutes longer./When will he arrive? I wonder when he will arrive.

4 What a wonderful garden! /What a terrible day!

5 How are you getting on in your new job?/She has just got over a serious illness./Did she get through her exams all right?

6 He said that the village wasn't very far away./He told us that the village was 15 miles away.

Repetition drill

Review of verb forms: might have

Chorus, group or individual repetition

To elicit statements involving the use of might + perfect infinitive to convey dissatisfaction or irritation.

T : Drill 39. Listen. Do not speak.

(1) T : She didn't even write!

S : Well, really! She might at least have written!

(2) T : I didn't even thank him!

S : Well, really! You might at least have thanked him!

(3) T : She didn't even bring a present!

S : Well, really! She might at least have brought a present!

T: Now you do the same. Ready?

1 As in (1) above.

2 As in (2) above.

3 As in (3) above.

4 T : They didn't even send a telegram!

S : Well, really! They might at least have sent a telegram!

5 T : He didn't even wait!

S : Well, really! He might at least have waited!

6 T : I didn't even tell him!

S : Well, really! You might at least have told him!

7 T : She didn't even bring it!

S : Well, really! She might at least have brought it!

8 T : She didn't even speak to him!

S : Well, really! She might at least have spoken to him!

9 T: They didn't even meet her!

S: Well, really! They might at least have met her!

10 T: She didn't even wear it!

S : Well, really! She might at least have worn it!

11 T: He didn't even get one!

S: Well, really! He might at least have got one!

12 T: She didn't even lay the table!

S: Well, really! She might at least have laid the table!

13 T: He didn't even telephone!

S : Well, really! He might at least have telephoned!

14 T: They didn't even prevent him!

S : Well, really! They might at least have prevented him!

15 T: He didn't even reply!

S : Well, really! He might at least have replied!

Key to Multiple choice questions

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

Lesson 40 Who's who

Listening comprehension

1 Introduce the story

T : Today we'll talk about practical jokes.

2 Understand the situation

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

3 Listening objective

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

How did the policeman discover that the whole thing was a joke?

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

5 Answer the question

After the reading, ask the question again: How did the policeman discover that the whole thing was a joke?

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 finally discovered that the whole thing was a joke when he saw the man actually telephoning the police from the pay phone.

6 Intensive reading

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

7 Play the tape or read the story again

8 Reading aloud

Ask one or two students to read the text aloud.

Comprehension questions

1 Do university students seem to enjoy practical jokes more than anyone else? (Yes, they do.)

2 What kind of practical joke do they specialize in? (The hoax.)

3 One example of a hoax is inviting the fire brigade ---- to do what? (Put out a nonexistent fire.)

4 Who did a student recently see outside his university? (Two workmen.)

5 What were they doing? (They were using a pneumatic drill.)

6 Who did the student telephone? (The police.)

7 And what did he tell them? (He told them that two students dressed up as workmen were tearing up the road with a pneumatic drill.)

8 What did the student tell the workmen? (He told them that if a policeman came and told them to go away, they were not to take him seriously.)

9 Were the police and the workmen grateful for the advance information? (Yes, they were.)

10 Where did the student hide? (In an archway nearby.)

11 A policeman arrived. What did he ask the workmen to do? (Go away.)

12 Did he receive a polite reply from the workmen? (No, he didn't.)

13 What did the policeman threaten to do? (Remove them by force.)

14 When the policeman telephoned for help, how many more policemen arrived? (Four.)

15 Did the workmen still refuse to stop working? (Yes, they did.)

16 What did the police attempt to seize? (The pneumatic drill.)

17 Who did one of the workmen threaten to call? (The police.)

18 What did another workman ask if he might do? (He asked if he might make a telephone call.)

19 Who accompanied him to a pay phone? (A policeman.)

Asking questions: Ask me if ...

T : Ask me if students specialize in a particular kind of practical joke.

S : Do students specialize in a particular kind of practical joke?

T : What kind of ...

S : What kind of practical joke do students specialize in?

1 students specialize in a particular kind of practical joke. (What kind of)

2 a student telephoned the police. (Why)

3 the student told the workmen a student had dressed up as a policeman. (What)

4 the workmen and the policeman were grateful to the student. (Why)

5 the policeman asked the workmen to go away. (How)

6 he threatened to remove the men by force. (What)

7 four more policemen arrived. (How many more)

8 one of the workmen lost his temper. (Who)

9 another workman asked if he could make a telephone can. (What)

10 they realized they had been victims of a hoax. (When)

Tell us about the hoax that the student played on the

police and workmen

1 Student ---- two workmen ---- outside university ----
telephoned police and said ---- two students dressed
as workmen ---- tearing up road ---- pneumatic drill

2 Then to workmen ---- if policeman came ---- not to listen:
student dressed up as policeman ---- playing jokes on people

3 Student hid ---- archway

4 Policeman arrived ---- asked workmen ---- go away; rude
reply ---- threatened force

5 Policeman telephoned ---- help ---- four more policemen
arrived

6 Fight developed ---- policemen and workmen

7 One workman threatened ---- call police: unnecessary, said
policeman ---- already under arrest

8 Workman asked ---- make phone call

9 Permission granted ---- policeman accompanied him ---- pay
phone

10 Saw workman phone police ---- realized ---- hoax

Topics for discussion

1 Tell us about a practical joke or hoax that you have heard
of.

2 Tell us any joke you have heard recently.

3 'What is funny to the people of one nation isn't necessarily
funny to the people of another.' What do you think?

Key to Comprehension

1 Students specialize in hoaxes.

2 The student told the police that two students dressed up
as workmen were digging up the road outside the university.

3 The student told the workmen that another student was
dressed up as a policeman and was going round playing silly jokes
on people ---- so ignore him.

Key to Vocabulary

A possible answer

a particular type (11.2-3)

a special kind

put out (1.4) extinguish

deception (1.4) trick, something that deceives someone

victims (1.6) people that suffer from other people's

actions

hung up (1.9) put the phone down

silly (1. 11) stupid, childish

grateful (1.12) thankful

Key to Summary writing

Points

1 Policeman arrived ---- asked workmen ---- go away ---- threatened force

2 Policeman telephoned help ---- four policemen arrived

3 Workmen refused to stop ---- policemen threatened ---- take pneumatic drill

4 Workman lost temper ---- threatened call police: silly ---- already under arrest

5 Workman asked ---- make telephone call ---- permission granted ---- policeman accompanied him pay phone

6 Workman actually rang police ---- all realized ---- victims of hoax

Summary

When a policeman arrived, he asked the workmen to go away. Later four more policemen arrived. The workmen still refused to stop and the police threatened to confiscate their pneumatic drill. One workman then threatened to call the police, which was silly because they were already under arrest. When another workman asked to make a telephone call, a policeman accompanied him to a phone. The workman actually rang the police and they realized they had been victims of a hoax. (80 words)

Key to Composition

A possible answer

Arrest the police!

The policeman who accompanied the workman to the pay phone still did not realize that they had been the victims of a practical joke. When he and the worker returned to the scene of the hoax right outside the university gates, the other workman was still quarrelling with the police and resisting arrest.

Following the worker's call to the police station, it was not long before more police arrived on the scene ---- and it is at this point that the story becomes very complicated! The workmen told the police who had just arrived that the first lot of policemen were actually students dressed up as policemen. The second lot of police therefore threatened to arrest the first lot of police, but before they did so, they asked for their identity cards. The first lot ignored this request and said that they really were policemen, but that the workmen were students. The workers had to prove their identity, too, they said.

None of them had to prove their identity by showing identity cards, because at this point two or three of the policemen started laughing, and then the workmen started laughing, and in the end they were all laughing. They finally realized that they had all been victims of a hoax ---- and not one of them could remember what the student had looked like. ' After all, ' said one workman, ' they

all look the same to me. '

(237 words)

Key to Letter writing

A possible answer (body of letter only)

Thank you very much for your last letter. It was really good to hear from you again and to read about the long trip you intend to make and your offer to take me with you.

Yes, I would love to come. You are going to visit a part of the country that I have never been to, so naturally I'd like to come along. And I shall of course share the expenses ---- petrol, food and accommodation, and any other expenses. However, you didn't say how much you think the trip will cost, so perhaps you could let me know.

(100 words)

Key structures and Special difficulties

Key to KS and SD exercises

Possible answers

1 We put up our tent in the corner of the field./Could you put us up for a couple of nights?/We can't put up with her bad behaviour any longer./They have put off the game until next week.

2 Everyone found it funny except me./Except for/Apart from this one mistake, your composition is excellent.

3 We all got up, washed, dressed and left the house early./Most children like dressing up.

4 I watched the whole procession from where I stood./Her eyes followed him wherever he went.

5 I'm surprised you're in such a good temper: /She is always in a good mood. /Don't speak to her.

She's in a very bad temper./I'm not in the mood to play games.

Repetition drill

Had better

Chorus, group or individual repetition

To elicit negative and affirmative statements involving the use of had better and tell.

T : Drill 40. Listen. Do not speak.

(1) T: I'd advise her to send a telegram.

S: Yes, I think she'd better. I'll tell her to.

(2) T: I'd advise her not to complain about it.

S: Yes, I think she'd better not. I'll tell her not to.

(3) T: I'd advise them to wait for an answer.

S: Yes, I think they'd better. I'll tell them 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 : I'd advise her not to see him again.

S : Yes, I think she'd better not. I'll tell her not to.
 5 T: I'd advise him not to travel by air.
 S: Yes, I think he'd better not. I'll tell him not to.
 6 T: I'd advise him to go by train.
 S: Yes, I think he'd better. I'll tell him to.
 7 T : I'd advise her to think again.
 S: Yes, I think she'd better. I'll tell her to.
 8 T: I'd advise him not to tell anyone about it.
 S : Yes, I think he'd better not. I'll tell him not to.
 9 T : I'd advise them not to return too early.
 S : Yes, I think they'd better not. I'll tell them not to.
 10 T: I'd advise him to call the police.
 S : Yes, I think he'd better. I'll tell him to.
 11 T : I'd advise her not to catch a later train.
 S : Yes, I think she'd better not. I'll tell her not to.
 12 T : I'd advise them to get more information.
 S : Yes, I think they'd better. I'll tell them to.
 13 T : I'd advise them not to depend on it
 S : Yes, I think they'd better not. I'll tell them not to.
 14 T : I'd advise him not to take too long.
 S: Yes, I think he'd better not. I'll tell him not to.
 15 T: I'd advise her to have a long rest.
 S: Yes, I think she'd better. I'll tell her to.

Key to Multiple choice questions

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

Lesson 41 Illusions of pastoral peace

Listening comprehension

1 Introduce the story

T : Today we'll talk about the advantages and disadvantages of living in the country.

2 Understand the situation

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

3 Listening objective

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

What particular anxiety spoils the country dweller's visit to the theatre?

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

5 Answer the question

After the reading, ask the question again: What particular anxiety spoils the country dweller's visit to the theatre?

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 worry about whether they will ever catch the last train home.

6 Intensive reading

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

7 Play the tape or read the story again

8 Reading aloud

Ask one or two students to read the text aloud.

Comprehension questions

1 Has the quiet life of the country ever appealed to the author? (No, it hasn't.)

2 Why has he always regarded the country as something you look at through a train window? (Because he was city born and city bred.)

3 Where do most of the author's friends live? (In the city.)

4 What do they do at the mere mention of the country? (They go into raptures.)

5 Do they think country life is a peaceful life? (Yes, they do.)

6 Does one friend still live under the illusion that country life is superior to town life? (Yes, he does.)

7 Does he think the people are friendly? (Yes, he does.)

8 What does he think of the atmosphere? (It is clean.)

9 What does the author's friend fail to mention? (The long friendless evenings in front of the TV.)

10 Does the friend say anything about the poor selection of goods in shops? (No, he doesn't.)

11 Which unfortunate people doesn't he mention? ('The people who have to travel from the country to the city every day to get to work.)

12 According to the author, can the city provide you with the best life can offer? (Yes, it can.)

13 Do you have to travel miles to see your friends (if you live in the city)? (No, you don't.)

14 How often do some of the author's friends come up to town? (Once or twice a year.)

15 Why? (To visit the theatre.)

16 As the play draws to a close, what do they wonder? (Whether they will catch the last train home.)

17 Why is shopping a pleasure for city dwellers? (Because there is so much variety that you never have to make do with second best.)

18 What do country people do when they go shopping in the city? (They run wild and stagger home loaded with as much as they can carry.)

Asking questions: Ask me if ...

T : Ask me if the quiet life of the country has ever appealed to the author.

S : Has the quiet life of the country ever appealed to the author?

T : Why hasn't ...

S : Why hasn't the quiet life of the country ever appealed to the author?

1 the quiet life of the country has ever appealed to the author. (Why hasn't)

2 most of his friends live in the city. (Where)

3 the author's friend is forever taking about the friendly people. (Who)

4 he fails to mention the long friendless evenings in front of the TV. (What)

5 living in the country is a ' dubious privilege ' . (Why)

6 the city can provide you with the best that life can offer. (What)

7 the latest exhibitions are only a short bus ride away. (How far away)

8 there is a lot of variety when you go shopping. (How much)

Tell us about the times the writer's friends come up to London to the theatre

1 Some acquaintances ---- town ---- once or twice ---- theatre ---- special treat

2 Major operation - considerable planning

3 Play ---- draw to close ---- wonder ---- last train home?

4 Shopping ---- pleasure

5 Country people run wild ---- shopping in city ---- stagger home loaded ---- exotic goods

Topics for discussion

1 Tell us about an occasion when you have visited the big city (from the country) or the country (from the big city).

2 Tell the class why you would move to the big city (or to the country from the city) if you had the opportunity.

3 Most city dwellers would die if they had to live in the country all the time. What do you think?

Key to Comprehension

1 One of the author's city friends lived in the country for six months.

2 The author finds fault with his friend's description of the country because it is only part (or only one side) of the picture.

3 He considers them unfortunate because they tolerate a four-hour journey every day for the dubious pleasure of living in the country.

Key to Vocabulary

A possible answer

extol the virtues (1.6) praise the good things

illusion (1.7) false idea

superior to (1.8) much better than

maintains (1.9) says, argues

glinting (1.10) shining in small flashes

tolerate (1.14) bear, stand, put up with

beyond me (1.15) beyond my understanding

Key to Summary writing

Points

1 Never travel miles ---- see friends ---- live nearby

2 Never worry ---- last train home after theatre

3 Exhibitions, films, plays ---- short bus ride

4 Shopping ---- pleasure ---- variety ---- never need to make do ---- second best

5 Moments of beauty, too ---- warm glow of ads ---- wet nights

6 Peace at weekends

Summary

You never have to travel miles to see friends because they live

nearby. Nor do you have to worry about catching the last train home after the theatre. The latest exhibitions, films and plays are all a bus ride away. Shopping is a pleasure, too. There is so much variety that you never have to make do with second best. The city can be beautiful and peaceful, too ---- beautiful with the glow of neon advertisements, and peaceful at weekends. (79 words)

Key to Composition

Special Note: From this point in the course, while the Students' Book suggests a choice of two compositions, only one is chosen as a model.

A possible answer

Plan and ideas for composition (a)

Tide: Give me the country!

Introduction: Never understood city-lovers ---- city a place to visit, to go shopping, to see special exhibitions, etc. ---- not live in

Development: Advantages ---- living in country ---- quiet ---- more healthy ---- less traffic ---- fresh air ---- fresh food from farms or village shops ---- people polite and friendly ...

Disadvantages ---- living in city ---- noisy ---- dirty ---- stressful ---- people always in rush ---- rude, unfriendly

Conclusion: Always a mystery why some country people say ---- like to live in city

Composition

I have never understood city-lovers. For me a city is a place to visit for a few hours, to go shopping, to see special exhibitions, shows, plays and films. But it's not a place to live in, even though thousands do. Usually they are tied to the city by their jobs or perhaps even by family.

There are so many advantages to living in the country. It is quiet and more healthy. There is far less traffic on the roads and the air is so much fresher. Instead of buying everything in packets from a supermarket, in the country we can always buy fresh food from farms or village shops every day ---- milk, fruit, fresh eggs, vegetables and meat. And we don't have to look at 'Use by ...' labels to see when we must use something by: we know that everything is fresh. And the people in the country are always so polite and friendly too - as long as you obey the unwritten rules of the countryside, that is.

On the other hand, there are so many advantages to living in a town or city. The first thing most country people notice is the noise and dirt. It must be the traffic, but many country people find it difficult to breathe in the city. And it is stressful, too: people always seem to be in a rush, and they are so often rude and

unfriendly.

There are so many advantages to living in the country that it is a mystery to me why some country people say they would like to live in the city. In fact, I just cannot understand how anyone can even consider living in the city.

(282 words)

Key to Letter writing

A possible answer (body of letter only)

I was very pleased to hear that you are coming to the city for a few days next month. I think it's good for you to see occasionally what life has to offer! And there is so much you will be able to do!

Of course I can put you up. You know you don't really need to ask. As long as I am going to be here (and I will be during the time you want to visit), you can always use my guestroom. Let me have your exact dates and I will make sure the guestroom is ready.

(100 words)

Key structures and Special difficulties

Key to KS and SD exercises

See text.

Repetition drill

Word order

Chorus, group or individual repetition .

To elicit brief answers to questions and to enable the student to build up complete statements. Students must be familiar with the text.

T : Drill 41. Listen. Do not speak.

T: My friend is forever talking about the friendly people, the clean atmosphere, the closeness to nature and the gentle pace of living.

My friend is forever talking about the friendly people, the clean atmosphere, the closeness to nature and the gentle pace of living.

(1) T : How does your friend find the people?

S : Friendly.

(2) T : How does he find the atmosphere?

S : Clean.

(3) T : What does he describe as ' gentle ' ?

S : The pace of living.

(4) T : My friend is forever ...

S : My friend is forever talking about the friendly people, the clean atmosphere, the closeness to nature and the gentle pace of living.

T : Now you do the same. Ready?

T: My friend is forever talking about the friendly people, the clean atmosphere, the closeness to nature and the gentle pace of living.

1 As in (1) above.

2 As in (2) above.

3 As in (3) above.

4 As in (4) above.

T: My friend says nothing about the poor selection of goods in the shops or about those unfortunate people who have to travel from the country to the city every day to get to work.

My friend says nothing about the poor selection of goods in the shops or about those unfortunate people who have to travel from the country to the city every day to get to work.

5 T : What's the selection of goods in the shops like?

S : Poor.

6 T : How often do some people have to travel from the country to the city?

S : Every day.

7 T : Why do those unfortunate people have to travel to the city every day?

S : To get to work.

8 T : My friend says nothing ...

S : My friend says nothing about the poor selection of goods in the shops or about those unfortunate people who have to travel from the country to the city every day to get to work.

T: Some of my acquaintances in the country come up to town once or twice a year to visit the theatre as a special treat.

Some of my acquaintances in the country come up to town once or twice a year to visit the theatre as a special treat.

9 T : How often do some of your acquaintances come up to town?

S : Once or twice a year.

10 T : Why do they come up to town?

S : To visit the theatre.

11 T : How do they regard this?

S : As a special treat.

12 T : Some of my acquaintances ...

S : Some of my acquaintances in the country come up to town once or twice a year to visit the theatre as a special treat.

Key to Multiple choice questions

1 d 2 b 3 a 4 c 5 a 6 c

7 b 8 b 9 a 10 b 11 b 12 a

Lesson 42 Modern cavemen

Listening comprehension

1 Introduce the story

T : Today we'll talk about caving (or pot-holing).

2 Understand the situation

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

3 Listening objective

T : Listen to the passage (or read it silently) and see if you can answer this question: With what does the writer compare the Gouffre Berger?

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

5 Answer the question

After the reading, ask the question again: With what does the writer compare the Gouffre Berger?

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 compares it with Mount Everest for climbers./It is the pot-holers' Everest.

6 Intensive reading

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

7 Play the tape or read the story again

8 Reading aloud

Ask one or two students to read the text aloud.

Comprehension questions

1 Is pot-holing an old sport or a relatively new sport? (A relatively new sport.)

2 Is it possible to give a satisfactory explanation for a pot-holer's motives? (No, it isn't.)

3 What kind of fascination do caves and mountains have for pot-holers and climbers? (A peculiar fascination.)

4 What does the exploration of really deep caves require? (Precise planning and the foresight of military operations.)

5 How long can it take to prepare for a descent into a very deep cave? (Eight days.)

6 What is the Gouffre Berger? (It is the deepest known cave in the world.)

7 Where is the entrance to the cave? (On a plateau in the Dauphiné Alps.)

8 Who discovered the cave? (The distinguished French pot-holer, Berger.)

9 Has all of the cave been explored? (No, it hasn't. [Much of it still remains to be explored.])

10 The pot-holers climbed down the steep sides of the cave. What did they come to? (A narrow corridor.)

11 And where did that lead them? (To a waterfall.)

12 What did it fall into? (An underground lake at the bottom of the cave.)

13 Where did they load their gear? (On an inflatable rubber dinghy.)

14 How did they protect themselves from the icy water? (They wore special rubber suits.)

15 What was the booming sound caused by? (A small waterspout shooting down from the roof of the cave.)

16 The pot-holers arrived at an enormous cavern. How big was it? (The size of/As big as a huge concert hall.)

17 How high were some of the stalagmites? (Over forty feet high.)

18 What did they rise up to meet? (Stalactites suspended from the roof.)

19 What was the only sound that could be heard? (Dripping water [from the high dome].)

Asking questions: Ask me if...

T: Ask me if pot-holing is a relatively new sport.

S: Is pot-holing a relatively new sport?

T: What kind of ...

S: What kind of sport is pot-holing?

1 pot-holing is a relatively new sport. (What kind of)

2 caves fascinate pot-holers like mountains fascinate climbers. (How)

3 it can take up to eight days to prepare for a deep descent. (How long)

4 the deepest known cave in the world is the Gouffre Berger. (Which)

5 the entrance to the cave is barely noticeable. (Why)

6 the cave has become the pot-holers' Everest. (What)

7 they came to a waterfall that dropped into an underground lake. (What)

8 they let the current carry them to the other side of the lake. (Where)

9 they could see the stalagmites and stalactites with their powerful arc lights. (How)

10 the dripping of water was the only sound that could be heard.

(What)

Tell us about the time a team of pot-holers went down the Gouffre Berger

1 Entered narrow gap ---- climbed down steep sides ---- came to narrow corridor

2 Edged way along ---- often through water

3 Suddenly came to deep waterfall ---- dropped into underground lake

4 Loaded gear into inflatable rubber dinghy ---- then plunged into lake ---- special rubber suits

5 Far end of lake ---- heard sounds of waterspout

6 Then reached enormous cavern ---- powerful lights, saw massive stalagmites and stalactites

7 Piles of limestone ---- glistening all colours ---- sound of continuously dripping water

Topics for discussion

1 Tell us about any interesting cave(s) that you have visited anywhere in the world.

2 Tell the class about any interesting adventure that you have had.

3 ' I just can't understand pot-holers. They must be mad! ' What do you think?

Key to Comprehension

1 The exploration of a deep cave requires careful panning because pot-holers do not know exactly what difficulties they will meet.

2 The Gouffre Berger has been formed by an underground stream which has tunnelled a course through a flaw in the rocks.

3 The entrance to the Gouffre Berger might never have been discovered because it is so small and it was spotted by the distinguished French pot-holer Berger.

Key to Vocabulary

A possible answer

relatively (1.2) comparatively, quite

desire for solitude (1.2) wish to be alone

lures (1.3) attracts, tempts

arouse (1.6) wake up, excite

precise (1.9) exact, detailed

confront (1.11) be faced with and have to deal with

is barely noticeable (1.15) can hardly be seen

Key to Summary writing

Points

1 Entered narrow gap on plateau ---- climbed down ---- reached narrow corridor

2 Edged way along ---- came to waterfall ---- dropped to underground lake

3 Plunged into lake ---- special rubber suits ---- let current take them to other side

4 Squeezed through cleft in rocks ---- enormous cavern ---- size of concert hall ---- saw great stalagmites and stalactites

5 All they could hear ---- water dripping from high dome

Summary

On entering a narrow gap on the plateau, they climbed down and reached a narrow corridor. They edged their way along and came to a waterfall which dropped to an underground lake. They plunged into the lake in special rubber suits and let the current take them to the other side. On squeezing through a cleft in the rocks, they discovered an enormous cavern where they saw massive stalagmites and stalactites. All they could hear was water dripping from above. (80 words)

Key to Composition

A possible answer

Plan and ideas for composition (a)

Title: Caught in a cave

Introduction: Went out for day on beach ---- walked round headland ---- found deserted beach ---- marvellous day swimming, sunbathing, reading ---- late afternoon began to pack up

Development: Took time ---- began to walk to headland ---- suddenly realized ---- tide coming in fast ---- walked faster ---- tide reached headland rocks

Saw cave in cliff ---- hoped to climb ---- went in ---- couldn't see way out ---- started back ---- tide coming in cave ---- found a 'chimney' ---- climbed up ---- managed to reach the top of cliff

Conclusion: Never so frightened in life ---- never do it again
Composition

One day last summer Rob, a friend of mine, decided to go out for a day on his own. He took a day off work and went to the beach. He walked round the headland a mile from the town and found a deserted beach. He couldn't believe it there was no one else there. He spent a marvellous relaxing day there swimming, sunbathing and reading, and for the whole day he was the only one on the beach. Then, late in the afternoon, he decided to pack up and go home.

He took his time drying himself, changing and packing his things into the shoulder bag he had brought with him, and then began to walk towards the headland. As he was walking along the beach, he suddenly realized that the tide was coming in: it was coming in very fast, and he began to get a little worried. He walked faster, but soon the tide had reached the headland and there was no way

that he could walk around.

He looked round and saw a cave in the cliff. As he hoped to climb up inside it, he went in. Unfortunately, he just couldn't see a way out, so he started back. It was too late: the tide was coming in the cave and as he looked down from the point he had reached, the sea that was already covering the floor of the cave and beginning to rise up the chimney in the cave. He turned round and started climbing again ---- and eventually found a smaller chimney that he managed to climb up to reach the top of the cliff.

He had never been so frightened in his life. He promised himself that he would never do it again. (292 words)

Key to Letter writing

A possible answer (body of letter only)

I am writing to say how sorry I am that I didn't invite you to my party last Saturday night. It wasn't until the middle of the evening that I realized you weren't there, and by then it was too late to do anything. You may not believe this, but your name was the first on my list of guests for the party when I prepared it on my computer. I can only assume that when my sister printed it off and sent the invitations, she didn't notice your name was missing. (92 words)

Key structures and Special difficulties

Key to KS and SD exercises

See text.

Repetition drill

The present continuous and simple

Chorus, group or individual repetition

To elicit contrasting questions involving the use of The present continuous and the simple present.

T: Drill 42. Listen. Do not speak.

(1) T: Tom's playing football again.

S: Playing football, is he? Does he always play football at this time of the day?

(2) T: The children are eating sweets again.

S: Eating sweets, are they? Do they always eat sweets at this time of the day?

(3) T: Mary's going out again.

S: Going out, is she? Does she always go out at this time of the day?

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

1 As in (1) above.

2 As in (2) above.

3 As in (3) above.

4 T: Alan's cleaning the car again.

S: Cleaning the car, is he? Does he always clean the car at this time of the day?

5 T: Tim and Sue are watching television again.

S: Watching television, are they? Do they always watch television at this time of the day?

6 T: Your brother's working in the garden again.

S: Working in the garden, is he? Does he always work in the garden at this time of the day?

7 T: The boss is going out to lunch again.

S: Going out to lunch, is he? Does he always go out to lunch at this time of the day?

8 T: The baby's sleeping again.

S: Sleeping, is she? Does she always sleep at this time of the day?

9 T: The postman's delivering letters again.

S: Delivering letters, is he? Does he always deliver letters at this time of the day?

10 T: Tom and George are having a drink again.

S: Having a drink, are they? Do they always have a drink at this time of the day?

11 T: Mary's doing the washing-up again.

S: Doing the washing-up, is she? Does she always do the washing-up at this time of the day?

12 T: Mr. Jones is closing his shop again.

S: Closing his shop, is he? Does he always close his shop at this time of the day?

13 T: Closing his shop, is he? Does he always close his shop at this time of the day?

S: Going fishing, are they? Do they always go fishing at this time of the day?

14 T: Ann's making the beds again.

S: Making the beds, is she? Does she always make the beds at this time of the day?

15 T: Jack's dictating some letters again.

S: Dictating some letters, is he? Does he always dictate letters at this time of the day?

Key to Multiple choice questions

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

Lesson 43 Fully insured

Listening comprehension

1 Introduce the story

T: Today we'll talk about a strange insurance.

2 Understand the situation

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

3 Listening objective

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

Who owned the pie dish and why?

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

5 Answer the question

After the reading, ask the question again: Who owned the pie dish and why?

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 pie dish was owned by a local authority who had bought it to bake an enormous pie for the annual fair.

6 Intensive reading

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

7 Play the tape or read the story again

8 Reading aloud

Ask one or two students to read the text aloud.

Comprehension questions

1 What are insurance companies normally willing to insure? (Anything.)

2 Is it possible to insure yourself against bad weather if you are holding an open air garden party or a fete? (Yes, it is.)

3 What about the premium if the insurance company takes a bigger risk? (It will be higher.)

4 Is it uncommon for a shipping company to claim for the cost of salvaging a sunken ship? (No, it isn't.)

5 What about a claim made by a local authority to salvage a sunken pie? Is that unique? (Yes, it is.)

6 How big was the pie dish? (Eighteen feet long and six feet wide.)

7 What was the best way to transport it? (By canal.)

8 Who held a party on the dish? (A number of teenagers.)

9 What happened to the pie dish? (It capsized and sank in seven feet of water.)

10 Who did the pie committee telephone? (A local garage owner.)

11 And what did he arrive in? (A recovery truck.)

12 Did the divers find the capsized pie dish? (Yes, they did.)

13 Why was it difficult to haul the dish out of the water? (Because the sides were smooth and it was difficult to attach chains.)

14 Did they manage to pull the dish out of the water the first time? (No, they didn't.)

15 What did they fix to both sides of the dish the second time? (Heavy metal clamps.)

16 Why did the dish now have to be lifted vertically? (Because one edge was resting against the side of the canal.)

17 Was the dish successfully hauled above the surface of the water? (Yes, it was.)

18 Did the water set up a huge wave in the canal? (Yes, it did.)

Asking questions: Ask me if ...

T: Ask me if insurance companies are normally willing to insure anything.

S: Are insurance companies normally willing to insure anything?

T : What...

S : What are insurance companies normally willing to insure?

1 insurance companies are normally willing to insure anything. (What)

2 it is common for a shipping company to claim for the cost of salvaging a sunken ship. (Why)

3 the pie dish was eighteen feet long and six feet wide. (How big)

4 the pie committee went to a local inn to celebrate. (Why)

5 the pie dish capsized and sank. (When)

6 the divers found the dish with little difficulty. (Who)

7 chains were fixed eventually to one end of the dish. (What)

8 the men were obliged to try once more to salvage the dish. (Why)

9 the dish was successfully hauled out of the water. (When)

10 the men finally managed to get the dish on dry land. (How)

Tell us what happened from the time the committee rang a local garage owner

1 Three men dived repeatedly ---- find dish

2 Found it ---- but difficult to haul out of water

3 Sides of dish smooth ---- difficult to attach hawsers or chains

4 Chains fixed to one end ---- winch pulled dish to bank ---- then overbalanced ---- fell back into canal

5 Next time ---- fixed metal clamps to sides for chains ---- lifted dish vertically ---- soon lifted out of water

6 Water streamed out of dish ---- set up wave in canal

7 Men worked fast ---- pulled dish on to dry land before wave returned

Topics for discussion

1 Tell us about any rescue operation you know about.

2 Tell the class any salvage operation you know about.

3 ' If I were an insurance company, there are certain things I would not insure. ' What things wouldn't you insure if you were in insurance?

Key to Comprehension

1 When an insurance company takes a big risk, the policy holder has to pay a bigger premium.

2 The local authorities had bought such a large pie dish so that an enormous pie could be baked for an annual fair.

3 It capsized because too many young people danced on it.

Key to Vocabulary

A possible answer

a standard practice (1.2) a normal, regular act or course of action

in the event of (1.5) if there is

premium (1.6) the amount of money you pay for an insurance policy

salvaging (1.8) saving (a sunken ship) from the bottom of the sea

annual (1.11) yearly, once a year

launched (1.13) put into the water

capsized (1.15) turned over

Key to Summary writing

Points

1 Divers found it ---- difficult to haul out of water

2 Sides smooth ---- impossible to attach ropes/chains

3 Eventually ---- chains to one end ---- pulled to canal bank on winch

4 Overbalanced ---- slid back

5 Now fixed clamps to both sides of dish ---- lifted vertically

6 With winch ---- hauled dish above surface ---- finally on to dry land

Summary

The divers found the dish, but it was difficult to haul out of the water. The sides were so smooth it was almost impossible to attach chains to it. Eventually chains were attached and they pulled the dish to the canal bank on a winch. Unfortunately it overbalanced and slid back. They then fixed clamps to both sides and fastened chains to lift it vertically. With a winch they hauled the dish above the surface and on to dry land. (80 words)

Key to Composition

A possible answer

Plan and ideas for composition (a)

Title: The sinking pie dish

Introduction: Dish ---- anchored to side of canal after launch ---- eighteen feet long, six feet wide ---- sides about three feet high

Development: Number of teenagers ---- canal path ---- dish looked fascinating ---- great for party ---- climbed into dish ---- first thing ---- slipping and sliding everywhere ---- all fell down in the bottom of the dish

Dancing to large portable radio ---- dish began to move ---- down one side ---- then down one end ---- teenagers moved to other end ---- started dipping ---- all slid into a pile ---- rim of dish reached level of water ---- water started to come in ---- teenagers couldn't climb back up to other end ---- water started pouring in

Capsized ---- sank in seven feet of water ---- all teenagers safe

Conclusion: Teenagers ---- not much damage, but ---- not held party on dish ---- wouldn't have sunk insurance company wouldn't have had to pay to salvage it

Composition

It was the biggest pie dish in the world and, floating on the canal, looked very inviting. It had been anchored to the side of the canal after it had been launched and was as big as many of the boats on the canal. It was about eighteen feet long and about six feet wide, and the sides were about three feet high.

When a number of teenage girls and boys came along the canal path early in the evening, they thought the dish looked fascinating. There were about ten of them and they all jumped or climbed into the dish one by one. The first thing that happened was that they started slipping and sliding everywhere and all fell down in the bottom of the dish because it was so smooth. They all laughed a lot.

Then one of them turned on the large portable radio that he had brought with him and some of them started dancing. (At least

there was no one near the canal to complain about the noise.) Suddenly the dish began to move in the water. It went down one side, and then down one end, and the teenagers moved to the other end. Then it started dipping that end and they all slid into a pile. At that point the rim of the dish reached the level of the water. Once that happened, the teenagers couldn't climb back up to the other end, and the water started pouring in. It capsized in minutes and sank in seven feet of water. Fortunately they all managed to swim to the bank and were safe.

The teenagers may not have done much damage, but if they hadn't held their party on the dish, it wouldn't have sunk and the insurance company wouldn't have had to pay to salvage it from the canal. (306 words)

Key to Letter writing

A possible answer (body of letter only)

I have just learned from an article in last week's local paper that you and Jane were involved in a car accident. I was really very sorry to read the news. If I had known earlier (from your family or from a friend), I would have contacted you both earlier. However, the main thing is that you are both OK.

When you and Jane have recovered completely from the experience, I would like you to come over and see me for an evening.

Please accept my very best wishes. (89 words)

Key structures and Special difficulties

Key to KS and SD exercises

See text.

Repetition drill

The simple past

Chorus, group or individual repetition

To elicit indirect questions involving the use of irregular verbs in the simple past.

T: Drill 43. Listen. Do not speak.

(1) T: When did it begin?

S : Why ask me? I don't know when it began.

(2) T: Why did it burst?

S: Why ask me? I don't know why it burst.

(3) T : Where did he see you?

S : Why ask me? I don't know where he saw me.

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 : How much did it cost?

S: Why ask me? I don't know how much it cost.

5 T : When did they build it?
S : Why ask me? I don't know when they built it
6 T : Why did he throw it?
S: Why ask me? I don't know why he threw it.
7 T: When did he steal it?
S: Why ask me? I don't know when he stole it.
8 T : Why did he strike her?
S : Why ask me? I don't know why he struck her.
9 T : How long did it ring?
S : Why ask me? I don't know how long it rang.
10 T : Where did she hide it?
S : Why ask me? I don't know where she hid it.
11 T : Why did she choose it?
S : Why ask me? I don't know why she chose it.
12 T : Where did he find it?
S : Why ask me? I don't know where he found it.
13 T : Why did he shoot it?
S : Why ask me? I don't know why he shot it.
14 T : Why did he keep it?
S : Why ask me? I don't know why he kept it.
15 T : When did he draw it?
S : Why ask me? I don't know when he drew it.

Key to Multiple choice questions

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

Lesson 44 Speed and comfort

Listening comprehension

1 Introduce the story

T: Today we'll talk about different forms of travel.

2 Understand the situation

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

3 Listening objective

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

Which type of transport does the writer prefer, do you think?

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

5 Answer the question

After the reading, ask the question again: Which type of transport does the writer prefer, do you think?

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 writer prefers flying.

6 Intensive reading

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

7 Play the tape or read the story again

8 Reading aloud

Ask one or two students to read the text aloud.

Comprehension questions

1 Who often have to decide whether they would prefer to travel by land, sea or air? (People travelling long distances.)

2 Train compartments get cramped and stuffy, don't they? (Yes, they do.)

3 Is it easy to read on a train? (No, it isn't.)

4 What lulls you to sleep? (The monotonous rhythm of the wheels clicking on the rails.)

5 And how easy is it to sleep on a train? (Not very easy at all.)

6 Are long car journeys more, or less, pleasant than train journeys? (Less pleasant.)

7 How can you travel on motorways? (At high speeds.)

8 What do ferry trips and cruises offer? (A variety of civilized comforts.)

9 What can you do when the sea is calm? (Stretch your legs,

play games, meet interesting people and enjoy good food.)

10 Do sea journeys always take a long time? (Yes, they do.)

11 How many people are prepared to sacrifice holiday time for the pleasure of travelling by sea? (Relatively few.)

12 Why are many travellers intimidated by aeroplanes? (Because they have the reputation of being dangerous.)

13 Is flying an expensive form of transport? (Yes, it is.)

14 What kind of an experience is flying? (An exhilarating experience.)

15 What can you settle back in to enjoy the flight? (A deep armchair.)

16 What does an aeroplane offer you? (An unusual and breathtaking view of the world.)

17 What can you enjoy if the landscape is hidden from view? (The sight of unbroken cloud plains.)

18 Why is there nothing to prevent you from reading or sleeping? (Because the journey is so smooth.)

19 How will you almost certainly arrive at your destination? (Fresh and uncrumpled.)

Asking questions: Ask me if...

T : Ask me if anyone can really enjoy travelling by train.

S: Can anyone really enjoy travelling by train?

T: Why can't ...

S: Why can't anyone really enjoy travelling by train?

1 anyone can really enjoy travelling by train. (Why can't)

2 it is impossible to take your mind off the journey. (Why)

3 you spend half the night staring at the blue light in the ceiling. (Why)

4 you can drive fairly safely on motorways. (How fast)

5 cruises offer a wide variety of civilized comforts. (What)

6 many people are prepared to sacrifice holiday time to travel by sea. (How many)

7 anything can match planes for speed and comfort. (What)

8 a real escapist can watch a film and sip champagne. (Who)

9 the journey is smooth. (How smooth)

10 you will arrive at your destination fresh and uncrumpled. (How)

Tell us about the advantages and disadvantages of flying

1 Aeroplanes ---- reputation ---- dangerous ---- hardened travellers ---- intimidated

2 Also disadvantage ---- expensive form of transport

3 Nothing ---- match them ---- speed and comfort

4 Travelling ---- 30,000 feet ---- 500 miles and hour ---- exhilarating

5 Aeroplane ---- destination ---- rapidly ---- just settle
in armchair ---- enjoy flight

6 Watch film ---- sip champagne

7 Unusual, breathtaking views of world

8 When landscape hidden ---- unbroken cloud plains

9 Journey smooth ---- nothing ---- prevent ---- reading or
sleeping

10 Arrive at destination ---- fresh and uncrumpled

Topics for discussion

1 Tell us about any long journey that you have been on ----
by road, sea or air.

2 Tell us about any forms of transport in this country that
a foreigner might find unusual.

3 'The best form of travel must be flying.' Do you agree
or disagree? Why?

Key to Comprehension

1 It is difficult to read on a train because the monotonous
rhythm of the wheels often sends you to sleep.

2 What makes long car journeys unpleasant is the fact that
you can't read and most of the journey is spent on roads with no
service stations and too much traffic.

3 The two disadvantages of travelling by sea are: a) there's
nothing worse if you suffer from seasickness, and b) most sea
journeys take a long time.

Key to Vocabulary

A possible answer

cramped and stuffy (1.4) very crowded and with
warm stale air (from body heat)

monotonous (1.6) regular, tiring and with an
uninteresting lack of variety

lulls (1.7) makes ... sleep

in snatches (1.7) from time to time

destination (1.9) the place you are travelling to

stretch your legs (1.13) get some exercise

sacrifice (1.16) give up or lose

Key to Summary writing

Points

1 Nothing ---- match planes ---- speed and comfort

2 Plane ---- destination ---- rapidly

3 Travel in comfort ---- watch film ---- sip champagne

4 Breathtaking view of world ---- appreciate shape of
landscape

5 Sight of cloud plains

6 Smooth journey ---- easy to read or sleep ---- arrive fresh

---- uncrumpled

Summary

Nothing matches a plane for speed and comfort. An aeroplane reaches its destination rapidly. You travel in complete comfort, often watching a film or sipping champagne. You have a breathtaking view of the world and you can really appreciate the landscape. When you are above the clouds, the sight of cloud plains is extraordinary. The journey is so smooth that it is easy to read or sleep, and you always arrive fresh and uncrumpled at the end of the flight. (80 words)

Key to Composition

A possible answer

Plan and ideas for composition (b)

Title: The disadvantages of travelling by air

Introduction: All forms of travel ---- advantages and disadvantages ---- flying has many advantages (e.g. speed) ---- but many disadvantages

Development: Booking ---- different airlines, different prices ---- then the real time ---- e.g. for a 2-hour flight ---- time to get to airport, checking in, etc. ---- at other end, customs, passport control, waiting for luggage, etc.

On flight itself ---- squashed in ---- sitting next to strangers ---- airline food ---- two small toilets for hundreds of people ---- noise of engines and air-conditioning system

For some people ---- constant sense of danger ---- will we arrive safely? ---- will any of the engines fail?...

Conclusion: So many disadvantages ---- rather by road or sea ----but millions will go on flying

Composition All forms of travel have advantages and disadvantages. Flying has many advantages that regular international travellers will tell you about, but it has many disadvantages.

When you travel by train, you turn up at the railway station, buy a ticket to your destination, go onto the platform and get on the train when it arrives. With travelling by air, booking itself is a major problem. Immediately you are faced with choices because different airlines offer the same flights for different prices. Personally I never know which to choose.

And then there's the real time. When they tell you that it is a two-hour flight, add at least five hours to that. Remember first of all that you have to get to the airport (by car, bus, coach or train). Then you have to check in ---- usually at least an hour before take-off ---- go through customs and passport control, and then wait in the departure lounge (bored out of your mind!) until your

flight is called. Boarding, takes at least half an hour, and then you sit in the aircraft waiting to take off. At the other end, after your flight, again you are subjected to customs and passport control before waiting for your luggage before you catch your transport from the airport to your real destination.

On the flight itself you are squashed in, often sitting next to strangers who might have strange or bad habits, such as an irritating cough. They always give you a meal, but airline food often tastes like plastic and there is rarely any choice. There are just two small toilets for hundreds of people and there is the constant drone of engines and the hum of the air-conditioning system.

For some travellers, top, there is a constant sense of danger: Will we arrive safely? ---- Will any of the engines fail? ----What if there's a mad hijacker on board?...

Flying has many disadvantages but millions will still go on flying.

(329 words)

Key to Letter writing

A possible answer (body of letter only)

Enclosed is a ticket for a performance of Shakespeare's Hamlet at the Centre Theatre next Saturday evening. It's a present from me and, no, I haven't gone mad! Three months ago I saw an advertisement for this particular performance and immediately booked a ticket for it. Now, I suddenly find that I must go home to see my family, so I will not be able to attend the performance.

As I know you enjoy going to the theatre so much, and I know you are studying Hamlet for an English exam, I thought you would be able to use it ----Enjoy the performance. (103 words)

Key structures and Special difficulties

Key to KS and SD exercises

See text.

Repetition drill

The present perfect

Chorus, group or individual repetition

To elicit negative statements involving the use of the simple present perfect and if... already. Irregular verbs only.

T: Drill 44. Listen. Do not speak.

(1) T : We'll be able to prevent him from selling it.

S : Well yes ---- that is, if he hasn't sold it already.

(2) T : We'll be able to prevent them from building it.

S : Well yes ---- that is, if they haven't built it already.

(3) T : We'll be able to prevent them from finding it.

S : Well yes ---- that is, if they haven't found it already.

T : Now you do the same. Ready?

1 As in (1) above.

2 As in (2) above.

3 As in (3) above.

4 T : We'll be able to prevent her from writing it.

S : Well yes ---- that is, if she hasn't written it already.

5 T : We'll be able to prevent them from stealing it.

S : Well yes ---- that is, if they haven't stolen it already.

6 T : We'll be able to prevent him from throwing it away.

S : Well yes ---- that is, if he hasn't thrown it away already.

7 T : We'll be able to prevent him from hiding it.

S : Well yes ---- that is, if he hasn't hidden it already.

8 T : We'll be able to prevent him from beginning it.

S : Well yes ---- that is, if he hasn't begun it already.

9 T : We'll be able to prevent him from ringing her up.

S : Well yes ---- that is, if he hasn't rung her up already.

10 T : We'll be able to prevent her from selling it.

S : Well yes ----that is, if she hasn't sold it already.

11 T : We'll be able to prevent him from leaving.

S : Well yes ---- that is, if he hasn't left already.

12 T : We'll be able to prevent him from going away.

S : Well yes ---- that is, if he hasn't gone away already.

13 T : We'll be able to prevent him from buying it.

S : Well yes ---- that is, if he hasn't bought it already.

Key to Multiple choice questions

1 d 2 c 3 c 4 d 5 b 6 a

7 c 8 d 9 b 10 a 11 c 12 b

Lesson 45 The power of the press

Listening comprehension

1 Introduce the story

T : Today we'll talk about the power of the press.

2 Understand the situation

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

3 Listening objective

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

Does the writer think the parents were lucky or unlucky to gain prosperity in this way? Why?

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

5 Answer the question

After the reading, ask the question again: Does the writer think the parents were lucky or unlucky to gain prosperity in this way? Why?

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 writer thinks that the parents were unlucky to gain prosperity this way. They would never lead normal lives again.

6 Intensive reading

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

7 Play the tape or read the story again

8 Reading aloud

Ask one or two students to read the text aloud.

Comprehension questions

1 Can the freedom of the press easily be abused? (Yes, it can.)

2 Do we enjoy reading about the lives of others? (Yes, we do.)

3 Would we enjoy reading about ourselves? (No, we wouldn't.)

4 When publishing details about people's private lives, what can reporters cause? (Untold suffering to individuals.)

5 Can the influence of newspapers even overthrow governments? (Yes, it can.)

6 What does the story of the poor family do? (It dramatically illustrates the power of the press.)

7 Where did the family live? (In Aberdeen, South Dakota.)

8 How many children did they have? (Five.)

9 Why were they faced with economic problems? (They were

expecting their sixth child.)

10 What was the event that radically changed their lives?
(They became the parents of quintuplets---- four girls and a boy.)

11 The day after the birth an aeroplane arrived in Aberdeen.
What (or who) did it bring? (Sixty reporters and photographers.)

12 Who did television and newspapers carry the news to?
(Everyone in the country.)

13 Who offered the family huge sums for their story?
(Newspapers and magazines.)

14 Who sent gifts and wanted to advertise their products?
(Baby food and soap manufacturers.)

15 What was their old farmhouse to be replaced by? (A new
\$500,000 home.)

16 What were lawyers employed to act as? (Spokesmen for the
family at press conferences.)

17 What was the parents' price for fame? (They would never
be able to live normal lives again.)

18 What had the parents become victims of?
(Commercialization.)

Asking questions: Ask me if...

T : Ask me if the freedom of the press can easily be abused.

S : Can the freedom of the press easily be abused?

T . How...

S : How can the freedom of the press easily be abused?

1 the freedom of the press can easily be abused. (How)

2 most of us would enjoy reading about ourselves. (Why
wouldn't)

3 newspapers exert a tremendous influence on things. (In what
way)

4 the story of a poor family illustrates the power of the press.
(How)

5 their story would have passed unnoticed if they had had one
child. (What)

6 a plane arrived in Aberdeen with sixty reporters and
photographers. (When)

7 newspapers and magazines offered the family huge sums of
money. (Why)

8 their old farmhouse was going to be replaced by an expensive
new home. (What)

9 lawyers had to be employed to act as spokesmen for the family.
(Why)

10 it would ever be possible for the parents to lead normal
lives again. (Why wouldn't)

Tell us what happened after the reporters and

photographers arrived in Aberdeen

1 TV and newspapers ----everyone in country

2 Newspapers and mags ---- huge sums ---- exclusive rights
---- stories and photos

3 Gifts from baby food and soap manufacturers ---- advertise
products

4 Old farmhouse ----replace by \$500,000 home

5 Lawyers employed as spokesmen

6 Five babies sleeping in oxygen tents ---- parents paying
price for fame

7 Never again possible ---- lead normal lives

8 Babies now a commodity

Topics for discussion

1 Tell the class about any recent story in the papers that
has attracted your attention.

2 What should a good daily news paper contain? Make a list,
compare with a partner and then with the class.

3 ' Newspapers should be allowed to print anything they want
to. ' What do you think?

Key to Comprehension

1 Newspapermen can cause untold suffering to ordinary people
by publishing details about their private lives.

2 The event that made the family in South Dakota famous was
the birth of quintuplets.

3 The day after the birth of the five children sixty reporters
and photographers arrived in the town by plane.

Key to Vocabulary

A possible answer

restrict (1.1) keep within limits, control

equally (1.5) in the same way, just as much

contention (1.6) assertion, argument

untold (1.7) indescribable

acquired (1.10) got, gained

perpetual struggle (1.12) continual fight

in obscurity (1.15) in a state of not being famous
or well known

Key to Summary writing

Points

1 Immediately ---- plane arrived ---- reporters and
photographers

2 Rise to fame ---- swift ---- TV and papers ---- everyone
in country

3 Newspapers and mags ---- huge sums for exclusive rights

4 Gifts from baby products manufacturers

5 Old farmhouse replaced by expensive new home
6 Lawyers employed ---- act as spokesmen
7 Parents paid price for fame ---- never possible ---- lead normal lives

Summary

Immediately the news got out, a plane arrived with reporters and photographers. The family's rise to fame was swift and soon the media had told the whole country. Newspapers and magazines offered huge sums of money for exclusive rights to the story, while gifts poured in from baby products manufacturers. 'The family's old farmhouse was replaced by a new home, while lawyers were employed as spokesmen. The parents paid the price for fame: they would never again lead normal lives. (80 words)

Key to Composition

A possible answer

Plan and ideas for composition (a)

Title: From football pools to fame

Introduction: 'Rags to riches' ---- not quite right for John ---- but not far wrong

Development: His life ordinary ---- lacked excitement ---- 25 ---- no sport ---- no girlfriend ---- didn't drive bicycle instead ---- led ordinary life ---- but happy

Friend suggested he do the football pools ---- way of winning a lot of money ---- if predictions correspond to real football scores ---- win lots of money ---- he won a million ---- bought a new car, big house ---- met a girl ---- married her ---- started arguing ---- got a divorce ---- now alone again ---- a sad millionaire

Conclusion: Lesson of story: never listen to friend's advice ---- now sad millionaire ---- but gives lots to charity

Composition

There is a well-known expression in English to describe rising from poverty to a state of being very rich or wealthy: it's called going 'from rags to riches'. It doesn't usually mean that a person has been living in rags and then becomes extremely rich. The expression is not quite right to describe what happened to John, but not far wrong.

John's life had been very ordinary and certainly lacked excitement. He was 25 years old, but he didn't take part in any sport, he didn't have a girlfriend and he didn't drive a car. Instead he went everywhere on his bicycle. In fact he led a pretty boring life, but he was happy.

Then one day a friend suggested he do the football pools. (In England this is a way of winning a lot of money. If your predictions

correspond to real football scores, you can win lots of money.) John did the football pools and won a million pounds. He went mad with the money. He bought a new car and a big house. And then he met a girl and married her. It was all too quick. Very soon they started arguing and soon they got a divorce. Now John is alone again, and living in his big house as a sad millionaire.

The lesson of the story is this: never listen to the advice of a friend. If John had never done the football pools, he would never have become a sad millionaire. On the other hand, he is now able to give a lot of money to charity ---- to help people less fortunate than himself. (271 words)

Key to Letter writing

A possible answer

Dear Sir,

I write with reference to the article which you published in your paper two days ago about the Swifts and their four new children.

It may be a little unusual for a woman to give birth to quads (or quadruplets, to give them their proper name), but surely the event did not deserve a full page with photos! A short paragraph would have been enough: we did not need to know the ages of the parents, the father's job, and so on.

Surely there is a lot more important news from around the world to fill the pages of your newspaper.

Yours faithfully, (105 words)

Key structures and Special difficulties

Key to KS and SD exercises

See text.

Repetition drill

Articles

Chorus, group or individual repetition

To elicit statements involving the omission of the definite article before abstract uncountable nouns and before plural countable nouns.

T : Drill 45. Listen. Do not speak.

(1) T : I don't think it's a question of more education.

S : I don't see what education has to do with it.

(2) T : I don't think it's a question of more buses.

S : I don't see what buses have to do with it

(3) T : I don't think it's a question of more money.

S : I don't see what money has to do 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 : I don't think it's a question of greater progress.
S : I don't see what progress has to do with it.
- 5 T : I don't think it's a question of better management.
S : I don't see what management has to do with it.
- 6 T : I don't think it's a question of cheaper newspapers.
S : I don't see what newspapers have to do with it.
- 7 T : I don't think it's a question of cheaper air travel.
S : I don't see what air travel has to do with it.
- 8 T : I don't think it's a question of better transport.
S : I don't see what transport has to do with it.
- 9 T : I don't think it's a question of cheaper insurance.
S : I don't see what insurance has to do with it.
- 10 T : I don't think it's a question of cheaper fares.
S : I don't see what cheaper fares have to do with it.
- 11 T : I don't think it's a question of better driving.
S : I don't see what driving has to do with it.
- 12 T : I don't think it's a question of more timetables.
S : I don't see what timetables have to do with it.
- 13 T : I don't think it's a question of real justice.
S : I don't see what justice has to do with it.
- 14 T : I don't think it's a question of lower prices.
S : I don't see what prices have to do with it.
- 15 T : I don't think it's a question of more intelligence.
S : I don't see what intelligence has to do with it.

Key to Multiple choice questions

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

Lesson 46 Do it yourself

Listening comprehension

1 Introduce the story

T : Today we'll talk about 'do it yourself' .

2 Understand the situation

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

3 Listening objective

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

Did the writer repair his lawn mower in the end? Why / Why not?

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

5 Answer the question

After the reading, ask the question again: Did the writer repair his lawn mower in the end? Why/Why not?

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: Yes, he did repair the lawn mower himself but it still didn't work.

6 Intensive reading

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

7 Play the tape or read the story again

8 Reading aloud

Ask one or two students to read the text aloud.

Comprehension questions

1 Are we becoming less dependent on specialized labour? (Yes, we are.)

2 Why can no one plead ignorance of a subject any longer? (Because there are countless do-it-yourself publications.)

3 What do many newlyweds embark on? (Decorating their own homes.)

4 What do some really keen enthusiasts do? (They build their own computers.)

5 Do shops run special advisory services for novices? (Yes, they do.)

6 What else do they offer consumers? (Bits and pieces which they can assemble at home.)

7 What do some wives assume that their husbands can do? (Fix anything.)

8 What are most men supposed to be? Born ... ? (Born electricians, carpenters, plumbers and mechanics.)

9 Why did the author's wife suggest that he ' call in a man ' ? (To look at their lawn mower.)

10 Had the author repaired it the previous summer? (No, he hadn't.)

11 Did the author decide to fix it himself? (Yes, he did.)

12 As far as he could see, did it need a major or a minor adjustment? (A minor adjustment.)

13 Was the repair job that simple? (No, it wasn't.)

14 Why did he decide to dismantle the lawn mower? (Because it refused to mow.)

15 What was the cause of the trouble? (One of the links in the chain that drives the wheels had snapped.)

16 What did he do after he bought a new chain? (He put the thing together again.)

17 What did the machine do after he had reassembled it? (It still refused to work.)

18 Did the author give up? (Yes, he did.)

19 Is the house now surrounded by a beautiful lawn? (No, it's surrounded by a jungle.)

20 And where is the lawn mower? (Somewhere deep in the grass waiting to be repaired.)

Asking questions: Ask me if...

T : Ask me if we are becoming less dependent on specialized labour.

S : Are we becoming less dependent on specialized labour?

T . Why ...

S : Why are we becoming less dependent on specialized labour?

1 we are becoming less dependent on specialized labour. (Why)

2 newlyweds decorate their own homes. (What)

3 some enthusiasts build their own computers. (Who)

4 some wives believe their husbands can fix anything. (How many)

5 some women assume their husbands will put everything right. (Why)

6 the author's wife suggested he call in a man to look at the lawn mower. (What)

7 the lawn mower needed only a minor adjustment. (What)

8 the author had traced the cause of the trouble. (How)

9 there were several bits of metal which didn't seem to fit anywhere. (How many)

10 there is a rusting lawn mower buried in deep grass. (Where)

Tell us about the time the author tried to mend his own

lawn mower

1 Lawn mower ---- broken down previous summer ---- decided to fix it

2 One Saturday ---- looked at it ---- only needed minor adjustment

3 Repair job ---- not simple ---- mower refused to mow ---- decided to dismantle it

4 Garden soon littered ---- chunks of metal ---- once a lawn mower

5 However ---- had traced cause of trouble ---- link in chain had snapped

6 Bought new chain ---- faced with task ---- put all together again

7 Reassembled mower ---- still didn't work ---- not surprised ---- bits of metal left over ---- didn't fit anywhere

8 Gave up in despair

Topics for discussion

1 Tell us about a job that you have done yourself.

2 Is 'do it yourself' very popular in this country? Why / Why not, do you think?

3 'Always employ a professional if you want a job done well.' What do you think?

Key to Comprehension

1 We do not rely on specialized labour so much nowadays because a lot of us do jobs ourselves.

2 Shops encourage people to do things for themselves by running special advisory services for novices and offering bits and pieces that you can assemble at home.

3 . Some women tend to believe that their husbands are resourceful and that they can fix anything.

Key to Vocabulary

A possible answer

increasingly (1.2) more and more

plead ignorance (1.3) say that you don't know anything about

gaily embark on the task (1.5) happily start the job

installing (1.7) putting in

novices (1.9) beginners

repeatedly (1.17) often , time after time

Key to Summary writing

Points

1 Looked at machine ---- reckoned ---- only minor adjustment needed

2 Not so simple ---- mower refused to work ---- dismantled

it

3 Traced cause of trouble ---- broken link in drive chain

4 Bought new chain ---- reassembled mower ---- still didn't work

5 Not surprised ---- bits left ---- didn't fit anywhere ---- gave up

Summary

The author looked at his machine and reckoned that only a minor adjustment was needed. After adjusting a few things, the mower still refused to work, so he dismantled it and traced the cause of the trouble: there was a broken link in the drive chain. After buying a new chain and reassembling the mower, it still did not work. However, he was not really surprised because there were bits left that did not fit anywhere ---- so he gave up. (80 words)

Key to Composition

A possible answer

Plan and ideas for composition (a)

Title: The dripping tap

Introduction: Dripping tap ---- didn't want to call in a plumber ---- charge a lot of money ---- so did it myself ---- surely a fairly easy job ---- what can go wrong?

Development: First thing ---- turn off water at mains ---- couldn't find it ---- finally found it under the kitchen sink ---- never noticed it before ---- turned it off
Turned on kitchen tap ---- stopped running ---- unscrewed tap ---- took off old washer ---- new washer wouldn't go on ---- cut it a little ---- went on, no problem ---- put everything back together ---- turned on mains ---- pleased ---- five minutes later, tap started dripping worse than ever

Conclusion: Never again ---- will always call in professional
Composition

Friends have often told me that one of the simplest plumbing jobs in a house is changing the washer on a dripping tap. We had a dripping tap in the kitchen. It had been dripping for weeks. I didn't want to call in a plumber because they charge a lot of money, so I decided to do it myself. Surely it's a fairly easy job, I thought. What can go wrong?

I really did not think that it would be difficult. I knew that the first thing I had to do was to turn off the water at the mains. Unfortunately, I couldn't find where to turn off the water. Was it under the sink in our kitchen? Or was it outside somewhere? Eventually I found it under the kitchen sink on a pipe coming up from the ground that I had never noticed before.

When I had turned off the mains tap, I turned on the kitchen

tap until it stopped running. So far, so good! Then I gaily embarked on the task of unscrewing the tap and taking off the old washer. When I tried to put the new washer on, however, I realized that I had a problem. Whatever I did, it just wouldn't go on. So I cut it a little and it went on with no problem. Then I put everything back together and turned on the mains. I was so pleased with myself ---- until, five minutes later, the tap started dripping worse than ever.

As a result of the experience, I have made a decision. I will never attempt to change a washer again, and I will call in a professional for any plumbing, building or electrical job that ever needs doing in the house. (291 words)

Key to Letter writing

A possible answer (body of letter only)

When we last met two years ago, I told you about the trouble I was having at work and you gave me some very valuable advice. I was worried about promotion, and you told me to work hard and be patient.

I am writing now to thank you and to say that you were absolutely right. In fact, I really can't thank you enough. I have worked hard over the past two years, and I have waited. And now I have just heard that I am going to be promoted next month.

I am going to be head of my section in the department. (104 words)

Key structures and Special difficulties

Key to KS and SD exercises

See text.

Repetition drill

Used to and the past continuous

Chorus, group or individual repetition

To elicit statements involving the use of used to and the past continuous to describe the recurrence of actions in the past.

T : Drill 46. Listen. Do not speak.

(1) T : I went to the museum yesterday.

S : That's just what you used to do when you were younger. You were always going to the museum.

(2) T : He took the clock to pieces yesterday.

S : That's just what he used to do when he was a boy. He was always taking the clock to pieces.

(3) T : She watched the children's programme yesterday.

S : That's just what she used to do when she was a girl. She was always watching the children's programme.

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 painted a picture yesterday.
S : That's just what you used to do when you were younger.
You were always painting pictures.
5 T : She made some dolls' clothes yesterday.
S : That's just what she used to do when she was a girl.
She was always making dolls' clothes.
6 T : I played chess yesterday.
S : That's just what you used to do when you were younger.
You were always playing chess.
7 T : He took the dog for a walk yesterday.
S : That's just what he used to do when he was a boy.
He was always taking the dog for a walk.
8 T : She helped her mother in the kitchen yesterday.
S : That's just what she used to do when she was a girl.
She was always helping her mother in the kitchen.
9 T : He bought some toys yesterday.
S : That's just what he used to do when he was a boy.
He was always buying toys.
10 T : She told a lie yesterday.
S : That's just what she used to do when she was a girl.
She was always telling lies.
11 T : He ate some sweets yesterday.
S : That's just what he used to do when he was a boy.
He was always eating sweets.
12 T : She changed her hairstyle yesterday.
S : That's just what she used to do when she was a girl.
She was always changing her hairstyle.

Key to Multiple choice questions

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

Lesson 47 Too high a price?

Listening comprehension

1 Introduce the story

T : Today we'll talk about noise pollution.

2 Understand the situation

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

3 Listening objective

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

What does the writer describe as an 'amusing old-fashioned source of noise'?

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

5 Answer the question

After the reading, ask the question again: What does the writer describe as an 'amusing old-fashioned source of noise'?

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: Snoring.

6 Intensive reading

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

7 Play the tape or read the story again

8 Reading aloud

Ask one or two students to read the text aloud.

Comprehension questions

1 What price do we pay for an overpopulated, over-industrialized planet? (Pollution.)

2 What are the four ways you can deal with rubbish? (Dump it, burn it, turn it into something you can use again, or attempt to produce less.)

3 What threatens to overwhelm us? (The volume of rubbish we produce worldwide.)

4 Do we need to produce larger quantities of cheap food? (Yes, we do.)

5 But what does this lead to? (A different kind of pollution.)

6 What farming methods produce cheap meat ---- beef, pork and chicken? (Industrialized farming methods.)

7 And what produces cheap grain and vegetables? (The use of pesticides and fertilizers.)

8 What have Mad Cow Disease, salmonella and listeria got in common? (They are all the result of producing cheap food.)

9 What is the more insidious kind of pollution that the writer mentions and which particularly affects towns? (Noise.)

10 When burglar alarms go off in the day or night, who do they annoy? (Passers-by.)

11 Which other alarms are a source of irritation? (Car alarms.)

12 In a recent survey, which noise was rated the highest form of noise pollution? (Dogs barking incessantly in the night.)

13 What other sources of noise did the survey reveal? (Lawn mowers, late-night parties, noisy neighbours, vehicles [especially large container trucks], planes, helicopters and large radios.)

14 How has new technology made its own contribution to noise? (In the form of mobile phones.)

15 When do a lot of people object to mobile phones? (When they are used in restaurants or on public transport.)

16 What was a rather old-fashioned source of noise that the survey revealed? (Snoring.)

17 Who are the worst offenders? (Men.)

18 What percentage of men snore? (20% of men in their mid-thirties and 60% of men in their sixties.)

19 And according to the survey, what percentage of women snore regularly? (5%. or 5 per cent.)

Asking questions: Ask me if ...

T : Ask me if pollution is the price we must pay for an overpopulated planet.

S : Is pollution the price we must pay for an overpopulated planet?

T : What ...

S : What is the price we must pay for an overpopulated planet?

1 pollution is the price we must pay for an overpopulated planet. (What)

2 the volume of rubbish we produce threatens to overwhelm us. (What)

3 rubbish is only part of the problem of global pollution. (Why)

4 the price we pay for cheap food is already too high. (Why)

5 noise is an insidious kind of pollution. (What kind of pollution)

6 car alarms constantly scream at us in the street. (Where)

7 a recent survey revealed many annoying noises. (How many)

8 new technology has made its contribution to noise. (How)

9 snoring is an old-fashioned source of noise. (What kind of noise)

10 men were found to be the worst offenders. (Who)

Tell us about noise----the insidious kind of pollution

1 Burglar alarms---- annoy passers-by ---- car alarms ---- source of irritation

2 Recent survey ---- highest form of noise pollution---- dogs barking ---- night

3 Noises we dislike ---- lawn mowers ---- late-night parties ---- noisy neighbours ---- vehicles ---- planesand helicopters ----large portable radios

4 New technology ---- mobile phones ---- restaurants ---- public transport

5 Noise pollution survey ---- ‘ old-fashioned ’ sort of noise ---- snoring!

6 Men worst offenders---- 20% in mid-30s ---- 60% in 60s ---- only 5% women snore ---- rest woken or kept awake by partners

Topics for discussion

1 Tell us about any noise which you know has caused a major problem.

2 Make a list of your five ‘ top worst noises ’ and compare them with other students.

3 ‘ The only way to reduce noise pollution is to fine offenders very heavily. ’ Is this a practical proposal?

What do you think?

Key to Comprehension

1 The amount of rubbish that we produce across the world threatens to become a mountain under whichwe will all sink.

2 They use pesticides and fertilizers.

3 If you became a vegetarian, you would still consume pesticides in salads and vegetables.

Key to Vocabulary

A possible answer

dump (1.3) throw away

sheer volume (1.5) simply the amount

rubbish (1.5) things/material that are/is thrown away

leads to (1.8) results in

dairy (1.11) milk

abandon (1.11) give up

organically-grown (1.12)

grown in a natural way, without the help of chemicals

Key to Summary writing

Points

- 1 Noise invades daily lives
- 2 Recent survey ---- worst ---- dogs barking at night
- 3 Also lawn mowers ---- late-night parties ---- noisy neighbours ---- vehicles---planes and helicopters ----large radios
- 4 Mobile phones ----public places
- 5 Survey ---- ‘ old-fashioned ’ source of noise ---- snoring ---- men worst offenders ---- only small %women snore ---- they suffer

Summary

Noise constantly invades our daily lives. According to a recent survey, the worst noise is dogs barking at night, although the noise of lawn mowers, late-night parties, noisy neighbours, vehicles, planes and helicopters and large radios all adds. While the use of mobile phones in public places, it seems, is annoying, the survey revealed that one ‘ old-fashioned ’ source of noise is snoring, with men the worst offenders: only a small percentage of women snore, but they suffer most.

(80 words)

Key to Composition

A possible answer

Plan and ideas for composition (a)

Title: ‘ You are what you eat ’

Introduction: Meaning of expression ---- applies to some ---- not to others

Development: Plenty of fruit and vegetables ---- lean meat ---- keep healthy ...

Fatty foods and ‘ junk foods ’ (beefburgers, etc.,) ...

Problem ---- physical health not simply result of diet ---- also metabolism, exercise and way of life/lifestyle ---- sit at desk all day ---- watch TV ---- can't expect to be healthy

Conclusion: I eat well and sensibly ---- take exercise ---- still 150 pounds ---- too much for my age and height

Composition

It has often been said that ‘ you are what you eat ’ . But what does that mean? It certainly does not mean that if you eat enough carrots, you will begin to look like one! It means that you will be healthy if you eat healthy food, and your health will not be so good if you eat ‘ junk food ’ . And obviously it applies to some people, but not to others. A friend of mine is mainly a vegetarian, she eats mostly fruit and vegetables, with some fish, and she is extremely healthy. She even has a meal occasionally with fried eggs, fried bacon and chips , but it doesn't seem to do her any harm. Basically she eats a diet which is 90% healthy. So, I suppose, she

is what she eats.

There is a problem, however, and it is this. Your physical health is not simply the result of what you eat and drink: it is also partly a result of your own metabolism, the amount of exercise you take and the general way you live (your lifestyle, if you like). If you eat healthy food, but sit at a desk all day and then sit all evening watching television, then of course you can't expect to be really healthy.

I eat well, I think. I eat fresh meat, fruit and vegetables when I can. I do not eat much fatty food, I do not eat much prepared food (frozen meals) and very rarely have a fried meal. I take regular exercise, particularly walking and cycling, and I don't drink much alcohol. But I still weigh 150 pounds, which is too much for my age and height. (276 words)

Key to Letter writing

A possible answer (body of letter only)

You have often said that you would like to visit the UK. Well, here's your chance!

I have just seen an announcement in the university office asking for names of students from other countries that we students could recommend for a free month's holiday course here in Edinburgh during the next summer holidays. Basically, it will be a free English language course with free accommodation. You would have to pay for your own air fare here and back. Naturally, I would make sure that I would be here in Edinburgh during your time here.

Let me know what you think. (100 words)

Key structures and Special difficulties

Key to KS and SD exercises

See text.

Repetition drill

The comparison of adjectives

Chorus, group or individual repetition

To elicit statements in which actions are compared. See Drill 16.

T : Drill 47. Listen. Do not speak.

(1) T : Driving a car is not as easy as riding a bicycle. S: You're right. It's easier to ride a bicycle than to drive a car.

(2) T: Hiring a car is not as cheap as going by train. S: You're right. It's cheaper to go by train than to hire a car.

(3) T: Living in the town is not as pleasant as living in the country. S: You're right. It's more pleasant to live in the country than to live in the town.

T : Now you do the same. Ready?

1 As in (1) above.

- 2 As in (2) above.
3 As in (3) above.
4 T: Going out alone is not as nice as going out with a friend.
S: You're right. It's nicer to go out with a friend than to go out alone.
5 T: Flying is not as safe as sailing.
S: You're right. It's safer to sail than to fly.
6 T: Driving slowly is not as dangerous as driving quickly.
S: You're right. It's more dangerous to drive quickly than to drive slowly.
7 T: Losing is not as good as winning.
S: You're right. It's better to win than to lose.
8 T: Eating vegetables is not as fattening as eating sweets.
S: You're right. It's more fattening to eat sweets than to eat vegetables.
9 T: Sitting and doing nothing is not as relaxing as having a hobby.
S: You're right. It's more relaxing to have a hobby than to sit and do nothing.
10 T: Walking is not as quick as taking a bus.
S: You're right. It's quicker to take a bus than to walk.
11 T: Having a meal at home is not as expensive as eating out.
S: You're right. It's more expensive to eat out than to eat at home.
12 T: Writing a story is not as easy as reading one.
S: You're right. It's easier to read a story than to write one.
13 T: Going to the cinema is not as enjoyable as going to the theatre.
S: You're right. It's more enjoyable to go to the theatre than to go to the cinema.
14 T: Walking is not as tiring as running.
S: You're right. It's more tiring to run than to walk.
15 T: Speaking a foreign language is not as usual as reading one.
S: You're right. It's more usual to read a foreign language than to speak one.

Key to Multiple choice questions

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

Lesson 48 The silent village

Listening comprehension

1 Introduce the story

T: Today we'll talk about attitudes to tourists.

2 Understand the situation

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

3 Listening objective

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

Why was the village silent?

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

5 Answer the question

After the reading, ask the question again: Why was the village silent?

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 village was silent because the author and his wife were unwelcome visitors.

6 Intensive reading

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

7 Play the tape or read the story again

8 Reading aloud

Ask one or two students to read the text aloud.

Comprehension questions

1 Are there still thousands of places inaccessible to tourists? (Yes, there are.)

2 What do we always think villagers are like in remote places? (Friendly and hospitable.)

3 Can people in remote villages be hostile to travellers? (Yes, they can.)

4 Did the writer and his wife go on a tour through the Balkans? (Yes, they did.)

5 What had they visited in the vicinity? (A number of old churches.)

6 What did these churches contain? (A large number of beautifully preserved frescoes.)

7 What happened on the day before their departure? (Several bus loads of tourists descended on the town.)

8 What did they come to after they crossed a few fields? (A dense wood.)

9 Did the path end abruptly? (No, it didn't.)

10 How long did they tramp through the wood? (For over two hours.)

11 What did they arrive at? (A deep stream.)

12 Who took them to the other side of the stream? (A boatman.)

13 Where was the tiny village? (It was perched on the steep sides of a mountain.)

14 Why did the village look forbidding? (Because all the houses were built of grey mud bricks.)

15 What was the only sign of life in the village? (An ugly-looking black goat.)

16 The writer and his wife sat down to have a picnic lunch. Where? (On a dilapidated wooden fence.)

17 Who were they soon surrounded by? (Some children in rags.)

18 Who were they followed by when they walked down the main street of the village? (Children.)

19 Did the village suddenly come to life? (Yes, it did.)

20 Did any of the villagers say anything? (No, they didn't.)

21 Did the writer and his wife feel they were unwelcome visitors? (Yes, they did.)

22 Who did they hope was waiting for them at the stream? (The boatman.)

Asking questions: Ask me if ...

T : Ask me if there are still places which are inaccessible to tourists.

S : Are there still places which are inaccessible to tourists?

T : How many ...

S : How many places are there which are still inaccessible to tourists?

1 there are still places which are inaccessible to tourists. (How many)

2 visits to really remote villages are enjoyable. (How often)

3 the churches contained many beautifully preserved frescoes. (What)

4 they took a path out of the town. (Which path)

5 the writer's wife spotted a boat moored to the bank. (Who)

6 the village looked forbidding. (Why)

7 the couple had a picnic lunch. (Where)

8 the village came to life. (How)

Tell us about the couple's visit to the tiny village

1 Path led to tiny village ---- on steep sides of mountain
---- one unmade road ---- small houses ---- forbidding ---- houses

of grey mud bricks

2 Village deserted ---- exceptugly goat ---- tied to tree in nearby field

3 Sat on wooden fence ---- opened sardines ---- had picnic

4 Suddenly surrounded ---- children in rags ---- watched silently ---- remained motionless ---- concluded---- shy of strangers

5 Walked down main street ---- followed by silent procession

6 Village came to life ---- faces in windows ---- men outside houses ---- old women in doorways

7 Not a sound ---- no doubt ---- unwelcome visitors

8 Turned back down main street ---- made way to stream ---- boatman waiting

Topics for discussion

1 Tell us about any strange experience(s) you have had while you have been on holiday.

2 Tell us about the best holiday you have ever had.

3 ' People who live in remote places don't welcome tourists. '

What do you think?

Key to Comprehension

1 Visits to really remote villages are seldom enjoyable because the villagers, far from being friendly and hospitable, can be quite hostile to strangers.

2 They decided to spend their last day exploring the countryside because the little town they were staying in was invaded by several bus loads of tourists.

3 They asked a boatman to row (or ferry) them across.

Key to Vocabulary

A possible answer

inaccessible (1.2) difficult or impossible to reach

hospitable (1.3) welcoming, friendly

hostile (1.5) aggressive, unfriendly

vicinity (1.8) neighbourhood, surrounding area

end abruptly (1.13) suddenly come to an end

traced (1.13) found ... by following a path

eventually (1.17) finally

Key to Summary writing

Points

1 Village ---- one street ---- looked forbidding

2 Seemed deserted ---- goat ---- sat down ---- picnic lunch

3 Suddenly surrounded by children in rags ---- silent ---- motionless

4 Walked down street ---- followed by children ---- village came alive ---- faces in windows ---- men and women in doorways

5 Clearly unwelcome

6 Hurried back to stream ---- and boatman

Summary

The village contained one street and looked forbidding. Apart from a goat, it seemed deserted, so they sat down and had a picnic. Looking up, they suddenly found themselves surrounded by children in rags. The children were silent and motionless. As they walked down the street followed by the children, the village came alive with faces in windows and people watching them silently from doorways. The visitors were clearly unwelcome. They hurried back down to the stream and the boatman. (80 words)

Key to Composition

A possible answer

Plan and ideas for composition (b)

Title: An unexpected swim

Introduction: Reached the stream---- no one there---- no boat, no boatman

Development: At first surprised ---- mistaken the place? walked along bank ---- definitely not there

Tried to attract attention of anyone on other side ---- stranded

Sat down on bank of stream ---- discussed problem ---- wife suggested something ---- take off shirts, tie personal belongings in them ---- swim to other side

Walked back to hotel

Conclusion: Most surprising thing---- walked into hotel still wet ---- no one said word

Composition

When we reached the stream where we had stepped out of the ferry and where the boatman said he would wait, there was no one. There was no boat and no boatman.

At first we were surprised and thought that we had perhaps mistaken the place where he said he would wait. We walked along the bank of the stream for a few hundred yards in one direction, and then in the other. He was definitely not there. I was worried that the villagers would be coming down the mountain after us, but we couldn't see anybody, and the only noise was the noise of the running stream. We called across the stream to attract the attention of anyone on the other side, but nothing happened. It seemed that we were stranded.

We sat down on the bank of the stream and just looked at each other.

'Come on,' I said. 'We've been in worse situations than this. What about that time we got lost in the forest in Germany, and the

time the car broke down in Australia? '

'You're right,' she said, cheering up. 'There is something we can do.'

And, since I certainly couldn't think of anything better, we did just what she suggested. We both took off our shirts, tied our personal belongings in them (purse, money, passport, keys and so on), tied the shirts round our waists, and waded into the water until we had to swim. And we swam to the other side, where we squeezed out our shirts and put them on again wet. Then we walked back to our small hotel in the town.

Perhaps the most surprising thing was that when we walked into the hotel still wet from our swim across the stream, no one said a word! (301 words)

Key to Letter writing

A possible answer (body of letter only)

I am writing to congratulate you on the occasion of your eighty-fifth birthday. I have been trying to imagine all the things that have happened during your life and all the questions I could ask you. You must remember the Second World War (1939-1945). What do you remember about it? And what about the Coronation of Elizabeth , and Kennedy's assassination, and the Gulf War, and the death of Princess Diana, and lots of other events like that? You must tell me all about them sometime.

Once again, many congratulations on your 85th birthday! (96 words)

Key structures and Special difficulties

Key to KS and SD exercises

See text.

Repetition drill

Review of tenses: the present perfect continuous and the simple past

Chorus, group or individual repetition

To elicit contrasting sentences involving the use of the present perfect continuous with since and the simple past with ages ago.

T : Drill 48. Listen. Do not speak.

(1) T : I'm learning English.

S : Really? Since when have you been learning English?

I started learning English ages ago.

(2) T : She's travelling overseas.

S : Really? Since when has she been travelling overseas?

I started travelling overseas ages ago.

(3) T : They're looking for a new house.

S : Really? Since when have they been looking for a new house?

I started looking for a new house ages ago.

T : Now you do the same. Ready?

1 As in (1) above.

2 As in (2) above.

3 As in (3) above.

4 T : He's working in a bank.

S : Really? Since when has he been working in a bank?

I started working in a bank ages ago.

5 T : They're going to the theatre.

S : Really? Since when have they been going to the theatre?

I started going to the theatre ages ago.

6 T : She's having music lessons.

S : Really? Since when has she been having music lessons?

I started having music lessons ages ago.

7 T : I'm taking an interest in sport.

S : Really? Since when have you been taking an interest in sport?

I started taking an interest in sport ages ago.

8 T : She's wearing blue jeans.

S : Really? Since when has she been wearing blue jeans?

I started wearing blue jeans ages ago.

9 T : She's painting a picture.

S : Really? Since when has she been painting pictures?

I started painting pictures ages ago.

10 T : He's working as a secretary.

S : Really? Since when has he been working as a secretary?

I started working as a secretary ages ago.

11 T : I'm collecting stamps.

S : Really? Since when have you been collecting stamps?

I started collecting stamps ages ago.

12 T : He's growing vegetables.

S : Really? Since when has he been growing vegetables?

I started growing vegetables ages ago.

Key to Multiple choice questions

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

Lesson 49 The ideal servant

Listening comprehension

1 Introduce the story

T : Today we'll talk about domestic servants.

2 Understand the situation

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

3 Listening objective

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

What was Bessie's ' little weakness ' ?

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

5 Answer the question

After the reading, ask the question again: What was Bessie's ' little weakness ' ?

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 ' little weakness ' was drink (or drinking wine).

6 Intensive reading

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

7 Play the tape or read the story again

8 Reading aloud

Ask one or two students to read the text aloud.

Comprehension questions

1 When did the writer's Aunt Harriet die? (Years ago.)

2 What was her favourite topic of conversation? (Domestic servants.)

3 If she were alive today, would she be able to air her views on the topic? (No, she wouldn't.)

4 Aunt Harriet lived in a leisurely age. Which leisurely age? (The age when servants were employed to do the housework.)

5 What was her huge, rambling house called? (' The Gables ' .)

6 Was the house too big for her needs? (Yes, it was.)

7 Did she go on living there after her husband's death? (Yes, she did.)

8 When did the writer use to visit The Gables? (When he was a boy.)

9 Was the house always dirty? (No, it wasn't. It was always immaculate.)

10 Aunt Harriet presided over an invisible army of servants.
What did they do? (They scrubbed, cleaned and polished.)

11 What did she refer to them as? ('The shifting population'.)

12 How long did the domestic staff work? (Eight hours a day.)

13 Aunt Harriet was sadly disillusioned by one servant. What was her name? (Bessie.)

14 How long did Bessie work for Aunt Harriet? (Three years.)

15 What was she put in charge of? (The domestic staff.)

16 Was Bessie an expert cook? (Yes, she was.)

17 How long had Aunt Harriet been away when she returned with the party of guests? (A week.)

18 Was the evening meal below the usual standard? (Yes, it was.)

19 Was Bessie able to walk steadily? (No, she wasn't.)

20 What happened when she came in with the last course, the huge pudding? (She tripped on the carpet, the pudding went flying through the air and crashed on the dining table.)

21 How did Aunt Harriet feel? (She was horrified.)

22 Who was the last person to realize that Bessie was drunk? (Aunt Harriet.)

23 What happened to Bessie? (She was dismissed immediately.)

Asking questions: Ask me if ...

T : Ask me if Aunt Harriet died years ago.

S : Did Aunt Harriet die years ago?

T : When ...

S : When did Aunt Harriet die?

1 Aunt Harriet died years ago. (When)

2 she lived in a huge rambling house. (What kind of a house)

3 she used to entertain lavishly. (How)

4 the huge collection of books was kept miraculously free from dust. (What)

5 Aunt Harriet pursued an enlightened policy. (Who)

6 she carried out an unrelenting search for the ideal servant. (Who)

7 Bessie acted the role of the perfect servant for three years. (How long)

8 dinner was well below the usual standard. (Why)

9 Aunt Harriet finally realized that Bessie was drunk. (When)

10 piles of empty wine bottles were found in Bessie's wardrobe. (Where)

Tell us about Bessie and the last meal she served for Aunt Harriet

1 Worked for Aunt Harriet ---- three years ---- put in charge of domestic staff

- 2 Industrious ---- efficient ---- expert cook
- 3 Three years ---- Harriet discovered ' little weakness '
- 4 Absent for week ---- Harriet returned with guests ---- asked Bessie to prepare dinner
- 5 Meal below standard ---- Bessie unsteady ---- bumped into furniture ---- mumbled about guests
- 6 Came in with pudding ---- tripped ---- pudding crashed on dining table
- 7 Guests amused ---- Aunt Harriet horrified ---- realized Bessie drunk ---- dismissed her instantly

Topics for discussion

1 Tell us about a meal you have been to when everything went wrong.

2 ' There's really no difference between being a domestic servant and any other kind of employment. '

Do you agree or disagree? Why?

3 ' Formal dinner parties at home are challenging for hosts and guests. ' What do you think?

Key to Comprehension

1 Aunt Harriet liked most to talk about domestic servants.

2 She continued to live in The Gables after her husband's death because she was sentimentally attached to the house.

3 She always referred to them as ' the shifting population ' because they came and went with great frequency.

Key to Vocabulary

A possible answer

air her views (1.2) express her opinions

favourite (1.2) most loved

persisted in (1.7) continued to

immaculate (1.9) spotlessly clean

invisible (1.11) can't be seen

enlightened (1.14) wise, free from accepted ideas

domestic staff (1.15) servants in the home

(cleaners, cook, butler, etc.)

Key to Summary writing

Points

1 On return with guests ---- told Bessie ---- prepare dinner

2 Meal below standard ---- Bessie couldn't walk steadily ---- bumped into furniture ---- mumbled at guests

3 Brought in pudding ---- tripped ---- pudding crashed on dining table

4 Guests amused ---- Harriet horrified

5 Realized ---- Bessie drunk ---- dismissed her immediately

Summary

On her return with a party of guests, Aunt Harriet asked Bessie to prepare dinner. Not only was the meal below standard, Bessie could not walk steadily, and she bumped into furniture and mumbled at the guests. When she brought in the pudding, she tripped and the pudding crashed onto the dining table. While the guests were very amused, Aunt Harriet was horrified. She realized Bessie was drunk and dismissed her immediately. (72 words)

Key to Composition

A possible answer

Plan and ideas for composition (b)

Title: It is a good thing domestic servants have become a great rarity.

Introduction: Domestic servants still exist ---- work for film stars, pop stars, other famous people ---- but very few ---- great age of servants is past

Development: Reasons why small number of domestic servants: small number of big houses needing domestic servants ---- many country houses in Britain ---- bought by National Trust ---- many helpers voluntary

Houses owned privately ---- now run much more efficiently ---- open gates to general public Such large houses ---- some domestic staff ---- but employ other people

Conclusion: Personally pleased ---- no more/very few domestic servants

Most work for someone else ---- but 'servant' idea connected with past centuries

Composition

Domestic servants still exist, but nowadays, instead of working for rich old ladies, they only work for members of the royal family, aristocrats, film stars, pop stars, successful businessmen and other rich and famous people, and there are really very few of them. The great age of domestic servants is past.

There are many reasons why there is such a small number of domestic servants now. The first thing, of course, is that there are very few families that own big houses that need domestic servants. Many of the large country houses in Britain that need servants have been bought by an organisation called the National Trust and many of the people who help to run these properties are voluntary. They are certainly not 'servants' and they believe that they are helping to preserve the heritage of Great Britain.

The houses that are still owned privately are now run much more efficiently than they used to be, and very few entertain guests as they used to do. Instead, they open their gates to the general public, and so they need the same staff that major entertainments

need. True, such large houses have some domestic staff, but they employ many other people who would not like to think of themselves as 'domestic servants' ---- waiters and waitresses in their cafés, cleaners, car park attendants, ticket collectors, guides, office staff, and so on.

I am personally pleased that there are so few people in domestic service now. Most of us work for someone else, it's true, but the whole idea of being a 'servant', a 'domestic servant', is an idea connected more with past centuries than the twentieth or twenty-first centuries. (279 words)

Key to Letter writing

A possible answer (body of letter only)

Thank you very much for your cheque which I received at the end of last week for my 21st birthday, It was extremely kind of you and is far more than I deserve.

Naturally you would like to know what I intend to do with the money. For some time now I have wanted to buy a computer, so I am going to buy one that takes floppy disks and CDs, and one that has games and that I can use to send e-mail messages.

Once again, many many thanks for the money. (94 words)

Key structures and Special difficulties

Key to KS and SD exercises

See text.

Repetition drill

The future

Chorus, group or individual repetition

To elicit tag questions involving the use of The present continuous as a future substitute.

T : Drill 49. Listen. Do not speak.

(1) T : She's going to get married soon.

S : So I hear. She's getting married tomorrow, isn't she?

(2) T : He's going to come back soon.

S : So I hear. He's coming back tomorrow, isn't he?

(3) T : I'm going to leave soon.

S : So I hear. You're leaving tomorrow, aren't you?

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

1 As in (1) above.

2 As in (2) above.

3 As in (3) above.

4 T : They're going to be dismissed soon.

S : So I hear. They're being dismissed tomorrow, aren't they?

5 T : You're going to be sent abroad soon.

S : So I hear. I'm being sent abroad tomorrow, aren't I?

6 T : I'm going to be promoted soon.

S : So I hear. You're being promoted tomorrow, aren't you?

7 T : He's going to get a rise soon.

S : So I hear. He's getting a rise tomorrow, isn't he?

8 T: It's going to be cut down soon.

S: So I hear. It's being cut down tomorrow, isn't it?

9 T: He's going to inform them soon.

S: So I hear. He's informing them tomorrow, isn't he?

10 T: They're going to be paid soon.

S: So I hear. They're being paid tomorrow, aren't they?

11 T: She's going to write to him soon.

S: So I hear. She's writing to him tomorrow, isn't she?

12 T: She's going to break off her engagement soon.

S: So I hear. She's breaking off her engagement tomorrow, isn't she?

13 T: He's going to take his driving test soon.

S: So I hear. He's taking his driving test tomorrow, isn't he?

14 T: He's going to start college soon.

S: So I hear. He's starting college tomorrow, isn't he?

15 T: You're going to be given a prize soon.

S: So I hear. I'm being given a prize tomorrow, aren't I?

Key to Multiple choice questions

1 b 2 d 3 d 4 c 5 d 6 c

7 c 8 a 9 c 10 b 11 a 12 c

Lesson 50 New Year resolutions

Listening comprehension

1 Introduce the story

T : Today we'll talk about New Year resolutions.

2 Understand the situation

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

3 Listening objective

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

What marked the end of the writer's New Year resolutions?

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

5 Answer the question

After the reading, ask the question again: What marked the end of the writer's New Year resolutions?

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 sat in front of the television pretending to read.

6 Intensive reading

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

7 Play the tape or read the story again

8 Reading aloud

Ask one or two students to read the text aloud.

Comprehension questions

1 What is a time for resolutions? (The New Year.)

2 How could most of us compile a list of 'dos' and 'don'ts'? (Mentally.)

3 Do the same old favourites recur year in year out? (Yes, they do.)

4 What kinds of things do we resolve to do? (Get up earlier, eat less, find more time to play with the children, do jobs around the house, drive carefully, be nice to people we don't like, take the dog for a walk every day.)

5 Why do most of us fail in our efforts at self-improvement? (Because our schemes are too ambitious.)

6 What fundamental error do many of us make? (We announce our resolutions to everybody.)

7 How do we look when we slip back into our old ways? (Foolish.)

8 What did the writer resolve to do this year? (Do physical exercise every morning and read more in the evening.)

9 How long did his daily exercises last? (Exactly eleven minutes.)

10 When did he propose to do them? (Early in the morning.)

11 How long did he manage to do his exercises before anyone found him out? (Two days.)

12 What condition was he in when he sat down to breakfast? (Exhausted.)

13 Who trooped in the next morning to watch the performance? (The whole family.)

14 When did he finally give up exercising? (On January 10th.)

15 Why did he sit in his room for a few evenings? (To read [and to resist the hypnotizing effect of television].)

16 Why did he go downstairs one evening? (He was feeling cold and lonely.)

17 What did he pretend to do? (Read.)

18 He soon got back into an old bad habit. What was that? (The habit of dozing off in front of the screen.)

19 Has he given up his resolution to do more reading? (No, he hasn't.)

20 Which book has he just bought? (How To Read a Thousand Words a Minute.)

Asking questions: Ask me if ...

T : Ask me if most of us could compile a list of New Year resolutions.

S : Could most of us compile a list of New Year resolutions?

T : What ...

S : What could most of us compile a list of?

1 most of us could compile a list of New Year resolutions. (What)

2 many of us resolve to be nice to people we don't like. (How many of us)

3 most of us fail because our schemes are too ambitious. (Why)

4 the writer attempted to keep his resolutions to himself. (Who)

5 a party gave him a good excuse for not carrying out his resolutions. (What)

6 the daily exercises lasted eleven minutes. (How long)

7 the whole family trooped into the living room to watch the writer. (Who)

8 he was back to where he had started from by January 10th. (When)

9 he sat in his room for a few evenings. (Why)

10 he has just bought a book called How to Read a Thousand Words a Minute. (Which book)

Tell us about the writer's attempts to stick to his two New Year resolutions

1 Daily exercises ---- only 11 minutes ---- early in morning ---- did them in living room 2 days before discovered

2 Exercises ---- made him exhausted ---- betrayed him ---- whole family watched

3 Enthusiasm waned ---- time diminished ---- 11 mins down to 0 ---- by Jan. 10, back to where started from

4 To resist effect of TV ---- sat in room reading

5 Felt cold and lonely ---- went downstairs ---- sat in front of TV ---- old habit ---- dozed off

6 Haven't given up resolution ---- read more ---- have bought book How to Read a Thousand Words a Minute

7 Problem ---- haven't had time to read it

Topics for discussion

1 Tell us about a New Year resolution that you have made, and how you tried to keep it.

2 Make a list of six resolutions that you would like to make next New Year. Compare and discuss them with another student or two.

3 'New Year resolutions are pointless. No one ever keeps them.' What do you think?

Key to Comprehension

1 It has taught us that certain things are beyond attainment.

2 It is a basic mistake to announce our resolutions because we look even more foolish when we fall back into our old ways.

3 He didn't carry out his resolutions on New Year's Day because he went to an all-night party on New Year's Eve.

Key to Vocabulary

A possible answer

mentally (1.1) in our minds/heads

formidable (1.2) challenging, frightening

recur year in year out (1.3) happen every year/year after year

beyond attainment (1.8) cannot be achieved

inveterate (1.8) firmly established in a bad habit

frustration (1.9) feeling of annoyance and dissatisfaction

carrying out (1.14) doing

Key to Summary writing

Points

1 Exercised early morning ---- two days ---- before anyone

found him out

2 Sat at breakfast ---- condition betrayed him

3 Enthusiasm waned

4 Jan. 10th ---- back to normal ---- decided to keep mind fresh for reading

5 Sat in room few evenings reading

6 One evening ---- went down and sat in front of TV ---- then dozed off

7 Now bought book to help resolution to read

Summary

The writer exercised early in the morning for two days before anyone found out. When he sat at breakfast the second day, his condition betrayed him. His enthusiasm waned so that by January 10th, things were back to normal. However, he decided to keep his mind fresh for reading. He read on his own until one evening he went down and sat in front of the television, but he dozed off. He has now bought a book on speed reading! (80 words)

Key to Composition

A possible answer

Plan and ideas for composition (a)

Title: Broken resolutions

Introduction: New Year resolutions ---- made to be broken? ---- some people serious ---- most know they won't succeed ---- so ridiculous resolutions

Development: Last time made list of resolutions ---- five years ago ---- always do college work on time ---- keep room tidy ---- have nothing to do with girls in nearby college ---- write home once a week ---- wash clothes regularly ---- have haircut once a month ---- Impossible! ---- girlfriend helped ---- eventually gave up in despair

Conclusion: Don't make New Year resolutions any more ---- little point ---- why break habits ---- years to establish

Composition

Are New Year resolutions made to be broken? I think so. Some people are serious about them of course, but most know that they won't succeed in keeping them. That's probably why they make resolutions such as 'I must be polite to Aunt Harriet' when they only see Aunt Harriet twice a year! ---- or 'I must cut down on my smoking' when they only ever have a cigarette after a family lunch on Sundays! Such resolutions, then, are not only ridiculous, but hardly resolutions at all!

The last time I ever made a list of resolutions was five years ago. I remember now that I resolved always to do my college work on time, to keep my room tidy, to have nothing to do with the girls

in the nearby girls' college, to write home at least once a week, to wash my dirty clothes regularly and to have a haircut once a month. What was I thinking of?! For most college students such resolutions would be impossible ---- and of course they were for me!

I kept three of the resolutions for a week, and a girlfriend from the nearby girls' college helped me to keep two more (the ones about keeping my room tidy and washing my dirty clothes regularly!) for another week. After that, I gave up in despair. Instead, I resolved just to try to be just a little bit more tidy and a little more thoughtful, generally.

I don't bother to make New Year resolutions any more since I have proved to myself and others that I can't keep them. There seems to be little point in breaking habits which have taken years to establish. (279 words)

Key to Letter writing

A possible answer (body of letter only)

It is about a month since I last wrote to you. At that time I was studying in a language school. However, since then I have left the school and managed to find a job.

Before I left home, I know that I promised I would write to you once a week ---- and I had every intention of doing it. I'm sorry I haven't written as often as I promised, but I do not always have very much news. I'll write and tell you all about the job next time.

I really will try to write more often in future. (100 words)

Key structures and Special difficulties

Key to KS and SD exercises

See text.

Repetition drill

The past perfect

Chorus, group or individual repetition

To elicit negative statements involving the use of the past perfect after I'd rather to express a past unfulfilled wish. Compare Drill 60.

T : Drill 50. Listen. Do not speak.

(1) T : He told everyone about it.

S : Personally, I'd rather he hadn't told anyone.

(2) T : She did everything she could.

S : Personally, I'd rather she hadn't done anything.

(3) T : They saw everybody connected with it.

S : Personally, I'd rather they hadn't seen anybody.

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 wrote to everyone I could think of.
S : Personally, I'd rather you hadn't written to anyone.
5 T : I looked everywhere to find it.
S : Personally, I'd rather you hadn't looked anywhere.
6 T : She took everything she needed.
S : Personally, I'd rather she hadn't taken anything.
7 T : She spoke to everybody who took part.
S : Personally, I'd rather she hadn't spoken to anybody.
8 T : He invited everyone to come to the party.
S : Personally, I'd rather he hadn't invited anyone.
9 T : They telephoned everybody to tell them about it.
S : Personally, I'd rather they hadn't told anybody.
10 T : He went everywhere to find you.
S : Personally, I'd rather he hadn't gone anywhere.
11 T : He sold everything he had to save the family.
S : Personally, I'd rather he hadn't sold anything.
12 T : He left everything behind when he went away.
S : Personally, I'd rather he hadn't left anything.

Key to Multiple choice questions

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

Lesson 51 Predicting the future

Listening comprehension

1 Introduce the story

T : Today we'll talk about predicting the future.

2 Understand the situation

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

3 Listening objective

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

What was the 'future' electronic development that Leon Bagrit wasn't able to foresee?

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

5 Answer the question

After the reading, ask the question again: What was the 'future' electronic development that Leon Bagrit wasn't able to foresee?

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 wasn't able to foresee the development of the Internet.

6 Intensive reading

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

7 Play the tape or read the story again

8 Reading aloud

Ask one or two students to read the text aloud.

Comprehension questions

1 Is predicting the future notoriously difficult? (Yes, it is.)

2 Could anyone have imagined that computers would be common in people's homes by the end of the 20th century? (No, they couldn't.)

3 When were computers reasonably common? (In the 1970s.)

4 But where were they common? (In big business, government departments and large organizations.)

5 What were these big computers called? (Mainframe computers.)

6 Were full-time technicians employed to run them? (Yes, they were.)

7 When was the Altair PC launched in the USA? (In 1975.)

8 How could it properly be described? (As the first 'home computer' .)

9 What was it followed by at the end of the 1970s? (A machine called the Apple.)

10 What operating system did IBM's first PC run on? (DOS.)

11 When did Leon Bagrit make his predictions about the uses of computers? (In the 1960s.)

12 Bagrit dismissed the idea that computers would learn to think for themselves, didn't he? (Yes, he did.)

13 Did he foresee a time when computers would be small enough to hold in the hand? (Yes, he did.)

14 What kind of work did he think computers would be able to take over for office workers and accountants? (Dull, repetitive clerical work.)

15 Could he have foreseen the development of the Internet? (No, he couldn't.)

16 How rapidly can we communicate with anyone worldwide on the Internet? (Instantly.)

17 What else can we use the Internet for? (To obtain information about every known subject.)

Asking questions: Ask me if ...

T : Ask me if predicting the future is notoriously difficult.

S : Is predicting the future notoriously difficult?

T : How difficult ...

S : How difficult is predicting the future?

1 predicting the future is notoriously difficult. (How difficult)

2 computers were common in the 1970s. (When)

3 mainframe computers were very large. (How large)

4 the Altair was launched in the USA in 1975. (When)

5 IBM produced the world's first PC in the early 1980s. (Which company)

6 Bagrit predicted some of the uses of computers that we know today. (Who)

7 he could have foreseen the development of the Internet. (Why couldn't)

8 Leon Bagrit's predictions were remarkable. (Why)

Tell us about Leon Bagrit's predictions

1 Dismissed idea ---- computers 'think' for themselves or 'rule the world'

2 However ---- foresaw time ---- computers small enough to hold in hand

3 Provide information about traffic jams ---- suggest alternative routes

- 4 Used in hospitals ---- help doctors diagnose illnesses
- 5 Relieve office workers and accounts ---- dull repetitive clerical work
- 6 All---- now commonplace ---- computers smaller, more powerful, cheaper

Topics for discussion

1 Tell us about the different ways you personally use, or would like to use computers.

2 Make a list of the ways in which computers help us in our daily lives. Then, compare your list with another student's and then with the class.

3 'Computers may not be able to think, but they already rule the world.' Do they? If so, how? If not, why not? What do you think?

Key to Comprehension

1 PCs have taken over many of the functions that mainframe computers used to perform.

2 The first home computer was called the Altair and it was produced in 1975.

3 The first PC needed an operating system called DOS to make it run.

Key to Vocabulary

A possible answer

predicting (1.1)	saying what will happen
imagined (1.2)	seen in the mind
whole (1.7)	complete
functions (1.9)	jobs, tasks
primitive (1.10)	very simple, undeveloped
humble (1.14)	small, low
in common use (1.15)	used by almost everybody, employed generally

Key to Summary writing

Points

1 Bagrit predicted ---- computers small enough ---- hold in hand

2 Provide information ---- traffic jams ---- suggest alternative routes

3 Used in hospitals ---- help doctors diagnose illnesses

4 Relieve office workers/accountants ---- dull repetitive work

5 Failed to predict Internet ---- as communication ---- as source of information

6 As predicted ---- computers smaller, more powerful, cheaper

Summary

According to Bagrit, computers would be small enough to hold

in the hand, and they would be able to provide information about traffic jams and suggest alternative routes. They would be used to help doctors diagnose illnesses, and in business would relieve office workers of dull, repetitive work. However, he failed to predict the use of the Internet as a vehicle of communication or a source of information. But as predicted, computers have become smaller, more powerful and cheaper. (79 words)

Key to Composition

A possible answer

Plan and ideas for composition (a)

Title: Computers in 20 years' time

Introduction: Predicting what computers will be like ---- guessing game

Development: Development so fast ---- computers already smaller, more powerful, cheaper than ever ---- in 20 years, what? Let's speculate.

1 Everyday shopping by computer ---- virtual-reality shopping

2 Education ---- computer-notebooks

3 Travel ---- computer-driven aircraft, cars, lorries, etc.

4 Medicine and health ---- brain surgery ---- computer-operated limbs

Conclusion: Who knows? ---- wait and see

Composition

Predicting what computers will be like in 20 years' time or what they will be able to do is a guessing game. If Leon Bagrit could not predict everything, what chance have I got? However, because prediction is just a calculated guess, I will try!

The development of the computer since the 1960s has been very fast. From large mainframe computers which filled whole rooms to small lap-top computers which you can carry in a shoulder bag or large handbag, it has taken only forty years. Computers are already smaller, more powerful and cheaper than they have ever been. So what might happen in the next twenty years? Let's speculate.

In twenty years' time it's possible that many people will be doing their everyday shopping by computer. The 'virtual-reality' shop will be available through your TV set. You will be able to 'walk through' your supermarket on screen, click or tick what you want, and then order it ---- and it will be delivered. In education, most students could be using computer-notebooks which make notes for them as they listen to a lecture or watch a demonstration experiment. In the world of travel, aircraft already have computer systems that will control auto-pilot. In twenty years' time, computers could actually pilot aircraft ---- with no

need for a real, live human pilot at all.

Computers already help doctors diagnose disease and other health problems, and help in the control of body systems during operations. What else might they do in the future? They might actually control certain kinds of surgery (brain surgery, for example) where the human hand cannot always keep still enough, and power computer-operated limbs.

So there are some ideas. But who knows what might really happen? No one. No one can see into the future. We shall just have to wait and see. (307 words)

Key to Letter writing

A possible answer (body of letter only)

As you are coming in tomorrow after I have left, I thought I should write you a few notes.

You already have a set of keys, but I have also left a set of keys with our neighbours opposite, John and Jane Smith. If you need anything, please ask them.

You won't have to bother about the post because I have asked the Post Office to keep all our mail till we come back. Everything else is as I told you, but please remember to leave the answerphone on when you go out and write a list of messages for me.

Enjoy yourself, but please look after the house. (108 words)

Key structures and Special difficulties

Key to KS and SD exercises

See text.

Repetition drill

Indirect speech

Chorus, group or individual repetition

To elicit mixed types of sentences in reported speech.

T : Drill 51. Listen. Do not speak.

(1) T1 : Jane's in bed. Is she sleepy?

T2 : What did he say?

S : He said Jane was in bed and asked if she was sleepy.

(2) T1 : I can't open the door. Please open it for me.

T2 : What did he say?

S : He said he couldn't open the door and asked me to open it for him.

(3) T1 : My watch has stopped. What's the time?

T2 : What did he say?

S : He said his watch had stopped and asked me what the time was.

T : Now you do the same. Ready?

1 As in (1) above.

2 As in (2) above.

3 As in (3) above.

4 T1 : The children look tired. Are they all right?

T2 : What did he say?

S : He said the children looked tired and asked if they were all right.

5 T1 : There won't be a meeting tomorrow. Please tell everyone.

T2 : What did he say?

S : He said there wouldn't be a meeting tomorrow and asked me to tell everyone.

6 T1 : We're very late. Please don't take too long.

T2 : What did he say?

S : He said we were very late and asked me not to take too long.

7 T1 : Your work isn't very good. Do the exercise again.

T2 : What did he say?

S : He said my work wasn't very good and told me to do the exercise again.

8 T1 : The train's very late. Why has it taken so long?

T2 : What did he say?

S : He said the train was very late and asked why it had taken so long.

9 T1 : I can't do this exercise. Help me.

T2 : What did he say?

S : He said he couldn't do this exercise and asked me to help him.

10 T1 : It's Mary's birthday. Are you invited to the party?

T2 : What did he say?

S : He said it was Mary's birthday and asked if I was invited to the party.

11 T1 : There's someone at the door. Go and see who it is.

T2 : What did he say?

S : He said there was someone at the door and told me to go and see who it was.

12 T1 : Where's Tom? Please look for him.

T2 : What did he say?

S : He asked where Tom was and asked me to look for him.

Key to Multiple choice questions

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

Lesson 52 Mud is mud

Listening comprehension

1 Introduce the story

T : Today we'll talk about cosmetics and practical jokes.

2 Understand the situation

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

3 Listening objective

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

Why did Harry decide to give up his little game?

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

5 Answer the question

After the reading, ask the question again: Why did Harry decide to give up his little game?

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 he thought it might prove to be expensive.

6 Intensive reading

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

7 Play the tape or read the story again

8 Reading aloud

Ask one or two students to read the text aloud.

Comprehension questions

1 Who is Harry? (The writer's cousin.)

2 What does he keep on permanent display in his study? (A large curiously-shaped bottle.)

3 What colour is the bottle? (A delicate shade of green.)

4 What is it filled with? (A thick, greyish substance.)

5 If you were to ask Harry what was in the bottle, what would he tell you? (He would tell you it contained perfumed mud.)

6 Would he invite you to smell it or rub some into your skin? (Yes, he would.)

7 Does the bottle really contain perfumed mud? (Yes, it does.)

8 Did Harry use to be a practical joker? (Yes, he did.)

9 What did he use to ask for in expensive cosmetic shops? ([He used to ask for] goods that do not exist.)

10 Can you give me two examples of the kinds of things he would ask for? (A new perfume called 'Scented Shadow' or 'insoluble

bath cubes ' .)

11 How did he react if a shop assistant told him she had not heard of it? (He would pretend to be put out/upset/annoyed.)

12 One day Harry went to an exclusive shop. Where? (In London.)

13 What did he ask for? (' Myrolite ' .)

14 The shop assistant didn't understand, did she? (No, she didn't.)

15 How did he explain what it was? (He explained that it was a [hard amber-like] substance that could be used to remove freckles.)

16 Eventually, the assistant promised to do something. What? (She promised to order some ' Myrolite ' for him.)

17 What did Harry ask for next? (Perfumed mud.)

18 Was the assistant surprised? (No, she wasn't.)

19 What did she do? (She fetched several bottles for Harry to inspect.)

20 Harry picked up the smallest bottle and paid. How much? (Twenty pounds.)

Asking questions: Ask me if...

T: Ask me if Harry keeps a bottle on display in his study.

S: Does Harry keep a bottle on display in his study?

T: What.

S: What does Harry keep on display in his study?

1 Harry keeps a bottle on display in his study. (What)

2 the bottle contains perfumed mud. (What)

3 Harry would invite you to smell the bottle. (Why)

4 he used to make outrageous requests in expensive cosmetic shops. (Where)

5 he would often pretend to be put out. (Why)

6 he managed to keep a straight face during his performances. (How)

7 he explained what ' Myrolite ' was. (How)

8 the assistant promised to order some for him. (How much ' Myrolite ')

9 Harry had to admit defeat. (Why)

10 his little game might prove to be expensive. (Which little game)

Tell us about the time Harry bought his bottle of perfumed mud

1 Went into exclusive shop-asked for ' Myrolite '

2 Assistant didn't recognize it-Harry explained-she tried to find something-Harry annoyed-assistant promised to order some

3 Then asked for perfumed mud-assistant immediately offered

several bottles

4 Harry admitted defeat-asked price of smallest- £ 20-left in a hurry

5 Keeps bottle in study-reminder of first and last purchase of ' rare cosmetics '

Topics for discussion

1 Tell us about the last time you went shopping.

2 If you wanted to open a shop in this country to attract foreign tourists, what would the shop sell?

3 ' The manufacturers of cosmetics should not be allowed to try out their products on animals before putting them on the market. ' What do you think?

Key to Comprehension

1 The curiously-shaped bottle that Harry keeps in his study contains perfumed mud.

2 He often visited cosmetic shops to play jokes on them.

3 When he was told that one of his imaginary products was out of stock, he would promise to call again.

Key to Vocabulary

A possible answer

delicate (1.3) pleasant and not strong

observant (1.3) quick to notice things

came into the possession (1.9) became the owner of

stuff (1.9) material, matter, substance

insoluble (1.14) that will not dissolve (in water)

to keep a straight face (1.17) not to laugh, to stop oneself from laughing

is quite beyond me (11.17-18) I do not understand it

Key to Summary writing

Points

1 Asked for perfumed mud-had already asked for ' Myrolite ' -assistant had already promised to order some

2 Assistant's eyes lit up-fetched several bottles-put on counter

3 Harry picked up smallest bottle-asked price

4 Learned- £ 20-left-bottle under arm

5 Curious bottle-first and last purchase of rare cosmetics

Summary

The assistant promised to order the ' Myrolite ' Harry had already asked for, so he then said he wanted perfumed mud. This time her eyes lit up and she immediately fetched several bottles which she put on the counter. Harry picked up the smallest bottle, and when he learned the price (£ 20), he paid and left with the bottle under his arm. This curious bottle, now in his study, was his first

and last purchase of rare cosmetics. (77 words)

Key to Composition

A possible answer

Plan and ideas for composition (a)

Title: A day's shopping

Introduction: Looking forward to day out - wanted to get new clothes - last Friday

Development: Got up usual time-caught bus to centre of town - a list of purchases-something to wear to friend's wedding - pair of shoes to go with new clothes - within an hour had most important things on list

Then most difficult part of day - ' Birthday present for Pat ' - a book

Spent 2 hours in one large book shop - failed - bought three for self!

Conclusion: How I felt when I got home
composition

For me, a day's shopping is the best way I think of to pass a day away from college or work. I have been looking forward to a day out shopping for weeks because I have wanted to get some new clothes for ages, so last Friday I took a day off.

I got up at the usual time (as if I were going to work or college) because for me shopping is as serious as work. Before I left the house I made sure I put on a good pair of walking shoes and then caught the bus into the centre of the town.

Some people visit all the shops in the hope that they will find what they want at the prices they want to pay. Not me: I'm one of those shoppers who has a list of purchases - and with a fairly good idea of how much I want to pay.

The first thing I wanted was something to wear to a friend's wedding next month - and I didn't want to pay very much. I found just what I wanted in the second shop I visited. And in the second shoe shop I visited, I found a pair of shoes that would go with the new clothes and which I could wear to work afterwards. Within an hour I had bought the most important things on my shopping list. I was so pleased!

But then came the most difficult part of the day. The third thing on my shopping list was ' Birthday present for Pat '. I like to give her a present but it is always so difficult. This year, I decided, I would buy her a book. Do you know how long I spent in one large book shop? Two hours! And even then I didn't get her a book although I bought three for myself!

By the time I got home, it was six o'clock. I was absolutely exhausted, but pleased that I had managed to buy two things on my

list. (337 words)

Key to Letter writing

A possible answer (body of letter only)

Did you hear reports of the thunderstorm in our area a week ago? We were caught in the middle of it.

We were woken in the middle of the night by thunder and lightning. We went downstairs where my mother made coffee and tea. Then the wind started howling and it started to pour with rain. When we looked out of the windows, we could hardly see any of the neighbouring houses, and water was flooding down the road. Suddenly there was a crash on our roof.

We didn't realize how bad the damage was until the following morning when we found that the chimney had fallen through the roof.

(110 words)

Key structures and Special difficulties

Key to KS and SD exercises

See text.

Repetition drill

Conditional sentences

Chorus, group or individual repetition

To elicit Type 3 conditional statements involving the use of an inversion with had.

T: Drill 52. Listen. Do not Speak.

(1) T: She didn't ask me, so I didn't help her.

S: You mean to say that, had she asked you, you would have helped her?

(2) T: He didn't arrive, so I didn't go to the station.

S: You mean to say that, had he arrived, you would have gone to the station?

(3) T: I didn't see it, so I don't remember it.

S: You mean to say that, had you seen it, you would have remembered 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: She didn't invite me, so I didn't go.

S: You mean to say that, had she invited you, you would have gone?

5 T: He didn't let me know, so I couldn't do anything about it.

S: You mean to say that, had he let you know, you could have done something about it?

6 T: He didn't ask me, so I didn't tell him.

S: You mean to say that, had he asked you, you would have told him?

7 T: He didn't run fast enough, so he didn't catch it.

S: You mean to say that, had he run fast enough, he would have caught it?

8 T: I didn't like it, so I didn't buy it.

S: You mean to say that, had you liked it, you would have bought it?

9 T: She didn't take her medicine, so she didn't feel better.

S: You mean to say that, had she taken her medicine, she would have felt better?

10 T: It didn't rain, so there wasn't a traffic jam.

S: You mean to say that, had it rained, there would have been a traffic jam?

11 T: He wasn't informed, so he didn't come.

S: You mean to say that, had he been informed, he would have come?

12 T: She wasn't given any information, so she couldn't answer the question.

S: You mean to say that, had she been given some information, she could have answered the question?

13 T: He didn't eat those sweets, so he didn't get thirsty.

S: You mean to say that, had he eaten those sweets, he would have got thirsty?

14 T: They didn't study harder, so they didn't pass the exam.

S: You mean to say that, had they studied harder, they would have passed the exam?

15 T: She didn't drop it, so it didn't break.

S: You mean to say that, had she dropped it, it would have broken?

Key to Multiple choice questions

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

Lesson 53 In the public interest

Listening comprehension

1 Introduce the story

T: Today we'll talk about the ombudsman.

2 Understand the situation

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

3 Listening objective

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

What could not be reported in the official files?

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

5 Answer the question

After the reading, ask the question again: What could not be reported in the official files?

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 fact that the policeman was prejudiced against foreigners.

6 Intensive reading

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

7 Play the tape or read the story again

8 Reading aloud

Ask one or two students to read the text aloud.

Comprehension questions

1 Scandinavian countries are admired all over the world. What for? (Their enlightened social policies.)

2 Which country has evolved a system for protecting the individual citizen from high-handed or incompetent public officers? (Sweden.)

3 Has the system worked well? (Yes, it has.)

4 How well? (So well that it has been adopted in other countries.)

5 Can public officials make mistakes or act over-zealously? (Yes, they can.)

6 When did the Swedish Parliament introduce a scheme to safeguard the interest of the individual? (In 1809.)

7 Who appoints a person qualified to investigate private grievances against the State? (A parliamentary committee)

[representing all political parties] .)

8 The official title of the person is ' Justiteombudsman ' , but what is he commonly called? (The ' J. O. ' or ' Ombudsman ' .)

9 Is the Ombudsman subject to political pressure? (No, he isn't.)

10 Does he investigate all kinds of complaints? (Yes, he does.)

11 How many letters a year does he receive? (About 1,200.)

12 How many assistants has he got to help him? (Eight.)

13 Where was the foreigner living when he wrote to the Ombudsman? (In a Swedish village.)

14 Who did he complain that he had been ill-treated by? (By the police.)

15 What did the Ombudsman do? (He wrote to the Chief of Police asking him to send a record of the case.)

16 Was there anything in the record to show that the foreigner's complaint was justified? (No, there wasn't.)

17 What did the Chief of the Police do about the accusation? (He denied it.)

18 When did the Ombudsman send one of his lawyers to investigate the matter? (When he received a similar complaint from another foreigner.)

19 What did the lawyer ascertain? (That the policeman had dealt roughly with foreigners on several occasions.)

20 What happened to the policeman in question? (He was severely reprimanded.)

21 Might the practice have gone unnoticed? (Yes, it might.)

22 So what did the Ombudsman's prompt action do? (It put an end to an unpleasant practice.)

Asking questions: Ask me if...

T: Ask me if the Scandinavian countries are admired all over the world.

S: Are the Scandinavian countries admired all over the world?

T: Why...

S: Why are the Scandinavian countries admired all over the world?

1 the Scandinavian countries are admired all over the world. (Why)

2 the system has worked well. (How well)

3 the Swedish Parliament introduced a scheme in 1809 to protect the individual. (When)

4 the Ombudsman is the common Swedish term for ' Justiteombudsman ' . (What)

5 the Ombudsman receives an average of 1,200 letters a year.

(How many)

6 the Ombudsman will act if a citizen's complaint is justified.

(Who)

7 the Ombudsman immediately wrote to the local Chief of Police.

(Why)

8 he received a similar complaint from another foreigner in the same village. (What)

9 he found out the real situation by sending one of his representatives. (How)

10 the policeman in question was severely reprimanded. (Who)

Tell us what happened when the foreigner wrote to the Ombudsman

1 Foreigner wrote to Ombudsman - complained - ill - treated by police

2 Ombudsman wrote to Chief of Police - asked for record of case - nothing in record - Chief of Police denied accusation

3 Ombudsman received similar complaint - another foreigner - same village - sent lawyer to investigate

4 Lawyer discovered - policeman had dealt roughly with foreigners - could not be recorded officially

5 policeman - reprimanded - if any more - would be prosecuted
Topics for discussion

1 Tell us about any time you have complained about something, and why - in a shop, for example.

2 ' People wearing uniforms can sometimes be high - handed. '
What do you think?

3 Do you think that having an Ombudsman is a good idea? Why/Why not?

Key to Comprehension

1 Sweden introduced the institution of Ombudsman to investigate private grievances against the state.

2 An Ombudsman is chosen by a parliamentary committee which represents all political parties.

3 The public can find out about the Ombudsman's work through his correspondence which is open to public inspection.

Key to Vocabulary

A possible answer

evolved an excellent system (11.23)

developed a very good method

safeguard (1.9) protect

grievances (1.11) complaints

investigates (1.12) looks into, tries to find the reasons for
correspondence (1.16) the letters to and from the Ombudsman

altered (1.18) changed in a small way

Key to Summary writing

Points

- 1 Ombudsman received complaint from foreigner - wrote to Chief of Police - wanted record of case
- 2 No official record - Chief denied accusation
- 3 Action impossible - then similar complaint - sent lawyer to investigate
- 4 Lawyer ascertained truth of accusations
- 5 Policeman severely reprimanded - warned -any further complaints - prosecution

Summary

On receiving a complaint from a foreigner about police ill-treatment, the Ombudsman wrote to the Chief of Police asking for a record of the case. As there was no official record and the Chief denied the accusation, no action was possible. But when there was another similar complaint, the Ombudsman sent a lawyer to investigate. He ascertained the truth of the accusations, the policeman was severely reprimanded and warned that if there were further complaints he would be prosecuted. (80 words)

Key to Composition

A possible answer

Plan and ideas for composition (b)

Title: The work of a policeman

Introduction: In Britain - people - different attitudes to police - generally appreciate them (not criminals!)

What do police do?

Development: Number of jobs in one:

Traffic; keeping the Peace; solving crime; helping to keep order in emergencies - air crashes, fires, road accidents, etc.

Conclusion: Police do excellent job - don't envy them

Composition

In Britain, people have different attitudes to the police. Most people generally appreciate them and the job they do - although there are certain people (including criminals, of course) who do not believe that the police should have the power that they do.

What does a policeman actually do? It is not an easy job to describe. After all, a policeman has a number of jobs in one. A policeman often has to control traffic, either on foot in the centre of a town, or in a police car on the roads. Indeed, in Britain, he might be in the Traffic Police and spend all, or a lot of, his time driving up and down main roads and motorways. A traffic policeman has to help keep the traffic moving, stop speeding motorists and help when there is an accident.

A policeman has to help keep the peace, too. If there is a fight

or some other disturbance, we expect the police to come and assess the situation and restore order. And they often have to deal with situations at great risk to themselves and their own safety.

We expect the police to solve crimes, of course, so an ordinary policeman, even if he is not a detective, will often have to help look for and arrest criminals.

And who do we call when there is an emergency - an air crash, a fire, a road accident, or a burglary? We call the police. So a policeman has to be prepared to face any unpleasant emergency that may happen in the modern world.

The police do an absolutely necessary job, they do it extremely well and I support them, but I do not envy policemen. I do not think that I could ever do the job of a policeman. (296 words)

Key to Letter writing

A possible answer

Dear Sir or Madam,

I am writing to you to complain about the standard of postal services in our district.

We used to receive post regularly at special times of the day and post used to be collected regularly from post boxes at the same times every day. In the past few months, however, the service has deteriorated. We no longer receive post regularly and it would seem that post is collected from post boxes at any time of day.

I look forward to hearing from you.

Yours faithfully, (100 words)

Key structures and Special difficulties

Key to KS and SD exercises

See text.

Repetition drill

Didn't have to

Chorus, group or individual repetition

To elicit statements involving the use of didn't have to to indicate absence of necessity.

T: Drill 53. Listen. Do not speak.

(1) T: So you didn't water the garden?

S: No, I didn't have to. George had already watered it.

(2) T: So you didn't buy any plants?

S: No, I didn't have to. George had already bought some.

(3) T: So you didn't cut the grass?

S: No, I didn't have to. George had already cut it.

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

1 As in (1) above.

2 As in (2) above.

3 As in (3) above.

4 T: So you didn't get any flowers?
S: No, I didn't have to. George had already got some.
5 T: So you didn't paint the fence?
S: No, I didn't have to. George had already painted it.
6 T: So you didn't sweep the floor?
S: No, I didn't have to. George had already swept it.
7 T: So you didn't cook a meal?
S: No, I didn't have to. George had already cooked one.
8 T: So you didn't iron that shirt?
S: No, I didn't have to. George had already ironed it.
9 T: So you didn't wash the clothes?
S: No, I didn't have to. George had already washed them.
10 T: So you didn't clean the car?
S: No, I didn't have to. George had already cleaned it.
11 T: So you didn't polish the silver?
S: No, I didn't have to. George had already polished it.
12 T: So you didn't post those letters?
S: No, I didn't have to. George had already posted them.
13 T: So you didn't look for that umbrella?
S: No, I didn't have to. George had already looked for it.
14 T: So you didn't take the dog for a walk?
S: No, I didn't have to. George had already taken him.
15 T: So you didn't check those figures?
S: No, I didn't have to. George had already checked them.

Key to Multiple choice questions

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

Lesson 54 Instinct or cleverness?

Listening comprehension

1 Introduce the story

T: Today we'll talk about ants.

2 Understand the situation

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

3 Listening objective

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

Was the writer successful in protecting his peach tree? Why not?

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

5 Answer the question

After the reading, ask the question again: Was the writer successful in protecting his peach tree? Why not?

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 wasn't, because ants are too clever. They attacked tree from the top.

6 Intensive reading

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

7 Play the tape or read the story again

8 Reading aloud

Ask one or two students to read the text aloud.

Comprehension questions

1 What have we been brought up to fear? (Insects.)

2 Do we regard them as unnecessary creatures? (Yes, we do.)

3 Do they do more harm than good? (Yes, they do.)

4 We continually wage war on them. Why? What do they do? (They contaminate our food, carry diseases and devour our crops.)

5 When do insects fly uninvited into your rooms? (On summer nights.)

6 Does reading about insects dispel our fears? (No, it doesn't, but it increases our understanding.)

7 How do most of us feel when we find hordes of ants crawling over a carefully prepared picnic lunch? (We are revolted.)

8 How do many of us feel about bees? We have a horror of - what? (Of being stung.)

9 Are most of our fears reasonable? (No, they are unreasonable.)

10 At the same time, however, are insects fascinating? (Yes, they are.)

11 Which insect does the writer describe that leads a horrible life? (The praying mantis.)

12 When did the writer spend days in his garden watching ants? (Last summer.)

13 What were they doing? (Crawling up the trunk of his prize peach tree.)

14 Why is the writer proud of the tree? (It has survived several severe winters and it occasionally produces luscious peaches.)

15 What were to be found on the undersides of the leaves? (Tiny insects called aphids.)

16 What were they visited by? (A large colony of ants.)

17 What did the writer do to prevent the ants from reaching the aphids? (He bound the base of the tree with sticky tape.)

18 Why didn't the ants dare cross the tape? (Because it was so sticky.)

19 Did the ants scurry round the base of the tree? (Yes, they did.)

20 When did the writer go out to find the ants still swarming round the tape? (At midnight.)

21 Next morning, what did he find that the ants had discovered? (A new route.)

22 Had he been defeated by their ingenuity? (Yes, he had.)

Asking questions: Ask me if ...

T: Ask me if we have been brought up to fear insects.

S: Have we been brought up to fear insects?

T: What ...

S: What have we been brought up to fear?

1 we have been brought up to fear insects. (What)

2 insects fly into our rooms on summer nights. (When)

3 reading about insects increases our understanding of them. (What)

4 most people have a horror of being stung by bees. (How many)

5 we enjoy staring at insects. (What)

6 the peach tree has grown against a warm wall. (Where)

7 the aphids were visited by a large colony of ants. (Which insects)

8 the experiment kept the writer fascinated for twenty - four hours. (How long)

9 the writer went out at midnight to look at the peach tree.
(Why)

10 the writer had been defeated by the ants' ingenuity.
(Who)

Tell us how the writer tried to protect his peach tree from the ants

1 During summer - noticed leaves withering - clusters of aphids on underside of leaves

2 Visited by ants - collected 'honey' from them

3 Embarked on experiment - bound base of tree with sticky tape - impossible for ants to reach aphids

4 Tape sticky - ants didn't dare cross - scurried round base

5 Next morning - hoping ants given up

6 Ants had discovered new route - climbing wall of house onto leaves

Topics for discussion

1 Tell us a story about insects (or an insect) that you have been involved in.

2 You are just about to go to put the light out to go to sleep when you see two enormous spiders in your bedroom. What do you do, and why?

3 'One day, in the distant future, insects will take over the world.' What do you think?

Key to Comprehension

1 Most people afraid of insects and think of them as creatures that do more harm than good.

3 We try to exterminate them because they contaminate our food, they carry disease, they eat our crops, they sting or bite without provocation and they invade our living space twenty - four hours a day.

3 We enjoy the fact that they are 'strangely fascinating' and when we find that they lead horrible lives.

Key to Vocabulary

A possible answer

contaminate (1.3) make... impure or dirty

devour (1.4) eat, consume (completely)

provocation (1.4) being made angry or bad - tempered

dispelling (1.8) getting rid of

industrious (1.8) hard - working

revulsion (1.9) disgust

pouncing (1.15) jumping

Key to Summary writing

Points

1 Saw thousands of ants crawling up tree

- 2 Noticed leaves withering - clusters of aphids under leaves
 - 3 Visited by ants
 - 4 Bound base of tree with sticky tape - stopped ants temporarily
 - 5 Next morning - ants solved problem - house wall onto leaves
- summary

The writer saw thousands of ants crawling up his peach tree. Then he noticed the leaves of the tree were withering and found there were aphids under the leaves. They were being visited by the ants. In an effort to stop them, he bound the base of the tree with sticky tape and of course they couldn't cross it. By the next morning, however, they had solved the problem: they were climbing onto the leaves from the house wall. (79 words)

Key to Composition

A possible answer

Plan and ideas for composition (b)

Title: Our efforts to control pests

Introduction: What are 'pests' ? - see dictionary definition
- always been difficult to control or exterminate them

Development: Insects: ants, wasps, locusts, (plague), beetles that damage woodwork ... damage property, devour our crops, ... - other pests - mice, rats - eat food - spread disease
- efforts to control pests - insecticides and pesticides - poison
- traps

For farmers, even certain birds are pests - gulls, pigeons, etc. - follow at sowing time and eat seeds - scarecrows to frighten birds

Conclusion: Tried almost everything - some pests held in check - other still a major problem (e.g. locusts)

Composition

According to my dictionary, 'pests' are 'small animals or insects that harm or destroy food supplies'. But for me, they are more than that: they are insects and small animals that spread disease and damage property, too. Whatever they do and however you define them, pests have been a major problem to man through out history. Man has tried to control or exterminate these creatures, but never with very much success.

In some ways, insets are the worst pests. Ants, locusts and beetles damage property, woodwork, crops and harvest, and in this century we have sprayed crops with insecticides and pesticides to protect them from in sects. The problem now is that there are some insects that have become immune to pesticides. Rats and mice eat our food supplies too and spread disease, and people have tried to kill or catch them with poison or traps. But again, they are

still with us. We haven't managed to exterminate them.

Let's not forget, however, that for farmers, certain birds are 'pests' too. In Britain, seagulls, pigeons and other birds often fly down in their hundreds (or even thousands) to pick up seeds when farmers are planting crops. Years ago, farmers used to stand scarecrows in the fields to frighten away birds, but I'm not sure how effective they were.

We have tried different things, then, to control pests, and we have managed to hold some pests in check. However, some are a big problem, both in the major industrial nations and in the Third World. While locusts are a terrible problem in countries like Sudan and Ethiopia, rats are still a problem in most large cities in the world. We might control pests to a certain extent, but we shall never get rid of them. (292 words)

Key to Letter writing

A possible answer (body of letter only)

It seems ages since we went on holiday together, so I thought I would write and ask how you are.

I am keeping well and working hard at college. I came back from our holiday really refreshed and ready for this term. And we really had a good time, didn't we? I particularly remember the day you brought your camera and took lots of amusing photos. Have you had them developed yet? If so, I'd love to see them.

write and let me know what you are doing now. Did you start that new job?

I look forward to seeing the photos.

All best wishes, (105 words)

Key structures and Special difficulties

Key to KS and SD exercises

See text.

Repetition drill

Have and get (causative)

Chorus, group or individual repetition

To elicit questions contrasting the causative uses of have and get.

T: Drill 54. Listen. Do not speak.

(1) T: We had the house decorated last month.

S: Was it difficult to get it decorated?

(2) T: We'll have the carpet changed soon.

S: Will it be difficult to get it changed?

(3) T: We have our boiler serviced regularly.

S: Is it difficult to get it serviced?

T: Now you do the same. Ready?

- 1 As in (1) above.
2 As in (2) above.
3 As in (3) above.
4 T: We'll have the car repaired next week.
S: Will it be difficult to get it repaired?
5 T: We had George transferred to London.
S: Was it difficult to get him transferred?
6 T: We have our piano tuned regularly.
S: Is it difficult to get it tuned?
7 T: We had the children vaccinated last week.
S: Was it difficult to get them vaccinated?
8 T: We'll have a new fireplace installed soon.
S: Will it be difficult to get it installed?
9 T: We always have these old pictures insured.
S: Is it difficult to get them insured?
10 T: We'll have our new house specially designed.
S: Will it be difficult to get it designed?
11 T: We had the offices cleaned by a cleaning company.
S: Was it difficult to get them cleaned?
12 T: we'll have this machine taken away tomorrow.
S: Will it be difficult to get it taken away?

Key to Multiple choice questions

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

Lesson 55 From the earth: Greetings

Listening comprehension

1 Introduce the story

T: Today we'll talk about aliens.

2 Understand the situation

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

3 Listening objective

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

Which life forms are most likely to develop on a distant planet?

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

5 Answer the question

After the reading, ask the question again: Which life forms are most likely to develop on a distant planet?

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 life forms most likely to develop on a distant planet would be bacteria and plant life.

6 Intensive reading

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

7 Play the tape or read the story again

8 Reading aloud

Ask one or two students to read the text aloud.

Comprehension questions

1 What has made it possible to detect planets in our own Milky Way? (Recent developments in astronomy.)

2 Why is this a major achievement? (Because planets are relatively very small and do not emit light.)

3 Is finding planets proving hard? (Yes, it is.)

4 Will it prove more difficult to find life on distant planets? (Yes, it will.)

5 In our own solar system, why can't Venus support life? (Because it is far too hot.)

6 And what about Mars? (It is far too cold.)

7 How long has it taken for life to evolve on earth? (More than four billion years.)

8 Whether a planet can support life depends on two things. What are they? (The size and brightness of its star or 'sun'.)

9 Is there any telescope in existence at present capable of detecting the presence of life? (No, there isn't.)

10 Will such a telescope be developed in the twenty - first century? (Possibly.)

11 Is it possible to look for life on other planets with earth - based telescopes? (No, it isn't.)

12 Wouldn't the Hubble telescope be suitable, either? (No, it wouldn't.)

13 How far away would a telescope have to be? (As far away as the planet Jupiter.)

14 Why would we have to blot out the light from a planet's star? (To be able to see the planet properly.)

15 Which life forms would be most likely to develop on another planet? (Bacteria.)

16 What have bacteria done on earth? (They have generated the oxygen we breathe.)

17 What does the writer think of the idea of our being visited by little green men? (He thinks it's science fiction.)

18 If we were to discover life on another planet, what would it do to our view of ourselves? (It would completely change it.)

Asking questions: Ask me if ...

T: Ask me if we can now detect planets in our own Milky Way.

S: Can we now detect planets in our own Milky Way?

T: Where ...

S: Where can we now detect planets?

1 we can now detect planets in our own Milky Way. (Where)

2 it will prove difficult to find life on them. (How difficult)

3 the Earth provides ideal conditions for life. (Which planet)

4 life depends on the size and brightness of a planet's star. (What)

5 there is a telescope capable of detecting the presence of life. (Why isn't there)

6 it is possible to look for life with earth- based telescopes. (Why isn't it)

7 we would have to blot out the light from the planet's star. (Why)

8 we would be looking for plant life. (What)

9 we cherish the hope that we will be visited by little green men. (Which hope)

10 the discovery of bacteria on another planet would change our view of ourselves. (Why)

Tell us about trying to look for evidence of life on other

planets

1 Impossible to use earth-based telescopes - warm atmosphere of Earth + dust particles in space difficult to detect small objects in space

2 Telescope - ideally as far away as Jupiter

3 Detect a planet? - blot out light of star to see planet properly

4 Look for plant life - not 'little green men'

5 Most probable life forms - bacteria - they have created oxygen on earth

6 If discovered low forms of life - would change our view of ourselves

Topics for discussion

1 Tell us about a science-fiction film that you have seen and enjoyed and would recommend to other people.

2 The text says that if we were to discover life on another planet, it would completely change our view of ourselves. Would it? How?

3 'There must be intelligent life on other planets in the universe.' What do you think?

Key to Comprehension

1 It is a major achievement to be able to find new planets in space because they are (relatively speaking) very small and do not emit light.

2 Not all planets can support life because conditions have to be just right: the size and brightness of its star (or 'sun') have to be just right, too.

3 One of the greatest astronomical projects of the twenty-first century will be the development of a telescope capable of detecting the presence of life on distant planets.

Key to Vocabulary

A possible answer

detect (1.1) discover, find

in relative terms (1.3) relatively (speaking),
in relation to other things

emit (1.4) send out

ideal conditions (1.8) an environment which is perfect
(for the development of life)

capable of (1.12) able to

alternatively (1.12) on the other hand

presence (1.15) existence

Key to Summary writing

Points

1 Impossible - find life on other planets - earth-based

telescopes

- 2 Heat of own planet - dust particles in solar system
- 3 Need to be as far away as Jupiter
- 4 Even then - how to blot out light planet's star / sun
- 5 Most likely life forms - plants and bacteria - not little

green men

6 Even discovery of lowly life forms - change of view of ourselves

Summary

Finding life on other planets with earth based telescopes is impossible because of the heat of our planet and the dust particles throughout the solar System. A telescope would need to be as far away as Jupiter. Even then, the problem will be how to blot out the light from a planet's sun to study it. The most likely forms of life will be plants and bacteria. Even the discovery of lowly life forms would change our view of ourselves. (80 words)

Key to Composition

A possible answer

Plan and ideas for composition (a)

Title: Extraterrestrials

Introduction Remember 'ET'? Ideas about extraterrestrials

Development: But creatures with incredible intelligence and no form? How deal with them? Not benevolent? Stories of extraterrestrials / aliens landing - have scientist studied them? Extraterrestrials helping scientists? Stories just rum ours?

Conclusion: Extraterrestrials out there in space? Perhaps one day we'll know: change our view of everything

Composition

Do you remember ET in the film ET, the Extraterrestrial? If you do, you will know that the common picture of extraterrestrials is that they will look rather strange - for instance, they might have big eyes and funny feet and be a strange colour - but they will still somehow look like living creatures from earth. At the same time, of course, we believe that they will probably have incredible powers - like ET's power to heal injuries and to come alive again. Many science - fiction stories and films have shown aliens or extraterrestrials like this. They may somehow look like strange earth creatures, therefore, but they are benevolent.

But what if extraterrestrials - beings from other planets - are creatures with incredible intelligence and with no form, that is, with no body form like earthly creatures? They might be almost 'living thoughts'. How would we greet them? How would we deal with them? And what if they are not benevolent? In other words, what if they really want to take over the earth?

There are stories that extraterrestrials or aliens have already crashed on earth in spacecraft (flying saucers) and that scientists have studied them. There are even more fantastic stories that scientists are already learning from extraterrestrials new knowledge which will help us build incredible spacecraft to fly to other planets and beyond. Stories like that must surely be just rumours.

Perhaps one day we will know if there really are extraterrestrials out there in space, and if there are, we will know what they look like and what they think of us. Will they really be little green men? Or will they be giants? Or Perhaps they will be so small that we can hardly see them? Will they be friendly? Or will they want to take over the earth? Who knows? One thing is certain. If we were ever to discover that there are extraterrestrials out there, the discovery would completely change our view of the universe and ourselves. (329 words)

Key to Letter writing

A possible answer (body of letter only)

Many thanks for the enclosed travel guide which you lent me a month ago and which I am returning as promised.

As we are thinking of going to Greece for a holiday, the book was extremely useful. We were able to read about mainland Greece as well as all the different islands, and we think that we know where we would like to go. We will probably fly to Athens for two or three days and then go to Cephalonia, one of the islands off the west coast.

When we have made all the arrangements, we might like to borrow the book again

Write soon. (105 words)

Key structures and Special difficulties

Key to KS and SD exercises

See text.

Repetition drill

Could have

Chorus, group or individual repetition

To elicit statements involving the use of could + perfect infinitive to express a hypothesis in conditional sentences. Compare Drill 52.

T: Drill 55. Listen. Do not speak.

(1) T: You wouldn't have been able to help me, even if I'd asked you to.

S: I'm not so sure. I think I could have helped you if you'd asked me.

(2) T: He wouldn't have been able to come, even if I'd invited

him.

S: I'm not so sure. I think he could have come if you'd invited him.

(3) T: I wouldn't have been able to pass, even if I'd tried harder.

S: I'm not so sure. I think you could have passed if you'd tried harder.

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 wouldn't have been able to reach them, even if I'd run faster.

S: I'm not so sure. I think you could have reached them if you'd run faster.

5 T: He wouldn't have been able to win, even if he'd played better.

S: I'm not so sure. I think he could have won if he'd played better.

6 T: They wouldn't have been able to get here on time, even if they'd come by train.

S: I'm not so sure. I think they could have got here on time if they'd come by train.

7 T: She wouldn't have been able to make one, even if I'd shown her how to.

S: I'm not so sure. I think she could have made one if you'd shown her how to.

8 T: She wouldn't have been able to see you, even if you'd waved to her.

S: I'm not so sure. I think she could have seen me if I'd waved to her.

9 T: He wouldn't have been able to wait, even if you'd telephoned him.

S: I'm not so sure. I think he could have waited if I'd telephoned him.

10 T: She wouldn't have been able to stop, even if she'd braked suddenly.

S: I'm not so sure. I think she could have stopped if she'd braked suddenly.

11 T: I wouldn't have been able to avoid him, even if I'd crossed the road.

S: I'm not so sure. I think you could have avoided him if you'd crossed the road.

12 T: She wouldn't have been able to come, even if you'd got

some free tickets.

S: I'm not so sure. I think she could have come if I'd got some free tickets.

13 T: He wouldn't have been able to play better, even if he'd practised more.

S: I'm not so sure. I think he could have played better if he'd practised more.

14 T: You wouldn't have been able to understand him, even if he'd spoken slower.

S: I'm not so sure. I think I could have understood him if he'd spoken slower.

15 T: I wouldn't have been able to recognize you, even if you'd spoken to me.

S: I'm not so sure. I think you could have recognized me if I'd spoken to you.

Key to Multiple choice questions

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

Lesson 56 Our neighbour, the river

Listening comprehension

1 Introduce the story

T: Today we'll talk about living near a river.

2 Understand the situation

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

3 Listening objective

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

Why had the neighbours left their farm?

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

5 Answer the question

After the reading, ask the question again: Why had the neighbours left their farm?

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 had left their farm because they were afraid their house was going to be flooded.

6 Intensive reading

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

7 Play the tape or read the story again

8 Reading aloud

Ask one or two students to read the text aloud.

Comprehension questions

1 What has always played an important part in the lives of the writer and his family? (The river.)

2 Could they make a living without it? (No, they couldn't.)

3 What water does the family use in the house? (Spring water.)

4 How do they get water for farm use? (They pump it from the river.)

5 What kind of parties do they have in the summer? (River birthday parties.)

6 Do they sometimes go upstream? (Yes, they do.)

7 Or where else do they sometimes have a party? (At the boathouse.)

8 Who built the boathouse? (A predecessor of theirs.)

9 Where did he build it? (In the meadow near the deepest

pool.)

10 What do they always welcome by the riverside? (The different seasons.)

11 When might the river overflow its banks? (After a long period of rain.)

12 But is this a rare occurrence? (Yes, it is.)

13 Which of the writer's fields are affected by flooding? (The lower fields.)

14 One winter, the writer and his family were worried about their nearest neighbours. Why? (Because their farm was low lying and they were newcomers.)

15 What was the first sign of disaster? (A dead sheep floating down.)

16 What came down the river next? (A horse.)

17 Did it manage to land before it became exhausted? (We don't know.)

18 When the raft appeared, what was it carrying? (The whole family, a few hens, the dogs, a cat, and a bird in a cage.)

19 Had the people become unduly frightened by the rising flood? (Yes, they had.)

20 Did their house have solid foundations? (Yes, it did.)

21 Who managed to pull the neighbours' raft to the bank? (The men of the family.)

Asking questions: Ask me if...

T: Ask me if the river has always played an important part in their lives.

S: Has the river always played an important part in their lives?

T: How ...

S: How has the river always played an important part in their lives?

1 the river has always played an important part in their lives. (How)

2 they pump water from the river for farm use. (Why)

3 they have special river birthday parties in the summer. (When)

4 they throw a holly Wreath into the river in the winter. (What)

5 our climate goes to extremes. (How often)

6 they were worried about their nearest neighbours. (Why)

7 the first sign of disaster was a dead sheep floating down the river. (What)

8 the raft was carrying the whole family. (What)

9 the neighbours' house would have withstood the flood. (Why)

10 the men were able to pull the raft to the bank. (How)

Tell us what happened to the river one bad winter

1 Watched river creep up lower meadows - cattle moved to safety

2 Worried about neighbours - low - lying farm - newcomers

3 Telephone out of order - couldn't keep in touch

4 Watched from attic window - saw dead sheep - first sign of disaster

5 Then swimming horse - then raft (like Noah's ark) - family, hens, etc.

6 Had been unduly frightened by flood - men waded out with boathooks - pulled raft towards bank

Topics for discussion

1 Tell us about a river in China that plays an important part in people's lives.

2 What are some of the advantages and disadvantages of living near a river?

3 Would you like to live on a houseboat by a river? Why/Why not?

Key to Comprehension

1 The family were so dependent on the river because without it they could not make a living.

2 They held festivities by the river to celebrate river birthdays and to welcome the different seasons spring, midsummer, autumn harvest and winter.

3 The position of their farm was fortunate because only their lower fields were affected by flooding.

Key to Vocabulary

A possible answer

instinctively (1.5) without having to be told

overtake (1.6) happen (to us) suddenly

predecessor (1.9) previous owner

hard by (1.10) close to, very near to

in a heat wave (1.10) in a period of unusually hot weather

a rare occurrence (1.14) a very unusual event

goes to extremes (1.15) gets extremely hot or extremely cold

favourably (1.16) pleasantly, well

Key to Summary writing

Points

1 One bad winter - river rose - our cattle OK - worried about new neighbours

2 Floods put telephone out - couldn't contact them

3 Watched their land from attic window - first sign - dead

sheep - then swimming house

4 Raft (like Noah's ark) - family, hens, dog, cat, bird

5 obviously unduly frightened by rising flood

6 Men waded out - pulled raft and contents to bank

Summary

One winter, the river rose alarmingly, and we were worried about our new neighbours. The floods had put the telephone out of order, so we couldn't contact them. We were watching their land when we saw the first sign of trouble, a dead sheep, and then a swimming horse. Then a raft came down, complete with the family and animals. They had clearly been frightened by the rising flood. Our men waded out and pulled the raft to the bank. (80 words)

Key to Composition

A possible answer

Plan and ideas for composition (b)

Title: A dark and gloomy street

Introduction: Dark and gloomy street - on way home from party - short cut

Development: Someone standing at far end, under lamplight - wasn't frightened - felt person did not mean to harm me - not sure what to do - decided to walk on towards the light

The 'guide' started walking ahead of me - dressed in long gown - dim glow - felt safe and followed - part of town, I realized, that I had been warned about - but nothing happened to me - and near bright lights - 'guide' just disappeared

Conclusion: A young person killed that night - was the guide my guardian angel?

Composition

It was a dark and gloomy street. I was on my way home from a friend's party and had decided to take a short cut. I had just turned the corner from the main street and had started walking towards the light at the end of the short street.

Suddenly, almost by magic, I thought, there was someone standing at the far end, under the lamplight. Most people would have been frightened, perhaps terrified. I wasn't at all frightened. Perhaps I should have been. There was someone there. I felt somehow that the person - and I couldn't see whether it was a man or a woman - did not mean to harm me. Although I wasn't frightened, I still wasn't sure what to do. Should I walk on towards the end of the street and towards the light and towards the person? or should I go back the way I had come? I decided to walk on towards the light.

The 'guide', as I called the person later, stood and seemed to wait until I was halfway down the street, and then started walking ahead of me. Even now I couldn't describe him or her: he

or she seemed to be dressed in a long gown, but there was a dim glow all around him/her. Certainly I felt safe and followed the person down several streets that I did not know. It was a part of town, I realized, that I had been warned about - but nothing happened to me - and as soon as we were near the bright lights of the main road, my 'guide' just disappeared.

The following day I heard that a young person had been killed walking home alone not very far from where I was that night. I don't care what other people think. I am sure that the 'guide' was my guardian angel and that he or she looked after me. (317 words)

Key to Letter writing

Special Note: From this point, while the Students' Book suggests a choice of two Letters, only one is chosen as a model.

A possible answer for letter (b) (body of letter only)

Some time ago you told me that you enjoyed going to the theatre. I have just been given two free tickets for a performance of Shakespeare's Hamlet and wonder if you would like to go with me.

The performance is on Saturday, 15th July at the 'New World Theatre' and starts at 7.30. We could go from my flat or meet at the theatre.

Please let me know as soon as you can if you would like to come. If you can't, then I know one or two other people who would like the ticket (96 words)

Key structures and special difficulties

Key to KS and SD exercises

See text.

Repetition drill

The gerund

Chorus, group or individual repetition

To elicit statements involving the use of an accusative personal pronoun before a gerund (fused participle construction).

T: Drill 56. Listen. Do not speak.

(1) T: He wants to go to the party. I'm sure that's something you won't try to prevent.

S: You're wrong. I will try to prevent him going.

(2) T: He wants to borrow some money. I'm sure that's something you won't object to.

S: You're wrong. I will object to him borrowing money.

(3) T: She'll shout when she's ready. I'm sure that's something you won't hear.

S: You're wrong. I will hear her shouting.

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'll get in through the window. That's something you won't see.
S: You're wrong. I will see him getting in.
- 5 T: They'll talk during the lesson. That's something you won't stop.
S: You're Wrong. I will stop them talking
- 6 T: They'll cheat during the exam, you know. That's something you won't notice.
S: You're wrong. I will notice them cheating.
- 7 T: She wants to sing every evening. That's something you won't enjoy.
S: You're wrong. I will enjoy her singing.
- 8 T: She wants to come next week. That's something you won't look forward to.
S: You're wrong. I will look forward to her coming
- 9 T: They want to cross the road by t hemselves. I'm sure that's something you won't see.
S: You're wrong. I will see them crossing the road.
- 10 T: It'll rain during the night. That's something you won't hear.
S: You're wrong. I will hear it raining.
- 11 T: She wants to play the piano every day. I'm sure that's something you won't like.
S: You're wrong. I will like her playing the piano.
- 12 T: She'll work hard. I'm sure that's something you won't think of.
S: You're wrong. I will think of her working hard.
- 13 T: It'll shake. I'm sure that's something you won't feel.
S: You're wrong. I will feel it shaking.
- 14 T: He'll knock. I'm sure that's something you won't hear.
S: You're wrong. I will hear him knocking.
- 15 T: They want to see each other. I'm sure that's something you won't stop.
S: You're wrong. I will stop them seeing each other.

Key to Multiple choice questions

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

Lesson 57 Back in the old country

Listening comprehension

1 Introduce the story

T: Today we'll talk about going back to your roots.

2 Understand the situation

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

3 Listening objective

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

Did the narrator find his mother's grave?

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

5 Answer the question

After the reading, ask the question again: Did the narrator find his mother's grave?

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: No, he didn't, because the village had been submerged under a man - made reservoir.

6 Intensive reading

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

7 Play the tape or read the story again

8 Reading aloud

Ask one or two students to read the text aloud.

Comprehension questions

1 Did the writer stop just to let the car cool off? (No, he also wanted to study the map.)

2 Had he expected to be near his objective? (Yes, he had.)

3 How old was he when his father had taken him abroad. (Five.)

4 How long ago was that? (Eighteen years ago.)

5 How did the writer's mother die? (After a tragic accident.)

6 Did his father recover from the shock and loneliness? (No, he didn't.)

7 What did he decide to do? (He decided to emigrate.)

8 Did his father ever marry again? (No, he didn't.)

9 Why did his father want to go back one day? (To see the old folk again and to visit the Writer's mother's grave.)

10 What happened to the writer's father a few months before they planned to go? (He became ill.)

11 What did he make the writer promise? (To go on his own.)

12 What did the writer hire and what did he buy the day after he landed? (He hired a car and bought a book of maps.)

13 Why did the writer think he was lost? (Because he didn't recognize any familiar territory.) What could he see instead of valleys, farms and cottages? (only a lake.)

14 What did he do in order to retrace his route? (He drove back to the town.)

15 When he retraced the route, did he land up at the same place? (Yes, he did.)

16 What was curious about the lake? (It was not marked on the map.)

17 Was there anyone in sight to help him? (No, there wasn't.)

18 Who appeared then on the horizon? (A man on horseback.)

19 What did the writer ask the rider? (He asked him the way to his old village.)

20 What did the rider do when the writer repeated the name of the village? (He pointed to the lake.)

21 Why didn't the village exist any longer? (Because it had been submerged in the reservoir.)

Asking questions: Ask me if ...

T : Ask me if the writer stopped to study the map.

S : Did the writer stop to study the map?

T : Why ...

S : Why did the writer stop?

1 the writer stopped to study the map. (Why)

2 the writer was only five when his father had taken him abroad.
(How old)

3 his father decided to emigrate. (When)

4 his father wanted him to visit his mother's grave. (Who)

5 the writer hired a car the day after he landed. (What)

6 the writer was positive he would recognize the territory.
(Why)

7 he was ten miles away from the town. (How far)

8 he drove back to the town to retrace the route. (Why)

9 a man appeared on horseback. (When)

10 the village had been submerged in the reservoir. (How)

Tell us about the author's search for the village after he got lost

1 Looked at map and milometer ---- ten miles out of town ----
should be looking at village ---- no village ---- only lake

2 Decided ---- taken wrong turning ---- back to town ----

retraced route

3 Arrived same spot ---- a little like a nightmare

4 Man on horseback ---- asked him way to village ---- no village now ---- pointed to lake

5 Submerged (with whole valley) under man-made reservoir

Topics for discussion

1 Tell us about a journey that you and your family have made. Where did you go to? What happened?

2 What advice would you give to someone who wanted to plot his or her family history?

3 'You should never investigate your family's past. It will only bring sorrow and pain.' What do you think?

Key to Comprehension

1 The author's father emigrated because he never recovered from the shock of the death of his wife.

2 The author came back to the land of his birth to visit his mother's grave.

3 The author thought that he would not need a map for the last part of his journey because his father had described it in great detail over and over again.

Key to Vocabulary

A possible answer

objective (1.2) destination

seemed alien (1.2) looked strange

lacked for nothing (1.9) had everything I needed

embedded (1.11) fixed firmly and deeply

mortally (1.12) fatally, leading to death

comprehensive (1.14) complete, including a lot of different ones

positive (1.17) absolutely sure

familiar territory (11.17-18) well-known land

Key to Summary writing

Points

1 Should be looking at village ---- only lake

2 Wrong turning? ---- back to town ---- retraced route ---- finished up same spot

3 Lake not marked

4 Man on horseback appeared ---- asked way to old village

5 No village ---- pointed to lake ---- submerged with whole valley ---- man-made reservoir

Summary

In the place of the village there was only a lake. Had he taken the wrong turning? He went back to town and retraced his route, only to finish up at the same spot. The lake was not marked. When

a man on horse back appeared, the author asked the way to the old village. The horseman told him there was no village and pointed to the lake: it had been submerged with the whole valley under a man-made reservoir. (80 words)

Key to Composition

A possible answer

Plan and ideas for composition (a)

Title: My ideal house

Introduction: The house I would like to own ---- home town ---- magnificent mansion

Development: Once visited it ---- owner held exhibition of sculptures and paintings in house ---- visitors had chance to see house

Large heavy green front door ---- large entrance hall ---- marble floor ---- large open staircase to first floor ---- large dining room and large sitting room ---- both look out onto front lawn ---- peacocks ---- oak trees

Back of house ---- kitchen, a laundry room, games room ---- upstairs 6 bedrooms, 4 bathrooms House ---- full of antique furniture ---- rooms decorated classical style

Conclusion: May sound like a dream ---- will be reality

Composition

There is a house in another part of my home town that I would love to own. It is called the 'White House', like the President's house in Washington! I think you could easily describe it as a 'mansion' and it is magnificent. I have no idea how much it is worth, but that doesn't worry me. I admire the house and have always admired it.

I do not have to imagine what the house is like inside because I have, strange as it may seem, actually been inside. About three years ago the owner held an exhibition of sculptures and paintings in the house. The exhibits were distributed throughout the house so that all the visitors had a chance to see the house.

When you go in through the large heavy green front door, you find yourself in a large entrance hall with a shining black and white marble floor, rooms leading off from it in all directions, and a large open staircase leading up to the first floor. There is a large dining room on the right and a large sitting room on the left. Both rooms have big windows that look out onto the front lawn. There are always peacocks on the front lawn, and there are two large oak trees where you can sit in the shade on hot summer days.

At the back of the house is a large kitchen, a laundry and work room and a games room. Upstairs there are six bedrooms and four

bathrooms. I think there are four bathrooms, but I can't quite remember.

The house is full of beautiful antique furniture and all the rooms are decorated in a classical style ---- lots of light blue and light green paint with white doors, and quite a lot of gold decoration.

The whole thing may sound like a dream, but one day it will be reality. One day I will own my ideal house. (322 words)

Key to Letter writing

A possible answer for letter (b)

Flat 605 6/F,
35 Dadong Street,
Guangzhou, Guangdong 510065
P.R.C.
10th September, 20--

Dear Charlie,

Thank you very much for your present which arrived just before my birthday. It was very kind of you. Now that I have my own copy of the 'Thesaurus', I will naturally be able to make a lot of use of it. And I think that some of my friends will want to use it too!

My family and I are well and looking forward to a short holiday next month. It will be the first holiday that we have had for two years.

Please remember me to your parents and sisters.

All best wishes.

Write soon. (99 words)

Key structures and Special difficulties

Key to KS and SD exercises

See text.

Repetition drill

The passive

Chorus, group or individual repetition

To elicit the passive construction in statements involving the use of transitive verbs followed by prepositions.

T : Drill 57. Listen. Do not speak.

(1) T : I hear they must draw up a new agreement.

S : That's right. A new agreement must be drawn up.

(2) T : I hear the boy will be let off.

S : That's right. The boy will be let off.

(3) T : I hear she kept the children in.

S : That's right. The children were kept in.

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 she took in a lot of people.

S : That's right. A lot of people were taken in.

5 T : I hear he's going to take the business over.

S : That's right. The business is going to be taken over.

6 T : I hear they've put up a new footbridge over the main road.

S : That's right. A new footbridge has been put up over the main road.

7 T : I hear they're going to do away with these machines.

S : That's right. These machines are going to be done away with.

8 T : I hear he's doing his room up.

S : That's right. His room's being done up.

9 T : I hear someone ran over the dog.

S : That's right. The dog was run over.

10 T : I hear he must send the things back.

S : That's right. The things must be sent back.

11 T : I hear she's cleared up the mess.

S : That's right. The mess has been cleared up.

12 T : I hear they've closed up the shop.

S : That's right. The shop has been closed up.

Key to Multiple choice questions

1 d 2 d 3 b 4 a 5 c 6 b

7 c 8 d 9 a 10 c 11 c 12 b

Lesson 58 A spot of bother

Listening comprehension

1 Introduce the story

T : Today we'll talk about a burglary.

2 Understand the situation

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

3 Listening objective

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

What did the old lady find when she got home?

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

5 Answer the question

After the reading, ask the question again: What did the old lady find when she got home?

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: She found that burglars had broken into her flat and ransacked it.

6 Intensive reading

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

7 Play the tape or read the story again

8 Reading aloud

Ask one or two students to read the text aloud.

Comprehension questions

1 Was the old lady glad to be back at her block of flats? (Yes, she was.)

2 What had made her tired? (Her shopping.)

3 What did she think about in the lift up to her flat? (Lunch and a good rest.)

4 When she got to her floor, what did she discover? (She discovered that her front door was open.)

5 When had she gone shopping? (After the home help had left.)

6 And had she turned both keys in their locks? (Yes, she had.)

7 How many of the room doors were open? (All of them.)

8 Had she shut them all before she went out? (Yes, she had.)

9 Who had clearly forced an entry during her absence? (Burglars.)

10 Where did she go to fetch the porter? (The basement.)

- 11 Who did the porter telephone? (The police.)
- 12 And what did the old lady do while he was doing that? (She sat down and drank a cup of strong tea.)
- 13 Did she and the porter searched the flat for any intruders? (Yes, they did.)
- 14 Did they touch anything? (No, they didn't.)
- 15 How long had the old lady lived in the flat? (For thirty years.)
- 16 What had happened to all her possessions? (They had been turned over and over.)
- 17 A police inspector arrived ---- accompanied by whom? (A constable.)
- 18 What did the inspector look for? (Fingerprints.)
- 19 Why did the constable check the front door locks? (To see if they had been forced.)
- 20 The inspector found a dirty red bundle. What did it contain? (Jewellery.)
- 21 Was it the burglars' first job that day? (No, it wasn't.)
- 22 What did the inspector advise the old lady to do ? (Not to stay alone in the flat for a few nights.)
- Asking questions: Ask me if ...
- T : Ask me if the old lady was glad to be back home.
- S : Was the old lady glad to be back home?
- T : Why ...
- S : Why was the old lady glad to be back home?
- 1 the old lady was glad to be back home. (Why)
- 2 she discovered that her front door was open. (What)
- 3 she walked slowly into the hall. (How)
- 4 she knew that the burglars had forced an entry. (How)
- 5 she fetched the porter from the basement. (Who)
- 6 they were careful not to touch anything in the rooms. (Why)
- 7 a police inspector arrived with a constable. (Who)
- 8 the burglars had used skeleton keys or entered over the balcony. (Who)
- 9 the inspector asked the old lady to check what was missing. (What)
- 10 the old lady rang up her daughter. (Why)
- Tell us what the old lady and the porter found when they went through the rooms and what happened then
- 1 Went through rooms ---- didn't touch anything ---- didn't want to hinder police
- 2 Chaos inconceivable ---- everything tossed out ---- turned over
- 3 Police inspector arrived with constable ---- inspector

looked for fingerprints ---- constable checked front door locks

4 No fingerprints ---- inspector found bundle jewellery ----
not old lady's

5 Not burglars' first job ---- disturbed

6 Inspector asked old lady ---- check what missing ----
advised ---- not stay in flat

7 Rang up daughter ---- asked for help ---- ' spot of bother '

Topics for discussion

1 Tell us about any occasion when a relative or a neighbour
has been burgled.

2 How would you feel if you went back home to find that your
room, flat or house had been burgled?

What would you do? What would you want to do?

3 ' People who burgle other people's homes should be punished
very heavily. ' What do you think? Key to Comprehension 1 The
old lady was surprised to find her front door open because she knew
that she had locked the front door properly herself.

2 She realized that burglars had entered the flat because all
the room doors were open and everything was in a mess.

3 She went down to the basement to fetch the porter.

Key to Vocabulary

A possible answer

reprimand (1.6) scold

piece of negligence (1.7) act of carelessness,
not taking enough care

regular practice (1.10) usual habit, usual routine

as clear as daylight (1.11) obvious

prudent (1.13) wise, sensible

her composure regained (1.15) after she had become calm
again

intruders (1.16) burglars, people who break in

lurking (1.16) waiting quietly, secretly and
unseen

Key to Summary writing

Points

1 Went through ransacked flat ---- didn't touch anything

2 Police inspector looked for fingerprints ---- constable
checked front door locks

3 No fingerprints ---- inspector found bundle jewellery ----
not burglars' first job

4 Inspector asked old lady ---- check what missing ----
advised ---- not stay in flat

5 Rang daughter to ask for help

Summary

The old lady and the potter went through the flat, careful not to touch anything. Later, a police inspector looked for fingerprints while a constable checked the front door locks. There were no fingerprints, but the inspector found a bundle of jewellery suggesting this was not the burglars' first job that day. The inspector asked the lady to check what was missing and advised her not to stay in the flat. Eventually she rang her daughter to ask for help. (80 words)

Key to Composition

A possible answer

Plan and ideas for composition (b)

Title: My first visit to the UK

Introduction: Nothing like first visit abroad ---- what to expect? ---- new language, new culture ---- everything new and strange

Development: 3 years ago ---- UK ---- arrival at airport ---- experiences

Landed at Heathrow ---- met by rep of A1 English Language School ---- taken to accommodation ---- small English family ---- at first everything strange ---- after 3-4 days began to enjoy stay

So many things to learn in England ---- example - asking way to 'Albert Hall' = 'the Albert Hall'

Conclusion: Foreign travel ---- impossible to overestimate value ---- also helps understand foreign visitors to our country

Composition

There is nothing like your first visit to a foreign country. Whatever you may have heard, or whatever you have read or seen, you still don't really know what to expect. You will hear and read a new language, you will be surrounded by a completely different culture, and everything will seem new and strange.

My first visit abroad was three years ago when I went to the UK. I had booked to attend a short English language course in London with a friend of mine. After a very long flight, we landed at Heathrow Airport and were met by a representative of the A1English Language School. She welcomed us and took us to our accommodation. We were staying with a small English family. At first everything was so strange ---- the food, the furniture in their home and the way they live, everything! But after three or four days we both began to enjoy our stay, and of course we made lots of friends at the school, which was only half a mile away.

There are so many things to learn when you are in England. For example, one day my friend and I were sightseeing in London and stopped to ask an Englishman the way.

'Excuse me,' I said. 'Where is Albert Hall?' I thought my English was just right.

'Oh,' he said, 'you mean 'the Albert Hall!'

'Yes,' I said, 'where is 'the Albert Hall?'

He then explained how to get to 'the Albert Hall, but I didn't realize the word 'the' was so important in English!

It is impossible to overestimate what you get from foreign travel. Going to the UK made me realize how small the world is, it made me see how important travel is, and it helped me to understand what foreign visitors feel like when they visit China for the first time. (317 words)

Key to Letter writing

A possible answer for letter (a)

I know that we had arranged to spend a day in town next Tuesday. I thought that I had better write and tell you that I shall unfortunately not be able to see you.

The reason is that I have been ill for the past two weeks with some kind of infection. It's a little like flu, but seems to be worse.

Can I suggest instead that you come and visit me one day? Almost any day will suit me, but it might be best if you ring first.

(89 words)

Key structures and Special difficulties

Key to KS and SD exercises

See text.

Repetition drill

Verbs and adjectives followed by prepositions

Chorus, group or individual repetition

To elicit questions involving the use of verbs and adjectives followed by prepositions.

T : Drill 58. Listen. Do not speak.

(1) T : Did he agree to their demands? Did he submit?

S : Did he submit to their demands?

(2) T : Did he agree with our way of thinking? Was he converted?

S : Was he converted to our way of thinking?

(3) T : Did they enjoy the performance? Were they amused?

S : Were they amused by the performance?

T : Now you do the same. Ready?

1 As in (1) above.

2 As in (2) above.

3 As in (3) above.

4 T : Did you buy the coat? How much did they charge you?

S : How much did they charge you for the coat?

- 5 T : Is that what you heard? Were you shocked?
S : Were you shocked at what you heard?
- 6 T : Have you read this book? Have you finished?
S : Have you finished with this book?
- 7 T : Did you expect a change? Were you prepared?
S : Were you prepared for a change?
- 8 T : Is it bad for your health? Is it harmful?
S : Is it harmful to your health?
- 9 T : Do you know the facts? Are you certain?
S : Are you certain of the facts?
- 10 T : Do you know about his work? Is he famous?
S : Is he famous for his work?
- 11 T : Does she like animals? Is she kind?
S : Is she kind to animals?
- 12 T : Is it near London? Is it far?
S : Is it far from London?
- 13 T : Did you spoil their plans? Did you interfere?
S : Did you interfere with their plans?
- 14 T : Didn't they meet each other? Were they separated?
S : Were they separated from each other?
- 15 T : Was there an accident? Was he involved?
S : Was he involved in an accident?

Key to Multiple choice questions

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

Lesson 59 Collecting

Listening comprehension

1 Introduce the story

T : Today we'll talk about collecting.

2 Understand the situation

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

3 Listening objective

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

What in particular does a person gain when he or she becomes a serious collector?

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

5 Answer the question

After the reading, ask the question again: What in particular does a person gain when he or she becomes a serious collector?

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 or she gains relaxation, contentment, self-confidence, and no time for boredom.

6 Intensive reading

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

7 Play the tape or read the story again

8 Reading aloud

Ask one or two students to read the text aloud.

Comprehension questions

1 What do people tend to amass? (Possessions.)

2 Are they always aware they are doing so? (No, they aren't.)

3 Do people who never move house become indiscriminate collectors? (Yes, they do.)

4 What do they become collectors of? (Clutter.)

5 Where do they leave unwanted things? (In drawers, cupboards and attics.)

6 Why do people accumulate belongings as they grow old? (Because of the lack of energy, and sentiment.)

7 Things that we have owned for a long time are full of something. What? (Associations with the past.)

8 Why are some things in the home collected deliberately? (To avoid waste.)

9 What things do some people keep, for example, when they have opened a parcel? (String and brown paper.)

10 Can collecting small items become a mania? (Yes, it can.)

11 The author knows someone who cuts sketches from newspapers. Sketches of what? (Model clothes that she would like to buy.)

12 Why doesn't she stop doing it? (She isn't strong-minded enough.)

13 It's a harmless habit, but what does it do to her desk? (It litters it up.)

14 Does serious collecting have many advantages as a hobby? (Yes, it does.)

15 What does it provide for leisure hours? (Relaxation.)

16 Whatever your collection consists of, what are two things you can always do? (You can find the right place for the latest addition or verify facts in a reference book.)

17 Do you increase your circle of friends by collecting? (Yes, you do.)

18 How? (By meeting other collectors, getting advice, comparing notes, and so on.)

19 Does collecting ever lead to travel abroad? (Yes, it does.)

20 What might happen if you become an authority on your hobby? (You will probably be asked to give talks on it.)

Asking questions: Ask me if...

T : Ask me if people tend to amass possessions.

S : Do people tend to amass possessions?

T . What ...

S : What do people tend to amass?

1 people tend to amass possessions. (What)

2 people who never move house become indiscriminate collectors. (Who)

3 old people accumulate belongings through lack of energy and sentiment. (Why)

4 collecting small items can become a mania. (How)

5 a friend of the author's cuts out sketches of clothes that she would like to buy. (Who)

6 collecting provides relaxation for leisure hours. (What)

7 there is always something to do in connection with a collection. (Why)

8 a collecting hobby can lead to foreign travel. (How)

Tell us about collecting as a serious hobby

1 Collecting ---- hobby ---- many advantages

2 Relaxation ---- looking at collection ---- always a joy

3 Always something to do ---- right place for latest addition
---- verifying facts

4 Hobby educates ---- meet like-minded collectors ---- get advice, etc. ---- circle of friends grows ---- hobby leads to travel ---- national/international

5 May become authority ---- give talks to small groups, then large audiences ---- become self-confident, contented

Topics for discussion

1 Tell us about anything you collect (or have collected in the past).

2 ' If you are going to collect something as a serious hobby, you should start collecting something which is not valuable now, but will be valuable in the future. ' Is this good advice? And if so, can you think of anything novel to start collecting?

3 ' Collecting anything as a hobby is a complete waste of time and money. ' What do you think?

Key to Comprehension

1 Some people tend to hoard things which they never use because they never move house, and therefore leave things in drawers and cupboards believing they might need them one day.

2 Old people keep possessions which they no longer need because they lack physical and mental energy and for sentimental reasons.

3 It was not very sensible for the author's friend to collect sketches of model clothes because she would obviously never be able to buy any of them.

Key to Vocabulary

A possible answer

amass (1.1) collect in large amounts, accumulate

being aware (1.1) realizing, knowing

move house (1.4) take your family and belongings from one house to a different one

attics (1.6) rooms in the roof of a house

gradually acquire (1.10) slowly (or over a period) get or gain

thrifty (1.12) very careful with money

in every direction (1.17) all over the place

Key to Summary writing

Points

1 Relaxation ---- looking at treasures ---- a joy

2 Collection at home ---- no need to go out

3 Always something to do ---- right place for latest addition ---- verifying facts in reference books

4 Educational ---- meet people ---- circle of friends grows

5 Hobby leads to travel, national and international

6 May become authority ---- give talks

Summary

Collecting provides hours of relaxation for looking at your treasures is a joy. If you have a collection at home, why go out? There is always something to do, from finding the right place for the latest addition to verifying facts in reference books. Collecting is educational, too, and through meeting people, increases your circle of friends. The hobby can lead to travel, national and international. You may become an authority on the subject and be asked to give talks. (80 words)

Key to Composition

A possible answer

Plan and ideas for composition (b)

Title: The knock on the window

Introduction: There was a knock on the window ---- hardly noticeable ---- branch on oak tree?

Development: House stands on own ---- countryside ---- lonely ---- few neighbours ---- don't see each other

Heard blowing of wind ---- noise of traffic from main road

Conclusion: Looked out ---- no one there ---- came back in ---- knock on window ---- louder ---- heart pounding ---- little girl from down the lane

Composition

There was a knock on the window. At first it was hardly noticeable, almost as if a branch on the large oak tree outside had brushed against the window. It was repeated, and then there was silence.

I got up and looked out of the window. I couldn't see anybody and my dog hadn't started barking. It was mid-afternoon, about three o'clock and I had been listening to the radio and reading a book. The house stands on its own, down the end of a long lane in the middle of the countryside, so it is very lonely. I have few neighbours, but the neighbours I have are very good, even though we don't see each other very often.

I had got so nervous recently that I had to summon up enough courage to unlock the front door and go outside. There was no one there. True, there was a light breeze and the wind was shaking the branches of the oak tree, but the only other sound was the noise of the traffic on the main road a mile away. For one moment I thought I saw someone hiding behind the fence, but nothing moved, so I thought I must be wrong.

I came back in and settled down by the fire with my book. Then there was a knock on the window, this time louder. It was a real knock with a human hand, no doubt about it ---- well, certainly not the branch of a tree ---- and my heart started pounding. I looked

up and there, outside the window, was the little girl from down the lane. Her mother had sent her down to see if I was all right, and she had decided to play a trick on me! (292 words)

Key to Letter writing

A possible answer for letter (a)

I was very pleased to hear you are coming to see me after all this time.

However, as you have never been here before, I thought I'd better give you some directions. You will be coming out to High town on the underground. As you come out of the station, turn left and walk along the High Street for 200 metres. Turn left into Green Street, then our road is the first on the right. Our apartment block is on the left.

I'm enclosing a rough map, so I'm sure you'll find the apartment with no problems.

All best wishes, (100 words)

Key structures and Special difficulties

Key to KS and SD exercises

See text.

Repetition drill

Review of verb forms: that ... should

Chorus, group or individual repetition

To elicit statements involving the use of that... should after certain verbs.

T : Drill 59. Listen. Do not speak.

(1) T1 : She ought to have a holiday.

T2 : What did he suggest?

S : He suggested that she should have a holiday.

(2) T1: She ought to make a new agreement.

T2 : What did he insist on?

S : He insisted that she should make a new agreement.

(3) T1 : She ought to accept less money.

T2 : What did he propose?

S : He proposed that she should accept less money.

T : Now you do the same. Ready?

1 As in (1) above.

2 As in (2) above.

3 As in (3) above.

4 T1 : She ought to stay in bed.

T2 : What did he recommend?

S : He recommended that she should stay in bed.

5 T1 : She ought to begin work on Monday.

T2 : What did he decide?

S : He decided that she should begin work on Monday.

6 T1 : She ought to pay the bill.
 T2 : What did he demand?
 S : He demanded that she should pay the bill.

7 T1 : She ought to change her mind.
 T2 : What did he insist on?
 S : He insisted that she should change her mind.

8 T1 : She ought to try again.
 T2 : What did he recommend?
 S : He recommended that she should try again.

9 T1 : She ought to leave early.
 T2 : What did he suggest?
 S : He suggested that she should leave early.

10 T1 : She ought to wait for a reply.
 T2 : What did he propose?
 S : He proposed that she should wait for a reply.

11 T1 : She ought to start again.
 T2 : What did he say?
 S : He said that she should start again.

12 T1 : She ought to fly to London next week.
 T2 : What did he suggest?
 S : He suggested that she should fly to London next week.

Key to Multiple choice questions

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

Lesson 60 Too early and too late

Listening comprehension

1 Introduce the story

T : Today we'll talk about being punctual.

2 Understand the situation

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

3 Listening objective

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

Why did the young girl miss the train?

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

5 Answer the question

After the reading, ask the question again: Why did the young girl miss the train?

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: She missed the train because the one she wanted to catch was a mail train, not a passenger train.

6 Intensive reading

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

7 Play the tape or read the story again

8 Reading aloud

Ask one or two students to read the text aloud.

Comprehension questions

1 What is a necessary habit in all public affairs in civilized society? (Punctuality.)

2 Could anything ever be brought to a conclusion without it? (No, it couldn't.)

3 Where is it possible to disregard punctuality? (In a sparsely-populated rural community.)

4 Who can be forgiven for being late for a dinner party? (An intellectual [working on an abstruse problem])

5 People are often reproached for being unpunctual when they have another fault. What is that? (Cutting things fine.)

6 What do energetic, quick-minded people find it hard to do? (Waste time.)

7 What are such people tempted to do before they set out to keep an appointment? (Finish a job.)

8 They will be on time if ---- what? (If no accidents occur on the way.)

9 What sort of guest is the greatest nuisance? (The one who arrives half an hour too soon.)

10 How did the writer stop friends of his family from arriving half an hour too early? (By asking them to come half an hour later than other guests.)

11 If you are catching a train, says the writer, it is better to be ---- what? (Comfortably early.)

12 What do you feel when a train is drawing out of a station just as you arrive? (Frustration.)

13 Who is the writer's story about ---- a young girl or an old man? (A young girl.)

14 When did she enter the station? (Twenty minutes before the train was due.)

15 Who did she give her luggage to? (A porter.)

16 He said she was too soon. How much too soon? (Two hours.)

17 A train did come in at the time on her piece of paper, but what for? (To take on mail, not passengers.)

18 Did the station master confirm this? (Yes, he did.)

19 When the train came into the station, what did the girl beg to be allowed to do? (Get into the guard's van.)

20 Why did the station master say she still couldn't get on the train? (Because rules could not be broken.)

Asking questions: Ask me if...

T : Ask me if punctuality is a necessary habit in all public affairs.

S : Is punctuality a necessary habit in all public affairs?

T . Why ...

S : Why is punctuality a necessary habit in all public affairs?

1 punctuality is a necessary habit in all public affairs.
(Why)

2 we can disregard punctuality in a rural community. (Where)

3 it is hard for energetic people to waste time. (Why)

4 it is advisable to ask certain guests to come half an hour later. (What)

5 you must be comfortably early when you are catching a train.
(How early)

6 the young girl entered the station twenty minutes before the train was due. (When)

7 she gave her luggage to a porter. (What)

8 the little ' o ' meant that the train only stopped for mail.
(What)

9 the train came into the station just at that moment. (When) .

10 the girl had to watch the train leave without her. (Why)
Tell us what happened to the young girl after she entered
the station

1 20 minutes before train due ---- parents impressed -
unforgivable to miss it

2 Gave luggage to porter ---- showed ticket ---- he said ----
2 hours too soon

3 Showed porter piece of paper from father ---- details of
journey

4 Porter agreed ---- but mail train, not for passengers

5 Girl demanded ---- see timetable ---- station master came
---- pointed out ; ' o ' beside arrival time = train stops for mail

6 Train came in ---- girl in tears ---- begged to get on ----
station master adamant ---- girl had to watch train disappear

Topics for discussion

1 Tell us about a time when you have been too early or too
late for something.

2 ' Rules are made to be broken. ' What do you think?

3 ' Punctuality is one of the cornerstones of success. ' What
do you think?

Key to Comprehension

1 The dangers of leaving the bare minimum of time for
appointments are unforeseen accidents such as punctures, traffic
diversions, fog and so on.

2 The author's family used to ask some guests to come half
an hour later than others invited for the same day so that they
would arrive on time (and not half an hour early!).

3 According to the author, it is better to wait on the platform
before the train arrives than to be forced to wait after it has
gone because you will avoid being frustrated.

Key to Vocabulary

A possible answer

a state of chaos (1.3) a condition of complete disorder
and confusion

sparsely-populated (1.3) with not many people living there

disregard (1.4) ignore

reproached (1.8) criticized, scolded

setting out (1.10) leaving the house

diversions (1.10) moving to a different route
(due to an accident, for example)

industrious (1.11) busy, productive, hard-working

destination (1.33) the place she wanted to go to

Key to Summary writing

Points

- 1 Girl entered station early
- 2 He said ---- 2 hours too soon ---- showed porter details of journey
- 3 Porter agreed ---- but mail train, not for passengers
- 4 Girl demanded ---- see timetable ---- station master came ---- pointed out train stopped for mail
- 5 Train came in ---- girl still not allowed to get on

Summary

The girl entered the railway station twenty minutes early, but the porter said she was two hours too soon.

When she showed him the details of the journey, he agreed it was correct, but said it was a mail train, not a passenger train. When she demanded to see a timetable, the station master came and pointed out that the train only stopped for mail. The train came in but the girl was still not allowed to get on. (79 words)

Key to Composition

A possible answer

Plan and ideas for composition (a)

Title: A piece of paper

Introduction: Piece of paper ---- blowing in wind ---- not large ---- drop into water? ---- looked very tissue/toilet paper?

Development: Finished sandwiches ---- set off back to office ---- not looking forward to afternoon

Piece of paper flew up again ---- noticed writing on it ---- flew away ---- dropped down took it again

Ran after it once more ---- landed in front of me

Conclusion: Lottery ticket ---- took it home ---- won £50!

Composition

A piece of paper was blowing in the wind. When I saw it, I was sitting in the park eating my sandwiches. It was floating across the surface of the park lake, not large, about half the size of a postcard, and I wondered when it would drop into the water. But it didn't. As it got near to the surface, it rose again and the wind took it over the bank towards some trees. Even then I thought that it looked very light ---- perhaps tissue paper or toilet paper, maybe ---- because it almost fluttered, like a butterfly. But then again, perhaps it wasn't. Perhaps it was just ordinary paper that had got a bit wet.

I finished my sandwiches, threw my waste paper into the bin nearby and set off back towards the trees and my office. I was not looking forward to the afternoon. As I walked round the edge of the lake, the piece of paper flew up again in front of me. It began to annoy me, and intrigue me ---- because when it flew up, I noticed that it was pink with some writing on it. It flew away and I chased

it. It dropped down and I had nearly reached it when the wind took it again. I ran after it once more and it landed again some metres in front of me.

I finally caught up with it and put my foot on it to stop it flying away again. This time I held it firmly with my foot until I could lean down and pick it up. I looked at it and realized what it was: a lottery ticket ---- a little wet, and one corner was torn, but it was a lottery ticket. I could see that the date on it was about six weeks before. It was probably worth nothing, but I decided to take it home and dry it.

It was worth something! When I checked the numbers with the winning numbers six weeks before, I had four the same. The 'piece of paper' was worth £50! (344 words)

Key to Letter writing

A possible answer for letter (a) (body of letter only)

I am writing to inform you that I shall unfortunately have to be absent from school from Monday, 13th to Thursday, 16th July.

The reason is that an uncle of mine has just died and we have to attend his funeral. As he lived a long way away, my family is travelling there on Monday in order to attend the funeral on Tuesday. My parents then have to attend to certain matters before we travel back on Wednesday.

I sincerely hope that, in view of the situation, you will grant me leave of absence for these four days. (97 words)

Key structures and Special difficulties

Key to KS and SD exercises

See text.

Repetition drill

Would rather

Chorus, group or individual repetition

To elicit negative and affirmative statements involving the use of would rather to express a preference.

Compare Drill 50.

T : Drill 60. Listen. Do not speak.

(1) T : You'd prefer to buy the blue one, wouldn't you?

S : You're right. I'd rather buy the blue one.

(2) T : She'd prefer to stay here, wouldn't she?

S : You're right. She'd rather stay here.

(3) T : He'd prefer not to go by air, wouldn't he?

S : You're right. He'd rather not go by air.

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

1 As in (1) above.

2 As in (2) above.

3 As in (3) above.

- 4 T : You'd prefer not to meet him, wouldn't you?
S : You're right. I'd rather not meet him.
- 5 T : They'd prefer to leave early, wouldn't they?
S : You're right. They'd rather leave early.
- 6 T : She'd prefer not to wait, wouldn't she?
S : You're right. She'd rather not wait.
- 7 T : They'd prefer not to take a taxi, wouldn't they?
S : You're right. They'd rather not take a taxi.
- 8 T : You'd prefer not to sell it, wouldn't you?
S : You're right. I'd rather not sell it.
- 9 T : She'd prefer to return on Monday, wouldn't she?
S : You're right. She'd rather return on Monday.
- 10 T : He'd prefer to spend the day here, wouldn't he?
S : You're right. He'd rather spend the day here.
- 11 T : You'd prefer not to have a meal out, wouldn't you?
S : You're right. I'd rather not have a meal out.
- 12 T : You'd prefer to have a glass of milk, wouldn't you?
S : You're right. I'd rather have a glass of milk.
- 13 T : She'd prefer to put off the meeting, wouldn't she?
S : You're right. She'd rather put off the meeting.
- 14 T : He'd prefer to send them to a different school, wouldn't

he?

S : You're right. He'd rather send them to a different school.

15 T : He'd prefer not to be invited, wouldn't he?

S : You're right. He'd rather not be invited.

Key to Multiple choice questions

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