NEW CONCEPT ENGLISH

Practice and Progress

L. G. ALEXANDER



新概念英语 2

科工委学院802 2 00569779

NEW CONCEPT ENGLISH

PRACTICE AND PROGRESS

An Integrated Course For Pre-Intermediate Students

L. G. ALEXANDER

Illustrations by Michael ffolkes, Graham and Gus



新概念英语

〔英汉对照本〕

第 2 册

张德富 郭兴家 王福林
韦振雄 张关俊 译注

安徽科学技术出版社

志　谢

美国语言学博士Marie Taylor教授和Troneella Word教授参加了本书第1、2册的最后定稿讨论，谨向她们表示由衷的谢意。

译注者启

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安徽科学技术出版社出版

（合肥市跃进路1号）

安徽省新华书店发行　巢湖地区印刷厂印刷

开本：850×1168　1/32　插页：2　印张：14.25　字数：400,000

1985 年2月第 1版　　1985 年12月第2次印刷

统一书号：9200·15　　定价：2.80元

CONTENTS

TO THE TEACHER 1

LANGUAGE LEARNING AT THE PRE-INTERMEDIATE LEVEL

General Principles 1
What has to be Learnt? 2
Learning to Speak 2
Learning to Write 3
The Teaching of Grammar 4
The Multi-Purpose Text 5
Speed and Intensity 5
Levels 6

ABOUT THIS COURSE 7
From Theory to Practice: Basic Aims 7
For Whom the Course is Intended 8
How Much Knowledge has been Assumed? 8
Assumed Knowledge 8
The Components of the Course 9
A Description of the Course 9

HOW TO USE THIS COURSE 14
Allocation of Time 14
Lesson 1: Guided Conversation 14
Lesson 2: Composition and Language Study 17
Homework 19
Pre-Unit Tests 19
Additional Reading Material 19
Additional Oral Practice 19
Additional Written Practice 19
Future Work 20

Pre-Unit Test 21

UNIT ONE: Instructions to the Student 27
1 A Private Conversation—*Word Order in Simple Statements* 29
2 Breakfast or Lunch?—*The Present: Continuous and Simple* 32
3 Please Send Me a Card—*The Simple Past* 35
4 An Exciting Trip—*The Present Perfect Simple* 38
5 No Wrong Numbers—*The Simple Past and the Present*

Perfect Simple 41
6 Percy Buttons—*The Indefinite and Definite Articles* 44
7 Too Late—*The Past Continuous* 47
8 The Best and the Worst—*The Comparison of Adjectives* 50
9 A Cold Welcome—*Prepositions of Time* 53
10 Not For Jazz—*The Passive* 56
11 One Good Turn Deserves Another—*Review of Tenses* 59
12 Goodbye and Good Luck—*The Simple Future* 62
13 The Greenwood Boys—*The Future Continuous* 65
14 Do You Speak English?—*The Past Perfect Simple* 68
15 Good News—*Indirect Statements* 71
16 A Polite Request—*Type 1 Conditional Statements* 74
17 Always Young—*Must and Have to* 77
18 He Often Does This!—*Have (Possession/Ordinary Verb)* 80
19 Sold Out—*Can and May* 83
20 One Man in a Boat—*The Gerund after Prepositions* 86
21 Mad or Not?—*The Passive (Auxiliary Verbs)* 89
22 A Glass Envelope—*Verbs followed by Prepositions: Of, From, In and On* 92
23 A New House—*Review of Tenses and Auxiliary Verbs* 95
24 It Could be Worse—*Special Difficulties: Review* 98

Pre-Unit Test 101

UNIT TWO: Instructions to the Student 106
25 Do the English Speak English?—*Word Order in Compound Statements* 109
26 The Best Art Critics—*The Present: Continuous and Simple: Non-conclusive Verbs* 112
27 A Wet Night—*The Simple Past* 115
28 No Parking!—*The Present Perfect Simple (Since and For)* 118
29 Taxi!—*The Simple Past and the Present Perfect Simple* 121
30 Football or Polo?—*The Indefinite and Definite Articles* 124
31 Success Story—*The Past Continuous and Used to* 127
32 Shopping Made Easy—*The Comparison of Adjectives* 130
33 Out of the Darkness—*Prepositions indicating Direction* 133
34 Quick Work—*The Passive* 136
35 Stop Thief!—*Review of Tenses* 139
36 Across the Channel—*The Simple Future and Going to* 142
37 The Olympic Games—*The Future Perfect Simple* 145
38 Everything Except the Weather—*The Past Perfect Simple* 148
39 Am I All Right?—*Indirect Questions* 151
40 Food and Talk—*Type 2 Conditional Statements* 154
41 Do You Call That a Hat?—*Must, Have to and Need* 157

42 Not Very Musical—*Have (Ordinary Verb)* 160
43 Over the South Pole—*Can and Able to* 163
44 Through the Forest—*The Gerund and the Infinitive* 166
45 A Clear Conscience—*The Passive* 169
46 Expensive and Uncomfortable—*Verbs followed by Prepositions: To, At, For and With* 172
47 A Thirsty Ghost—*Review of Tenses and Auxiliary Verbs* 175
48 Did You Want to Tell Me Something?—*Special Difficulties: Review* 178

Pre-Unit Test 181

UNIT THREE: Instructions to the Student 186
49 The End of a Dream—*Word Order in Complex Statements* 189
50 Taken for a Ride—*The Present: Continuous and Simple: Non-conclusive Verbs* 192
51 Reward for Virtue—*The Simple Past* 195
52 A Pretty Carpet—*The Present Perfect Simple and Continuous* 198
53 Hot Snake—*The Simple Past and the Present Perfect Simple and Continuous* 201
54 Sticky Fingers—*The Indefinite and Definite Articles* 204
55 Not a Gold Mine—*The Past Continuous, Used to and Would* 207
56 Faster than Sound!—*The Comparison of Adjectives, Much, Many, A Lot Of* 210
57 Can I Help You Madam?—*Prepositions describing people and their possessions* 213
58 A Blessing in Disguise?—*The Passive* 216
59 In or Out?—*Review of Tenses* 219
60 The Future—*The Simple Present used in place of the Future after Temporal Conjunctions* 222
61 Dangerous Descent—*The Simple Present Perfect used in place of the Future Perfect after Temporal Conjunctions* 225
62 After the Fire—*The Past Perfect: Simple and Continuous* 228
63 She was not Amused—*Indirect Speech and Imperative Statements* 231
64 The Channel Tunnel—*Type 3 Conditional Statements* 234
65 Jumbo versus the Police—*Must, Have to, Should and Ought to* 237
66 Cycling through the Air—*Have (Causative Form)* 240
67 Volcanoes—*Can, Able to and Manage to* 243
68 Persistent—*The Gerund after certain verbs and expressions* 246
69 But Not Murder!—*The Passive* 249

70 Red for Danger—*Adjectives followed by Prepositions: For, With, Of, To, At, From, In, On, and About* 252
71 A Famous Clock—*Review of Tenses and Auxiliary Verbs* 255
72 A Car called 'Bluebird'—*Special Difficulties: Review* 258

Pre-Unit Test 261

UNIT FOUR: Instructions to the Student 266
73 The Record-Holder—*Word Order: Review* 269
74 Out of the Lime-Light—*The Present: Continuous and Simple: Review* 272
75 SOS—*The Simple Past: Review* 275
76 April Fools' Day—*The Present Perfect: Simple and Continuous: Review* 278
77 A Successful Operation—*The Simple Past and the Present Perfect Simple and Continuous: Review* 281
78 The Last One?—*The Indefinite and Definite Articles: Review* 284
79 By Air—*The Past Continuous and Used to: Review* 287
80 The Crystal Palace—*The Comparison of Adjectives: Review* 290
81 Escape—*Prepositions: Review* 293
82 Monster or Fish?—*The Passive: Review* 296
83 After the Elections—*Review of Tenses* 299
84 On Strike—*The Future: Review* 302
85 Never too Old to Learn—*The Future and Future Perfect: Review* 305
86 Out of Control—*The Past Perfect: Simple and Continuous: Review* 308
87 A Perfect Alibi—*Indirect Speech: Review* 311
88 Trapped in a Mine—*Conditional Statements: Review* 314
89 A Slip of the Tongue—*Must, Have to, Need, Should: Review* 317
90 Brasilia—*Have: Review* 320
91 Three Men in a Basket—*Can, Able to, Manage to: Review* 323
92 Asking for Trouble—*The Gerund: Review* 326
93 A Noble Gift—*The Passive: Review* 329
94 Future Champions—*Verbs and Adjectives followed by Prepositions: Review* 332
95 A Fantasy—*Review of Tenses* 335
96 The Dead Return—*Special Difficulties: Review* 338

Supplementary Written Exercises 341
Key to Exercises 343

To the Teacher

Language Learning at the Pre-Intermediate Level

General Principles

Traditional methods of learning a foreign language die hard. As long ago as 1921, Dr Harold Palmer pointed out the important difference between understanding how a language works and learning how to use it. Since that time, a great many effective techniques have been developed to enable students to learn a foreign language. In the light of intensive modern research, no one would seriously question the basic principles that have evolved since Palmer's day, though there is considerable disagreement about how these principles can best be implemented. Despite the great progress that has been made, teachers in many parts of the world still cling to old-fashioned methods and to some extent perpetuate the systems by which they themselves learnt a foreign language. It may, therefore, not be out of place to restate some basic principles and to discuss briefly how they can best be put into effect in the classroom.

Learning a language is not a matter of acquiring a set of rules and building up a large vocabulary. The teacher's efforts should not be directed at informing his students about a language, but at enabling them to use it. A student's mastery of a language is ultimately measured by how well he can use it, not by how much he knows about it. In this respect, learning a language has much in common with learning a musical instrument. The drills and exercises a student does have one end in sight: to enable him to become a skilled performer. A student who has learnt a lot of grammar but who cannot *use* a language is in the position of a pianist who has learnt a lot about harmony but cannot play the piano. The student's command of a language will therefore be judged not by how much he knows, but how well he can perform in public.

In order to become a skilled performer, the student must become proficient at using the units of a language. And the unit of a language is not, as was once commonly supposed, the word, but the sentence. Learning words irrespective of their function can be a waste of time, for not all words are equal. We must draw a distinction between *structural* words and *lexical* items. Words like *I*, *you*, *he* etc. are *structural*. Their use can be closely defined; they are part of a grammatical system. Words like *tree*, *plant*, *flower* etc. are purely *lexical* items and in no way part of a grammatical system. From the learner's point of view, skill in handling structural words is the key to mastering a language, for the meaning that is conveyed in sentence-patterns depends largely on the function of the structural words that hold them together.

It is possible, though this has yet to be proved scientifically, that every student of a foreign language has what might be called a 'language ceiling', a point beyond which he cannot improve very much. If we accept this supposition, our aim must be to enable every student to learn as much as he is capable of learning in the most efficient way. The old-fashioned translation and grammar-rule methods are extremely wasteful and inefficient, for the student is actually encouraged to make mistakes: he is asked to perform skills before he is adequately prepared. Teachers who use such methods unwittingly create the very problems they seek to avoid. At some point in the course their students inevitably become incapable of going *on*: they have to go *back*. They have become remedial students and the teacher is faced with the problem of remedying what has been incorrectly learnt. No approach could be more ineffective, wasteful and inefficient.

The student should be trained to learn by making as few mistakes as possible. He should never be required to do anything which is beyond his capacity. A well-designed course is one which takes into account what might be called the student's 'state of readiness': the point where he can proceed from easy to difficult. If the student is to make the most of his abilities, he must be trained to adopt correct learning habits.

What has to be Learnt?

The student must be trained adequately in all four basic language skills: *understanding*, *speaking*, *reading* and *writing*. In many classroom courses the emphasis is wholly on the written language. The student is trained to use his eyes instead of his ears and his inability to achieve anything like correct pronunciation, stress and intonation must be attributed largely to the tyranny of the printed word. If the teacher is to train his students in all four skills, he must make efficient use of the time at his disposal. Efficiency presupposes the adoption of classroom procedures which will yield the best results in the quickest possible time. The following order of presentation must be taken as axiomatic:

Nothing should be spoken before it has been heard.
Nothing should be read before it has been spoken.
Nothing should be written before it has been read.

Speaking and writin are the most important of these skills, since to some extent they presuppose the other two.

Learning to Speak

The traditional 'conversation lesson' is of no value at all if the student is not ready for it. It is impossible for any student at the post-elementary level to take part in discussions on topics like 'The Cinema Today', for his ideas quite outstrip his capacity for expressing them. The student must first be trained to use patterns in carefully graded aural/oral drills. Only in this way will he finally learn to speak.

Before considering how this can be done, it should be noted that the patterns in a language fall into two distinct categories: *progressive* and *static*. For instance, learning how to answer and to ask questions involves the use of *progressive* patterns. They are *progressive* because the student's skill in handling these complex forms must be developed over a long period, beginning with a simple response like 'Yes, it is' and culminating in complex responses like 'Yes, I should, shouldn't I'. A *static* pattern, on the other hand, like the comparison of adjectives can be taught in a limited number of lessons, not over a long period.

Progressive patterns should be practised through comprehension exercises which require the student to answer and to ask questions which become increasingly complex as the course proceeds. The student should be trained to give tag answers; make negative and affirmative statements to answer double questions joined by *or*; answer general questions which begin with question-words like *When*, *Where*, *How* etc.; and at each stage, the student should be trained to ask questions himself. It is obvious that these skills cannot be dealt with in one or two lessons: the student requires practice of this kind in *every* lesson.

At the same time, static patterns should be practised by means of drills which make use of language-laboratory techniques. In each of these drills, the teacher seeks to elicit a particular kind of response. He provides the student with a stimulus to elicit the new pattern in a series of oral drills until the student is able to respond accurately and automatically.

Students may also be trained to speak through oral composition exercises where they are required to reproduce orally a passage of English they are familiar with. At the outset, the student should practise reproducing narrative and descriptive pieces. At a much later stage, he will practise reproducing the substance of an argument. When he can do this well, he will be in a position to converse on set topics which deal with abstract ideas. By this time he will be able to express himself with confidence and will make relatively few mistakes.

The techniques used in speech training at the pre-intermediate level may be summarized as follows:

Drilling in progressive patterns.
Drilling in static patterns.
Practice in oral composition.

Learning to Write

The same sort of careful grading is required when we attempt to teach students to write. We must again begin with the simplest form of statement. Students are all too often plunged into composition work long before they are ready for it. At some point in a course, the teacher may decide that it is time his students attempted to write a composition, so he sets a short narrative or descriptive piece and hopes for the best. This is a random, hit-or-miss method which creates enormous remedial problems and produces disastrous results. If a student's sole experience of written English has been to fill in blank spaces in

tailor-made sentences, it is wildly unreasonable to spring a composition subject on him and then expect him to produce correct and readable prose. As with premature discussions on set topics, all we are doing is to encourage him to make mistakes. And it is no good hoping that after a few years of this (involving massive correction on the part of the teacher) the student will somehow improve on his own. Very few students are sufficiently conscientious or highly motivated to examine in detail their own corrected written work. Even if they did, there is absolutely no guarantee that they will not go on making the same mistakes. Writing skill can best be developed through carefully controlled and graded comprehension/précis exercises. Précis writing is not a sterile academic exercise useful only for examination purposes. It can be used effectively to develop a student's writing ability. At the pre-intermediate stage, the student must learn how to write simple, compound, and complex sentences and to connect ideas from notes. Controlled précis writing will enable the student to master each of these difficulties and bring him to a point where he will be capable of writing a composition with a minimum of error.

The main stages in training the student in the written language at the pre-intermediate level may be summarized as follows:

Practice in writing simple sentences through controlled comprehension/ précis exercises.

Practice in writing compound sentences through controlled comprehension/ précis exercises.

Practice in writing complex sentences through controlled comprehension/ précis exercises.

Practice in connecting ideas from notes that have been provided.

The Teaching of Grammar

In traditional textbooks, all information about sentence patterns is presented in the form of 'rules' which the student applies in a series of disconnected sentences by filling in blank spaces, or by giving the correct form of words in brackets. It has become abundantly clear that this approach to language-learning is highly ineffective. It encourages the teacher to talk *about* the language, instead of training his students to use it. The emphasis is on written exercises. The greatest weakness in this approach is that the student cannot transfer what he has learnt from abstract exercises of this kind to other language skills like understanding, speaking and creative writing.

A new pattern should not be presented as the exemplification of some abstract grammar-rule, but as a *way of saying something*. No further explanation or elucidation is necessary. The student is trained to use correct forms automatically, rather than by applying 'grammar logic'. Where explanation is necessary, it can be done by relating a new pattern to one that has already been learnt. If, for instance, the student has learnt the use of 'must', he can be taught the use of 'have to' by being made to see a meaningful relationship between the two.

Students working at the pre-intermediate level may be given exercises in recall, that is, relating language difficulties to a particular context they know well. In this way they will be trained to use correct forms instinctively. The teacher is, incidentally, saved the trouble of correcting exercises, since, for the most part, the passages do this for him.

Traditional filling-in-the-blank exercises still have a place in a modern course, but with one important difference: they should not be used as a means of teaching new patterns, but as a means of consolidating what has been learnt. They are an end, not a means to an end. In this respect, they are extremely useful in tests and can be employed for diagnostic purposes or to enable the teacher to assess terminal behaviour.

The Multi-Purpose Text

In order to do all the exercises outlined above, the student must work from specially-written texts. Each text must be used to train the student in the following skills:

Aural comprehension.
Oral practice (*progressive* and *static* patterns).
Reading aloud.
Oral composition.
Dictation.
Controlled comprehension, précis and composition practice (simple, compound and complex sentences).
Written grammar exercises in recall.

We might call these specially-written passages *multi-purpose texts*, since they are used as the basis for a variety of exercises which aim at developing a number of skills simultaneously.

If these texts are to be suitable for so many purposes, they must be specially devised. The new patterns that are to be taught must be *contextualized*, that is, they must be built into each text. These reiterated patterns should be unobtrusive: their use should strike the listener as being inevitable rather than artificially superimposed. There is also another very important requirement: the texts must be interesting or amusing so that they will entertain the student, hold his attention, and minimize the inevitable drudgery involved in drill work. If the texts are accompanied by illustrations, they will be even more appealing. At the beginner's level, illustrations are more functional than decorative. At this level, the reverse is true: the pre-intermediate stage marks a transition from audio-visual techniques to audio-lingual ones.

Speed and Intensity

Traditional courses are often divided into 'lessons', but these 'lessons' do not take into account what can be done in an average teaching period of forty-five minutes or an hour. They simply consist of 'an amount of information' and

may run on for a great many pages. In the classroom, one of these 'lessons' might drag on for weeks because so much has to be done.

A lesson must be precisely what the word implies: an amount of material that can reasonably be covered in a teaching period, possibly with additional material which can be done as homework. In other words, a lesson must be considered as a unit of instruction and no more. Now it is extremely difficult for the course designer to decide what can be done in an average period. Obviously a class of bright students will cover more ground than a class of less able ones. This problem can be overcome if the lesson contains material which can be omitted at the discretion of the teacher, providing that these omissions do not hamper the students' progress.

Levels

For purely practical purposes, students attending language schools have to be classified in terms of knowledge and achievement. It might be worth noting that a full-scale course would resolve itself into three parts, each of which would consist of two stages:

Stage 1 : Pre-elementary level.
Elementary level.

Stage 2 : Pre-intermediate level.
Intermediate level.

Stage 3 : Pre-advanced level.
Advanced level.

About this Course

From Theory to Practice: Basic Aims

This course attempts to put into practice all the theories about language learning outlined above. Briefly, the aims may be stated as follows:

1. To provide a comprehensive course for post-elementary adult or secondary students. The course contains sufficient material for about one and a half academic years' work. It is assumed that the student will receive about four hours' instruction each week i.e. four one-hour lessons on four separate occasions, or two 'double periods' each consisting of two hours or ninety minutes. If we take the academic year to consist of thirty-six weeks, there will be sufficient material in this course for fifty-four weeks' work. The student will receive most of his training in the classroom and will be required to do a little extra work in his own time.

2: To train the student in all four skills: *understanding*, *speaking*, *reading*, and *writing*—in that order. In this respect, the course sets out to do two things: to provide material which will be suitable for aural/oral practice and which can at the same time be used to train the student systematically to write English.

3. To provide the student with a book which will enable him to *use* the language.

4. To provide the teacher with well-co-ordinated and graded material which will enable him to conduct each lesson with a minimum of preparation. As many of the exercises are 'self-correcting', the teacher will, incidentally, be relieved of the arduous task of correcting a great many written exercises.

5. To enable the teacher and the student to work entirely from a single volume without the need for additional 'practice books'.

6. To prepare the ground for students who might, at some future date, wish to sit for academic examinations like the Cambridge Lower Certificate. This aim must be regarded as coincidental to the main purpose of training students in the four language skills.

7. To provide the teacher with recorded material which can be used in the classroom and language-laboratory. It must be emphasized, however, that this is in no way a full-scale language-laboratory course. It is essentially a classroom course, designed primarily for teachers who have no access to a language laboratory. The recorded drills are only intended for teachers who make use of a language-laboratory at regular or irregular intervals to supplement work done in the classroom.

For Whom the Course is Intended

This course should be found suitable for:

1. Adult or secondary students who have completed *First Things First: An Integrated Course for Beginners*, or who have completed *any* other elementary course.
2. Students in need of remedial work: e.g. students who did English at school and now wish to take it up again; students who have begun English several times and never got beyond the point of no return.
3. Schools and Language Institutes where 'wastage' caused by irregular attendance and late starters is a problem. The course is so designed that it will enable hard-pressed or erratic students to catch up on work they have missed.
4. Post-elementary students who wish to study on their own.

How Much Knowledge has been Assumed?

The material in *First Things First*, the beginners' course which precedes this one, has been designed to 'overlap' this course. Students who have completed it will have no difficulty whatever in continuing where they left off.

Students who have learnt English from other elementary courses and now wish to continue their studies with this course should have a fair working knowledge of the structures listed below. The list may look formidable, but close inspection will reveal that there is nothing in it that would not be found in the average elementary course. In any case, most of the knowledge that has been assumed is revised in the course itself.

It should be noted that a distinction has been drawn in the list between *active* and *passive* knowledge. A student has *active* command of a pattern if he can use it in speech or writing. He has *passive* command of a pattern if he can understand it when he hears or reads it, but is, as yet, incapable of using it. In the list below, this distinction is drawn by the following designations: ability to recognize and to form (*active* knowledge); ability to recognize (*passive* knowledge).

Assumed Knowledge

1. Elementary uses of the verbs *be* and *have* in the present and past.
2. The Present Continuous: ability to recognize and to form.
3. The Simple Present: ability to recognize; to form with *-s*, *-es*, or *-ies* in the third person.
4. The Simple Past: ability to recognize and to form with common regular and irregular verbs.
5. The Past Continuous: ability to recognize.
6. The Present Perfect (Simple): ability to recognize.
7. The Past Perfect: ability to recognize.
8. The Future: ability to recognize and to form with *going to*, *shall* and *will*.
9. Auxiliary Verbs: elementary uses of *can*, *may* and *must*. The ability to recognize the forms *could*, *might* and *would*.

10. The ability to form *questions* and *negatives* with auxiliary verbs including *do/does* and *did*. The use of interrogative pronouns and adverbs.
11. The ability to answer questions beginning with auxiliary verbs and question words.
12. Adverbs: ability to form with *-ly* and *-ily*. The ability to recognize exceptions like *well*, *hard* and *fast*.
13. Articles: definite and indefinite. Elementary uses of *a/an* and *the*. The use of *some*, *any*, *no*, *much*, *many*, *a lot of* with countable and uncountable nouns.
14. Nouns: the ability to form the plural with *-s*, *-es*, *-ves*; common irregular plurals: *men*, *women*, *children*, *teeth* etc.
15. Pronouns: personal, possessive, reflexive. Apostrophe 's'.
16. Adjectives: elementary uses. Regular comparison; irregular comparison: *good*, *bad*, *much/many* and *little*.
17. Prepositions: the use of common prepositions of *place*, *time* and *direction*.
18. Relative Pronouns: the ability to recognize and to use *who/whom*, *which* and *that*.

Miscellaneous Features

19. This/that; these/those.
20. Elided forms: it's, I'm, isn't, didn't, etc.
21. There is/it is; there are/they are.
22. The imperative.
23. The days of the week, dates, seasons, numbers, points of time (today, yesterday, tomorrow, etc.).
24. Telling the time.

The Components of the Course

The course consists of the following:

One text-book (to be used by teachers and students).

Four $4\frac{1}{4}$ in. (11 cm.) long-playing tapes (length: 600 feet), recorded at $3\frac{3}{4}$ i.p.s. (9·5 cm. p.s.), on which the multi-purpose texts have been recorded.

Eight 5 in. (13 cm.) long-playing tapes (length: 900 feet), recorded at $3\frac{3}{4}$ i.p.s. (9·5 cm. p.s.), on which drills have been recorded.

A tapescript of the recorded drills for the use of teachers.

A Description of the Course

General Arrangement of Material

This course is divided into four Units each of which is preceded by a searching test. Each Unit consists of twenty-four passages which become longer and more complex as the course progresses. Detailed instructions to the student, together with worked examples, precede each Unit.

The passages are multi-purpose texts. Each passage will be used to train the student in the following: aural comprehension; oral practice (*progressive* and

static patterns); reading aloud; oral composition; dictation; controlled comprehension, précis, and composition practice (simple, compound and complex sentences); written grammar exercises in recall.

Instructions and Worked Examples
These precede each Unit and should be read very carefully. The successful completion of this course depends entirely on the student's ability to carry out the instructions given.

Pre-Unit Tests
A searching test, based on material already studied, precedes each Unit. This will make it possible for students to find their own level and enable them to begin at any point in the book. At the same time, the student who works through the course systematically from beginning to end is not expected to make too sudden a jump between Units. The tests should enable the teacher to assess how much the students have learnt. If they are found to be too long, they should be divided into manageable compartments.

The Passages
An attempt has been made to provide the student with passages which are as interesting and as varied in subject-matter as possible. Each passage contains examples of the language patterns the student is expected to master. It will also be used as the basis for all aural/oral and written work. The approximate length of the passages in each Unit is as follows:

Unit 1: 100 words.	Part 1
Unit 2: 140 words.	
Unit 3: 160 words.	Part 2
Unit 4: 180 words.	

Oral Exercises
Oral exercises are not included in the book itself and must be supplied by the teacher. They may be along the lines suggested in the section on *How to Use this Course.*

Comprehension and Précis
The aim has been to train the student to make statements which are based directly on the passages he has read. The student is required to derive specific information from each passage (comprehension) which he will put together to form a paragraph (précis). The amount of help he is given to do this gradually diminishes. In these exercises, the student will incidentally gain a great deal of experience in coping with one of the biggest difficulties in English: word order. Here is a brief outline of what is required in each Unit:

Part 1

Unit 1: The passages contain mainly compound sentences. The comprehension questions have been designed to elicit *simple* statements which will be put together to form a précis and composition.
Unit 2: The passages contain mainly complex sentences (though not necessarily difficult ones) and the comprehension questions are designed to elicit *simple* and *compound* statements. These will be put together to form a précis of the passage.

Part 2

Unit 3: The comprehension questions are designed to elicit *simple*, *compound* and *complex* statements. These will be put together to form a précis.
Unit 4: The student will practise writing all three types of statement by using connecting words to join ideas. The ideas are derived from each passage and will be joined together to form a précis.

Composition
Composition exercises, which are introduced in Unit 2, run closely parallel to work that is being done in comprehension and précis. From Unit 3 onwards, these exercises are based on ideas suggested by the passages. This will relieve the student of the added burden of having to find something to say when he is struggling to express himself. The arrangement is as follows:

Part 1

Unit 2: Exercises in writing compound statements.
a Passages 25–36: selecting correct verbs and joining words.
b Passages 37–48: joining simple statements to make compound statements.

Part 2

Unit 3: Alternating exercises.
a Joining ideas to make compound or complex statements.
b Joining simple statements to make compound or complex statements.
Unit 4: Joining ideas to write two short paragraphs (a total of about 150 words).

Letter-writing
Work in letter-writing is begun in Unit 2 and difficulties concerning layout and subject-matter are introduced gradually. This course deals with personal letters only. The exercises have been graded as follows:

Part 1

Unit 2: The Heading.

Part 2

Unit 3: The Salutation and the opening paragraph.
Unit 4: The Body, the Subscription, the Signature and the Postscript.

Key Structures and Special Difficulties

A distinction has been drawn between absolutely essential grammar (Key Structures) and difficulties in usage (Special Difficulties). No attempt has been made to deal with every aspect of grammar. All information about Key Structures and Special Difficulties is derived directly from each passage. Grammatical terminology has not been used at all. New items are presented in the form of sentence patterns. Where explanations are necessary, this has been done by relating a new pattern to one which the student already knows and by providing numerous examples, not by abstract description and 'grammar rules'.

Filling-in-the-blank exercises are given to consolidate what the student has already learnt and practised orally. They cannot be used to teach new patterns. There are also numerous exercises in recall where the student is required to relate language difficulties to a passage he knows well. These grammar exercises are presented as part of a real context, not in disconnected sentences. By referring to the passage, the student can find out immediately whether he has grasped the new patterns. The teacher is also saved the trouble of correcting exercises of this type, since, for the most part, the passages do this for him.

The way the Key Structures have been arranged is one of the most important features of this course. The Key Structures have been presented in what might be called 'concentric cycles', the basic idea being that no new concept should be introduced without reference to what has been learnt so far. This concentric arrangement makes provision for constant revision of the most difficult sentence patterns. The following outline will make this clear:

Part 1

Unit 1 (Passages 1–24): Key Structures are dealt with at an elementary level.
Unit 2 (Passages 25–48): Exactly the same ground is covered at a slightly more difficult level.

Part 2

Unit 3 (Passages 49–72): The same ground is covered yet again at a still more difficult level.
Unit 4 (Passages 73–96): The Key Structures are revised.

Cross-references

Cross-references have been included to enable the student to refer to material he has already learnt and to draw useful comparisons. In the text, cross-references are in heavy type and are indicated in the following manner:

a **KS (=KEY STRUCTURE).** These letters are followed by a page number and sometimes a paragraph reference: e.g. **KS 47b.**
b **SD (=SPECIAL DIFFICULTY).** These letters are also followed by a page number and sometimes a paragraph reference: e.g. **SD 52c.**

The Tapes

Two sets of tapes accompany the course for use in the classroom and the language laboratory.

(a) Four $4\frac{1}{4}$ in. (11 cm.) long-playing tapes.

On these, the ninety-six multi-purpose texts have been recorded at slightly less than normal speed (120 words per minute). These tapes are intended for use in the classroom when the teacher is carrying out the aural/oral procedure suggested for each lesson. The recorded passages may therefore be used for aural comprehension and repetition work. The teacher may, however, choose to work without these tapes if he wishes—in which case he will have to read the contextualized pieces himself.

(b) Eight 5 in. (13 cm.) long-playing tapes.

On these, selected drills have been recorded for use in the classroom and language laboratory. There are ninety-six drills in all, each of which lasts approximately for $3\frac{1}{2}$ minutes. They are intended for teachers who have access to a language laboratory and who make use of it at regular or irregular intervals. It is essential to introduce the drills in the classroom before they are practised in the laboratory.

The drills are four-phase: stimulus/*response*/correct response/*repetition*. They are based entirely on the Key Structures and Special Difficulties introduced in each lesson. The vocabulary used in the drills is drawn from the course itself.

The drills have been published in a separate book which is available to teachers. Detailed information about the drills and suggestions on how they may be used will be found in the introduction to this publication.

Vocabulary Range

Structures permitting, the vocabulary in Units 1 and 2 is based largely on the General Service List of English Words, compiled and edited by Dr Michael West. From then on, the range is unrestricted—within, of course, reasonable limits, and gradually becomes more difficult.

How to Use this Course

TEACHERS! PLEASE READ THIS INTRODUCTION CAREFULLY!

Allocation of Time

Ideally, two classroom lessons of approximately 50 minutes each should be spent on each text. The first lesson should be devoted to Guided Conversation; the second to Composition and Language Study. This means that there is enough material in this book for approximately 200 lessons (including tests). However, you may choose to spend only *one* classroom lesson on each text—in which case, *every* lesson may be devoted to Guided Conversation and a selection of written exercises may be set as homework. Your first task is to decide how much time you have in your programme in relation to the material available in the course.
The suggestions given below outline the basic steps in each lesson. You may decide to follow them closely, adapt them to suit your style of teaching, or reject them altogether—BUT PLEASE READ THEM FIRST!

Lesson 1: Guided Conversation

Books Required:

Practice and Progress (for teachers and students)
Recorded Drills Tapescript (for teachers only)

The Stages of the Lesson

1 Aural/Oral Presentation:	about 15 minutes
2 Question and Answer Practice:	about 10 minutes
3 Pattern Drill:	about 5 minutes
4 Oral Reconstruction:	about 10 minutes
5 Talking Points, Singing, Games, Story-telling, etc:	about 10 minutes

Let's see what each step involves:

1 *Aural/Oral Presentation:*
- *a Listening* (Books shut)
- *b Intensive Reading* (Books open)
- *c Listening* (Books shut)
- *d Chorus, Group and Individual Repetition* (Books shut) (This step is optional.)
- *e Reading Aloud: Chorus, Group or Individual* (Books open)

a Listening (Books shut). Play the recording or read the passage once. The students should *listen* and try to understand as much as they can.
b Intensive Reading (Books open). Read the text in small units (e.g. a sentence at a time, or less) making sure the students *really* understand it. Rather than give direct explanations, try to get as much information as possible from the students.

(Think of it as 'a corkscrew operation'!) Explanations should be given entirely in English, but don't carry direct-method teaching to absurd lengths. If your students fail to understand in spite of all your efforts, translate briefly and move on. Remember, if you don't translate a particular difficulty, then someone in the class will!

c Listening (Books shut). Play the recording or read the passage once more.

d Chorus, Group and Individual Repetition (Books shut). These are *optional* activities at this level, and in any case should be confined to (say) Unit 1 only (the first 24 texts). If you conduct repetition exercises, first ask the *whole* class to repeat the text after you. Next divide the class into three groups and repeat the text once more. Finally, ask individual students round the class to repeat the text.

e Reading Aloud: Chorus, Group or Individual (Books open). How you conduct this depends on the size of the class. If it is a very large class, chorus and group reading is appropriate; if it is a small class (up to 20 students) individual reading may be more suitable.

The entire Aural/Oral Presentation should not occupy more than about 15 minutes. DON'T SPEND TOO MUCH TIME ON ANY ONE ACTIVITY!

2 Question and Answer Practice:

Question and answer practice should be based mainly on the text. However, you may vary this with questions which relate to the student's own experience. If you find it difficult to ask questions spontaneously, prepare yourself in advance. Five types of exercise are suggested, but this is by no means a rigid pattern. Questions should be asked individually round the class—preferably at speed. About half a dozen questions relating to each type should be sufficient. The five types are as follows:

a Yes/No Tag Answers
b Questions with Who
c Negative and Affirmative Statements
d General Questions: When, Where, Why, How, etc.
e Asking Questions in Pairs

a Yes/No Tag Answers. Train the students to listen to the *first* word in your questions and to use *the same word* (where applicable) in their answers. (All examples are based on Text 4.)

Teacher: *Have* you received a letter from your sister?
Student: No, I *haven't.*
Teacher: *Have* you received a letter from your brother?
Student: Yes, I *have.* etc.

b Questions with Who. Train the students to supply the correct auxiliary verbs in their answers. Note that *Who . . . ?* is only used as a subject.

Teacher: Who's received a letter?
Student: I have. etc.

c Negative and Affirmative Statements. Train the student to make negative and affirmative statements by asking double questions joined by *or.*

Teacher: Have you received a letter from your brother or your sister?

Student: I haven't received a letter from my sister. I've received one from my brother. etc.

d General Questions: When, Where, Why, How, etc. Train the student to provide natural answers to general comprehension questions.

Teacher: Who've you received a letter from?

Student: My brother. etc. (*Not:* I have received a letter from my brother.)

e Asking Questions in Pairs. In order to understand the function of question words well, the student should be trained to ask questions in pairs. In this way he will learn that the addition of a question word in no way affects the form of the question. Intensive training of this sort prevents the student from using incorrect forms like 'Where he went?' etc. The student first asks a question using an auxiliary verb. Then he asks *precisely the same question* preceding it with a question word.

Teacher: Ask me if I've received a letter from my brother.

Student: Have you received a letter from your brother?

Teacher: Who . . . (Always provide the question word.)

Student: Who have you received a letter from? etc.

3 Pattern Drill:

Drill the main language point which has been introduced in the text. Use the publication entitled *Practice and Progress, Recorded Drills: Tapescript* for this purpose. Here, for instance, is part of the drill which relates to Text 4:

Teacher: Have your breakfast.

Student: I've already had my breakfast.

Teacher: Tell him to leave.

Student: He's already left.

Teacher: Tell her to comb her hair.

Student: She's already combed her hair. etc.

The students may be trained to answer in chorus or groups, or the drill may be conducted a number of times rapidly round the class with individual students responding. If a language-laboratory is available, this will be adequate preparation for further practice. However, it must be stressed that a laboratory is by no means indispensable: it is quite possible to do all the drilling live in the classroom. Alternatively, teachers who have tape-recorders may choose to play the taped drills in class.

4 Oral Reconstruction:

Write a number of brief notes ('key words') on the blackboard summarising the subject-matter of the text. Now invite individual pupils to reconstruct the text by referring to the notes. The students should be encouraged to speak without interruption for up to a minute at a time and should try to use as many as possible of the expressions, structures etc. of the original story. Here, for instance, are some notes which relate to Text 4:

1 Letter—brother—Tim.

2 In Australia.

3 Been there—six months.
4 Engineer.
5 Big firm—visited different places.
6 Bought—Australian car—Alice Springs—small town—centre.
7 Visit Darwin.
8 From there—Perth.
9 Never before—trip—exciting.

5 Talking Points, Singing, Games, Story-telling, etc.

The final part of the Guided Conversation Lessons should be devoted to free conversation. Where the text immediately suggests a subject or subjects for general discussion, individual students should be invited to speak impromptu. Here, for instance, are a few talking points suggested by Text 4:

a Do you know anyone abroad? What can you tell me about him/her?
b What do you think (Australia) is like?
c Which country would you like to visit and why?
d Tell me about your job.

Obviously, not all texts provide suitable material for conversation. Where a general discussion is not possible, the lesson may end with any one of the following activities:

a Singing: Teach the class traditional or modern British and American songs. Any good song book may be used for this purpose. For instance:
Lee and Dodderidge: *Time for a Song* (Longman)
Dakin: *Songs and Rhymes for the Teaching of English* (Longman)

b Games: Well-known parlour games like 'Twenty Questions' are always popular with students. A book like *Language-Teaching Games and Contests* by W. R. Lee (O.U.P.) is full of excellent ideas.

c Story-telling: You may occasionally read a story to the class—providing it is roughly within the students' structural/lexical range. Many of the titles in the series Pleasant Books in Easy English Stages 1–4 (Longman) are suitable for this purpose.

Lesson 2: Composition and Language Study

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

Books Required:

Practice and Progress (for teachers and students) *Supplementary Written Exercises* (for teachers and students)

1 Comprehension/Précis/Composition/Letter-writing
2 Key Structures
3 Exercises
4 Special Difficulties
5 Exercises
6 Dictation
7 Multiple Choice Questions

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

1 Comprehension/Précis/Composition/Letter-writing
These exercises must never be omitted as they are part of a carefully planned guided summary and composition scheme which evolves progressively through *Practice and Progress* and *Developing Skills*. As the exercises are largely self-correcting, it will be sufficient to check that they have been done. Go round the class while the students are writing and help individuals.

2 Key Structures
This part of the lesson should be devoted to a *brief* explanation of the main grammar points that were presented in the text. Grammatical information should be considered a means to an end, not an end in itself. Technical terms have been deliberately excluded: it has been left to the teacher to decide how to present the grammar. This, in turn, will depend wholly on the class. In the case of students who are familiar with the grammar of their own language, there is no reason why the teacher should not make use of technical terms. In the case of students who are wholly unfamiliar with grammatical concepts, no technical terms should be used at all. The aim behind all the explanation should be to reinforce theoretically what the student has already practised orally. It is best to avoid sweeping 'rules' and to confine the study of grammar to the points presented. Additional information can be obtained from any standard textbook: e.g. W. S. Allen: *Living English Structure* (Longman).

3 Exercises
These should be tackled in writing. They will provide further reinforcement of the grammar that has just been presented.

4 Special Difficulties
A brief explanation regarding the special lexical/structural difficulties should now be given. Where appropriate, you may draw a brief contrast between the problem presented in the text and a similar problem in the mother tongue.

5 Exercises
These should now be tackled in writing to reinforce what has been taught.

6 Dictation

Depending on the amount of time available, dictations should be given frequently. A few sentences taken from a passage the students have already studied may be dictated. The students may correct their own work by comparing their version with the passage.

7 Multiple Choice Exercises

These will be found in the separate publication, *Supplementary Written Exercises*, and may be tackled in class or as homework.

Homework

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

Pre-Unit Tests

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

Additional Reading Material

It is essential for the students to read as much as possible in their own time. Students only find reading an irksome task when they attempt to read books which are too difficult for them. The books the students should read must be simplified and well within their range. Longman Structural Readers series is recommended for this purpose. A set of readers may accompany each of the Units in this book:

Unit 1: All the titles in Longman Structural Readers series, Stage 3.
Unit 2: All the titles in Longman Structural Readers series, Stage 4.
Unit 3: All the titles in Longman Structural Readers series, Stage 5.
Unit 4: All the titles in Longman Structural Readers series, Stage 6.

Additional Oral Practice

If additional oral practice in the use of progressive patterns is required, it can be obtained from the following:
The Carters of Greenwood (*cineloops*) *Elementary Level*, published by Longman Group Ltd.
Question and Answer Chapters 1–4, published by Longman Group Ltd.

Additional Written Practice

If additional practice in the writing of simple, compound and complex sentences is required it may be obtained from the following books:
A First Book in Comprehension, Précis and Composition Chapters 1–3, published by Longman Group Ltd.
Similar practice may also be obtained from *Essay and Letter Writing* Chapters 1 and 2, also published by Longman Group Ltd.

Future Work

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

Developing Skills:
An Integrated Course for Intermediate Students.
Fluency in English:
An Integrated Course for Advanced Students.

PRE-UNIT TEST 1

IF YOU CAN DO THIS TEST GO ON TO UNIT 1

A. Look at this example:

I am tired. *He is* tired.

Write these sentences again. Begin each sentence with ***He.***

1. I am busy.
2. I am learning English.
3. I have a new book.
4. I live in the country.
5. I shall see you tomorrow.
6. I can understand you.
7. I must write a letter.
8. I may come next week.
9. I do a lot of work every day.
10. I did a lot of work yesterday.
11. I played football yesterday.
12. I bought a new coat last week.
13. I have had a letter from Tom.
14. I was busy this morning.
15. I could play football very well when I was younger.
16. I always try to get up early.
17. I might see you next week.
18. I always enjoy a good film.
19. I had finished my work before you came.
20. I watch television every night.

B. Look at these examples:

I want *a* biscuit. I want *a* cup of coffee. I want *some* biscuits. I want *some* coffee. Do you want *any* biscuits? Do you want *any* coffee? I don't want *any* biscuits. I don't want *any* coffee.

Write these sentences again. Put in *a*, *some* or *any*.

1. There are ..... books on the desk.
2. I drank ..... glass of beer.

3. Do you want ..... butter?
4. There aren't ..... people in the street.
5. Tom has just bought ..... new car.
6. We have ..... apple trees in our garden.
7. Can I have ..... bar of chocolate, please?
8. There isn't ..... bread in that tin.
9. Is there ..... ink in that bottle?
10. Are there ..... eggs in that basket?

C. Look at these examples:

I haven't any eggs. I haven't *got many* eggs. He hasn't any coffee. He hasn't *got much* coffee.

Do these in the same way:
1. I haven't any butter.
2. You haven't any cigarettes.
3. We haven't any milk.
4. She hasn't any biscuits.
5. They haven't any stationery.

D. Look at this example:

She goes to town every day. She *went* to town yesterday.

Do these in the same way:
1. He buys a new car every year. He ..... a new car last year.
2. She airs the room every day. She ..... it this morning.
3. He often loses his pen. He ..... his pen this morning.
4. He always listens to the news. He ..... to the news yesterday.
5. She empties this basket every day. She ..... it yesterday.

E. Look at these examples:

He went to the cinema yesterday. *Question:* Did he go to the cinema yesterday? *Question:* Where did he go yesterday? *Negative:* He didn't go to the cinema yesterday.

Do these in the same way:

1. He bought a new car.
Q. .....
Q. What .....
N. .....

2. She can come tomorrow.
Q. .....
Q. When .....
N. .....

3. They were here yesterday.
Q. .....
Q. When .....
N. .....

4. He must leave early.
Q. .....
Q. Why .....
N. .....

5. He gave you a pen.
Q. .....
Q. What .....
N. .....

6. He lives next door.
Q. .....
Q. Where .....
N. .....

7. You know him well.
Q. .....
Q. How well .....
N. .....

8. He has found his pen.
Q. .....
Q. What .....
N. .....

9. You saw that film.
Q. .....
Q. When .....
N. .....

10. He arrived at two o'clock.
Q. .....
Q. When .....
N. .....

F. Look at this example:

> She smiled ..... (pleasant)
> She smiled *pleasantly*.

Do these in the same way:

1. He read the phrase ..... (slow)
2. He worked ..... (lazy)
3. He cut himself ..... (bad)
4. He worked ..... (careful)
5. The door opened ..... (sudden)

G. Look at this example:

> *It will* rain tomorrow.
> *It'll* rain tomorrow.

Write these sentences again. Use short forms.

1. *He will* arrive tomorrow morning.
2. *She will* come this evening.
3. *I shall* see you the day after tomorrow.
4. He *will not* believe me.
5. We *shall not* remain here.

H. Look at this example:

> This dress belongs to my sister. It is *hers*.

Do these in the same way:

1. These things belong to my husband. They are .....
2. This coat belongs to me. It is .....
3. These shoes belong to my wife. They are .....
4. These pens belong to Tom and Betty. The pens are .....
5. This suitcase belongs to you. It is .....

I. Look at this example:

> It is *warm* today, but it was *warmer* yesterday.

Do these in the same way:

1. It is *cool* today, but it was ..... yesterday.
2. It is *wet* today, but it was ..... yesterday.
3. He's *late* again today, but he was ..... yesterday.
4. This test is *easy*, but that one is .....
5. This book is *expensive*, but that one is .....
6. This bookcase is *large*, but that one is .....
7. That film was *interesting*, but the other one was .....
8. Betty is *pretty*, but Jane is .....
9. Miss Green is *beautiful*, but Miss White is .....
10. Tom is *intelligent*, but Bill is .....

J. Put in the right word or phrase: *yesterday*, *last night*, *tomorrow* etc.

The date today is Monday, March 5th.

1. I saw him ..... (Sunday, March 4th)
2. I shall see him ..... (Tuesday, March 6th)
3. I shall see him ..... (Monday, March 5th)
4. I shall see him ..... (Monday, March 5th–afternoon)
5. I shall see him ..... (Wednesday, March 7th)
6. I saw him ..... (Saturday, March 3rd)
7. I saw him ..... (Sunday, March 4th–night)
8. I shall see him ..... (Tuesday, March 6th–morning)
9. I shall see him ..... (Monday, March 5th–morning)
10. I saw him ..... (Sunday, March 4th–afternoon)

K. Put in *at*, *in*, or *on*:

1. He is going to telephone ..... five o'clock.
2. My birthday is ..... May 21st.
3. It is always cold ..... February.
4. My father was there ..... 1942.
5. He is going to arrive ..... Tuesday.

L. Put in *across*, *over*, *between*, *off*, *along*, *in*, *on*, *into*, *out of*, or *under*:

1. The aeroplane is flying ..... the village.
2. The ship is going ..... the bridge.
3. The boy is swimming ..... the river.
4. Two cats are running ..... the wall.
5. My books are ..... the shelf.
6. The bottle of milk is ..... the refrigerator.
7. The boy is jumping ..... the tree.
8. Mary is sitting ..... her mother and her father.
9. It is 9 o'clock. The children are going ..... class.
10. It is 4 o'clock. The children are coming ..... class.

M. Put in *Who* or *Which*:

1. ..... hat did you buy?
2. ..... broke this plate?
3. ..... bus did you catch?
4. ..... is knocking at the door?
5. ..... of the two books do you want?

N. Look at these examples:

She is the girl. *She* met me yesterday. She is the girl *who* met me yesterday. She is the girl. I met *her* yesterday. She is the girl *whom* I met yesterday. This is the book. I bought *it* yesterday. This is the book *which* I bought yesterday.

Join these sentences in the same way. Use *who*, *whom* or *which*.

1. This is the car. The mechanic repaired *it* yesterday.
2. He is the man. I invited *him* to the party.
3. These are the things. I bought *them* yesterday.
4. He is the man. *He* came here last week.
5. He is the policeman. *He* caught the thieves.
6. She is the nurse. *She* looked after me.
7. She is the woman. I met *her* yesterday.
8. I am the person. *I* wrote to you.
9. They are the people. I saw *them* yesterday.
10. They are the trees. We cut *them* down yesterday.

O. Look at this example:

I can see some cups, but I can't see any *glasses*.

Do these in the same way:

1. I can see some spoons, but I can't see any ..... (knife)
2. I can see some hammers, but I can't see any ..... (box)
3. I can see some cupboards, but I can't see any ..... (shelf)
4. I can see Mr Jones and Mr Brown, but I can't see their ..... (wife)
5. I can see some cups, but I can't see any ..... (dish)

P. Read this story carefully:

Last week, I took my four-year-old daughter, Sally, to a children's party. We travelled by train. Sally has never travelled by train before. She sat near the window and asked a lot of questions. Suddenly, a middle-aged lady came into our compartment and sat opposite Sally. 'Hullo, little girl,' she said. Sally did not answer, but looked at her curiously. The lady took out her powder compact. She then began to make up her face.

'Why are you doing that?' Sally asked.

'To make myself beautiful,' the lady answered. She put away her compact and smiled kindly.

'But you are still ugly,' Sally said.

Now write answers to these questions:

1. Did you take Sally to the park?
2. Did you take Sally to a children's party?
3. Where did Sally sit?
4. Who came into your compartment?
5. Was the lady young or was she middle-aged?
6. Where did the lady sit?
7. Did she say 'Hullo' to Sally, or did Sally say 'Hullo' to her?
8. Why did the lady make up her face?
9. Did Sally think the lady was beautiful?
10. What did Sally say to the lady?

Unit 1

INSTRUCTIONS TO THE STUDENT

Comprehension Précis and Composition

Précis is a test of your ability to find the important points in a piece of writing and to put them together. To write a précis, you must be able to do two things. You must be able to understand what you read, and to put ideas together. *Comprehension* is a test of your ability to understand what you read. *Composition* is a test of your ability to put ideas together. So *précis*, *comprehension* and *composition* are closely related to each other.

Unit 1 contains twenty-four short pieces. There are some questions under each piece. Your answers to these questions will be in short, simple sentences. Put your answers together. In this way, you will make a short paragraph. Your paragraph will be a précis of the piece. At the same time, it will be a composition.

Before you begin each exercise, read these instructions carefully. Read them *each time* you begin a new piece. They are very important.

How to work

1. Read the piece carefully two or three times. Make sure you understand it.
2. Write an answer to each question. Each answer must be *a complete sentence*.
3. Your answers to the questions must follow each other. Together, they will make *a complete paragraph*.
4. Read through your work and correct your mistakes.
5. Count the number of words in your paragraph. Words like 'the', 'a' etc. count as single words. Words which are joined by a hyphen (e.g. 'living-room') also count as single words. Do not go over the word limit. At the end of your paragraph write the number of words that you have used.

Example

Work through this example carefully and then try to do the exercises in Unit 1 in the same way.

Granny Forbes

Mrs Forbes was very old and very poor. Everybody in the neighbourhood called her Granny Forbes and tried to help her. Some neighbours came in each day and cooked meals for her. Others came and cleaned her room. There was little furniture in her room. It was small, dark, and almost empty. There was a bed and a table, and there were two chairs. In winter, neighbours sometimes brought coal and lit a fire, but Granny's room was often very cold. Granny lived in poverty all her life. She died at the age of eighty-four. Then her neighbours got a big surprise. She left £50,000!

Comprehension Précis and Composition

Answer these questions *in not more than 50 words.*

1. Did Granny Forbes live in poverty all her life or not?
2. Did her neighbours help her, or did her relations help her?
3. Did they cook meals for her every day or not?
4. Did they clean her small, poorly-furnished room or not?
5. Did they sometimes light a fire for her in winter or not?
6. Did Granny Forbes die at the age of eighty-one, or did she die at the age of eighty-four?
7. Did everyone get a surprise or not?
8. How much did she leave?

Answer

Granny Forbes lived in poverty all her life. Her neighbours helped her. They cooked meals for her every day. They cleaned her small, poorly-furnished room. They sometimes lit a fire for her in winter. Granny Forbes died at the age of eighty-four. Everyone got a surprise. She left £50,000! (49 words)

Key Structures and Special Difficulties

When you finish the exercise in Comprehension Précis and Composition, go on to the language exercises that follow. The information under the title **Key Structures** gives you advice about important problems in grammar. The information under the title **Special Difficulties** gives you advice about particular problems. The twenty-four passages in Unit 1 will help you to understand these problems and to do the language exercises.

1 A Private Conversation 私人谈话

Last week I went to the theatre. I had a very good seat. The play was very interesting. I did not enjoy it. A young man and a young woman were sitting behind me. They were talking loudly. I got very angry. I could not hear the actors. I turned round. I looked at the man and the woman angrily. They did not pay any attention. In the end, I could not bear it. I turned round again. 'I can't hear a word!' I said angrily.

'It's none of your business,' the young man said rudely. 'This is a private conversation!'



'It's none of your business'

上个星期，我去戏院看戏。我坐的位子很好。戏演得妙趣横生。我却颇为扫兴。一个青年男子和一个青年女子坐在我的后面。他俩大声交谈着。我很气愤，因为我无法听到演员的台词。我转过脸去，用愤懑的眼光看着他们，他俩毫不理会。最后我无法忍受了，我又一次转过脸去愤怒地说："我一句话也听不见。"

"这你管不着，"这个青年粗鲁地回话说，"这是私人交谈。"

注 释

1. 文中 have a good seat 意即：我坐的位子很好。句中have＝obtain。
2. 文中 none of your business句，none系代词，原句式 to be none of someone's business 意即： to be no concern of someone else 其他人管不着(经常用于言者愠怒的时候)。例：I ask how old you are, Miss?——My age is none of your business. (我的年龄与你无关。)

生词和短语

private ['praivit] *a.* 私人的
conversation [kɔnvə'seiʃən] *n.* 谈话
theatre ['θiətə] *n.* 剧院，戏院
angry ['æŋgri] *a.* 发怒的，生气的
attention [ə'tenʃən] *n.* 注意，留心
pay attention 给予注意

Comprehension Précis and Composition

Answer these questions *in not more than 55 words.*

1. Where did the writer go last week?
2. Did he enjoy the play or not?
3. Who was sitting behind him?
4. Were they talking loudly, or were they talking quietly?
5. Could the writer hear the actors or not?
6. Did he turn round or not?
7. What did he say?
8. Did the young man say, 'The play is not interesting.' or did he say, 'This is a private conversation!'?

Key Structures

Word Order in Simple Statements.

a A statement tells us about something. All the sentences in the passage are statements. Each of these statements contains one idea. Each statement tells us about *one thing*. A statement that tells us about one thing is a *simple statement*.

b The order of the words in a statement is very important. Look at these two statements. They both contain the same words but they do not mean the same thing:

The policeman arrested the thief.
The thief arrested the policeman.

c A simple statement can have six parts, but it does not always have so many. Study the order of the words in the columns on page 31. Note that column 6 (When?) can be at the beginning or at the end of a statement.

Exercises

A. Rule seven columns on a double sheet of paper. At the top of each column, write the numbers and the words given in the table. Copy out the rest of the passage. Put the words of each statement in the correct column in the way shown in the table.

B. You will use the seven columns again for this exercise. There is a line under each word or group of words in the statements below. The words are not in the right order. Arrange them correctly in the seven columns. Look at this example:

I last year to America went.

The correct order is: I (*who*) went (*action*) to America (*where*) last year. (*when*)
Or: Last year I went to America.

1. The film I enjoyed yesterday.
2. The news listened to I carefully.
3. Well the man the piano played.
4. Games played yesterday in their room the children quietly.
5. Quietly the door he opened.
6. Immediately left he.
7. A tree in the corner of the garden he planted.
8. Before lunch the letter in his office quickly he read.
9. This morning a book I from the library borrowed.

6	1	2	3	4	5	6
When?	Who? Which? What?	Action	Who? Which? What?	How?	Where?	When?
Last week	I	went			to the theatre.	
	I	had	a very good seat.			
	The play	was	very interesting.			
	I	did not enjoy	it.			
	A young man and a young woman	were sitting			behind me.	
	They	were talking		loudly.		

10. The soup spoilt the cook.
11. We at home stay on Sundays.
12. There a lot of people are at the bus-stop.
13. The little boy an apple this morning ate greedily in the kitchen.
14. She beautifully draws.
15. Music I like very much.
16. A new school built they in our village last year.
17. The match at four o'clock ended.
18. She a letter from her brother last week received.

2 Breakfast or Lunch? 早餐还是午餐

It was Sunday. I never get up early on Sundays. I sometimes stay in bed until lunch time. Last Sunday I got up very late. I looked out of the window. It was dark outside. 'What a day!' I thought. 'It's raining again.' Just then, the telephone rang. It was my aunt Lucy. 'I've just arrived by train,' she said. 'I'm coming to see you.'

'But I'm still having breakfast,' I said.

'What are you doing?' she asked.

'I'm having breakfast,' I repeated.

'Dear me,' she said. 'Do you always get up so late? It's one o'clock!'



I never get up early

那是个星期天。星期天我是从来不早起的。有时候我一直要睡到吃午饭才起床。上星期天我就起得很迟。我向窗外望去，外面很暗。"多糟的天气！"我想，"又要下雨了。"就在这时候，电话铃响了。这是我的婶母露茜打来的。"我刚乘火车到这里，"她说道，"我这就来看你。"

"但我还在吃着早饭呢！"我说道。

"你正在干什么？"她问道。

"我正在吃早饭。"我重复着。

"天哪！"她说，"难道你老是睡懒觉的吗？这已经是一点钟了呀。"

注 释

1. 文中…stay in bed until lunch中的until系介词，意即：直到…时。如：wait until tomorrow. 等到天明。
2. What a day! 此处What系形容词，意即：多么，何等(用以表示惊讶，怀疑，愤怒，喜爱等)，此处全句：What a bad day it is! 又如：What a man! (有时不一定是贬义，视场合、讲话人感情而定。) what在句中修饰名词，以How 引导的感叹句则修饰形容词，如：How beautiful (it is)!

生词和短语

get up 起床　　Look out of… 向……外面看

Comprehension Précis and Composition

Answer these questions *in not more than 50 words.*

1. Does the writer always get up early on Sundays, or does he always get up late?
2. Did he get up early last Sunday, or did he get up late?
3. Who telephoned then?
4. Had she arrived by train, or had she come on foot?
5. Was she coming to see him or not?
6. Did he say, 'I'm still having breakfast', or did he say, 'I am still in bed'?
7. Was his aunt very surprised or not?
8. What was the time?

Key Structures

Now, Often and Always.
Study these statements and questions:

Now	*Often and Always*
These sentences are from the passage:	
It's raining.	I never get up early on Sundays.
I'm coming to see you.	I sometimes stay in bed until lunch time.
I'm still having breakfast.	Do you always get up so late?
What are you doing?	
Here are some more sentences:	
He is still sleeping.	He rarely gets up before 10 o'clock.
We are enjoying our lunch.	We frequently have lunch at this restaurant.
I am reading in bed.	Do you ever read in bed?

Exercises

A. Write out these two paragraphs again. Give the right form of the words in brackets:

1. I am looking out of my window. I can see some children in the street. The children (play) football. They always (play) football in the street. Now a little boy (kick) the ball. Another boy (run) after him but he cannot catch him.

2. I carried my bags into the hall.
'What you (do)?' my landlady asked.
'I (leave), Mrs Lynch,' I answered.
'Why you (leave)?' she asked. 'You have been here only a week.'
'A week too long, Mrs Lynch,' I said. 'There are too many rules in this house. My friends never (come) to visit me. Dinner is always at seven o'clock, so I frequently (go) to bed hungry. You don't like noise, so I rarely (listen) to the radio. The heating doesn't work, so I always (feel) cold. This is a terrible place for a man like me. Goodbye, Mrs Lynch.'

B. Note the position of the words in italics in these sentences:
My friends *never* come to visit me.
I *frequently* go to bed hungry.
I *rarely* listen to the radio.
I *always* feel cold.
I *never* get up early on Sundays.
I *sometimes* stay in bed until lunch time.

Write these sentences again. Put the words in brackets in the right place:
1. She answers my letters. (rarely)
2. We work after six o'clock. (never)
3. The shops close on Saturday afternoons. (always)
4. Do you go to work by car? (always)
5. Our teacher collects our copybooks. (frequently)
6. We spend our holidays abroad. (sometimes)
7. I buy gramophone records. (often)
8. Do you buy gramophone records? (ever)

Special Difficulties

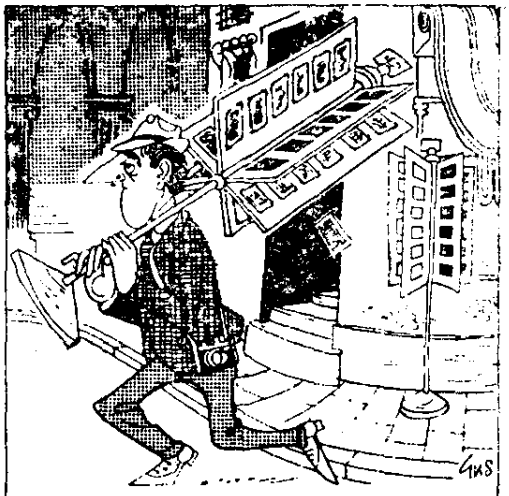
What a day! (l. 5)

Instead of saying:	*We can say:*
It is a terrible day!	What a terrible day!
This is a beautiful picture!	What a beautiful picture!
	Or: What a beautiful picture this is!

Exercise
Write these sentences again. Each sentence must begin with *What*.
1. This is a wonderful garden!
2. This is a surprise!
3. He is causing a lot of trouble!
4. They are wonderful actors!
5. She is a hard-working woman!
6. It is a tall building!
7. It's a terrible film!
8. You are a clever boy!
9. She is a pretty girl!
10. He is a strange fellow!

3 Please Send Me a Card　　请寄一张明信片来

Postcards always spoil my holidays. Last summer, I went to Italy. I visited museums and sat in public gardens. A friendly waiter taught me a few words of Italian. Then he lent me a book. I read a few lines, but I did not understand a word. Every day I thought about postcards. My holidays passed quickly, but I did not send any cards to my friends. On the last day I made a big decision. I got up early and bought thirty-seven cards. I spent the whole day in my room, but I did not write a single card!



I bought thirty-seven cards

明信片总是使我过不好假日。去年夏天，我去意大利，我参观了博物馆，或在公园里坐坐。一位好客的侍者教了我几句意大利话，然后又借了一本书给我。我读了几行，但不知所云。每天我思忖着明信片。假期飞逝而过，但我还没给我的朋友们寄出一张明信片。到最后一天，我下定了决心。我一早起床，买了三十七张明信片。我呆在房间里，化去一整天时间，但却没写成一张明信片。

注　释

1. a few words of Italian中，words不作“字”解，作“语言”解。如：I have no words to express my gratitude. 我没有适当的言语可以表达我的感激。
2. 文中lent me a book，借我一本书(别人借给自己)。英语中自己向其他人借，则用动词borrow['bɔrəu]. 如：I borrowed a book from him.

生词和短语

send [send] *vt.* (sent [sent], sent) 寄，送
card [kɑ:d] *n.* 卡片，名片，明信片
postcard ['pəustkɑ:d] *n.* 明信片
museum [mju(:)'ziəm] *n.* 博物馆
public ['pʌblik] *a.* 公共的
taught [tɔ:t] *v.* teach 的过去式和过去分词
lend [lend] *vt.* 把……借给

lent [lent] *v.* lend 的过去式和过去分词　**decision** [di'siʒən] *n.* 决定，决心

Comprehension Précis and Composition

Answer these questions *in not more than 50 words.*

1. Do postcards always spoil the writer's holidays or not?
2. Where did he spend his holidays last summer?
3. What did he think about every day?
4. Did he send any cards to his friends or not?
5. How many cards did he buy on the last day?
6. Where did he stay all day?
7. Did he write any cards or not?

Key Structures

What happened?

Read this short conversation. Pay close attention to the verbs in italics. Each of these verbs tells us *what happened.*

POLICEMAN: Did you see the accident, sir?
MAN: Yes, I did. The driver of that car *hit* that post over there.
POLICEMAN: What happened?
MAN: A dog *ran* across the road and the driver *tried to avoid* it. The car suddenly *came* towards me. It *climbed* on to the pavement and *crashed* into that post.
POLICEMAN: What did you do?
MAN: I *ran* across the street after the dog.
POLICEMAN: Why did you do that? Were you afraid of the car?
MAN: I wasn't afraid of the car. I was afraid of the driver. The driver *got out* of the car and *began shouting* at me. He was very angry with me. You see, it was my dog.

Exercises

A. Look at the passage 'Please Send Me A Card'. Put a line under all the verbs which tell us what happened to the writer when he was on holiday in Italy.

B. Give the correct form of all the verbs in brackets. Do not refer to the passage until you finish the exercise:

Last summer, I (go) to Italy. I (visit) museums and (sit) in public gardens. A friendly waiter (teach) me a few words of Italian. Then he (lend) me a book. I (read) a few lines, but I (not understand) a word. Every day I (think) about postcards. My holidays (pass) quickly, but I (not send) any cards to my friends. On the last day, I (make) a big decision. I (get) up early and (buy) thirty-seven cards. I (spend) the whole day in my room, but I (not write) a single card!

C. Give the correct form of the verbs in brackets in the passage below. Each verb must tell us *what happened*:

My friend, Roy, (die) last year. He (leave) me his record player and his collection of gramophone records. Roy (spend) a lot of money on records. He (buy) one or two new records every week. He never (go) to the cinema or to the theatre. He (stay) at home every evening and (listen) to music. He often (lend) records to his friends. Sometimes they (keep) them. He (lose) many records in this way.

Special Difficulties

He lent me a book. (l. 5)

Instead of saying:	*We can say:*
He lent me a book.	He lent a book to me.
He sent me a card.	He sent a card to me.
He passed me the salt.	He passed the salt to me.
She bought me a tie.	She bought a tie for me.
She made me a cake.	She made a cake for me.

Exercise

Write each of the following sentences in a different way:

1. He paid the shop-keeper some money.
2. He handed me the prize.
3. The waiter brought a bottle of beer to the man.
4. He sold all his books to me.
5. The shop-assistant chose some curtain material for me.
6. He did me a big favour.
7. She showed her husband her new hat.
8. She promised a reward to the finder.
9. He gave his son some advice.
10. His uncle left him some money.
11. He is teaching English to us.
12. I bought this bunch of flowers for you.
13. Bring that book to me please.
14. He offered me a cigarette.
15. Read me the first paragraph.
16. I've ordered some soup for you.
17. I owe him a lot of money.
18. Pass the mustard to your father.

4 An Exciting Trip 一次兴致勃勃的旅行

I have just received a letter from my brother, Tim. He is in Australia. He has been there for six months. Tim is an engineer. He is working for a big firm and he has already visited a great number of different places in Australia. He has just bought an Australian car and has gone to Alice Springs, a small town in the centre of Australia. He will soon visit Darwin. From there, he will fly to Perth. My brother has never been abroad before, so he is finding this trip very exciting.



an engineer in Australia

我刚才收到一封我弟弟蒂姆的来信。眼下他在澳大利亚。他在那里已六个月了。蒂姆是位工程师。他在一家大公司里工作，并且已经去过澳大利亚许多不同的地方。他刚买了一辆澳大利亚汽车，并且已经到澳大利亚中部一个叫艾利斯斯普林斯的小镇去了。他很快将去达文，再从那里飞往珀思。我弟弟以前从未出过国，所以他觉得这次旅行十分令人兴奋。

注 释

1. 文中have been to Australia 到过澳大利亚；have been abroad 一直在国外，到过国外。
2. he is finding this trip very exciting. 其中exciting 系宾语补足语，是find 的复合宾语。

生词和短语

trip [trip] *n.* 旅行
firm [fə:m] *n.* 商行
a great number 许多
just [dʒʌst] *ad.* 方才，刚才
in the centre of 在……中间
abroad [ə'rɔ:d] *ad.* 到(在)国外

Comprehension Précis and Composition

Answer these questions *in not more than 50 words.*

1. What has the writer just received from his brother, Tim?
2. Is Tim an engineer, or is he a doctor?
3. How long has he been in Australia?
4. Has he already visited many places or not?
5. Where is he now?
6. Has Tim ever been abroad before or not?
7. Is he enjoying his trip very much or not?

Key Structures

What has happened:

These sentences are from the passage. Study them carefully. Pay close attention to the words in italics:

I have *just* received a letter from my brother, Tim.
He has *just* bought an Australian car and has gone to Alice Springs.
He has been there *for six months.*
He has *already* visited a great number of different places.
My brother has *never* been abroad before.

Here are some more sentences:

He has retired *now.*
Have you *ever* been to Australia?
Have you read any good books *lately*?
I haven't been very successful *so far.*
The train has not arrived *yet.*

Exercises

A. Write these sentences again. Put the words in brackets in the right place:

1. I have had breakfast. (just)
2. He has been in prison. (for six months)
3. The police have not caught the thief. (yet)
4. You have asked that question three times. (already)
5. Have you been to Switzerland? (ever)
6. I have been to Switzerland. (never)
7. He is a wonderful runner. He has broken two records. (so far)
8. I haven't seen George. (lately)

B. Give the correct form of the verbs in brackets. Do not refer to the passage until you finish the exercise:

I just (receive) a letter from my brother Tim. He is in Australia. He (be) there for six months. Tim is an engineer. He is working for a big firm and he already (visit) a great number of different places in Australia. He just (buy) an Australian car and (go) to Alice Springs. My brother never (be) abroad before, so he is finding this trip very exciting.

C. What is happening? What has happened?
Read these two statements: The bell is ringing
The bell has just rung.
Complete the following in the same way:
1. He is leaving the house. He has just . . .
2. He is having breakfast. He has . . .
3. She is writing a letter.
4. My sister is turning on the radio.
5. My mother is making the bed.
6. She is buying a new hat.

D. Read these two statements: He is still having breakfast.
He hasn't had breakfast yet.
Complete the following in the same way:
1. She is still washing the dishes. She hasn't . . .
2. She is still making the beds. She . . .
3. He is still combing his hair.
4. She is still sweeping the carpet.
5. We are still reading 'Macbeth'

E. Read these two sentences: I've already had lunch.
Have you had lunch yet?
Ask questions in the same way:
1. I've already seen the new play at 'The Globe'. Have you . . .
2. I've already taken my holidays.
3. I've already read this book.
4. I've already done my homework.
5. I've already finished my work.

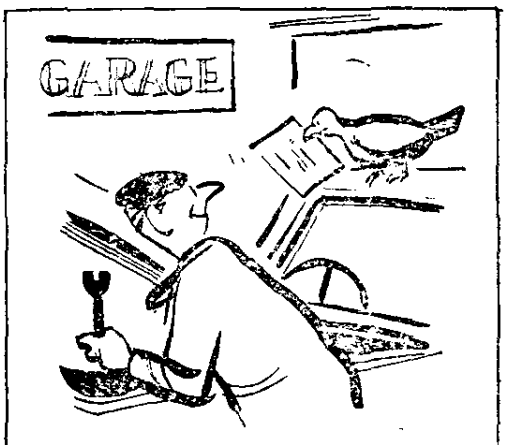
Special Difficulties

Words Often Confused.
Receive and Take.
Receive: I have just received a letter from my brother. (ll. 1–2)
Take: Someone has taken my pen.

Exercise
Choose the correct words in the following:
1. Yesterday I (took) (received) a present from Aunt Jane.
2. Have you (taken) (received) a letter from him yet?
3. I (took) (received) the letter with me.
4. He has (taken) (received) some flowers to her.
5. Why did you (receive) (take) this book off the shelf?

5 No Wrong Numbers 无号码差错之虞

Mr James Scott has a garage in Silbury and now he has just bought another garage in Pinhurst. Pinhurst is only five miles from Silbury, but Mr Scott cannot get a telephone for his new garage, so he has just bought twelve pigeons. Yesterday, a pigeon carried the first message from Pinhurst to Silbury. The bird covered the distance in three minutes. Up to now, Mr Scott has sent a great many requests for spare parts and other urgent messages from one garage to the other. In this way, he has begun his own private 'telephone' service.



. . . private 'telephone' service

詹姆斯·斯科特先生在锡尔伯里有一个汽车修理间，现在他刚在平赫斯特买了另一间。平赫斯特离锡尔伯里才五英里路，但詹姆斯·斯科特先生没能为他的汽车修理间申请一个电话，所以他才买了十二只鸽子。昨天，一只鸽子把第一封信从平赫斯特带到锡尔伯里。这只鸟只用了三分钟就飞完了全程。到目前为止，斯科特先生从一个汽车修理间向另一个汽车修理间发了大量要求备件的信件和其他急信。就这样，他开始了自己的私人"电话"业务。

注 释

1. …covered the distance in three minutes. 此处 in three minutes意即：三分钟后。
2. 英语中的现在完成式，其特征是它和现在有密切的联系，或是讲迄今为止的这一段时间的情况，或是讲一个影响现状的动作，这样它不是从时间上就是从后果上和现在联系了起来。如：Have you ever met him before，而一般过去式则往往有明确时间参考(exact time reference)，如文中：yesterday, a pigeon carried the first message…。

生词和短语

garage ['gærɑ:ʒ] *n.* 汽车库，汽车修理间
mile [mail] *n.* 英里(=1609米)
pigeon ['pidʒin] *n.* 鸽子
message ['mesidʒ] *n.* 信息
cover ['kʌvə] *vt.* 越过

request [ri'kwest] *n.* 请求信（报告）

spare [spɛə] *a.* 备用的

urgent ['ə:dʒint] *a.* 紧急的

up to now 直到现在

Comprehension Précis and Composition

Answer these questions *in not more than 50 words.*

1. Where has Mr Scott opened his second garage?
2. Where is his first garage?
3. How far away is Silbury?
4. Can Mr Scott get a telephone for his new garage or not?
5. What has he bought?
6. In how many minutes do they carry messages from one garage to the other?

Key Structures

What happened? What has happened?

Study these sentences. Pay close attention to the words in italics.

***What happened?* (KS 17)**

I wrote to him *last month.*
I bought this car *last year.*
He came to see me *this morning.*
I saw him *ten minutes ago.*

***What has happened?* (KS 19)**

The train has *just* left the station.
I've *already* seen that film.
He has been abroad *for six months.*
Have you *ever* met him *before?*
I have *never* met him *before.*
I have not finished work *yet.*
There have been a great number of accidents *lately.*
Up till now he has won five prizes.

Exercises

A. Underline all the verbs in the passage which tell us *what happened* and *what has happened.*

B. Give the correct form of the verbs in brackets. Do not refer to the passage until you finish the exercise:

Mr James Scott has a garage in Silbury and now he just (buy) another garage in Pinhurst. Pinhurst is only five miles from Silbury, but Mr Scott cannot get a telephone for his new garage, so he just (buy) twelve pigeons. Yesterday, a pigeon (carry) the first message from Pinhurst to Silbury. The bird (cover) the distance in three minutes. Up to now, Mr Scott (send) a great many requests for spare parts and other urgent messages from one garage to the other. In this way, he (begin) his own private 'telephone' service.

C. Give the correct form of the verbs in brackets:

1. What . . . you (buy) yesterday?
2. Up till now, he never (lend) me anything.
3. . . . you (burn) those old papers yet?
4. He (fight) in Flanders in the first World War.
5. They already (leave).
6. When . . . you (lose) your umbrella?
7. . . . you (listen) to the concert last night?
8. We just (win) the match.

Special Difficulties

Words Often Confused or Misused

a Phrases with the word 'way'. (In this way, he has begun his own private 'telephone' service. ll. 13–14)

In the way: Please move this chair. It is in the way.
Do your work in the way I have shown you.

On the way: On the way to the station, I bought some cigarettes.

In this way: He saves old envelopes. In this way, he has collected a great many stamps.

By the way: By the way, have you seen Harry recently?

In a way: In a way, it is an important book.

Exercise

Supply the correct phrases with 'way' in the following:

1. . . . from Athens to London, the plane stopped at Rome.
2. I cooked this . . . you showed me.
3. . . ., where is my coat?
4. Yes, . . . he has been very successful.
5. Children get . . . during the holidays.

b Spare and To Spare. ('spare parts' l. 11)

Note the following:

I cannot spare the time.
I have no time to spare.
I cannot buy spare parts for this car.
There is a spare room in this house.
Caligula spared the slave's life.

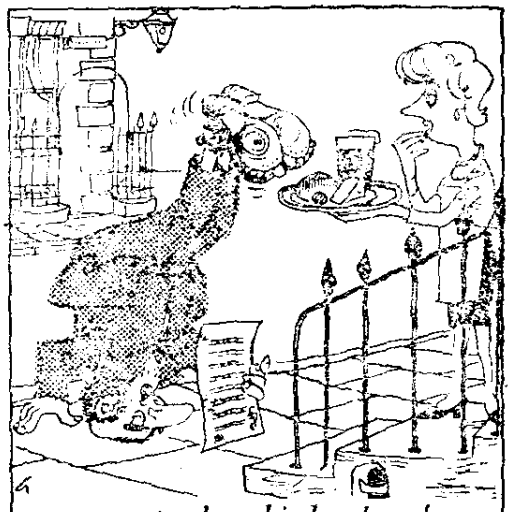
Exercise

Rewrite these sentences using *spare* or *to spare* in place of the words or phrases in italics. Make any other necessary changes.

1. There is *an extra* wheel in the back of the car.
2. I always go on excursions in my *free* time.
3. 'Have you any old clothes *that you do not want?*' he asked
4. The guest slept in the room *we do not use.*
5. '*Do not kill* me!' begged the prisoner.

6 Percy Buttons　　珀西·巴顿斯

I have just moved to a house in Bridge Street. Yesterday a beggar knocked at my door. He asked me for a meal and a glass of beer. In return for this, the beggar stood on his head and sang songs. I gave him a meal. He ate the food and drank the beer. Then he put a piece of cheese in his pocket and went away. Later a neighbour told me about him. Everybody knows him. His name is Percy Buttons. He calls at every house in the street once a month and always asks for a meal and a glass of beer.



... stood on his head and sang songs

我才搬到大桥街的一幢房子里。昨天一个乞丐来敲我的门。他向我要一餐饭食和一杯啤酒。作为他的答谢，这个乞丐表演了"竖蜻蜓"并唱起歌来。我给了他一餐饭。他吃着饭，喝着啤酒。然后把一块乳酪放进口袋，就这样走了。后来一位邻居跟我谈起了他。大家都认识他。他的名字叫珀西·巴顿斯。这条街上的每户人家他每月都要光顾一次，总是请求给一餐饭和一杯啤酒。

注　释

1. a piece of cheese，英语中有些字没有复数形式，或称不可数名词，作单数时，常用a piece of等量词，如： a piece of kindness一番好意；a glass of beer一杯啤酒。
2. call at 意即访问，去到…(涉及具体地点)，文中 He calls at every house…即一例。比较：call on访问，看望…(则涉及具体人)，如： I shall call on him tomorrow.

生词和短语

move [mu:v] *vi.*　搬家
beggar ['begə] *n.*　叫花子
knock [nɔk] *v.*　敲
knock at the door　敲门
ask for　向……要……
a glass of beer　一大杯啤酒
in return for　作为对……的报答
stand on his head　倒立着
later ['leitə] *ad.*　(late 的比较级之一) 以后，随后

Comprehension Précis and Composition

Answer these questions *in not more than 55 words.*

1. Has the writer just moved to a house in Bridge Street or not?
2. Who knocked at her door yesterday?
3. Did he sing songs or did he ask for money?
4. What did the writer give him in return for this?
5. What is the beggar's name?
6. Does he call at every house once a week or once a month?

Key Structures

A, The and Some

a A and *Some*

We can say: a pen, some pens; a book, some books; a picture, some pictures; a glass of milk, some milk; a bag of flour, some flour; a bar of soap, some soap. We can also use these words without *a* or *some*. Read these sentences carefully:

Yesterday I bought *a book*. *Books* are not very expensive.
I have just drunk *a glass of milk*. *Milk* is very refreshing.
Mrs Jones bought *a bag of flour*, *a bag of sugar* and *some tea*.
She always buys *flour*, *sugar* and *tea* at the grocer's.

b A and *The*

Read this paragraph. Pay close attention to the words *a* and *the*.
A man is walking towards me. *The* man is carrying *a* parcel. *The* parcel is full of meat. *The* man has just bought some meat. *A* dog is following *the* man. *The* dog is looking at *the* parcel.

c Names

We cannot put *a* or *the* in front of names:
John lives in England. He has a house in London. His house is in Duke Street. Last year he went to Madrid. John likes Spain very much. He goes there every summer.

Exercises

A. Write these words again. Put in *a* or *some* in front of each one.
meat, desk, tobacco, tin of tobacco, comb, city, cloth, oil, bottle of ink, day, word, student, sugar, rain, orange, rubber.

B. Read the passage again. Put a line under the words *a* and *the*.

C. Put in the words *a* or *the* where necessary. Do not refer to the passage until you finish the exercise:
I have just moved to . . . house in . . . Bridge Street. Yesterday . . . beggar knocked at my door. He asked me for . . . meal and . . . glass of beer. In return for this, . . . beggar stood on his head and sang . . . songs. I gave him . . . meal. He ate . . . food and drank . . . beer. Then he put . . . piece of cheese in his pocket and went away. Later . . . neighbour told me about him. Everybody knows him. His name is . . . Percy Buttons. He calls at every house in . . . street once . . . month and always asks for . . . meal and . . . glass of beer.

D. Write sentences using *a*, *the* or *some* with the following:
1. found/coin/garden. 2. put/sugar/my tea. 3. cut/wood/fire.
4. bought/newspaper. 5. made/coffee. 6. like/curtains in this room.

Special Difficulties

Some verbs change in meaning when we put short words after them. Read these sentences. The verbs are in italics. Do you know what these verbs mean?
I *put* your book on the shelf.
I *put on* my hat and left the house.
Who *took* my umbrella?
It was very hot, so I *took off* my coat.
Come and *look at* my photograph album.
I *am looking for* my pen. I lost it this morning.
Will you *look after* the children for me please?

Read these sentences. Each one contains the verb *knock*. The verb has a different meaning in each sentence:
A beggar *knocked at* my door. (ll. 2–3)
I *knocked* the vase *off* the table and broke it.
He always *knocks off* at six o'clock. (He finishes his work.)
The shop-assistant *knocked* 10% *off* the bill. (He reduced the price.)
A car *knocked* the boy *over*. (It hit him hard and made him fall.)
In the fight, the thief *knocked out* the policeman. (The policeman was unconscious for three minutes.)

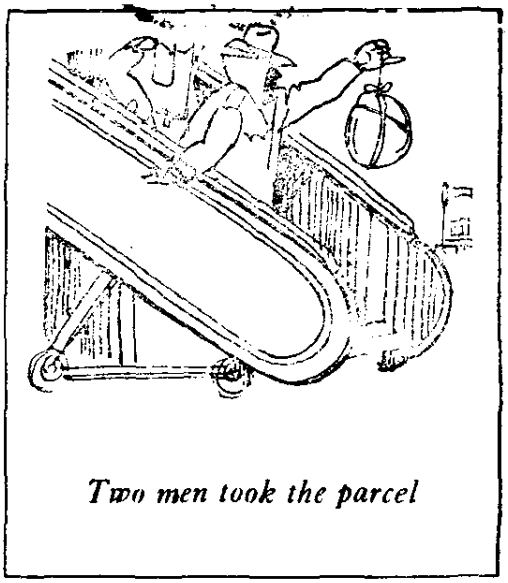
Exercise

A. Put in the right words:
1. He did not know how to fight, but he knocked . . . the boxer.
2. This flower-pot is broken. Who knocked it . . .?
3. I knocked . . . early yesterday and went to a football match.
4. Listen! Someone is knocking . . . the window!

B. Rewrite the following sentences using the correct form of the verb *knock* in place of the words in italics:
1. The old lady hit the thief over the head with a candlestick and *now he is unconscious*.
2. At what time do you *finish work* every day?
3. The shop-keeper *reduced* the price of all his goods *by 20%*.

7 Too Late 迟了一步

The plane was late and detectives were waiting at the airport all morning. They were expecting a valuable parcel of diamonds from South Africa. A few hours earlier someone had told the police that thieves would try to steal the diamonds. When the plane arrived, some of the detectives were waiting inside the main building while others were waiting on the airfield. Two men took the parcel off the plane and carried it into the Customs House. While two detectives were keeping guard at the door, two others opened the parcel. To their surprise, the precious parcel was full of stones and sand!



Two men took the parcel

飞机晚点了，几个侦探整个上午一直守在机场。他们正等待着一只从南非来的极有价值的钻石包裹。几个小时以前，有人告诉警察，小偷打算盗窃这些钻石。当飞机抵达时，一些侦探等在主楼的里面，而另一些则在停机坪等。两个男人拿着这个包裹下了飞机，然后提着进了海关。这时两个侦探把着门，另外两个打开包裹。令人吃惊的是，这只极有价值的包裹里尽是石子和砂！

注 释

1. while作连接词时，意即：当…时候，有时同when可以互相替换，例：Please be quiet while I am talking to you. 当我对你们说话时，请不要作声。while作连接词时，也可作“而”解，例如：文中… some of the detectives were waiting inside the main building while others were waiting on the airfield. (见译文)。
2. to be expecting=to be waiting for 等候

生词和短语

detective [di'tektiv] *n.* 侦探
airport ['ɛəpɔ:t] *n.* 飞机场
parcel ['pɑ:sl] *n.* 包裹，小包〔同义：package〕
diamond ['daiəmənd] *n.* 金刚石，钻石
South Africa 南非
Customs House 海关大楼
to their suprise 使他们感到惊奇的是

Comprehension Précis and Composition

Answer these questions *in not more than 50 words.*

1. How long were detectives waiting at the airport?
2. What were they expecting from South Africa?
3. Where did two men take the parcel after the arrival of the plane?
4. How many detectives opened it?
5. What was the parcel full of?

Key Structures

What were you doing when I telephoned?

Study these sentences carefully. Pay close attention to the words in italics.

When I was watering the garden, it began to rain.
I was having breakfast *when* the telephone rang.
While we were having a party, the lights went out.
George was reading *while* his wife was listening to the radio.
As I was getting on the bus, I slipped and hurt my foot.
Someone knocked at the door *just as* I was getting into the bath.
The plane was late and detectives were waiting at the airport *all morning*.

Exercises

A. Underline the verbs in the passage which tell us what *was happening*.

B. What was happening when . . . ?.

Read the passage again then answer these questions. Write a complete sentence in answer to each question.

1. What was happening when the plane arrived?
2. What was happening when two of the detectives opened the parcel?

C. Write sentences of your own in answer to these questions. Each answer must begin with 'I was . . .'

1. What were you doing when I telephoned you?
2. What were you reading when I saw you in the library this morning?
3. What were you saying when I interrupted you?

D. What was happening? What happened?
Give the correct form of the verbs in brackets:

1. As my father (leave) the house, the postman (arrive).
2. Tom (work) in the garden while I (sit) in the sun.
3. As I (walk) down the street, I (meet) Charlie.
4. While he (read) the letter, he (hear) a knock at the door.
5. While mother (prepare) lunch, Janet (set) the table.
6. She (drop) the tray when I (speak) to her.

Special Difficulties

Two men took the parcel off the plane. (ll. 10–11)
Do you remember these sentences? (SD 24)
Come and *look at* my photograph album.
I am *looking for* my pen. I lost it this morning.
Will you *look after* the children for me please?

Now read these sentences:

Instead of saying:	*We can say:*
He took off his coat	He took his coat off. He took it off.
He put out the fire	He put the fire out. He put it out.
She put on her hat.	She put her hat on. She put it on.

Exercise

We can change the position of the words in italics in some of the sentences below. For instance, we can change the position of the word *out* in this sentence: He put *out* the fire. But we cannot change the position of the word *for* in this sentence: He is looking *for* his pen. Where possible, change the position of the words in italics in the sentences below:

1. He gave *away* all his books.
2. She woke *up* the children early this morning.
3. He is looking *for* his umbrella.
4. They cut *off* the king's head.
5. Put *on* your hat and coat.
6. Give it *back* to your brother.
7. Help me to lift *up* this table.
8. Take *off* your shoes and put *on* your slippers.
9. He is looking *at* the picture.
10. Send her *away* or she will cause trouble.
11. They have pulled *down* the old building.
12. Make *up* your mind.
13. He asked *for* permission to leave.
14. She threw *away* all those old newspapers.

8 The Best and the Worst 最好和最差

Joe Sanders has the most beautiful garden in our town. Nearly everybody enters for 'The Nicest Garden Competition' each year, but Joe wins every time. Bill Frith's garden is larger than Joe's. Bill works harder than Joe and grows more flowers and vegetables, but Joe's garden is more interesting. He has made neat paths and has built a wooden bridge over a pool. I like gardens too, but I do not like hard work. Every year I enter for the garden competition too, and I always win a little prize for the worst garden in the town!



Joe wins every time

乔·桑德斯的花园，在我们村里要算是最美的了。几乎每个人都参加一年一度“最佳花园赛”，但乔每次都夺魁。贝尔·弗里恩的花园比乔的大。贝尔比乔更为卖力地料理花园，种植了更多的花卉和草木，但乔的花园别具情趣。他筑了几条整齐的小道，并在池塘上架了一座木桥。我也喜欢花园，但我不喜欢辛苦的劳动。每年我也报名参加花园大赛，但我总是得村里最差花园的小奖！

注 释

1. 形容词比较级变化大致分三类：多音节词前面加一单词more或most，如：more interesting, the most beautiful等。单音节或两个音节，则词身后面加-er或-est，例：larger, the nicest等。另一种，则是不规则的，例：the worst(bad/worse/worst)。
2. enter本义是“进入”的意思，如：enter the room, enter the army (参军)；enter for则是“报名参加”。

生词和短语

competition [kɔmpi'tiʃən] *n.* 竞赛，比赛

enter for 报名参加

vegetable ['vedʒitəbl] *n.* 草木，蔬菜

neat [ni:t] *a.* 整洁的〔同义：tidy, clean〕

path [pɑ:θ] *n.* (走出来的)小径，小路

prize [praiz] *n.* 奖赏，奖品，奖金

Comprehension Précis and Composition

Answer these questions *in not more than 45 words.*

1. Who has the best garden in town?
2. What does he win each year?
3. Who else has a fine garden?
4. Is Joe's better or not?
5. Is the writer's garden beautiful, or is it terrible?
6. What does he always win a prize for?

Key Structures

The best and the worst

I want to tell you something about three girls in our class. The girls' names are Mary, Jane and Betty. Read these sentences carefully:

Mary is tall, but Jane is taller. Jane is taller than Mary. Betty is very tall. She is the tallest girl in the class.

Jane's handwriting is bad, but Mary's is worse. Betty's handwriting is very bad. It is the worst handwriting I have ever seen.

The three girls collect photos of film stars. Mary hasn't many photos, but Jane has more. Jane has more photos than Mary. Betty has very many. She has the most.

Mary's collection of photos is not very good. Jane's is better. Betty's collection is the best.

Last week the three girls bought expensive dresses. Betty's dress was more expensive than Jane's. Mary's was more expensive than Betty's. Mary's dress was the most expensive.

Exercises

A. How do they compare?

These questions are about Mary, Jane and Betty. Answer each question with a complete sentence:

1. How does Mary's handwriting compare with Jane's?
2. How does Betty's handwriting compare with Mary's and Jane's?
3. How does Betty's dress compare with Jane's?
4. How does Mary's dress compare with Jane's and Betty's?

B. In the passage 'The Best and the Worst' there are seven comparisons. Can you find them?

C. Give the correct form of the words in brackets and make other necessary changes. Do not refer to the passage until you finish the exercise:

Joe Sanders has the (beautiful) garden in our town. Nearly everybody enters for 'The (Nice) Garden Competition' each year, but Joe wins every time. Bill Frith's garden is (large) Joe's. Bill works (hard) Joe and grows (many) flowers and vegetables, but Joe's garden is (interesting). He has made neat paths and has built a wooden bridge over a pool. I like gardens too, but I do not like hard work. Every year I enter for the garden competition too, and I always win a little prize for the (bad) garden in the town!

D. Put in *of* or *in*:
1. Which is the longest river . . . the world?
2. This is the finest picture . . . them all.
3. This radio is the most expensive . . . all the ones in the shop.
4. He is the best boxer . . . our town.

Special Difficulties

a Everyone, everybody, everything. Everybody enters for 'The Nicest Garden Competition'. (ll. 2–3)
Read these sentences:
Everything is ready.
Everybody has come.
Everyone likes ice-cream.

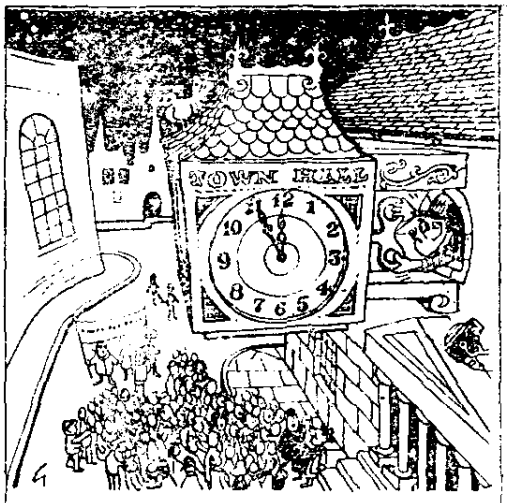
Exercise
Choose the correct verbs in the following sentences:
1. Everybody (believe) (believes) he will win.
2. I heard a noise and went downstairs. I found that everything (were) (was) in order.
3. Everyone (try) (tries) to earn more and work less.

b Enter. Everybody enters for the competition. (ll. 2–3)
Read these sentences:
Everyone stood up when he entered the room.
Did you enter for this examination?
The lights went out just as we entered the cinema.
How many people have entered for the race?

Exercise
Put in the word *for* where necessary:
1. He is very ill. No one is allowed to enter . . . his room.
2. Will you enter . . . this week's crossword competition?
3. Many athletes have entered . . . the Olympic Games this year.
4. No one saw the thief when he entered . . . the building.
5. I have entered . . . the examination but I don't want to take it.

9 A Cold Welcome 冷 场

On Wednesday evening, we went to the Town Hall. It was the last day of the year and a large crowd of people had gathered under the Town Hall clock. It would strike twelve in twenty minutes' time. Fifteen minutes passed and then, at five to twelve, the clock stopped. The big minute hand did not move. We waited and waited, but nothing happened. Suddenly someone shouted, 'It's two minutes past twelve! The clock has stopped!' I looked at my watch. It was true. The big clock refused to welcome the New Year. At that moment everybody began to laugh and sing.



the clock stopped

星期三晚上，我们到了市政府大厦。那天是除夕之夜，一大堆人聚集在市政府大厦的大钟下面。再过二十分钟大钟将敲响十二点。十五分钟过去了，而后，在十二点差五分钟时，大钟停了。这个大分针不动了。我们等啊，等啊，但依然毫无动静。突然有人喊道："这已经是十二点零二分了！大钟停了！"我看了一下我的手表，这是真的。这只大钟不愿迎接新年。就在那时刻，大家开始了庆祝和歌唱。

注 释

1. 时间介词往往有约定俗成的搭配，如at用于钟点或某一时间前，例：at 8 o'clock, at tea-time; in 用于年份前、季节前或月份前等，例： in 1985, in spring, in May ; on 用于星期前或月份中的某日等，例：on Monday, on April 27th 。
2. to refuse to=unwilling to(不愿)。

生词和短语

the Town Hall 市政大厅
the last day of the year 除夕
a large crowd of 一大群
in twenty minutes' time 在20分钟时间之后
hand [hænd] *n*. (钟、表)针，手

Comprehension Précis and Composition

Answer these questions *in not more than 50 words.*

1. Where did we go on New Year's Eve?
2. Were there many people there or not?
3. In how many minutes would the Town Hall clock strike twelve?
4. At what time did it stop?
5. Did it refuse to welcome the New Year or not?
6. What did the crowd do then?

Key Structures

When did you arrive? I arrived at 10 o'clock.

Read these sentences carefully. Pay close attention to the phrase in italics. We can use phrases like these to answer questions beginning with *When.*

a Phrases with *at*:

I always leave home *at 8 o'clock*. I begin work *at 9 o'clock*. I work all day and often get home late *at night*.

b Phrases with *in*:

I'm going out now. I'll be back *in ten minutes* or *in half an hour*.

The second World War began *in 1939* and ended *in 1945*.

Many tourists come here *in summer*. They usually come *in July* and *in August*. It is very quiet here *in winter*. The hotels are often empty *in January, February* and *in March*.

I'll see you *in the morning*. I can't see you *in the afternoon* or *in the evening*.

c Phrases with *on*:

I shall see him *on Wednesday*. I'm not free *on Tuesday or Thursday*.

My brother will arrive from Germany *on April 27th*. He will return *on May 5th*.

d Other phrases:

The shops are open *from 9 till 5*.

It rained heavily *during the night*.

He will not arrive *until 10 o'clock*.

Exercises

A. Answer these questions on the passage:

1. When did we go to the Town Hall?
2. When would the clock strike twelve?
3. When did the clock stop?

B. Supply the correct words in the following sentences:

1. He has gone abroad. He will return . . . two years' time.
2. . . . Saturdays I always go to the market.
3. I never go to the cinema . . . the week.
4. He ran a hundred metres . . . thirteen seconds.
5. I can't see him . . . the moment. I'm busy.

6. My birthday is . . . November 7th. I was born . . . 1948.
7. The days are very short . . . December.
8. We arrived at the village late . . . night. We left early . . . the morning.
9. I shall not hear from him . . . tomorrow.

C. Write sentences using the following:
1. begin/3 o'clock. 2. bought/1960. 3. shop/from . . . till.
4. children/school/morning. 5. finish/two years' time. 6. go for a walk/evening.
7. went to church/Sunday.

Special Difficulties

Any, Not . . . Any and No

We can answer these questions in two ways. Both answers mean the same thing:

Question	*Answer*
Is there any tea in the pot?	There isn't any tea in the pot.
	There's no tea in the pot.
Is there anyone at the door?	There isn't anyone at the door.
	There's no one at the door.
Is there anybody at the door?	There isn't anybody at the door.
	There's nobody at the door.
Is there anything in the box?	There isn't anything in the box.
	There's nothing in the box.
Did you go anywhere yesterday?	I didn't go anywhere yesterday.
	I went nowhere yesterday.

Exercise

A. Write negative answers to these questions in two different ways:
1. Have you any money?
2. Did you go anywhere in the holidays?
3. Did you buy anything this morning?
4. Was there anybody present when the accident happened?

B. Change the form of these sentences:
He hasn't any hobbies. He does not go anywhere. He does not see anybody. He is not interested in anything—except food!

10 Not For Jazz 不适宜弹爵士乐

We have an old musical instrument. It is called a clavichord. It was made in Germany in 1681. Our clavichord is kept in the living-room. It has belonged to our family for a long time. The instrument was bought by my grandfather many years ago. Recently it was damaged by a visitor. She tried to play jazz on it! She struck the keys too hard and two of the strings were broken. My father was shocked. Now we are not allowed to touch it. It is being repaired by a friend of my father's.



My father was shocked

我们有一台称作为击弦古钢琴的古老的乐器，1681年制于德国。我们的这台击弦古钢琴放置在客厅里。它成为我们的家产已多年了。这台乐器是多年前我祖父买的。最近它被一个来访者损坏了。她竟想在上面弹奏爵士乐！她击键太猛，以至两根弦断了。我的父亲极为震惊。现在他不允许我们去碰它。我父亲的一位朋友正在修理这台乐器。

注 释

要表达“在某地制造的”，除了 to be made in 外，还有如 to be of German make 等句式。

生词和短语

musical instrument ['mju:zikəl], ['instrumənt] 乐器
clavichord ['klævikɔ:d] *n.* 击弦古钢琴
belong to [bi'lɔŋ] 属于
jazz [dʒæz] *n.* 爵士音乐
string [striŋ] *n.* (乐器的)弦
shock [ʃɔk] *vt.* 震惊，震动

Comprehension Précis and Composition

Answer these questions *in not more than 45 words.*

1. Do we own an old clavichord, or do we own a new piano?
2. When was it made?
3. Who bought the instrument many years ago?
4. Who damaged it recently?
5. What did she try to do?
6. What did she break?
7. Who is repairing it now?

Key Structures

It was made in Germany in 1681.

a Read these two questions and answers:

Who built this bridge?
Prisoners of war built this bridge in 1942.

When was this bridge built?
This bridge was built in 1942.

In the first question we want to know *who* built the bridge. In the second question we want to learn about *the bridge*. We can still say *who* built it. We can say:
This bridge was built *by prisoners of war* in 1942.

b Now read these pairs of sentences carefully. The first sentence in each pair tells us about *a person*. (Who) The second tells us about *a thing*. (What or Which)

Workmen are building a new road outside my house. (Who)
A new road is being built outside my house. (What)

The newsagent delivers our papers every morning. (Who)
Our papers are delivered every morning. (What)

The postman delivered a letter this morning. (Who)
A letter was delivered this morning. (What)

c Now read these sentences:

Instead of saying:	*We can say:*
The police arrested the thief.	The thief was arrested (by the police).
He gave me a present.	I was given a present.
The headmaster has punished the boy.	The boy has been punished (by the headmaster).

Exercises

A. Answer these questions on the passage. Write a complete answer to each question:

1. What is our old musical instrument called?
2. Where was it made?
3. Where is it kept?
4. When was it bought?

5. When was it damaged?
6. How many strings were broken?
7. How did my father feel about this?
8. What aren't we allowed to do?
9. What is being done to the clavichord?

B. Change the form of the phrases in italics. Do not refer to the passage until you finish the exercise:

We have an old musical instrument. *We call it a clavichord. Someone made it* in Germany in 1681. *We keep our clavichord* in the living-room. *My grandfather bought the instrument* many years ago. Recently *a visitor damaged it*. She struck the keys too hard and *broke two of the strings. This shocked my father. He does not allow us* to touch it. *A friend of my father's is repairing it.*

Special Difficulties

a Made in, made of, made from, made by.

Made in (a country): It was made in Germany. (ll. 2–3)
Made of (a material): The tea-pot is made of silver.
Made from (a number of materials): Glass is made from sand and lime.
Made by (someone): This cake was made by my sister.

Exercise

Supply the correct words in the following:

1. Is your watch made . . . gold?
2. These knives were made . . . Sheffield.
3. This cake was made . . . sugar, flour, butter and eggs.

b A friend of my father's. (ll. 12–13)

Instead of saying:	*We can say:*
He is one of my father's friends.	He is a friend of my father's.
Tom lent me one of his books.	Tom lent me a book of his.
He is one of my friends.	He is a friend of mine.

Change the form of the phrases in italics:

1. He borrowed *one of my records.*
2. She showed me *one of John's pictures.*
3. It was *one of her ideas.*
4. *One of your letters* was found on my desk.
5. *Some of their friends* came to see me.

11 One Good Turn Deserves Another 礼尚往来

I was having dinner at a restaurant when Harry Steele came in. Harry worked in a lawyer's office years ago, but he is now working at a bank. He gets a good salary, but he always borrows money from his friends and never pays it back. Harry saw me and came and sat at the same table. He has never borrowed money from me. While he was eating, I asked him to lend me £2. To my surprise, he gave me the money immediately. 'I have never borrowed any money from you,' Harry said, 'so now you can pay for my dinner!'



'You can pay for my dinner!'

我正在一片餐馆里吃晚饭，这时哈里·斯蒂尔进来了。哈里几年前在一家律师事务所工作，但现在正在一家银行工作。他的工资待遇很好，但他总是向朋友借钱而又从不归还。哈里见到我，就走过来坐到同一桌子上。他还从未向我借过钱。当他正在吃的时候，我请他借我二英镑。感到惊奇的是他立即把钱给了我。“我从未向你借过什么钱，”哈里说道，“所以，现在你可以代我付饭钱了！”

注 释

1. 题目One Good Turn Deserves Another，来自伊索寓言，意即受惠于人，就要还报别人，来而不往非礼也。
2. to get a good salary 意即高薪水。

生词和短语

deserve [di'zə:v] *vt.* 应受，值得
restaurant ['restərɔ̃ , 'restərɔnt] *n.* 餐馆，饭店
lawyer ['lɔ:jə] *n.* 律师
bank [bæŋk] *n.* 银行
salary ['sæləri] *n.* 薪水
borrow ['bɔrəu] *vt.* 借，借用

Comprehension Précis and Composition

Answer these questions *in not more than 50 words.*

1. Where were you having dinner?
2. Did you see Harry Steele after a while or not?
3. What does he always borrow from his friends?
4. Did Harry sit at your table, or did he sit somewhere else?
5. How much did you ask him to lend you?
6. Did he give you the money at once or not?
7. What did he want you to do?

Key Structures

Review **KS 15–31**
Now, Often and Always. (**KS 15**)
What happened? (**KS 17**)
What has happened? (**KS 19**)
What were you doing when I telephoned? (**KS 25**)
It was made in Germany. (**KS 31**)

Exercises

A. Which verbs in the passage tell use *a* what is happening now; *b* what always happens; *c* what happened; *d* what has happened; *e* what was happening when/while . . . ?

B. Give the correct form of the verbs in brackets. Do not refer to the passage until you finish the exercise:
I (have) dinner at a restaurant when Harry Steele (come) in. Harry (work) in a lawyer's office years ago, but he now (work) at a bank. He (get) a good salary, but he always (borrow) money from his friends and never (pay) it back. Harry (see) me and (come) and (sit) at the same table. He never (borrow) money from me. While he (eat), I (ask) him to lend me £2. To my surprise, he (give) me the money immediately. 'I never (borrow) any money from you,' Harry (say), 'so now you can pay for my dinner!'

C. Give the correct form of the verbs in brackets:
1. He usually (get) up at 7 o'clock, but this morning he (get) up at 6 o'clock.
2. So far, we not (have) a reply.
3. While he (write) on the blackboard, the children (talk).
4. I can't come now. At the moment I (type) a letter.
5. As the royal visitors (pass), the people cheered.

D. Supply the correct form of the verbs in brackets. Refer to **KS 31** if you have difficulty: The Taj Mahal (build) in the seventeenth century for the emperor Shah-Jehan. A few years after he (become) ruler, his wife, Mumtaz-i-Mahal, (die). The Taj Mahal (build) in her honour. Experts (call) in from many parts of the world to construct the domes and to decorate the walls. The Taj Mahal which (begin) in 1632 and (complete) in 1654 (cost) a fortune. Up to the present day, it (visit) by millions of people.

Special Difficulties

a I asked him to lend me £2. (ll. 9–10)
Study the word order in these sentences:
He wants *me* to ask you a question.
Frank helped *Tom* to dig this hole.
She taught *her son* to read.
We advised *them* to stay at home.
They did not allow *us* to enter the museum before 9 o'clock.

Exercises
A. Put the words in brackets in their correct order:
1. The officer ordered (to fire, at the enemy, the men).
2. He wants (his wife, this dress, to wear).
3. She wants (us, it, to explain).
4. I cannot allow (the room, him, to enter).

B. Write similar sentences using the following:
1. He asked . . . 2. We prefer . . . 3. He taught . . . 4. My mother wished . . . 5 Do you want . . . ?

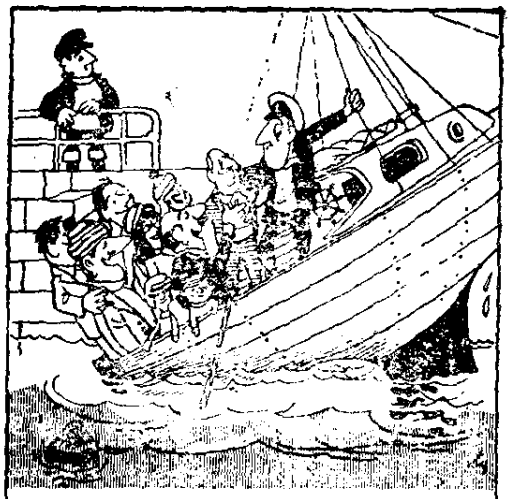
b Words Often Confused.
Salary (l. 4) and Wages.
Salary: He collects his salary at the end of each month.
Wages: The workmen collected their wages at the end of the week.

c Borrow and Lend.
Borrow: He has never borrowed money from me. (l. 8)
Lend: I asked him to lend me £2. (ll. 9–10)
I asked him to lend £2 to me. (See SD 18)

Exercise
Use any of the above words in the following sentences:
1. He is a bank manager and he gets a good . . .
2. I . . . him some money and he said he would give it back to me when he got his . . .
3. Yesterday he . . . my typewriter. I hope he returns it soon.
4. The postmen are on strike again. They want higher . . .
5. Workmen's . . . have gone up since the war.

12 Goodbye and Good Luck 告别和祝愿

Our neighbour, Captain Charles Alison, will sail from Portsmouth tomorrow. We shall meet him at the harbour early in the morning. He will be in his small boat, *Topsail*. *Topsail* is a famous little boat. It has sailed across the Atlantic many times. Captain Alison will set out at eight o'clock, so we shall have plenty of time. We shall see his boat and then we shall say goodbye to him. He will be away for two months. We are very proud of him. He will take part in an important race across the Atlantic.



We shall say goodbye to him

查尔斯·艾黎森船长是我们的邻居，他明天就要从朴次茅斯启航了。我们将在一大早在港口与他见面。他将乘坐他的那艘小艇'涛波赛尔号'。'涛波赛尔'是一艘很有名的小艇，它已多次横渡大西洋。艾黎森船长将于八点出发，所以我们还有很多时间来看他的船并与他告别。他将外出两个月。我们为他感到骄傲。他将参加一次重要的横渡大西洋的比赛。

注 释

1. 本文着重介绍了一般将来时助动词shall和will的用法。它们的否定式为 shall not和will not，可以缩写为shan't 和won't。前者发音为[ʃɑ:nt]，后者发音为[wunt]。
2. to take part in经常指参加某项活动。试与to join比较，后者往往指参加某个组织，如：join the army(参军)等。

生词和短语

luck [lʌk] *n.* 运气，幸运〔同义：fortune〕
neighbour ['neibə] *n.* 邻居，邻国
captain ['kæptin] *n.* 船长，首领〔同义：leader〕
sail [seil] *vi.* 航行
Portsmouth ['pɔ:tsməθ] *n.* 朴次茅斯[英国港市]
harbour ['hɑ:bə] *n.* 港(口)
famous ['feiməs] *a.* 著名的，出名的〔同义：well-known〕

Atlantic [ət'læntik] *a.* 大西洋的
n. [加 the] 大西洋

set out 出发，动身〔=start〕
say goodbye to 告别

Comprehension Précis and Composition

Answer these questions *in not more than 45 words.*

1. Whom shall we meet at Portsmouth Harbour early tomorrow morning?
2. Where will he be?
3. At what time will he leave?
4. Shall we say goodbye to him, or shall we travel with him?
5. What will he take part in?

Key Structures

I'll see you tomorrow.

These sentences tell us about the future. Read them carefully. Note that the word *shall* is often used with *I* and *We*. Pay close attention to the words in italics:

I shall see you tomorrow. *I'll see* you at 3 o'clock.
We shall travel by air. *We'll be* at the airport tomorrow morning.
George will be here this evening. *He'll come* by train.
Alice will meet him at the station. *She'll be* there at 5 o'clock.
The train will arrive at 4.55. *It'll be* here soon.
You will miss the train. *You'll be* late.
They will come here on foot. *They'll walk* from the station.

Exercises

A. Underline all the verbs in the passage which tell us what will happen.

B. Give the correct form of the verbs in brackets. Do not refer to the passage until you finish the exercise.

Our neighbour, Captain Charles Alison, (sail) from Portsmouth tomorrow. We (meet) him at the harbour early in the morning. He (be) in his small boat, *Topsail*. *Topsail* is a famous little boat. It has sailed across the Atlantic many times. Captain Alison (set out) at eight o'clock, so we (have) plenty of time. We (see) his boat and then we (say) goodbye to him. He (be) away for two months. We are very proud of him. He (take part) in an important race across the Atlantic.

C. In the paragraph below, the verbs in italics tell us *what happened*. Write the passage again. Change the verbs in italics so that they tell us *what will happen*.

I *went* to the theatre with my friend Reg. Reg and I *saw* the first performance of a play called 'The End of the Road'. After the play, the producer *gave* a short speech. He *spoke* to the audience about the play. The play *was* very successful and I think a great many people *enjoyed* it very much.

D. Put in *shall* or *will*:
1. The plane . . . arrive in two hours' time.
2. I . . . wait here until he comes.
3. When . . . we see you again?
4. I . . . send you a telegram from Nassau.
5. My secretary . . . write to you shortly.

Special Difficulties

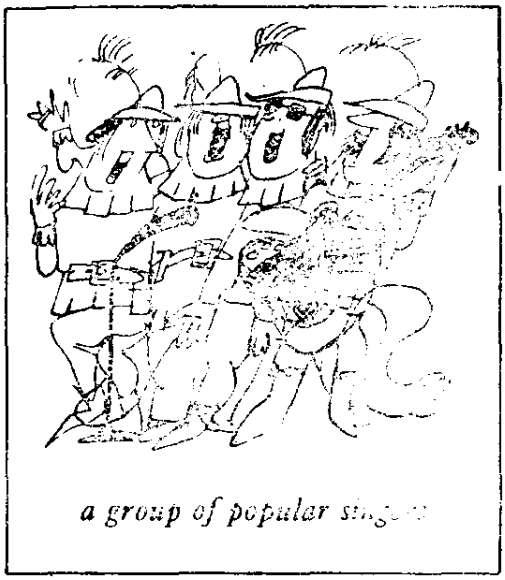
a Read these sentences. Each sentence contains the verb *be*. This verb has a different meaning in each sentence:
He *will be away* for two months. (ll. 10–11)
I'm going out now. *I'll be back* at six o'clock.
If anyone telephones, tell them *I'll be out* all morning.
I went to Ted's house and asked to see him but he *wasn't in*.
Why don't you forget about it? *It's all over*. (It has finished.)
What's on at the local cinema this week?
She is very ill. She can't start work yet. She *is not up to* it. (She is not capable of it.)

b Now look at the verb *set* in these sentences:
Captain Alison will *set out* at eight o'clock. (l. 7) (He will start his journey.)
Tom and I *set off* early in the morning. (We started our journey.)
Jansen *set up* a new world record for the 400 metres.

Exercise
Replace the words in italics by the correct form of *be* or *set*.
1. He *has not yet returned*. He will *return* in ten minutes.
2. A new play is *being performed* at the Globe Theatre.
3. When the concert *ended*, we went home.
4. They will *leave* very early tomorrow morning.
5. You can't take the exam yet. You are not *capable of* it.
6. He will be *absent* from home for two months.
7. She swam across the English Channel and *created* a new world record.

13 The Greenwood Boys 乡村歌手

The Greenwood Boys are a group of popular singers. At present, they are visiting all parts of the country. They will be arriving here tomorrow. They will be coming by train and most of the young people in the town will be meeting them at the station. Tomorrow evening they will be singing at the Workers' Club. The Greenwood Boys will be staying for five days. During this time, they will give five performances. As usual, the police will have a difficult time. They will be trying to keep order. It is always the same on these occasions.



a group of popular singers

格林伍德歌手们是一群颇受公众喜爱的歌手。眼下他们正在国内巡回演出。他们将于明天抵达这里。他们将坐火车来，村里大部分年轻人会去车站迎接他们。明天晚上，他们将在工人俱乐部演唱。格林伍德歌手们将逗留五天。在这段时间里，他们将演出五场。同以往一样，警察的日子将不好过。他们将设法维持秩序。在这种场合，情况总是一样的。

注 释

1. 将来进行时大凡表示一种将来某时刻正在进行的动作。例如：What will you be doing this time next year?而一般将来时则表示将要发生的动作或情况例如：I'll come to your house tomorrow。
2. on these occasions意即：在这种场合。

生词和短语

group [gru:p] *n.* 群，组
a group of 一群
popular ['pɔpjulə] *a.* 深受欢迎的
all parts of the country 全国各地
by train 乘火车，搭火车〔=by rail〕
meeting them at the station 去车站迎接他们
as usual 象往常一样，照例，照常

have a difficult time 日子将不太好过　**occasion** [ə'keiʒən] n. 场合

Comprehension Précis and Composition

Answer these questions *in not more than 50 words.*

1. Are the Greenwood Boys popular singers, or are they popular dancers?
2. When will they be coming here?
3. Who will be meeting them at the station?
4. How many performances will they give?
5. What will the police be trying to do as usual?

Key Structures

What will you be doing tomorrow?

a Read these sentences carefully. Pay close attention to the verbs in italics:

Now	*Tomorrow*
I *am writing* letters now.	I *shall be writing* letters all day tomorrow.
We *are decorating* this room.	We *shall be decorating* this room tomorrow.
He *is working* in the garden.	He *will be working* in the garden tomorrow.
She *is getting ready* for the party.	She *will be getting ready* for the party tomorrow.
Are you washing your car?	*Will you be washing* your car tomorrow?
They *are playing* football.	They *will be playing* football tomorrow.

b Now read these pairs of sentences. Each pair has the same meaning:

Instead of:	*We can say:*
I'll come to your house tomorrow.	*I'll be coming* to your house tomorrow.
He'll arrive in a minute.	*He'll be arriving* in a minute.
He'll catch the 4 o'clock train.	*He'll be catching* the 4 o'clock train.
I'll see you next week.	*I'll be seeing* you next week.
She'll meet him at the station.	*She'll be meeting* him at the station.

Exercises

A. Underline all the verbs in the passage which tell us what *will be happening.*

B. Give the correct form of the verbs in brackets. Do not refer to the passage until you finish the exercise:

The Greenwood Boys are a group of popular singers. At present, they are visiting all parts of the country. They (arrive) here tomorrow. They (come) by train and most of the young people in the town (meet) them at the station. Tomorrow evening they (sing) at the Workers' Club. The Greenwood Boys (stay) for five days. During this time they will give five performances. As usual, the police will have a difficult time. They (try) to keep order. It is always the same on these occasions.

C. Change the form of the verbs in italics so that they tell us what will be happening:

1. I *am ironing* the clothes.
2. The train *will arrive* in a few minutes.
3. *We'll see* you in the morning.
4. We *are watching* the match.
5. He *is correcting* copybooks.

Special Difficulties

The Workers' Club. (l. 8) Compare SD 150

Read these questions and answers. Pay close attention to the position of the apostrophe (') in each answer:

Whose is this car? It is Tom's. It belongs to Tom.
Whose is this handbag? It is Susan's. It belongs to Susan.
Whose is this hammer? It is the workman's. It belongs to the workman.
Whose are these copybooks? They are the students' copybooks. They belong to the students.
Whose are these toys? They are the children's. They belong to the children.
Whose are these tools? They are the workmen's. They belong to the workmen.
Whose is this car? It is James' (*or* James's) car. It belongs to James.
When will he arrive? He will arrive in three hours' time.
How much petrol do you want? I want two pounds' worth of petrol.

Exercise

Answer these questions. The words you must use in your answers are given in brackets. Put the apostrophe in the right place:

1. Whose is this umbrella? (George)
2. Whose is this idea? (Jean)
3. Whose is this handbag? (That woman)
4. Whose poetry do you like best? (Keats)
5. Whose are these clothes? (The children)
6. Whose are these uniforms? (The soldiers)
7. When will you leave? (In six hours time)
8. How much damage was there? (A hundred pounds worth)

14 Do You Speak English? 你会讲英语吗?

I had an amusing experience last year. After I had left a small village in the south of France, I drove on to the next town. On the way, a young man waved to me. I stopped and he asked me for a lift. As soon as he had got into the car, I said good morning to him in French and he replied in the same language. Apart from a few words, I do not know any French at all. Neither of us spoke during the journey. I had nearly reached the town, when the young man suddenly said, very slowly, 'Do you speak English?' As I soon learnt, he was English himself!



'Do you speak English?'

去年我有过一次好笑的经历。在我离开法国南部一个小镇后，我继续驱车前往下一个镇。在路上一个年轻人挥手招呼我。我停下车，他请求搭车。他刚坐进车，我即用法语致以早安，他用同一种语言回答我。除了仅有的几句外，我对法语一无所知。在旅途中两人都不开口。在快要到达这个小镇时，这个年轻人突然慢吞吞地说："你能讲英语吗？"至此我马上意会到，他自己也是英国人！

注 释

ask for a lift 意即请求搭车. 此处lift指的是搭便车。

生词和短语

amusing [ə'mju:ziŋ] *a.* 有趣的，好笑的
experience [iks'piəriəns] *n.* 经历
wave [weiv] *vi.* 招手
lift [lift] *n.* 搭便车
apart from... 除……之外
neither of us 我们俩都不

Comprehension Précis and Composition

Answer these questions *in not more than 55 words.*

1. Whom did the writer give a lift to in the south of France last year?
2. Did they greet each other in English or in French?
3. Does the writer speak any French or not?
4. Did they sit in silence, or did they talk to each other?
5. What did the young man say at the end of the journey?
6. Was he English himself, or was he French?

Key Structures

After he had finished work he went home.

Read these two sentences:

He finished work. He went home.

We can join these two sentences together with the word *after*. We can say:

After he had finished work he went home.

Note how these sentences have been joined. Pay close attention to the words in italics:

The children ran away. They broke the window.

The children ran away *after they had broken* the window.

The sun set. We returned to our hotel.

As soon as the sun had set we returned to our hotel.

He finished lunch. He asked for a glass of water.

When he had finished lunch he asked for a glass of water.

I did not understand the problem. He explained it.

I had not understood the problem until he explained it.

Exercises

A. These questions are about the passage. Write a complete sentence in answer to each question:

1. When did you drive on to the next town?
2. When did you say good morning to him in French?
3. When did the young man say 'Do you speak English?'?'

B. Join these sentences together. Do not refer to the passage until you finish the exercise:

1. I left a small village in the south of France. I drove on to the next town.
2. He got into the car. I said good morning to him in French.
3. I nearly reached the town. The young man said, 'Do you speak English?'

C. Join these pairs of sentences with the words given in brackets:

1. (After) She wrote the letter. She went to the post-office.
2. (After) He had dinner. He went to the cinema.
3. (When) I fastened my seat-belt. The plane took off.

4. We did not disturb him. (until) He finished work.
5. (As soon as) He left the room. I turned on the radio.
6. He was very ill. (before) He died.

D. Give the correct form of the verbs in brackets:
1. The moment he had said this, he (regret) it.
2. It (begin) to rain before she took a taxi.
3. When all the guests had left, Derek (arrive).

Special Difficulties

Words Often Confused

a Ask and Ask for. He asked me for a lift. (l. 5)
Ask (a question): After the lesson, he asked me a question.
Ask for (something): He asked for an apple.

b Except, except for, apart from. Apart from a few words . . . (ll. 8–9)
When *except* is used at the beginning of a sentence, it is usually followed by *for*. Read these sentences:
I invited everyone except George.
Except for/Apart from this, everything is in order.

c Which of, either of, neither of, both of. Neither of us . . . (l. 10)
We use these words when we refer to *two* persons or things.
Which of the two do you want?
Either of them will do.
I like neither of them.
I bought both of them.

Exercise
Choose the correct words in these sentences:
1. (Except) (Except for) a slight headache, I feel all right now.
2. I liked them very much so I bought (neither of) (both of) them.
3. (Except) (Apart from) the fact that he drank too much, he was rude to everybody present.
4. I (asked) (asked for) a question. I did not (ask for) (ask) an answer.
5. He could not answer (neither of) (either of) the questions I (asked) (asked for).

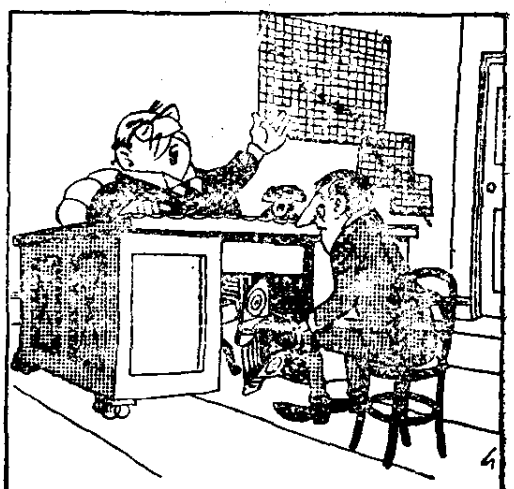
15 Good News 佳 音

The secretary told me that Mr Harmsworth would see me. I felt very nervous when I went into his office. He did not look up from his desk when I entered. After I had sat down, he said that business was very bad. He told me that the firm could not afford to pay such large salaries. Twenty people had already left. I knew that my turn had come.

'Mr Harmsworth,' I said in a weak voice.

'Don't interrupt,' he said.

Then he smiled and told me I would receive an extra £100 a year!



business was very bad

秘书告诉我哈姆斯沃思先生要见我。当我走进他的办公室时，我感到很紧张。我进去时他伏在办公桌上，没有抬头看我。在我坐下后，他说生意很清淡。他告诉我公司无法支付如此巨大的工资数，二十人已经离职。我知道这次要轮到我了。

"哈姆斯沃思先生，"我低声地说。

"别插话，"他说。

然后，他笑着告诉我，我每年将得到一百镑额外收益。

注 释

1. afford与"can"或"be able to"连用表示有可能做某事 (to be in a position to do something)。例：Could not afford to pay. (由经济结据而)付不起。与情态动词"can"连用，后面宾语若是时间，则afford意即to spare。如：I can't afford the time to read it. 我没有时间读它。宾语若是指物，则 afford 意即 to be able to buy. 如：I can't afford this new car. 我买不起这辆新汽车。afford独用，则意即 give 或 provide。如：The tower afford a fine view. 这座塔增添无限风光。
2. 间接引语的连接词that，在行文中有时省略。
3. 凡是在间接用语中用 say 的一般现在时，后面时态都用一般现在时、一般现在完成时或一般将来时。如：He says he is busy. He says that Mr. Jones has just finished work. He says Mr. Jones will see you now.

生词和短语

secretary ['sekrətri] *n.* 秘书
nervous ['nə:vəs] *a.* 紧张的
business ['biznis] *n.* 生意，商业
weak [wi:k] *a.* (虚)弱的，无力的
interrupt [intə'rʌpt] *vt.* 打断，插话
turn [tə:n] n. 轮次
extra ['ekstrə] *a.* 额外的

Comprehension Précis and Composition

Answer these questions *in not more than 55 words.*

1. Who wanted to see you?
2. How did you feel about this?
3. Where did you go?
4. Did he say that business was bad, or did he say that it was good?
5. Could the firm pay such large salaries or not?
6. How many people had left already?
7. Did he ask you to leave as well or not?
8. What did he offer you?

Key Structures

He said that . . . He told me . .

Study these sentences carefully:

'I am busy,' he said.
He says that he is busy.
He said that he was busy.
He told me that he was busy.

'I never work on Sundays,' she said.
She says that she never works on Sundays.
She said that she never worked on Sundays.
She told Mr Harmsworth that she never worked on Sundays.

'I have just finished work,' Mr Jones said.
Mr Jones says that he has just finished work.
Mr Jones said that he had just finished work.
Mr Jones told his wife that he had just finished work.

'I broke that plate,' he said.
He says that he broke that plate.
He said that he had broken that plate.
He told me that he had broken that plate.

'Mr Jones will see you now,' she said.
She says that Mr Jones will see you now.
She said that Mr Jones would see you now.
She told me that Mr Jones would see you now.

'You can go now,' the teacher said.
The teacher says that you can go now.
The teacher said that you could go now.
The teacher told the pupil that he could go now.

Exercises

A. These questions are about the passage. Write a complete sentence in answer to each question:

1*a* What did the secretary tell me?
b What were the secretary's exact words?
2*a* What did Mr Harmsworth say after I had sat down?
b What were Mr Harmsworth's exact words?
3*a* What did Mr Harmsworth tell me about the firm?
b What were Mr Harmsworth's exact words?

B. Supply *said* or *told* in the following sentences. Give the correct form of the verbs in brackets:

1. He . . . me that she (come) tomorrow.
2. The gardener . . . that he (cut) that tree down yesterday.
3. I . . . you I (have) never played tennis before.
4. What . . . he . . . that he (do)?
5. When . . . he . . . you that he (buy) this car?
6. He . . . he (cannot) understand me.
7. He . . . that he (work) all day yesterday.
8. He . . . me he never (write) letters to anybody.
9. Why . . . you . . . that you (be) busy?
10. He . . . that he (will wait) for me.

Special Difficulties

Words Often Confused and Misused

a Nervous and Irritable. I felt very nervous. (l. 2)

Nervous (restless or uneasy): Examinations make me nervous.

Irritable (easily made angry): He is such an irritable person, you can hardly speak to him.

b Office (l. 3), Study, Desk (l. 4).

Study these examples:

There are six typists in our office.

The living-room is next to the study. I often read in the study when I want peace and quiet.

My desk is covered with books.

c Afford (l. 7)

Study these examples:

Will you buy this car? I can't afford it. I can't afford £700.

You can afford this model. It's not very expensive.

I haven't been to the cinema lately. I can't afford the time.

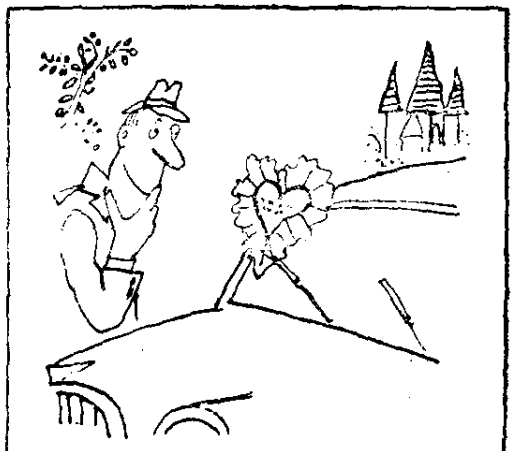
Exercise

Supply any of the above words in the sentences below:

1. We shall use the spare room in our new house as a . . .
2. Smith works in a lawyer's . . .
3. She felt very . . . before the plane took off.
4. I can only . . . to pay £5 a week rent.
5. Since his illness he has been very . . . He is always losing his temper.

16 A Polite Request 彬彬有礼的请求

If you park your car in the wrong place, a traffic policeman will soon find it. You will be very lucky if he lets you go without a ticket. However, this does not always happen. Traffic police are sometimes very polite. During a holiday in Sweden, I found this note on my car: 'Sir, we welcome you to our city. This is a "No Parking" area. You will enjoy your stay here if you pay attention to our street signs. This note is only a reminder.' If you receive a request like this, you cannot fail to obey it!



If you receive a request like this . . .

假如你将车子停在不该停的地方，交通警察马上会发现它。假如他不给传票就让你走，那你是很幸运的。然而这种情况并不常见。交通警有时非常有礼貌。在瑞典度假期间，我在车上发现一张这样的通知："先生，欢迎你到我们的城市来。这里不是停车区，如果你注意到我们街道示意标牌的话，你就会感到呆在这地方很愉快。本通知谨作提醒之用。"假若你收到这样一个通知，你是无法不照办的。

注 释

条件句之一是真实条件句，例如：If it is fine, we'll go to the park. 假设部分，称为"条件状语从句"。此类句子若从句在后，则不用逗号，如：He will come to see us if he has time. 此类句子中的谓语动词时态，通常从句用一般现在时，主句用一般将来时，如：If you see him, will you tell him about it?

生词和短语

polite [pə'lait] *a.* 有礼貌的
request [ri'kwest] *n.* 请求
park [pɑ:k] *vt.* 停车，*n.* 停车场
traffic ['træfik] *n.* 交通
a traffic policeman 交通警察
street sign [sain] 路标
reminder [ri'maində] *n.* 提醒物
note [nəut] *n.* 便条
obey [ə'bei] *vt.* 听从

Comprehension Précis and Composition

Answer these questions *in not more than 55 words.*

1. Do traffic police usually give you a ticket if you park your car in the wrong place or not?
2. When did the writer find a polite note on his car?
3. What did the traffic police want him to do?
4. Can anyone fail to obey a request like this or not?

Key Structures

If you open the door you will get a surprise.

Study these sentences. Pay close attention to the words in italics:

a *If he is out*, I'll call tomorrow.
If it rains tomorrow, we shall stay at home.
You'll miss the train *if you don't hurry.*
If you see him, will you tell him about it?
If he is working I shall not disturb him.
If I have time, I shall be writing to him tomorrow.
He will come tomorrow *if he can.*
If they can help you they will.

b *If you make* a mistake, correct it.
If you don't like the food, don't eat it.
Please don't disturb him *if he is busy.*

Exercises

A. How many times has the word *if* been used in the passage?

B. Give the correct form of the verbs in brackets. Do not refer to the passage until you finish the exercise:

1. If you (park) your car in the wrong place, a traffic policeman soon (find) it.
2. You (be) very lucky if he (let) you go without a ticket.
3. You (enjoy) your stay here if you (pay) attention to our street signs.
4. If you (receive) a request like this, you (cannot) fail to obey it.

C. Supply the correct form of the verbs in brackets in these sentences:

1. If it (rain) I shall take an umbrella with me.
2. You never (pass) this test if you don't work hard.
3. If he (be) here before 10 o'clock, I shall see him.
4. If he plays well, he (get) into the team.
5. If he (enjoy) concerts, why doesn't he come with us?
6. Tell him to wait for me if he (be) not in a hurry.

D. Supply the correct form of the verbs in brackets in this paragraph:
A mother received a letter from her eight-year old daughter. Here is part of it: 'If I (listen) to the radio, don't tell me to do my homework. If I (do) something wrong, (not shout) at me. If the house (be) untidy, (not blame) me. If you (want) me to do something, (not forget) to say "please". If I (play) a nice game, (not send) me to bed. If I (ask) for something, don't always say "No!" If it (be) cold (not put) the cat out. Don't say "don't" so often!'

Special Difficulties

Words Often Confused and Misused

a Police. Traffic police are sometimes very polite. (ll. 5–6)
Study these examples:
The police *are looking* for him. *They have* not found him.
There were police everywhere.

b Pay attention to, Care, Take care of, Look after.
Compare the following:
Please *pay attention to* the blackboard.
I don't care if he breaks his neck!
Don't worry about the garden. I'll *take care of* it while you are on holiday.
Please *look after* the children for me when I am out.

c Remind and Remember. This note is only a reminder. (l. 11)
Remind: I reminded him to post my letter.
Remember: I remembered to post your letter.
Remember me to your mother.

d You. If you receive a request like this . . . (ll. 11–12)

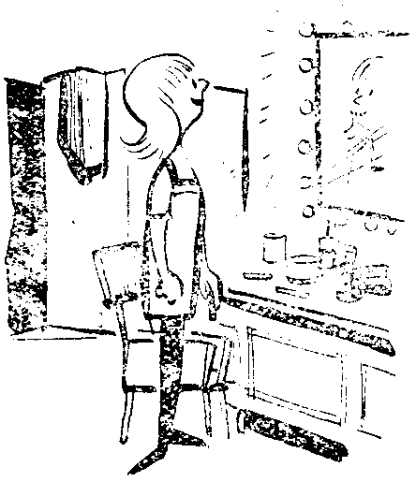
Instead of saying:	*We can say:*
One must be careful these days.	You must be careful these days.
One must never tell lies.	You must never tell lies.

'You' can have the sense of 'anyone'.

Exercise
Choose the correct words in the following sentences:
1. You can only learn if you (look after) (pay attention).
2. Don't forget to (remind) (remember) me about it tomorrow.
3. The police (is knocking) (are knocking) at the door.
4. Our neighbours will (pay attention to) (look after) our house when we are away.
5. (Remind me) (Remember me) to your wife.

17 Always Young 青春常驻

My aunt Jennifer is an actress. She must be at least thirty-five years old. In spite of this, she often appears on the stage as a young girl. Jennifer will have to take part in a new play soon. This time, she will be a girl of seventeen. In the play, she must appear in a bright red dress and long black stockings. Last year in another play, she had to wear short socks and a bright, orange-coloured dress. If anyone ever asks her how old she is, she always answers, 'My dear, it must be *terrible* to be grown up!'



. . . often appears as a young girl

我婶母詹妮弗是一位女演员。她至少总有三十五岁了。尽管如此，她在舞台上经常以少女的姿态出现。詹妮弗不久将参加演出一出新戏。这一次，她将扮演一个十七岁的姑娘。戏里，她必须身着大红衣裙和黑色长统袜。去年在另一出戏里，她得穿短袜和一条色彩鲜艳的桔红衣裙。假若有人偶尔问她多大年纪，她总是回答，“亲爱的，人长大了总归是很不好的。”

注 释

must若用在过去时或将来时，由下列词组代替：had to 或 will have to。目前对must和have to 较为一致的看法是，前者着重主观意念，后者强调客观情势。

生词和短语

actress ['æktris] *n.* 女演员
in spite of... 不管，不顾〔=despite〕
stage [steidʒ] *n.* 舞台
appear on the stage 登台，演出
bright [brait] *a.* 鲜艳的
stocking ['stɔkiŋ] *n.* 〔常用复数〕长袜
sock [sɔk] *n.* 〔常用复数〕短袜

Comprehension Précis and Composition

Answer these questions *in not more than 50 words.*

1. Is your aunt Jennifer an actress or a nurse?
2. Is she over thirty years old or is she under thirty years old?
3. Does she often appear on the stage as a young girl or not?
4. Will Jennifer act the part of a girl of seventeen in a new play soon or not?
5. Does she ever tell anyone how old she really is or not?

Key Structures

Must

Study these sentences:

(*a*) *Instead of saying:*	*We can say:*
I must leave now.	I have to leave now. Or: I have got to leave now.
He must leave now.	He has to leave now. Or: He has got to leave now.
Must you leave now?	Do you have to leave now? Or: Haye you got to leave now?
We must leave early tomorrow.	We have to ieave early tomorrow. Or: We have got to leave early tomorrow. Or: We shall have to leave early tomorrow.
He said he must leave early.	He said he would have to leave early.

(KS 41)

b We cannot use *must* in this sentence:
She had to go shopping yesterday.

c Instead of saying:	*We can say:*
I, personally, think he is a fool.	He must be a fool.
I, personally, think he is mad.	He must be mad.
I, personally, think she is over forty.	She must be over forty.

Exercises

A. Underline the verbs *must* or *have to* in the passage.

B. Supply *must* or the correct form of *have to* in the spaces below. Do not refer to the passage until you finish the exercise.

My aunt Jennifer is an actress. She . . . be at least thirty-five years old. In spite of this, she often appears on the stage as a young girl. Jennifer will . . . take part in a new play soon. This time, she will be a girl of seventeen. In the play, she . . . appear in a bright red dress and long black stockings. Last year in another play, she . . . wear short socks and a bright, orange-coloured dress. If anyone ever asks her how old she is, she always answers, 'My dear, it . . . be terrible to be grown up!'

C. Write these sentences again using *must* or *have to* in place of the words in italics.
Example:

It is necessary for you to work hard.
You must (or 'have to') work hard.

1. *It will be necessary for you to* see a doctor.
2. *Is it necessary for you to* make so much noise?
3. She said *it would be necessary for us to* stay here.
4. *It is necessary for me to* have some help.
5. *It was necessary for him to* go out last night.

Special Difficulties

Words Often Confused and Misused

a As. She often appears on the stage as a young girl. (ll. 3–4)

As can have a number of meanings:

I cannot come as I am busy. (because)
As I was leaving the house, the postman brought a letter. (at the time when)
Do as you are told. (the thing that)
He works as an engineer. (in the position of)

b Dress, Suit, Costume. She must appear in a bright red dress. (ll. 6–7)

Study these examples:
My sister bought a new dress yesterday.
My brother never wears ready-made suits.
All the actors wore fifteenth-century costumes.

c Grow and Grow up. It must be terrible to be grown up! (ll. 12–13)

Study these examples:
Children grow quickly. The grass has grown very high.
Some people never grow up. (mature in mind)

Exercises

A. What does *as* mean in these sentences:
1. He works as a pilot.
2. You mustn't shout so loudly as you'll wake up the baby.
3. As we were listening to the radio, someone knocked at the door.

B. Choose the correct words in the following sentences:
1. Trees take a long time to (grow) (grow up).
2. My father bought a new (suit) (costume) recently.
3. She hired a (suit) (costume) for the fancy dress party.
4. Do you like my sister's new (dress) (costume)?

18 He Often Does This! 它经常干这种事

After I had had lunch at a village inn, I looked for my bag. I had left it on a chair beside the door and now it wasn't there! As I was looking for it, the inn-keeper came in.

'Did you have a good meal?' he asked.

'Yes, thank you,' I answered, 'but I can't pay the bill. I haven't got my bag.'

The inn-keeper smiled and immediately went out. In a few minutes he returned with my bag and gave it back to me.

'I'm very sorry,' he said. 'My dog had taken it into the garden. He often does this.'



'He often does this.'

我在村里一家小饭店吃过午饭，正寻找着我的手提包。我是把它放在门边的一张椅子上的，而现在它不在那里了！当我正在寻找的时候，饭店老板进来了。

"你饭菜吃得好吗？"他问道。

"很好，谢谢，"我回答道，"但我无法付帐。我手提包没有了。"

饭店老板微笑着立刻走了出去。几分钟后，他拿着我的手提包回来了，并把它还给了我。

"我非常抱歉！"他说道，"我的一条狗把它衔到花园里去了。它经常干这种事。"

注 释

课文着重介绍了过去完成时（由had＋过去分词构成），它主要表示过去某时业已发生的动作或情况。例如，文中 had had lunch 的动作是在 looked for my bag 之前; had left it on a chair 的动作是在 it wasn't there之前; had taken it into the garden。的动作是在物主was looking for it之前，等等。

生词和短语

inn [in] *n.* 小旅馆，客栈

look for 寻找

inn-keeper ['in 'ki:pə] *n.* 客栈老板

bill [bil] *n.* 账单，清单　　**pay the bill** 付钱

Comprehension Précis and Composition

Answer these questions *in not more than 40 words.*

1. Did the writer have lunch at a village inn or not?
2. Could she find her bag after her meal or not?
3. Could she pay the bill or not?
4. Who soon found it for her?
5. Where had his dog taken it?

Key Structures

Have

Study these uses of *have*:

a Have you had lunch yet? (KS 19)
After he had finished work he went home. (KS 39)

b Instead of saying:	*We can say:*
He owns a new house.	He has a new house. Or: He has got a new house.
He possesses a lot of money.	He has a lot of money. Or: He has got a lot of money.
Does he possess a lot of money?	Has he a lot of money? Or: Has he got a lot of money?
He doesn't possess a lot of money.	He hasn't a lot of money. Or: He hasn't got a lot of money.

c Instead of saying:	*We can say:*
I took a bath before dinner.	I had a bath before dinner.
Take a cigarette.	Have a cigarette.
I enjoyed myself at the party.	I had a good time at the party.
I received a letter from him yesterday.	I had a letter from him yesterday.

Exercises

A. These questions are on the passage. Write a complete sentence in answer to each question:

1. When did you look for your bag?
2. What had you done with your bag?
3. What did the inn-keeper ask you?
4. Why can't you pay the bill?
5. What had the dog done with the bag?

B. Supply the correct form of *have* in the following. Do not refer to the passage until you finish the exercise:

1. After I . . . lunch at the village inn, I looked for my bag.
2. I . . . left it on a chair beside the door.
3. '. . . a good meal?' he asked.
4. I can't pay the bill. I . . . got my bag.
5. I'm very sorry. My dog . . . taken it into the garden.

C. In which of these sentences can we put the verb *got* after *have?*

1. He had a drink before dinner.
2. Mrs Sullivan has a lot of money.
3. He had to leave early.
4. We have had a long conversation.
5. My mother has a headache.
6. They had a good time at the party.
7. This sock has a hole in it.
8. She has to be patient with him.
9. I have a bath every day.
10. This room has four windows.
11. He has a farm.
12. We had a letter from Jill yesterday.

Special Difficulties

a Read these sentences. Each one contains the verb *give*. The verb has a different meaning in each sentence:

He returned with my bag and *gave it back* to me. (ll. 10–12)
Give in your copybooks to me.
He can't continue fighting. He will soon *give in*. (He will surrender.)
I *gave away* my collection of stamps to the little boy.
I have *given up* smoking. (I have stopped.)
Three of our officers *gave themselves up* to the enemy. (They surrendered.)

b Words Often Confused: Beside (l. 3), Besides.

Beside: Come and sit beside me. (next to me)
Besides: Besides this photograph, I have a number of others. (in addition to)

Exercises

A. Supply the missing words in the following sentences:

1. Will the person who took my ruler please give it . . . to me.
2. When my children grew up, I gave all their toys . . .
3. When do we have to give . . . our compositions?
4. We were losing the battle but we did not give . .

B. Supply *beside* or *besides* in the following:

1. . . . football he plays tennis.
2. Can you see that boy standing . . . the tree?

19 Sold Out 售完了

'The play may begin at any moment,' I said.

'It may have begun already,' Susan answered.

I hurried to the ticket-office. 'May I have two tickets please?' I asked.

'I'm sorry, we've sold out,' the girl said.

'What a pity!' Susan exclaimed.

Just then, a man hurried to the ticket-office.

'Can I return these two tickets?' he asked.

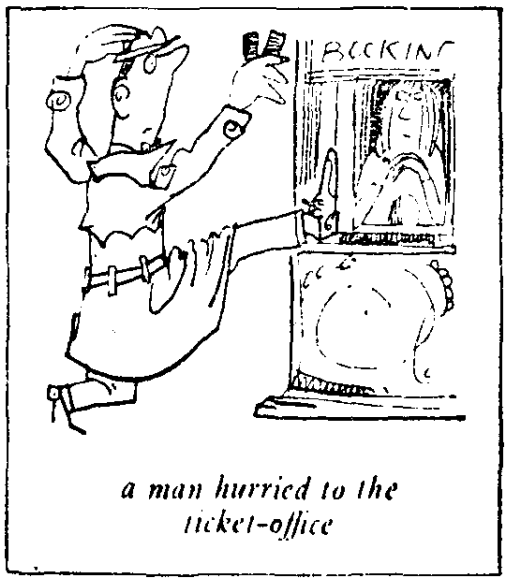
'Certainly,' the girl said.

I went back to the ticket-office at once.

'Could I have those two tickets please?' I asked.

'Certainly,' the girl said, 'but they are for next Wednesday's performance. Do you still want them?'

'I might as well have them,' I said sadly.



a man hurried to the ticket-office

"这戏可能马上就开演了。"我说道。

"可能已经开演了！"苏珊回答道。

我赶紧到售票处。"我可以买两张票吗？"我说道。

"对不起，票已售完了。"这个姑娘答道。

"真可惜！"苏珊叫道。

就在那时候，一个男人急匆匆来到售票处。

"我可以退掉这两张票吗？"他问道。

"当然可以，"姑娘答道。

我立刻走回售票处。

"我可以买这两张票吗？"我问道。

"当然可以，"姑娘答道，"但这两张票是下星期三的戏票。你还要吗？"

"我还是买下算了。"我郁郁不快地说道。

注 释

1. May (might) as well 意即：还是…算了，例：We may as well go and have a look. 我们还是去看一下。
2. “真遗憾！”在英语中的表达形式颇多，如：What a pity!; The pity of it! 等等。

生词和短语

at any moment 随时；马上
at once 立刻，马上〔=right now〕
ticket-office 票房
as well 同样，也
exclaim [iks'kleim] *vt.* 大声说
sadly ['sædli] *ad.* 难过地，悲哀地
just then 正在那时

Comprehension Précis and Composition

Answer these questions *in not more than 45 words.*

1. When was the play going to begin?
2. How many tickets did you ask for?
3. Were there any left or not?
4. Were Susan and you disappointed or not?
5. Who hurried to the ticket-office just then?
6. How many tickets did he return?
7. Were they for that day's performance, or were they for next Wednesday's performance?
8. Did you buy them or not?

Key Structures

Can and May

Study these uses of *can* and *may*:

a Instead of saying:
Will you let me use your telephone please?

We can say:
Can I use your telephone please?
Or: Could I use your telephone please?
Or: May I use your telephone please?
Or: Might I use your telephone please?

b Instead of saying:
Perhaps he will come tomorrow.

We can say:
He may come tomorrow.
Or: He might come tomorrow.

Perhaps he telephoned last night, but I'm not sure.

He may have telephoned last night, but I'm not sure.
Or: He might have telephoned last night, but I'm not sure.

c Now study these expressions:
Do you want to come to the cinema with me?
I haven't got anything to do, so I *may as well* (or: I *might as well*) come with you.
Do you think he'll pass that exam?
He'll never pass. He *might as well* give up.

Exercises
A. Read the passage again. Put a line under the verbs *can*, *could*, *may* and *might*.

B. Use phrases with *can*, *could*, *may* or *might* in place of the words in italics. Do not refer to the passage until you finish the exercise.

'*Perhaps the play will begin* at any moment,' I said.

'*Perhaps it has begun already*,' Susan answered.

I hurried to the ticket-office. '*Will you let me have* two tickets, please?' I asked.

'I'm sorry, we've sold out,' the girl said.

Just then, a man hurried to the ticket-office.

'*Will you let me return* these two tickets?' he asked.

I went back to the ticket-office at once. '*Will you let me have* those two tickets please?' I asked.

'Certainly,' the girl said, 'but they are for next Wednesday's performance. Do you still want them?'

'*Not really, but I'll have them*,' I said sadly.

Special Difficulties

Instead of saying:	*We can say:*
I am sorry.	I'm sorry. (l. 7)
We have sold out.	We've sold out. (l. 7)

Exercise
Change the form of the verbs in italics:

1. I *haven't* seen him for three years.
2. There *are not* many people here.
3. He *doesn't* understand what *you're* saying.
4. She *did not* tell me she *had not* seen you.
5. I *shall not* stay a moment longer.
6. He *will not* do as *he is* told.
7. *When'll* I see you?
8. *What've* you done? *You've* broken that bottle!
9. *He's* in the living room. *He's* just come home.
10. I *cannot* understand why he *hasn't* arrived.
11. You *mustn't* believe him.
12. I *wasn't* expecting you. You *weren't* supposed to arrive until 6 o'clock.
13. That *man's* been in prison.
14. They *hadn't* seen the film before.

20 One Man in a Boat　孤舟独钓

Fishing is my favourite sport. I often fish for hours without catching anything. But this does not worry me. Some fishermen are unlucky. Instead of catching fish, they catch old boots and rubbish. I am even less lucky. I never catch anything—not even old boots. After having spent whole mornings on the river, I always go home with an empty bag. 'You must give up fishing!' my friends say. 'It's a waste of time.' But they don't realize one important thing. I'm not really interested in fishing. I am only interested in sitting in a boat and doing nothing at all!



I never catch anything

钓鱼是我最心爱的一项运动。我经常毫无所获地一钓就是几个小时，但这并不使我着急。一些钓鱼者不太幸运。他们钓到的不是鱼，而是些旧靴子和垃圾。我甚至更为不幸运。我从未钓到过任何东西——连旧靴子都没有。我总是在河面上呆了整个上午后，提着空袋回家。“你别钓鱼了吧！”我的朋友们说道，“这是浪费时间。”但是有一件重要的事情他们并不理解。我不是真正对钓鱼有什么兴趣。我只是对独坐孤舟而无所事事感兴趣。

注　释

文中 I often fish for hours without catching anything. catching angthing系动名词短语作介词宾语，整个介词短语用作状语，如：On hearing the news, he fainted away 等。

生词和短语

fishing ['fiʃiŋ] *n.*　捕鱼，钓鱼
favourite ['feivərit] *a.*　最喜爱的
instead of...　代替，而不是……
boot [bu:t] *n.*　长筒靴
rubbish ['rʌbiʃ] *n.*　垃圾，废物
give up　放弃，中断
waste [weist] *n.*　浪费
realize ['riəlaiz] *vt.*　了解，认识到
interested in　对……感兴趣的

Comprehension Précis and Composition

Answer these questions *in not more than 50 words.*

1. What is the writer's favourite sport?
2. What do some unlucky fishermen catch?
3. Is the writer as lucky as they are, or is he not so lucky?
4. Does he ever catch anything?
5. Is he really interested in fishing?
6. What is the only thing that interests him?

Key Structures

You must give up fishing.

Study these sentences carefully. Pay close attention to the verbs in italics. All these verbs end in *-ing*.

a *Eating* is always a pleasure.
Watching television is my favourite pastime.
Reading in bed is something I always enjoy.

b I am very keen on *cycling*.
She is afraid of *staying* in that house alone.
He is capable of *doing* anything.

c Note how these sentences have been joined:
He sat there. He did not say anything.
He sat there without *saying* anything.
He turned off the radio. He left the room.
Before *leaving* the room, he turned off the radio.
He looked at his watch. He hurried to the station.
After *looking* at his watch, he hurried to the station.
Or: After *having looked* at his watch, he hurried to the station.
I must apologize. I interrupted you.
I must apologize for *interrupting* you.
Or: I must apologize for *having interrupted* you.
I must apologize. I did not let you know earlier.
I must apologize for *not letting* you know earlier.
Or: I must apologize for *not having let* you know earlier.
He congratulated me. I won the competition.
He congratulated me on *winning* the competition.
Or: He congratulated me on *having won* the competition.

Exercises

A. Underline all the verbs in the passage that end in *-ing*.

B. Give the correct form of the verbs in brackets. Do not refer to the passage until you finish the exercise:

(Fish) is my favourite sport. I often fish for hours without (catch) anything. But this does not worry me. Some fishermen are unlucky. Instead of (catch) fish, they catch old boots and rubbish. I am even less lucky. I never catch anything—not even old boots. After (have spend) whole mornings on the river, I always go home with an empty bag. 'You must give up (fish)!' my friends say. 'It's a waste of time.' But they don't realize one important thing. I'm not really interested in (fish). I am only interested in (sit) in a boat and (do) nothing at all!

C. Join these pairs of sentences with the words given in brackets. Make any other necessary changes.

1. He went out of the restaurant. (without) He did not pay the bill.
2. She bought a pair of boots. (instead of) She did not get a pair of shoes.
3. She was afraid. (of) She did not spend the night alone.
4. (After) She heard the news. She fainted.
5. Think carefully. (before) Answer my question.
6. (On) I saw the plane coming towards me. I dashed for cover.

Special Difficulties

Words Often Confused

a Interested and Interesting. Excited and Exciting.

Study these examples:

Fishing is not interesting. I am not really interested in fishing. (l. 12)

The match was very exciting. The crowd got very excited.

b It's and Its. It's a waste of time. (ll. 10–11)

Study these examples:

It's (=it is) cold today. It's raining too.

The cat drank its milk.

This engine has lost its power.

c Realize and Understand. They don't realize . . . (l. 11)

Study these examples:

I realized he was mad.

He didn't realize that he had made a mistake.

I don't understand English.

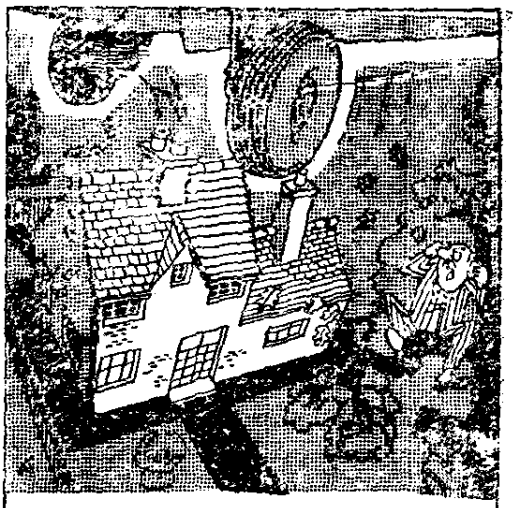
Exercise

Choose the correct words in the following:

1. I (realized) (understood) he was not telling me the truth.
2. This poem is difficult. (It's) (Its) impossible for you to (understand) (realize) (its) (it's) meaning.
3. There was some (excited) (exciting) news on the radio.
4. He is not an (interesting) (interested) person.
5. He is an explorer. He leads an (excited) (exciting) life.
6. I am not (interesting) (interested) in other people's affairs.

21 Mad or Not? 疯了还是没疯?

Aeroplanes are slowly driving me mad. I live near an airport and passing planes can be heard night and day. The airport was built during the war, but for some reason it could not be used then. Last year, however, it came into use. Over a hundred people must have been driven away from their homes by the noise. I am one of the few people left. Sometimes I think this house will be knocked down by a passing plane. I have been offered a large sum of money to go away, but I am determined to stay here. Everybody says I must be mad and they are probably right.



Everybody says I must be mad

飞机正在逐渐把我逼疯。我住在一个飞机场附近，日日夜夜能听到呼啸而过的飞机声。这个机场是在战时建成的，但由于某种原因，后来不能用了。然而，去年机场开始使用了。大概一百多人被飞机的噪音逼得弃家远走，我是留下来的少数人之一。有时我觉得这房子会被经过的飞机震塌。有人向我提供大笔数额的迁移费，但我决心留在这里。大家都说我准是疯了，可能他们是说对了。

注 释

1. 短语 to drive (somebody) mad (使人发疯)，其中动词 drive 也可用 send 替换。
2. 文中 must be (mad)，准是(疯了)，must be 有时用作推测 (used for deduction)，视情势及谈话人感情而定。

生词和短语

aeroplane ['ɛərəplein] *n.* 飞机

during ['djuəriŋ] *prep.* 在……期间

war [wɔ:] *n.* 战争

however [hau'evə] *conj.* 可是，然而，不过

come into use　开始被使用
offer ['ɔfə] *vt.*　提供，给
sum [sʌm] *n.*　金额
a large sum of money　一大笔钱

Comprehension Précis and Composition

Answer these questions *in not more than 50 words.*

1. Is the writer slowly going mad or not?
2. Where does he live?
3. What can be heard night and day?
4. Have most of his neighbours left their homes or not?
5. Has he been offered money to leave or not?
6. What is he determined to do?
7. What does everyone say?
8. Are they probably right or wrong?

Key Structures

Passing planes can be heard night and day. See **KS 31**

a Read these pairs of sentences carefully. The first sentence in each pair tells us about *a person.* (Who) The second tells us about *a thing.* (What or Which)

He will repair your watch. (Who)
Your watch will be repaired. (What)
He can repair your watch. (Who)
Your watch can be repaired. (What)
They must test this new car. (Who)
This new car must be tested. (What)
You have to write this letter again. (Who)
This letter has to be written again. (What)
I told you *he could do it.* (Who)
I told you *it could be done.* (What)
I told you *he would do it.* (Who)
I told you *it would be done.* (What)
I can't find my bag. *Someone has stolen* it. (Who)
I can't find my bag. *It has been stolen.* (What)
I can't find my bag. *Someone must have stolen* it. (Who)
I can't find my bag. *It must have been stolen.* (What)

b Instead of saying:	*We can say:*
The police will arrest the thieves.	The thieves will be arrested (by the police).
You must pay me for this.	I must be paid for this.
They cannot find him.	He cannot be found.

Exercises

A. There are some verbs in the passage which are like the examples given above. Can you find them?

B. Change the form of the phrases in italics. Do not refer to the passage until you finish the exercise:
I live near an airport and *I can hear passing planes* night and day. *They built the airport* during the war, but for some reason *they could not use it* then. Last year, however, it came into use. *The noise must have driven over a hundred people away* from their homes. I am one of the few people left. Sometimes I think *a passing plane will knock down this house. They have offered me* a large sum of money to go away, but I am determined to stay here.

C. Change the form of these sentences. Your sentences must begin with the words in italics:
1. I will send *a message* immediately.
2. We must sell *all these goods.*
3. I told you he would receive *the parcel* in time.
4. He has to deliver *the letter* by hand.
5. They must have lost *your letter* in the post.

Special Difficulties

Words Often Confused and Misused
a Drive.
This verb can be used in many ways. Study these examples:
Aeroplanes are slowly driving me mad. (l. 1)
He drives his car very badly.
The farmer drove the cattle into the field.
Our army drove the enemy back.
During the war, many people were driven out of their homes.

b Home and House. (ll. 8 and 10)
Study these examples:
After work I always go home. I stay at home during the week-end. There is no place like home.
They are building many new houses in our district. Houses are very expensive. I paid a lot of money for a new house.

Exercises
A. Write sentences using: drive out of, drive back and drive into.

B. Supply *house(s)* or *home* in the following:
1. It was raining heavily and I was glad to get . . .
2. The government plans to build thousands of . . . next year.
3. He is very rich. He owns a . . . in the country.
4. Most people like to spend their Christmas holidays at . . .

22 A Glass Envelope 一只玻璃信封

My daughter, Jane, never dreamed of receiving a letter from a girl of her own age in Holland. Last year, we were travelling across the Channel and Jane put a piece of paper with her name and address on it into a bottle. She threw the bottle into the sea. She never thought of it again, but ten months later, she received a letter from a girl in Holland. Both girls write to each other regularly now. However, they have decided to use the post-office. Letters will cost a little more, but they will certainly travel faster.



ten months later, she received a letter

我女儿珍妮做梦也没想到会接到一封来自荷兰的一位同龄姑娘的信。去年，我们旅游横渡英吉利海峡时，珍妮把一封写有姓名和地址的信放入一只瓶子里。她将这只瓶抛到海里。她再也没想到这件事。但十个月后，她接到了一封来自一位荷兰姑娘的信。两个姑娘现在定期互相通信。然而她们决定让邮局投递了。信件会略贵一些，但是肯定会快得多。

注 释

文中第1 行…never dreamed of receiving a letter from a girl of her own…。此处receiving系动名词(gerund)，作of的介词宾语；a letter 又系动名词 receiving 的宾语。能跟动名词的成语很多，除了文中的 dream of 和 think of 之外，还有depend on, set about, approve of, be engaged in, 等等。

生词和短语

envelope ['enviləup] *n.* 信封
dream [dri:m] *vi.* (dreamed , dreamed ; 或dreamt [dremt], dreamt) 做梦，梦见，梦想
receive [ri'si:v] *vt.* 收到，接到
own [əun] *a.* 自己的，自身的
age [eid3] *n.* 年龄，年岁
address [ə'dres] *n.* 地址，住址

Comprehension Précis and Composition

Answer these questions *in not more than 55 words.*

1. When did Jane cross the Channel?
2. What did she throw into the sea?
3. What did it contain?
4. What did she receive ten months later?
5. Do they write to each other regularly now or not?
6. Do they send their letters by post, or do they send them in bottles?

Key Structures

Verbs followed by Of, From, In and On

We can put *of*, *from*, *in*, or *on* after certain verbs:

Jane never dreamed *of* receiving a letter . . . (ll. 1–2)
She never thought *of* it again. (l. 7)
She received a letter *from* a girl in Holland. (ll. 8–9)

Use this list for reference:

a OF: accuse, approve, assure, beware, boast (or about), complain (or about), consist, convince (or about), cure, despair, dream (or about), expect (or from), hear (or from), be/get rid, smell, suspect, think (or about), tire(d), warn (or against).

b FROM: borrow, defend (or against), demand (or of), differ, dismiss, draw (SD 158), emerge, escape, excuse (or for), hinder, prevent, prohibit, protect (or against), receive, separate, suffer.

c IN: believe, delight, employ(ed), encourage, engage(d), experience(d), fail, help (or with), include, indulge, instruct, interest(ed), invest, involve(d), persist, share.

d ON: act, base(d), call (SD 90), comment, concentrate, congratulate, consult (or about), count, decide, depend, economize, embark, experiment, insist, lean (or against), live, operate, perform (or in), pride (oneself), rely, vote (*on* a motion; *for* someone), write (or about).

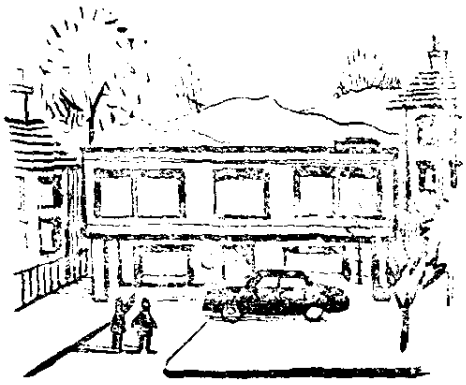
Exercise

Supply the missing words (*of, from, in* or *on*) without referring to the above lists as far as possible.

1. I drew a lot of money . . . the bank yesterday. 2. I refuse to comment . . . his work. 3. It's no use complaining . . . the cold. 4. The waiter's tip is included . . . the bill. 5. He congratulated me . . . having got engaged. 6. This warm coat will protect you . . . the cold. 7. Did anything emerge . . . your discussion? 8. I dreamt . . . you last night. 9. You can never rely . . . him to be punctual. 10. Nothing will prevent him . . . succeeding. 11. Are you interested . . . music? 12. I suppose I can count . . . you for help . . . this matter? 13. Beware . . . the dog. 14. He persisted . . . asking questions. 15. I insist . . . your telling me the truth. 16. It took me a long time to get rid . . . him. 17. Do you mean to say you have never heard . . . Beethoven? 18. I separated them . . . each other because they were fighting. 19. They can only cure him . . . his illness if they operate . . . him. 20. You can depend . . . me. 21. I haven't accused him . . . anything, but I suspect him . . . having taken it. 22. Whatever made you think . . . such a thing? 23. We expect a great deal . . . you, Smith. 24. My hands smell . . . soap. 25. They differ . . . each other so much. 26. He invested a lot of money . . . shipping. 27. The film was based . . . a novel by Dickens. 28. Don't lean . . . that shelf! You'll regret it. 29. She often suffers . . . colds. 30. We have embarked . . . a new scheme. 31. I believe . . . taking my time. 32. Jones was dismissed . . . the firm. 33. They began by experimenting . . . rats. 34. Please concentrate . . . what you are doing. 35. She prides herself . . . her clean house. 36. The climber failed . . . his attempt to reach the summit. 37. Many people escaped . . . prison camps during the last war. 38. We must economize . . . fuel. 39. He's never done any work. He lives . . . his mother. 40. He was employed . . . a factory before he joined the army. 41. And what does this delightful drink consist . . .? 42. I shall certainly act . . . your advice. 43. Don't write . . . the desk! 44. You should not boast . . . your success. 45. You must encourage him . . . his efforts. 46. I was instructed . . . drawing once upon a time. 47. Two or three people were involved . . . the accident. 48. Children should be prohibited . . . smoking. 49. It is unreasonable to demand this . . . him. 50. I can assure you . . . my support. 51. Do you approve . . . hunting? 52. I despair . . . ever teaching him anything! 53. He performs beautifully . . . the piano. 54. I warned him . . . the danger, but he wouldn't listen to me. 55. How much have you borrowed . . . me already? 56. Everyone shared . . . his happiness. 57. He delights . . . annoying me.

23 A New House　一幢新住宅

I had a letter from my sister yesterday. She lives in Nigeria. In her letter, she said that she would come to England next year. If she comes, she will get a surprise. We are now living in a beautiful new house in the country. Work on it had begun before my sister left. The house was completed five months ago. In my letter, I told her that she could stay with us. The house has many large rooms and there is a lovely garden. It is a very modern house, so it looks strange to some people. It must be the only modern house in the district.



the only modern house in the district

昨天我接到我姐姐的一封信。她住在尼日利亚。信中，她说将于明年到英国来。假如她来的话，她会感到惊异。我们现在正住在乡村的一幢漂亮的新式住宅里。这幢房子是在我姐姐离开前开工的。房子是在五个月前峻工的。我在信中告诉她，她可以和我们呆在一起。这幢房子有许多大房间，并有一个惹人喜爱的花园。这是一幢现代化住宅，所以在有些人看来造型古怪。这大概是这个地区唯一的一幢现代化住宅。

注　释

1. 文中 Work on it. 意即：建筑工程。
2. It is necessary for me to…; It is unusual for him to… 均系不定式的复合结构，It 为形式主语。

生词和短语

surprise [sə'praiz] *n.*　惊奇
get a surprise　大吃一惊
complete [kəm'pli:t] *vt.*　完成，结束
strange [streind3] *a.*　奇怪的〔同义：queer〕
district ['distrikt] *n.*　地方，区域

Comprehension Précis and Composition

Answer these questions *in not more than 50 words.*

1. What will your sister do next year?
2. Will she get a surprise if she comes or not?
3. Have you a new house in the country or not?
4. Have you invited your sister to stay with you or not?
5. Is it a very modern house, or is it an old house?
6. Has it got many large rooms and a lovely garden or not?

Key Structures

Review KS 35–53
I'll see you tomorrow. (KS 35)
What will you be doing tomorrow? (KS 37)
After he had finished work he went home. (KS 39)
He said that . . . He told me . . . (KS 41)
If you open the door you will get a surprise. (KS 43)
Must. (KS 45)
Have. (KS 47)
Can and May. (KS 49)
Passing planes can be heard night and day. (KS 53)

Exercises

A. Underline all the verbs in the passage. Revise any Key Structures you have forgotten.

B. Give the correct form of the verbs in brackets. Do not refer to the passage until you finish the exercise:

I (have) a letter from my sister yesterday. She (live) in Nigeria. In her letter, she (say) that she (come) to England next year. If she (come), she (get) a surprise. We now (live) in a beautiful new house in the country. Work on it (begin) before my sister (leave). The house (complete) five months ago. In my letter, I (tell) her that she (can stay) with us. The house (have) many large rooms and there (be) a lovely garden. It (be) a very modern house, so it (look) strange to some people.

C. Give the correct form of the verbs in brackets:

1. After he had read the book, he (write) a review of it.
2. He did not leave his office until he (finish) work.
3. If he (break) his promise, I shall never speak to him again.
4. If the weather is fine we (go) for a picnic.

D. Supply *said* or *told* in the following sentences. Give the correct form of the verbs in brackets:

1. She . . . me she (will) be absent from work.
2. I . . . my mother that I (lose) the key.
3. The manager . . . that he (not like) my work.

E. Which verbs can we use in place of the verbs or phrases in italics?

1. He *owns* a new house.
2. He *possesses* a lot of money.
3. I *took* a bath before dinner.
4. *Take* a cigarette.
5. *Will you let me* use your telephone please?
6. *Perhaps the play will* begin at any moment.
7. *Perhaps it has* begun already.
8. *It is necessary for me* to take a taxi.

Special Difficulties

There is and It is.

The house has many large rooms and *there is* a lovely garden. *It is* a very modern house, so it looks strange to some people. (ll. 9–12)

Study these examples:

There is

There is a fine new school in our neighbourhood. It was only built last year. *There are* 250 pupils at the school. Last year *there were* only 180. Next year *there will be* over 300.

It is

What's the time? *It is* five o'clock.

How far away is the station from here? *It is* five miles away.

What's the weather like? *It is* very cold.

Exercise

Supply *it* or *there* in the following sentences:

1. . . . is a pity that he could not come.
2. . . . is a bus that leaves in ten minutes.
3. . . . were some men digging up the road outside my house.
4. Look at those clouds. I think . . . will be a thunderstorm.
5. . . . is unusual for him to be late.
6. . . . has been very cold this year.
7. . . . has been no news of him.
8. I am sure . . . will be fine tomorrow.
9. After dinner . . . will be a long discussion on politics.
10. When will . . . be convenient for you to come?

24 It Could be Worse　　更是糟糕

I entered the hotel manager's office and sat down. I had just lost £50 and I felt very upset. 'I left the money in my room,' I said, 'and it's not there now.' The manager was sympathetic, but he could do nothing. 'Everyone's losing money these days,' he said. He started to complain about this wicked world but was interrupted by a knock at the door. A girl came in and put an envelope on his desk. It contained £50. 'I found this outside this gentleman's room,' she said. 'Well,' I said to the manager, 'there is still some honesty in this world!'



The manager was sympathetic

我走进旅馆经理的办公室，坐了下来。我刚丢失了五十英镑，感到很不安。“我把钱留在我的房间里的，”我说道，“而现在钱不在那里了。”这位经理表示遗憾，但他无能为力。“这年头大家都在丢失钱，”他说道。他刚要开始抱怨这个邪恶的世道，却被敲门声打断了。一个姑娘进来了，把一个信封放在办公桌上。信封里装着五十镑钱。“我在这位先生的房间外面找到这个的，”她说道。“哎，”我对经理说道，“这个世界上还是有诚实的人的。”

生词和短语

manager ['mænidʒə] *n.* 经理，管理人

upset ['ʌpset] *n.* 不安

sympathetic [simpə'θetik] *a.* (表示)同情的

complain [kəm'plein] *vi* 控诉，抱怨

wicked ['wikid] *a.* 坏的〔同义：bad〕，邪恶的〔同义：evil〕

contain [kən'tein] *vt.* 包含，含有

gentleman ['dʒentlmən] *n.* (尊称)先生

honesty ['ɔnisti] *n.* 正直，诚实

Comprehension Précis and Composition

Answer these questions *in not more than 55 words.*

1. How much money had you just lost?
2. How did you feel?
3. Did you tell the manager about it or not?
4. Could he do anything or not?
5. What did he begin complaining about?
6. Who came in with the money just then?
7. Where had she found it?
8. Is there still some honesty in this world or not?

Special Difficulties

Review SD 16–58

Exercises

A. *Words Often Confused.*

Choose the correct words in the following sentences:

1. I (took) (received) a letter from him yesterday. **(SD 20)**
2. I met Harry (in the) (on the) way to the station. **(SD 22a)**
3. (In the) (On the) way from Athens to London the plane stopped at Rome. **(SD 22a)**
4. Everybody (believe) (believes) he will win. **(SD 28a)**
5. Is your watch made (of) (from) gold? **(SD 32a)**
6. At the end of the month I received my (salary) (wages). **(SD 34b)**
7. Can you (borrow) (lend) me £5? **(SD 34c)**
8. I (asked) (asked for) an explanation. **(SD 40a)**
9. (Except) (Apart from) that, everything is all right. **(SD 40b)**
10. He is such a(n) (irritable) (nervous) person. He is always bad tempered. **(SD 42a)**
11. The police (is) (are) looking for him. **(SD 44a)**
12. Please (look after) (pay attention to) the blackboard. **(SD 44b)**
13. (Remind) (Remember) me to your mother. **(SD 44c)**
14. Father bought a new (suit) (costume) yesterday. **(SD 46b)**
15. When I (grow) (grow up) I shall be an engine driver. **(SD 46c)**
16. He was standing (besides) (beside) the window. **(SD 48b)**
17. (It's) (Its) a very (excited) (exciting) film. **(SD 52a/b)**
18. He does not (realize) (understand) English. **(SD 52c)**
19. It was raining heavily so I was glad to get (house) (home). **(SD 54b)**
20. (It is) (There is) someone at the door. **(SD 58)**.

B. What a day! **(SD 16)**

Write these sentences again. Each sentence must begin with *What.*

1. This is a wonderful garden!
2. He is causing a lot of trouble!
3. It is a tall building!
4. You are a clever boy!

C. He lent me a book. He lent a book to me. (SD 18)
She bought me a tie. She bought a tie for me. (SD 18)
Write each of the following sentences in a different way:
1. He handed me the prize.
2. The waiter brought a bottle of beer to the man.
3. I've ordered some soup for you.
4. Bring that book to me please.
5. She promised a reward to the finder.

D. Is there any tea in the pot?
There isn't any tea in the pot.
There's no tea in the pot. (SD 30)
Write negative answers to these questions in two different ways:
1. Have you any money?
2. Did you go anywhere in the holidays?
3. Was there anybody present when the accident happened?

E. Answer these questions. Put the apostrophe in the right place: (SD 38)
1. Whose umbrella is this? (George)
2. Whose is this handbag? (That woman)
3. Whose poetry do you like best? (Keats)
4. Whose are these clothes? (The children)
5. Whose are these uniforms? (The soldiers)

F. Knock (SD 24); Be (SD 36a); Give (SD 48a).
Complete these sentences by adding any of the following words: up, off, over, back, on, or away.
1. He usually knocks . . . at 6 o'clock, but today he's working late.
2. I'm going out now, but I'll be . . . in half an hour.
3. I gave . . . smoking last year but I have just started again.
4. The concert was . . . and everybody left the hall.
5. A new play is . . . at the Phoenix.
6. I've given . . . all my old furniture.

G. Change the position of the words in italics. (SD 24/26)
1. I put *on* my hat.
2. I took *off* my coat.
3. He put *out* the fire.
4. They cut *off* the king's head.

IF YOU CAN DO THIS TEST GO ON TO UNIT 2

Key Structures

A. Word Order in Simple Statements.

a There is a line under each word or group of words in the statements below. The words are not in the right order. Arrange them correctly:

1. The film I enjoyed yesterday.
2. My mother to market went.
3. The children asked continuously questions in class this morning.
4. We at home stay on Sundays.
5. This morning a book I from the library borrowed.

b Write these sentences again. Put the words in brackets in the right place:

1. She answers my letters. (rarely)
2. The shops close on Saturday afternoons. (always)
3. We work after six o'clock. (never)
4. We spend our holidays abroad. (sometimes)
5. Do you buy gramophone records? (ever)

B. Verbs.

a Now and Always.

The verbs in brackets tell us what is happening *now* and what *always* happens. Give the correct form of each verb:

I am looking out of my window. I can see some children in the street. The children (play) football. They always (play) football in the street. Now a little boy (kick) the ball. Another boy (run) after him but he cannot catch him.

b What happened?

The verbs in brackets tell us *what happened*. Give the correct form of each verb:

My friend, Roy, (die) last year. He (leave) me his record player and his collection of records. Roy (spend) a lot of money on records. He (buy) one or two new records every week. He never (go) to the cinema or to the theatre. He (stay) at home every evening and (listen) to music. He often (lend) records to his friends. Sometimes they (keep) them. He (lose) many records in this way.

c What has happened?

The verbs in brackets tell us *what has happened*. Give the correct form of each verb:

I just (receive) a letter from my brother Tim. He is in Australia. He (be) there for six months. Tim is an engineer. He is working for a big firm and he already (visit) a great number of different places in Australia. He just (buy) an Australian car and (go) to Alice Springs.

d What happened? What has happened?
The verbs in brackets tell us *what happened* and *what has happened.*
Give the correct form of each verb:
1. What . . . you (buy) yesterday?
2. Up till now, he never (lend) me anything.
3. . . . you (burn) those old papers yet?
4. He (fight) in Flanders in the First World War.
5. We just (win) the match.

e What was happening? What happened?
The verbs in brackets tell us *what was happening* and *what happened.* Give the correct form of each verb:
1. As my father (leave) the house, the postman (arrive).
2. Tom (work) in the garden while I (sit) in the sun.
3. As I (walk) down the street, I (meet) Charlie.
4. While he (read) the letter, he (hear) a knock at the door.
5. She (drop) the tray when I spoke to her.

f What will happen?
In the paragraph below, the verbs in italics tell us *what happened.* Write the passage again. Change the verbs in italics so that they tell us *what will happen.*
I *went* to the theatre with my friend Reg. Reg and I *saw* the first performance of a play called 'The End of the Road.' After the play, the producer *gave* a short speech. He *spoke* to the audience about the play. The play *was* very successful and I think a great many people *enjoyed* it very much.

g What will be happening?
Change the form of the verbs in italics so that they tell us *what will be happening:*
1. I *am ironing* the clothes.
2. The train *will arrive* in a few minutes.
3. *We'll see* you in the morning.
4. We *are watching* the match.
5. He *is correcting* copybooks.

h After he had finished work he went home.
Join these pairs of sentences with the words given in brackets:
1. (After) She wrote the letter. She went to the post-office.
2. (After) He had dinner. He went to the cinema.
3. (When) I fastened my seat belt. The plane took off.
4. We did not disturb him. (until) He finished work.
5. (As soon as) He left the room. I turned on the radio.

i It was made in Germany in 1681.
Supply the correct form of the verbs in brackets:
The Taj Mahal (build) in the seventeenth century for the emperor Shah Jehan. A few years after he (become) ruler, his wife, Mumtaz-i-Mahal, (die). The Taj Mahal (build) in her honour. Experts (call) in from many parts of the world to construct the domes and to decorate the walls. The Taj Mahal which (begin) in 1632 and (complete) in 1654 (cost) a fortune. Up to the present day, it (visit) by millions of people.

j He said that . . . He told me . . .

Supply *said* or *told* in the following sentences. Give the correct form of the verbs in brackets:

1. He . . . me that she (come) tomorrow.
2. The gardener . . . that he (cut) that tree down yesterday.
3. I . . . you I (have) never played tennis before.
4. What . . . he . . . that he (do)?
5. When . . . he . . . you that he (buy) this car?

k If.

Give the correct form of the verbs in brackets:

1. If it (rain) I shall take an umbrella with me.
2. You never (pass) this test if you don't work hard.
3. If he (be) here before 10 o'clock, I shall see him.
4. If he plays well, he (get) into the team.
5. If he (enjoy) concerts, why doesn't he come with us?

l Give the correct form of the verbs in brackets:

(Fish) is my favourite sport. I often fish for hours without (catch) anything. But this does not worry me. Some fishermen are unlucky. Instead of (catch) fish, they catch old boots and rubbish. I am even less lucky. I never catch anything—not even old boots. After (have spend) whole mornings on the river, I always go home with an empty bag. 'You must give up (fish)!' my friends say. 'It's a waste of time.' But they don't realize one important thing. I'm not really interested in (fish). I am only interested in (sit) in a boat and (do) nothing at all!

C. Must, Have, Can and May.

a Write these sentences again using *must* or *have to* in place of the words in italics:

1. *It will be necessary for you to* see a doctor.
2. *Is it necessary for you to* make so much noise?
3. She said *it would be necessary for us to* stay here.
4. *It is necessary for me to* have some help.
5. *It was necessary for him to* go out last night.

b Write these sentences again in a different way using *must be* in place of the words in italics:

1. *I, personally, think he is* a fool.
2. *I, personally, think he is* mad.
3. *I, personally, think she is* over forty.

c Write these sentences again in a different way using *can* or *may* in place of the words in italics:

1. *Will you let me* use your telephone please?
2. *Perhaps he will* telephone tomorrow.
3. *Will you let me* have two tickets please?
4. *Perhaps the play has* begun already.
5. *Will you let me* leave the table please?

D. A, The and Some.

a Write these words again. Put in *a* or *some* in front of each one:
soap, picture, milk, money, woman, window, bus, sand, rice, newspaper, water, cloud, son, coal, secretary, oil.

b Put in *a* or *the* where necessary in the passage below:
I have just moved to . . . house in . . . Bridge Street. Yesterday . . . beggar knocked at my door. He asked me for . . . meal and . . . glass of beer. In return for this, . . . beggar stood on his head and sang . . . songs. I gave him . . . meal. He ate . . . food and drank . . . beer. Then he put . . . piece of cheese in his pocket and went away. Later . . . neighbour told me about him. Everybody knows him. His name is . . . Percy Buttons. He calls at every house in . . . street once . . . month and always asks for . . . meal and . . . glass of beer.

E. The best and the worst.

Give the correct form of the words in brackets. Supply *than* where necessary:
1. It is . . . (unusual) film I have ever seen.
2. Mr Jones is a . . . (good) teacher . . . Mr Brown.
3. This book is . . . (interesting) . . . that one.
4. She is . . . (lazy) pupil in the class.
5. The weather today is . . . (bad) . . . it was yesterday.

F. When did you arrive? I arrived at ten o'clock.

Supply the correct words in the following sentences:
1. He has gone abroad. He will return . . . two years' time.
2. . . . Saturdays I always go to the market.
3. I never go to the cinema . . . the week.
4. I can't see him . . . the moment. I'm busy.
5. My birthday is . . . November 7th. I was born . . . 1948.
6. The days are very short . . . December.
7. We arrived at the village late . . . night. We left early . . . the morning.

G. Verbs followed by *of*, *from*, *in* and *on*.

Supply the missing words in the sentences below:
1. Is this included . . . the bill?
2. I received a telephone call . . . him yesterday.
3. You can rely . . . me.
4. I am thinking . . . going abroad next year.
5. Are you interested . . . music?
6. I am tired . . . telling you the same thing again and again.

Special Difficulties

a Words Often Confused.

Choose the correct words in the following sentences:
1. (By the way) (On the way) have you seen Tom lately?
2. I (borrowed) (lent) this book from the library.

3. Can you (ask) (ask for) questions in English?
4. That tree has (grown) (grown up) a lot since I last saw it.
5. (Besides) (Beside) being a teacher, he is also a novelist.
6. The cat has drunk (it's) (its) milk.
7. Have you seen Tom (yet) (still)?
8. I put the papers on your (desk) (office).
9. You can't jump over that fence. (It is) (There is) impossible.
10. I like staying at (house) (home) during the week-end.

b Knock, Give and Be.

Supply the missing words in the following:

1. Someone is knocking . . . the door.
2. The doctor told him to give . . . smoking.
3. What's . . . at the cinema this week?
4. You can't see Mr Jones. He is . . . at the moment. He will be . . . in ten minutes.
5. The soldier hit the guard very hard and knocked him . . .

c Where possible, change the position of the words in italics:

1. Who knocked *over* this vase?
2. She is looking *after* the children.
3. Put *on* your jacket.
4. Bring it *back* quickly.
5. The thieves woke *up* the night-watchman.

d Put the words in brackets in their correct order:

1. The officer ordered (to fire, at the enemy, the men).
2. He wants (his wife, this dress, to wear).
3. She wants (us, it, to explain).
4. I cannot allow (the room, him, to enter).
5. She taught (to read, her son).

e Write these sentences in a different way. Omit the words in italics.

1. She made this dress *for* me.
2. I lent my typewriter *to* him.
3. I showed the letter *to* George.
4. Pass that cup *to* your mother.
5. Johnny gave the doll *to* his sister.

Unit 2

INSTRUCTIONS TO THE STUDENT

In Unit 1 you learned how to write simple statements. In Unit 2 you will learn how to join simple statements together with words like 'and', 'but' and 'so' You will learn how to write sentences which contain more than one idea.

Before you begin each exercise, read these instructions carefully. Read them *each time* you begin a new piece. They are very important.

How to work—Comprehension and Précis

Unit 2 contains twenty-four short passages. There are questions under each piece. Your answers to these questions will often contain more than one idea. Put your answers together to make a short paragraph.

1. Read the passage carefully two or three times. Make sure you understand it.
2. Write a full answer to each question. When you find two or three questions together, join up your answers with the joining words given in brackets. Each answer you write must be *a complete sentence.*
3. Your answers to the questions must follow each other. All your answers together will then make *a complete paragraph.*
4. Read through your work and correct your mistakes.
5. Count the number of words in your paragraph. Words like 'the', 'a' etc. count as single words. Words which are joined by a hyphen (e.g. 'living-room') also count as single words. Do not go over the word limit. At the end of your paragraph write the number of words that you have used.

Example

Work through this example carefully and then try to do the exercises in Unit 2 in the same way.

What's the Time?

People often collect things. Stamps, books and records are fairly common. But the strangest collection I have ever seen belongs to a man who possesses 1500 clocks. There are clocks in every room of his house. The living-room is surrounded by shelves which have been filled with clocks. As there is not enough room for so many clocks, the man has filled several trunks and stored them in the

garage. His wife complains every day about the work she has to do, for it is not easy to dust several hundred clocks. She also complains about the noise. Each clock keeps its own time, so chimes can be heard almost any time during the day and night. In her opinion, however, there is something even worse than dust and noise. Even with so many clocks around, she never knows what time it is!

Comprehension and Précis

Answer these questions *in not more than 70 words.*

1. How many clocks has a man collected? Has he put them in every room of his house or not? (*and*)
2. Has he surrounded his living-room with them or not? What else has he filled? (*not only . . . but . . . as well*)
3. Does his wife have to dust hundreds of clocks or not?
4. Does she complain about the work and the noise or not?
5. Does each clock keep the correct time, or does it keep its own time?
6. What does she hear day and night? Does she ever know the correct time or not? (*Because of this . . . not only . . . but*)

Answer

A man has collected 1500 clocks *and* has put them in every room of his house. He has *not only* surrounded his living-room with them, *but* has filled several trunks *as well*. His wife has to dust hundreds of clocks. She complains about the work and noise. Each clock keeps its own time. *Because of this*, she *not only* hears chimes day and night, *but* never knows the correct time. (70 words)

Composition

In Unit 2 Composition has been dealt with separately. This Unit contains two types of composition exercise:

1. Learning how to select correct verbs and joining words. (Passages 25–36.)
2. Joining simple sentences together. (Passages 37–48.)

Examples

Work through these examples carefully and then try to do the composition exercises in the same way.

1. Composition

Rewrite these sentences using the correct verbs and joining words:
He never (knows) (understands) the correct time (and) (but) is often late for work. It was his birthday last week (so) (yet) his wife (took) (bought) him a present. She (brought) (bought) him an alarm clock (but) (and) he was (delighted) (enjoyed) with it.

Answer

He never *knows* the correct time *and* is often late for work. It was his birthday last week *so* his wife bought him a present. She *bought* him an alarm clock *and* he was *delighted* with it.

2. Composition

Rewrite the following sentences using the joining words in brackets:

1. His wife tells him he must sell the clocks. He must give them away to a museum. (*either . . . or*)
2. He refuses to do so. He spends even more money on clocks. (*not only . . . but*)
3. He says he will not sell them. He will not give them away. (*neither . . . nor*)

Answer

His wife tells him he must *either* sell the clocks *or* give them away to a museum. He *not only* refuses to do so *but* spends even more money on clocks. He says he will *neither* sell them *nor* give them away.

Letter-writing

This is begun in Unit 2. Carefully follow the instructions given under each passage.

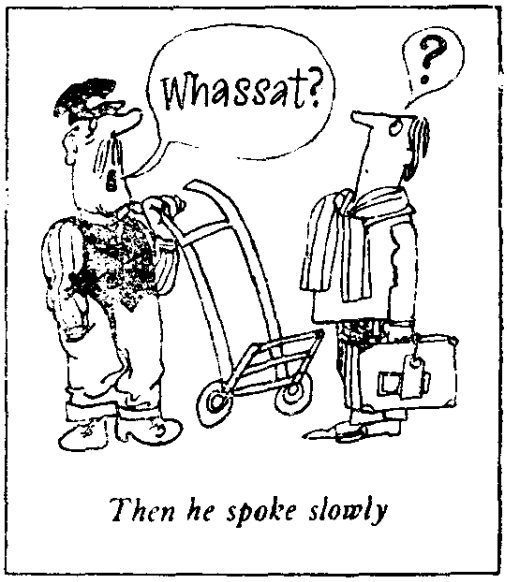
Key Structures and Special Difficulties

When you finish the Letter-writing exercise, go on to the language exercises that follow. The **Key Structures** deal with exactly the same problems that were considered in Unit 1. You may refer back if you have forgotten anything. A little more new information about the Key Structures is added here. **Special Difficulties** are dealt with after the Key Structures. The work you do in grammar is based on material contained in the passages. Refer to the passages frequently. They will help you to understand the grammar and to do the exercises.

25 Do the English Speak English?

英国人说英国话吗?

I arrived in London at last. The railway station was big, black and dark. I did not know the way to my hotel, so I asked a porter. I not only spoke English very carefully, but very clearly ~~as well~~. The porter, however, could not understand me. I repeated my question several times and at last he understood. He answered me, but he spoke neither slowly nor clearly. 'I am a foreigner,' I said. Then he spoke slowly, but I could not understand him. My teacher never spoke English like that! The porter and I looked at each other and smiled. Then he said something and I understood it. 'You'll soon learn English!' he said. I wonder. In England, each man speaks a different language. The English understand each other, but *I* don't understand *them*! Do they speak English?



Then he spoke slowly

我终于到了伦敦。火车站又大又黑又暗。我不认识去旅馆的路，所以我问了一个搬运工人。我不仅很小心地说英语，而且也说得很清楚。可是，那个搬运工人听不懂我的话。我把问题重复了好几遍，他终于懂了。他回答了我的问题，但是他说得又快又不清楚。“我是外国人。”我说。接着他说慢了，但是，我听不懂他的话。我的老师从来就不象那样说英语。我们俩相视而笑。接着他说了几句话，我听懂了。“你很快就会学会英语的！”他说。我感到十分惊奇，在英国每个人都说着一种不同的语言。英国人相互听得懂，可我就是听不懂他们的话！他们说的是英语吗？

注 释

the English 英国人。English 作为一种语言，前面不加冠词。如作为英国人，或英国人用的语言，或某个时代的英语，或有特点的英语作品、词、版本等，应加冠词。

生词和短语

porter ['pɔ:tə] *n.* 搬运工人　　**foreigner** ['fɔrinə] *n.* 外国人
neither...nor... 既不……又不……　　**wonder** ['wʌndə] *vi.* 感到惊奇

Comprehension and Précis

Answer these questions *in not more than 70 words.*

1. Did you arrive at a railway station in London or not? Did you ask a porter the way to your hotel or not? Could he understand you or not? (*and . . . but*)
2. Did he understand you at last or not? Could you understand his answer? (*but*)
3. Did your teacher ever speak English like that or not?
4. What did the porter say to you?
5. Does each man speak a different language in England or not?
6. Do they understand each other or not? Do you understand them? (*but*)

Letter-writing

The address appears at the top right-hand corner of the page. It is called 'The Heading'. The address is always followed by the date:

14 Grafton St.,
Croydon,
Surrey,
England.
24th April, 19—

Exercise

Write your home address. Follow the above pattern carefully.

Key Structures

Word Order in Compound Statements

a Do you remember the six parts of a simple statement? Refer to KS 13c if you have forgotten them.

b We can join simple statements together to make *compound statements*. Here are some of the joining words we use: and, but, so, yet, or, both . . . and, either . . . or, neither . . . nor, not only . . . but . . . as well (or also).

Study these sentences carefully. Pay close attention to the way they have been joined:

He finished lunch. He went into the garden.
He finished lunch *and went* into the garden.

I ran to the station. I missed the train.
I ran to the station *but missed* the train.

I saw him yesterday. He did not greet me.
I saw him yesterday *but he* did not greet me.

He teaches English. I teach English.

Both he and I teach English.

He teaches English. He teaches French.
He teaches *both English and French.*

You must tell him. I must tell him
Either you or I must tell him.

He plays soccer. He plays rugby.
He plays *either soccer or rugby.*

He does not speak English. I do not speak English.
Neither he nor I speak English.

He does not speak English. He does not speak French.
He speaks *neither English nor French.*

He cannot read. He cannot write.
He can *neither read nor write.*

You must wash the dishes. You must sweep the floor.
You must *not only* wash the dishes *but* sweep the floor *as well.*

Exercises

A. Underline the joining words in the passage.

B. Join these pairs of sentences. Use the joining words in brackets. Do not refer to the passage until you finish the exercise.

1. I did not know the way to my hotel. I asked a porter. (*so*)
2. I spoke English very carefully. I spoke very clearly. (*not only . . . but . . . as well*)
3. I repeated my question several times. At last he understood. (*and*)
4. He answered me. He did not speak slowly. He did not speak clearly. (*but . . . neither . . . nor*)
5. Then he spoke slowly. I could not understand him. (*but*)
6. Then he said something. I understood it. (*and*)
7. The English understand each other. I don't understand them. (*but*)

C. Join these sentences with the words in brackets:

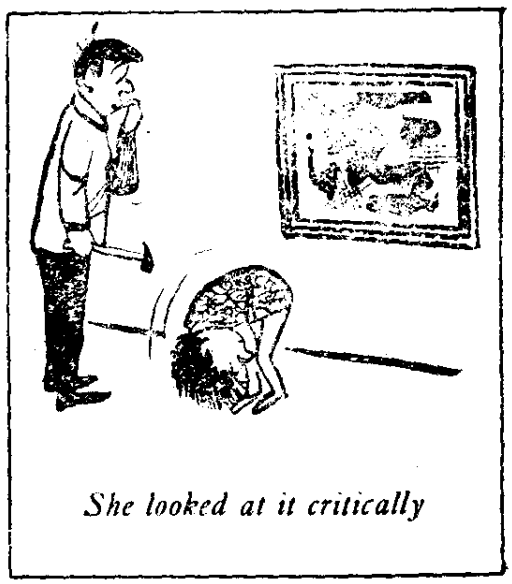
1. I knocked at the door. He did not open it. (*but*)
2. He went on holiday. I went on holiday. (*Both . . . and*)
3. He must be mad. He must be very wise. (*either . . . or*)

Composition

Join the following sentences using the words in brackets:

1. My sister went shopping. I went shopping. (*Both . . . and*)
2. We got very tired. We got very hungry. (*not only . . . but . . . as well*)
3. It was three o'clock. We could not get lunch. We had a cup of tea. (*and . . . so*)

26 The Best Art Critics 最好的艺术评论家



She looked at it critically

I am an art student and I paint a lot of pictures. Many people pretend that they understand modern art. They always tell you what a picture is 'about'. Of course, many pictures are not 'about' anything. They are just pretty patterns. We like them in the same way that we like pretty curtain material. I think that young children often appreciate modern pictures better than anyone else. They notice more. My sister is only seven, but she always tells me whether my pictures are good or not. She came into my room yesterday.

'What are you doing?' she asked.

'I'm hanging this picture on the wall,' I answered. 'It's a new one. Do you like it?'

She looked at it critically for a moment. 'It's all right,' she said, 'but isn't it upside-down?'

I looked at it again. She was right! It was!

我是个学美术的学生。我画了许多画。很多人都自称懂得现代艺术。他们总是跟你讲，某张画的“意思”是什么。当然，有许多画是没有什么专门意义的。它们仅仅是一些美丽的图案。我们象喜欢美丽的窗帘料子一样喜欢它们。我认为小孩对现代图画往往比任何人都更有鉴赏力。他们观察得更细致一些。我妹妹才七岁，但她总是能评论我画得好不好。她昨天到我房间来。

“你在干什么？”她问。

“我在把这幅画挂到墙上去，”我回答说，“这是一幅新画，你喜欢吗？”

她审视了一会，“蛮好的，”她说，“不过，是不是挂倒了？”

我再看了一下，她说得对！是挂倒了！

注 释

In the same way 作“犹如”、“就等于”解，是行为方式状语。

生词和短语

critic ['kritik] *n.* 批评家，评论家
paint [peint] *vi.* 绘画
pretend [pri'tend] *vt.* 假装，自称
modern ['mɔdən] *a.* 现代的
pattern ['pætən] *n.* 图案
curtain ['kə:tn] *n.* 窗帘
appreciate [ə'pri:ʃieit] *vt.* 欣赏，鉴赏
upside-down 颠倒

Comprehension and Précis

Answer these questions *in not more than 70 words.*

1. Does the writer study art, or does he study music? Does he paint a lot of pictures or not? (*and*)
2. Do many people really understand modern art or not?
3. Do paintings always have a meaning or not?
4. Are they sometimes pretty patterns or not?
5. Do young children appreciate modern paintings better than others or not? Do they notice more or not? (*not only . . . but*)
6. When did the writer's young sister go into his room? Did she examine his new picture or not? (*and*)
7. Had he hung it upside-down, or had he hung it the right way up? Did she notice this immediately or not? (*and*)

Composition

Rewrite these sentences using the correct verbs and joining words:

I (looked at) (watched) the picture (but) (and) I could not (understand) (realize) it. It was in black and white and was (called) (named) 'Trees and Snow'. I could see (neither) (not only) trees (or) (nor) snow.

Letter-writing

Which of the following addresses is correct?

John Madgewick,	Grafton St., 14,	14 Grafton St.,
14 Grafton St.,	Croydon,	Croydon,
Croydon,	Surrey,	Surrey,
Surrey,	England.	England.
England.	24th April, 19—	24th April, 19—

Key Structures

These things always happen.

a I am having breakfast. Do you always get up so late? (Now and Always **KS** 15)

b These things always happen:

The earth *goes* round the sun.

The sun *rises* in the east and *sets* in the west.

c We rarely put *-ing* at the end of these verbs: appear, appreciate, believe, feel, forget, hear, know, like, look like, notice, remember, resemble, see, think (that), understand.

These verbs tell us what *always* happens:

I *hear* that you *like* classical music.

I *remember* Tom very well. *Do you know* him?

Exercises

A. Underline the verbs in the passage that tell us what *always* happens and those which tell us what is happening *now*.

B. What is happening? What always happens?

Give the correct form of the verbs in brackets:

'Some people still (believe) the world is flat,' he said.

'*You (joke),*' *I replied.* '*I (not know) anyone who does.*'

'Well, you (know) me,' he replied. 'I (believe) that the earth is flat. I met a man the other day. I (forget) his name now. He said that the earth (look) like a flat dish.'

'. . . you (try) to tell me that you (believe) him?' I asked.

'I certainly do,' he answered. 'I (think) that he is right.'

'And which side of the dish . . . you (live) on?'

'Oh, I (not know). He didn't tell me that!'

Special Difficulties

Speech Marks

In written conversation, we put speech marks ('. . .') or ("...") round the words that are actually spoken. Read this carefully:

'What are you doing?' she asked.

'I'm hanging this picture on the wall,' I answered. 'It's a new one. Do you like it?'

She looked at it critically for a moment. 'It's all right,' she said, 'but isn't it upside-down?' (ll. 14–18)

Some things to notice:

a The speech marks are above the line. They go outside all other marks like commas (,) *full stops* (.) *and question marks* (?).

b The speaker's first word begins with a capital letter.

c Words like 'said' and 'asked' are followed by a comma. We put a full stop after them only when they come at the end of a sentence.

d When words like 'said' or 'asked' interrupt the speaker, the second half of the sentence begins with a small letter.

e We begin a new paragraph each time a new speaker is introduced.

Exercise

Write this piece of conversation again using speech marks:

Look! she said, isn't that man drunk? I think we should cross the road, answered her husband. It's too late now, she replied. Eh, you two. Look where you're going, called the drunk. Can't you walk in a straight line?

27 A Wet Night　　一个潮湿的夜晚



a stream had formed in the field

Late in the afternoon, the boys put up their tent in the middle of a field. As soon as this was done, they cooked a meal over an open fire. They were all hungry and the food smelt good. After a wonderful meal, they told stories and sang songs by the camp fire. But some time later it began to rain. The boys felt tired so they put out the fire and crept into their tent. Their sleeping-bags were warm and comfortable, so they all slept soundly. In the middle of the night, two boys woke up and began shouting. The tent was full of water! They all leapt out of their sleeping-bags and hurried outside. It was raining heavily and they found that a stream had formed in the field. The stream wound its way across the field and then flowed right under their tent!

下午的晚些时候，孩子们在一块地的当中搭起了帐篷。一搭好帐篷，他们就在篝火上煮饭了。他们都饿了，而饭菜散发出香味。一顿美餐之后，他们就围着营火讲故事、唱歌。但过了些时候开始下雨了。孩子们感到累了，所以他们扑灭了火，爬进了帐篷。他们的睡袋既暖和又舒适，所以他们都睡得很酣。在半夜里，两个孩子醒了并大声叫喊起来。帐篷里尽是水！他们从自己的睡袋里跳了出来急忙往外跑。雨正下得很大，他们发现在田里形成了一条小溪。这条小溪弯弯曲曲地穿过这块田地，然后正好从他们的帐篷下面流过去。

注　释

1. As soon as 引导时间状语从句，作“一……就……”解。
2. smell good 意思是“气味好闻”。在英语里常用的这样一些动词，如 smell（闻起来），sound（听起来），taste（尝起来）等，常称为半系动词。它们后面常要接一个表语形容词(形容词必须是原级)，意思才能完整。

生词和短语

smell [smel] *vi.* 散发气味
wonderful ['wʌndəful] *a.* 极好的
put out 熄灭(火、灯等)
creep [kri:p] *vi.* (crept [krept], crept) 爬，爬行
leap [li:p] *vi.* (leapt, leapt) 跳跃
wind [waind] *vt.* (wound[waund], wound) 绕……弯曲前进
right [rait] *ad.* 正好

Comprehension and Précis

Answer these questions *in not more than 70 words.*

1. Where did the boys put up their tent? What did they cook? (*and*)
2. What did they do after their meal? Did it begin to rain or not? Did they creep into their tent or not? (*but . . . so*)
3. Did the boys wake up in the middle of the night or not?
4. Was the tent full of water or not? Did they rush outside or did they stay in their tent? (*so*)
5. Where had a stream formed? Where did it flow? (*and*)

Composition

Rewrite these sentences using the correct verbs and joining words:
I am very tall (so) (but) I must be careful. Doorways are often low (and) (but) I usually (beat) (knock) my head against them. My head always (hurts) (pains). I have never (met), (recognized) a tall architect. Have you?

Letter-writing

The order of the heading is as follows: the number of the house, the name of the street, the town or city, the area, the country and the date. Put in the name of the country only when you are writing to someone who lives abroad.

Exercise
Arrange the following heading in the correct order:
California, Woodside, 21st Feb., 19—, U.S.A., 21 Brook St.,

Key Structures

What happened? (KS 17)
Read these sentences carefully. The verbs in italics tell us what happened:
I *lost* my umbrella a few days ago.
I *bought* this coat yesterday.
I *dreamt* of you last night.
She *paid* the bill and *left* the shop.

Exercises

A. Underline the verbs in the passage that tell us *what happened.*

B. Give the correct form of the verbs in brackets. Do not refer to the passage until you finish the exercise:

Late in the afternoon, the boys (put) up their tent in the middle of a field. As soon as this (do), they (cook) a meal over an open fire. They were all hungry and the food (smell) good. After a wonderful meal, they (tell) stories and (sing) songs by the camp fire. But some time later it (begin) to rain. The boys (feel) tired so they (put) out the fire and (creep) into their tent. Their sleeping-bags were warm and comfortable, so they all (sleep) soundly. In the middle of the night, two boys (wake) up and (begin) shouting. The tent (be) full of water! They all (leap) out of their sleeping-bags and (hurry) outside. It was raining heavily and they (find) that a stream had formed in the field. The stream (wind) its way across the field and then (flow) right under their tent!

Special Difficulties

(See SD 24, 26)

Study these sentences. Each one contains the verb *put*. The verb has a different meaning in each sentence:

The boys *put up* their tent in the middle of a field. (ll. 1–2)

They *put out* the fire and crept into their tent. (ll. 8–9)

I *put on* my coat and left the house.

You needn't go back to London tonight. We can *put you up* for the night. (We can provide you with a bed.)

The teacher sent the boy to the headmaster. He could not *put up with* him any longer. (He could not stand him.)

Take out your note-books. *Put down* all the sentences that are on the blackboard. (Write all the sentences . . .)

We cannot have the meeting tonight. We shall have to *put it off* until tomorrow. (We shall have to postpone it.)

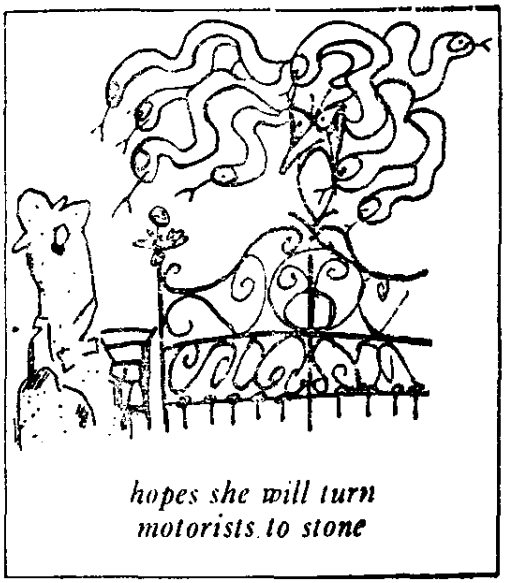
Close your books and *put them away.*

Exercise

Use the correct expression with *put* in each of the following:

1. Mrs Bowers told her children to . . . their toys and go to bed.
2. You can stay here tonight. We can . . . you . . . in the spare room.
3. I'm not ready yet. I haven't . . . my shoes . . .
4. 'Open your copy books and . . . the following,' the teacher said.
5. Father is . . . the fire he lit in the garden.
6. When they have . . . that new building, it will spoil the view.
7. I have . . . my trip to Japan until next month.
8. I am getting a divorce. I can't . . . him any longer.

28 No Parking! 禁止停车!



hopes she will turn motorists to stone

Jasper White is one of those rare people who believes in ancient myths. He has just bought a new house in the city, but ever since he moved in, he has had trouble with motorists. When he returns home at night, he always finds that someone has parked a car outside his gate. Because of this, he has not been able to get his own car into his garage even once. Jasper has put up 'No Parking' signs outside his gate, but these have not had any effect. Now he has put an ugly stone head over the gate. It is one of the ugliest faces I have ever seen. I asked him what it was and he told me that it was Medusa, the Gorgon. Jasper hopes that she will turn motorists to stone. But none of them has been turned to stone yet!

贾斯珀·怀特是那些少数相信古代神话的人之一。他刚在城里买了一幢新房子，但从他搬进去以后，老是同别的开汽车的人闹纠纷。当他晚上回家时，他总是看见有人把汽车停在他的大门外边。由于这个原因，他甚至一次也未能把自己的汽车开进车库里。贾斯珀把几块“禁止停车”的牌子挂在大门外边，但这没有任何效果。现在他把一个丑陋的石头人头像挂在大门上边。那是我看见过的最丑陋的人面像之一。我问他那是什么，他告诉我那是美杜莎，是戈庚。贾斯珀希望她将会把开汽车的人都变成石头。但是还没有一个人变成石头呢!

注 释

1. Jasper White is one of…who believes in ancient myths. who 引导的是定语从句，它的先行词是 one ，所以谓语 (believes) 用单数第三人称。
2. have trouble with 同……闹纠纷。

生词和短语

rare [rɛə] *a.* 罕见的
believe [bi'li:v] *vi.* 相信
believe in 相信，迷信
ancient ['einʃənt] *a.* 古代的，古老的
myth [miθ] *n.* 神话
ugly ['ʌgli] *a.* 丑陋的
Medusa [mi'dju:zə] 〔希腊神话〕美杜莎(蛇发女怪，被其目光触及者即化为石头)
Gorgon ['gɔ:gən] *n.* 〔希腊神话〕戈庚(三个蛇发女怪之一，人一见其貌就化为石头)

Comprehension and Précis

Answer these questions *in not more than 65 words.*

1. What does Jasper White believe in?
2. Where do motorists always park their cars? Has he put up 'No Parking' signs or not? Have they paid any attention to them or not? (*so . . . but*)
3. What has he put over his gate now?
4. Whose head is it?
5. What does he want her to do? Has she done so yet or not? (*but*)

Composition

Rewrite these sentences using the correct verbs and joining words:
My wife (drives) (leads) a car. She has (driven) (ridden) a car for many years (and) (but) she says that women drivers (do not deserve) (are not worth) their bad reputation. Yet, on the road, she often (criticizes) (judges) other women drivers.

Letter-writing

I am writing to someone who lives in the same country as I do. Which of these two headings would be correct?

19 High Lane,
Newton,
Middlesex.
10th September, 19—

19 High Lane,
Newton,
Middlesex,
England.
10th September, 19—

Key Structures

What has happened?
Study these sentences carefully. Pay close attention to the words in italics:
I have *just* received a letter from my brother, Tim. (KS 19)
I have not seen Tim *since* last January.
I have not seen Tim *since* 1964.
I have not seen Tim *for* three years.
Tim has been abroad *for* three years.

Up till now he has won five prizes.
Up till now I have been to New York *three times.*
I have been to New York *three times so far.*
Have you been to New York?
Have you seen this film?
Have you read this book?

Exercises

A. Underline the verbs in the passage that tell us *what has happened.*

B. Give the correct form of the verbs in brackets. Do not refer to the passage until you finish the exercise:

Jasper White is one of those rare people who believes in ancient myths. He just (buy) a new house in the city, but ever since he moved in, he (have) trouble with motorists. When he returns home at night, he always finds that someone (park) a car outside his gate. Because of this, he (not be) able to get his own car into his garage even once. Jasper (put) up 'No Parking' signs outside his gate, but these (not have) any effect. Now he (put) an ugly stone head over the gate. It is one of the ugliest faces I ever (see). I asked him what it was and he told me that it was Medusa, the Gorgon. Jasper hopes that she will turn motorists to stone. But none of them (turn) to stone yet!

Special Difficulties

Who, Which, That, and Whose

Instead of saying:	*We can say:*
The man *whom* you met yesterday is an actor.	The man you met yesterday is an actor.
The book *which* you lent me is not very interesting.	The book you lent me is not very interesting.
The flowers *that* I love best are roses.	The flowers I love best are roses.

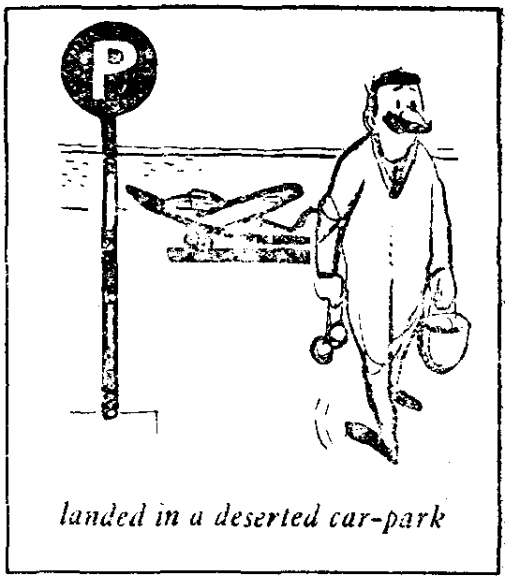
We *cannot* leave out *who, which, that* or *whose* in these sentences:
Jasper White is one of those rare people *who* believes in ancient myths. (ll. 1–2)
This is the hotel *which* was built last year.
This is the island *that* was bought by a millionaire.
The pilot *whose* plane landed in a field was not hurt.

Exercise

Supply *who, which, that* or *whose* only where necessary:

1. The only games . . . I play are football and tennis.
2. He is the only student . . . understands English well.
3. He is a writer . . . books are seldom read.
4. This is the hotel at . . . we are staying.
5. Is this the money . . . you lost?
6. That is the horse . . . won the race.
7. He is the sort of person . . . everyone admires.

29 Taxi! 空中“出租汽车”



landed in a deserted car-park

Captain Ben Fawcett has bought an unusual taxi and has begun a new service. The 'taxi' is a small Swiss aeroplane called a 'Pilatus Porter'. This wonderful plane can carry seven passengers. The most surprising thing about it, however, is that it can land anywhere: on snow, water, or even on a ploughed field. Captain Fawcett's first passenger was a doctor who flew from Birmingham to a lonely village in the Welsh mountains. Since then, Captain Fawcett has flown passengers to many unusual places. Once he landed on the roof of a block of flats and on another occasion, he landed in a deserted car park. Captain Fawcett has just refused a strange request from a businessman. The man wanted to fly to Rockall, a lonely island in the Atlantic Ocean, but Captain Fawcett did not take him because the trip was too dangerous.

上尉本·福塞特买了一辆不寻常的出租汽车，并已开张一项新的营业。这辆“出租汽车”是一架小的瑞士飞机，叫“皮勒特斯·波特”。这架奇妙的飞机能载七名乘客。然而，有关这架飞机的最惊人的特点就是，它能在任何地方着陆：在雪地上，水上，以至在耕过的田地里。上尉福塞特的第一个乘客是一位医生，他从伯明翰飞往威尔士山区的一个孤零零的村庄。自那以来，上尉福塞特空运乘客到许多不平常的地方。有一次他在一排公寓的房顶上着陆。还有一次，他在一个废弃的停车场着陆。上尉福塞特刚刚拒绝了一个商人的奇怪的要求。这个人要飞往洛卡尔，大西洋里的一个孤岛。但是，福塞特上尉没有去，因为飞到那里去太危险了。

注 释

1. The most surprising thing…is that it can land anywhere; on snow…. 句中 that 是从属连词，连接名词从句作表语；on snow… 是状语 anywhere 的同位语。
2. since then 中，then (那时)是名词，常用于介词之后，例：by then 到那时，from then on 从那时起，since then 从那时以后，till then 到那时为止。

生词和短语

taxi ['tæksi] *n.* 出租汽车
unusual [ʌn'ju:ʒuəl] *a.* 异常的，不普通的
block [blɔk] *n.* 街区
flat [flæt] *n.* 一套房间
deserted [di'zə:tid] *a.* 废弃的
businessman ['biznismæn] *n.* 商人
dangerous ['deindʒrəs] *a.* 危险的

Comprehension and Précis

Answer these questions *in not more than 60 words.*

1. Has Captain Ben Fawcett bought a small Swiss aeroplane, or has he bought an ordinary taxi? Does he use it as a taxi or not? (*and*)
2. What is it called?
3. How many passengers can it carry? Can it land anywhere or not? (*not only . . . but*)
4. Has Captain Fawcett taken passengers to many strange places in his plane or not?
5. Did he refuse to fly a businessman to Rockall or not?
6. Was the journey too dangerous or not?

Composition

Rewrite these sentences using the correct verbs and joining words:
The plane (not only) (neither) (flew) (threw) close to the river, (but) (or) also flew under a bridge. (Then) (However) it (climbed) (ran) into the air. The people on the bridge (waved) (shook) to the pilot (and) (yet) he did not (notice) (look after) them.

Letter-writing

I am writing to someone who lives abroad. Which of these two headings would be correct?

19 High Lane, Newton, Middlesex. 10th September, 19—	19 High Lane, Newton, Middlesex, England. 10th September, 19—

Key Structures

What happened? What has happened? (KS 21)
Study these pairs of sentences. Pay close attention to the words in italics:
I saw him *in* 1964.
I have not seen him *since* 1964.

I saw him *three years ago.*
I have not seen him *for three years.*
He stayed at this hotel *last month.*
Have you *ever* stayed at this hotel?
I went abroad last year.
Up till now, I have never been abroad *before.*

Exercises
A. Underline the verbs in the passage which tell us *what happened* and *what has happened.*

B. Give the correct form of the verbs in brackets. Do not refer to the passage until you finish the exercise:
Captain Ben Fawcett (buy) an unusual taxi and (begin) a new service. The 'taxi' is a small Swiss aeroplane called a 'Pilatus Porter'. This wonderful plane can carry seven passengers. Captain Fawcett's first passenger (be) a doctor who (fly) from Birmingham to a lonely village in the Welsh mountains. Since then, Captain Fawcett (fly) passengers to many unusual places. Once he (land) on the roof of a block of flats and on another occasion, he (land) in a deserted car park. Captain Fawcett just (refuse) a strange request from a businessman. The man (want) to fly to Rockall, but Captain Fawcett (not take) him because the trip (be) too dangerous.

Special Difficulties

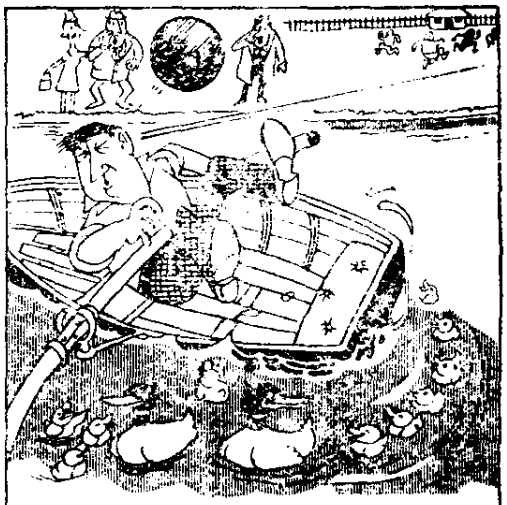
Words Often Confused
a Refuse and Deny.
Refuse (a request or something offered): Captain Fawcett has just refused a strange request from a businessman. (ll. 16–17)
Deny (an accusation): He denied that he had stolen the money.

b Bring, Take, and Fetch. He did not take him. (ll. 18–19)
Bring (come from somewhere with something): He brought the book with him when he came to see me.
Take (away from somewhere or someone): He took the book with him when he left. (Compare SD 20)
Fetch (go somewhere, pick something up and bring it back): I asked him to go to my room and fetch my glasses.

c Very and Too. The trip was too dangerous. (l. 19)
Very: I arrived very late but I caught the train.
Too: I arrived too late and I missed the train.

Exercise
Choose the correct words in the following:
1. When you go to the kitchen, please (fetch) (bring) me a glass of water.
2. The ball went over the fence and the football player asked a boy to (fetch) (bring) it.
3. When I asked him he (refused) (denied) to tell me.
4. Do you (deny) (refuse) that you have told me a lie?
5. How are you? (Too) (Very) well thank you.

30 Football or Polo? 足球还是水球?



nearly fell into the water

The Wayle is a small river that cuts across the park near my home. I like sitting by the Wayle on fine afternoons. It was warm last Sunday, so I went and sat on the river bank as usual. Some children were playing games on the bank and there were some people rowing on the river. Suddenly, one of the children kicked a ball very hard and it went towards a passing boat. Some people on the bank called out to the man in the boat, but he did not hear them. The ball struck him so hard that he nearly fell into the water. I turned to look at the children, but there weren't any in sight: they had all run away! The man laughed when he realized what had happened. He called out to the children and threw the ball back to the bank.

威尔河是横穿过我家附近公园的一条小河。我喜欢在晴朗的下午坐在威尔河边上。上星期日天气暖和，所以我象往常一样，到河边坐着。一些小孩正在河岸上做游戏，有些人在河里划船。突然，一个小孩使劲地踢了一个球，球朝一条正在划过的小船飞去。岸上的一些人对着船上的人大声叫喊，但是他没有听见。球重重地打在他身上，他几乎掉下水去。我转过身去看那些小孩，但一个都不见了。他们都跑了！当那个人意识到是怎么回事时，便笑了起来。他对着那些小孩大声叫喊，并把球抛回了岸上。

注 释

1. The ball struck him so hard that…. that 引导结果状语从句。
2. be in sight 可看见。
3. …what had happened. 是宾语从句。

生词和短语

polo ['pəuləu] *n.* 水球
bank [bæŋk] *n.* (河、海或湖的)岸，堤岸
row [rəu] *vi.* 划船
kick [kik] *vt.* 踢
sight [sait] *n.* 视力

Comprehension and Précis

Answer these questions *in not more than 70 words.*

1. Did the writer sit by the river last Sunday or not?
2. Were some children playing games nearby or not?
3. Who kicked a ball hard? Where did it go? (*and*)
4. Did the man in the boat see the ball? Did he hear people shouting? (*neither . . . nor*)
5. Did the ball hit the man or not? What did the children do? (*and*)
6. Was the man angry or not? Where did he throw the ball? (*However, . . . and*)

Composition

Rewrite these sentences using the correct verbs and joining words:
The wind (threw) (blew) his hat into the river. He (put) (took) out his hand (and) (but) tried to (reach) (catch) it (so) (but) he could not (so) (but) he (jumped) (fell) into the river (and) (but) got it.

Letter-writing

Arrange the following heading in the correct order:
Middlesex, England, 10th September, 19--, 19 High Lane, Newton.

Key Structures

A, The, Some and Any (KS 23)
a Some and *Any* (Compare SD 30)
Note the use of *some* and *any* in these sentences:
Is there any milk in the bottle?
There isn't any milk in the bottle, but there is some in this jug.
Is there any soap in the bathroom?
There isn't any soap in the bathroom, but there's some in the cupboard.
Are there any nails in that tin?
There aren't any in the tin, but there are some in this box.

b Names

We cannot put *a* or *the* in front of names. (KS 23c)

John lives in England. He has a house in London.

But we must put *the* in front of the names of oceans, seas, rivers, mountain ranges and certain countries:

Who was the first person to sail across *the* Pacific?

It can get very rough in *the* Mediterranean.

Many great cities are built on rivers. Paris is on *the* Seine, London is on *the* Thames and Rome is on *the* Tiber.

I know a man who has been on climbing expeditions in many parts of the world. He has climbed in *the* Alps, *the* Himalayas, and *the* Rocky Mountains.

Instead of saying:	*We can say:*
I went to America last year.	I went to *the* United States of America last year
Would you like to live in Russia?	Would you like to live in *the* Soviet Union?

Exercises

A. Underline the words *a*, *the*, *some* and *any* in the passage.

B. Put in the words *a*, *the*, *some* and *any* where necessary. Do not refer to the passage until you finish the exercise.

. . . Wayle is . . . small river that cuts across . . . park near my home. I like sitting by . . . Wayle on fine afternoons. It was warm last Sunday, so I went and sat on . . . river bank as usual. . . . children were playing . . . games on . . . bank and there were . . . people rowing on . . . river. Suddenly, one of . . . children kicked . . . ball very hard and it went towards . . . passing boat. . . . people on . . . bank called out to . . . man in . . . boat, but he did not hear them. . . . ball struck him so hard that he nearly fell into . . . water. I turned to look at . . . children, but there weren't . . . in sight.

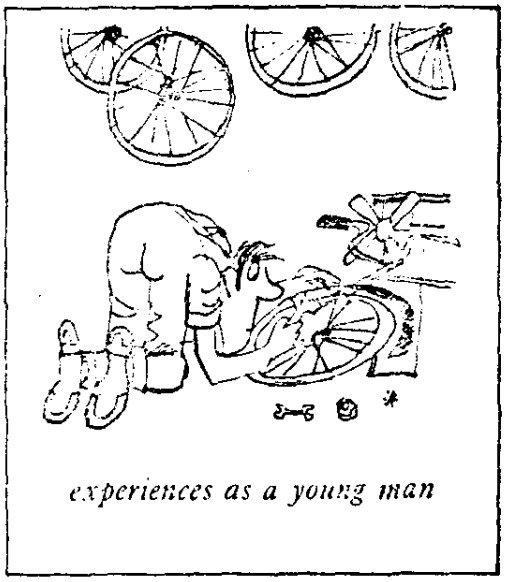
C. Answer these questions in two ways using *some* and *any*:

1. Did you take any photographs? Yes, . . . No, . . .
2. Did you buy any bread? Yes, . . . No, . . .
3. Did you see any people outside the cinema? Yes, . . . No, . . .

D. Put in *a* or *the* where necessary:

1. . . . refrigerators are necessary in . . . hot countries.
2. Which river is . . . longest, . . . Nile, . . . Amazon, or . . . Mississippi?
3. Heyerdahl crossed . . . Pacific on . . . raft.
4. Why is . . . Britain sometimes called . . . United Kingdom?
5. We sailed up . . . Red Sea and then went through . . . Suez Canal.

31 Success Story　　成功者的轶事



experiences as a young man

Yesterday afternoon Frank Hawkins was telling me about his experiences as a young man. Frank is now the head of a very large business company, but as a boy he used to work in a small shop. It was his job to repair bicycles and at that time he used to work fourteen hours a day. He saved money for years and in 1938 he bought a small work-shop of his own. During the war Frank used to make spare parts for aeroplanes. At that time he had two helpers. By the end of the war, the small work-shop had become a large factory which employed seven hundred and twenty-eight people. Frank smiled when he remembered his hard early years and the long road to success. He was still smiling when the door opened and his wife came in. She wanted him to repair their son's bicycle!

昨天下午弗兰克·霍金斯给我讲述他年轻时的经历。弗兰克现在是一家很大的商业公司的老板。但在童年的时候，他在一家小修理铺里工作。他的工作是修理自行车。那时他经常一天工作十四小时。他积蓄了多年，于1938年他自己买了一个小车间。在战争时期弗兰克经常制造飞机配件。当时他有两个助手。到战争结束时，这个小车间已经变成雇用七百二十八个工人的大厂了。当弗兰克回想起他早年的艰苦岁月和成功的漫长道路时，他笑了。正笑着的时候，门开了。他妻子走了进来，她叫他修理他们自己孩子的自行车！

注　释

…at that time he used to work fourteen hours a day. "used＋带to的不定式"表示过去的习惯、动作或状态，常含有此动作现在已不再进行的意思。

生词和短语

success [sək'ses] *n.*　成功　　save [seiv] *vt.*　节约，储蓄

Comprehension and Précis

Answer these questions *in not more than 80 words.*

1. What was Frank Hawkins telling the writer about?
2. Where did Frank use to work as a boy?
3. What did he use to do there?
4. When did he buy his own shop? What did he make during the war? (*and*)
5. Did he employ a lot of people by the end of the war or not?
6. Who came into the room after a while?
7. What did she want him to repair?

Composition

Rewrite these sentences using the correct verbs and joining words:
Frank (not only) (neither) (repaired) (made) his son's bicycle, (but) (also) went for a ride on it (as well) (both). He (said) (told) me later: 'I (make) (do) aeroplanes, (and) (but) I prefer bicycles.

Letter-writing

Which of the following headings is correct:

Mr Bill Howard,	214 Duke St.,	Duke St. 214,
214 Duke St.,	Perth,	14th May, 19—,
Perth,	Western Australia.	Perth,
Western Australia.	14th May, 19—	Western Australia.

Key Structures

He used to work fourteen hours a day.
Do you remember these sentences? (KS 25)
When I *was watering* the garden, it *began* to rain.
As I *was getting on* the bus, I *slipped* and *hurt* my foot.

Now compare them with these sentences:
I *used to go* to work by bus. Now I go by car.
He *used to be* a postman a long time ago. He's a taxi driver now.
I have given up smoking. I *used to smoke* very heavily.
I *used to collect* stamps when I was a boy.
My uncle *used to live* in New Zealand but he's now living in Australia.

Exercises

A. Underline the verbs in the passage which tell us *what was happening, what happened* and *what used to happen.*

B. Give the correct form of the verbs in brackets. Do not refer to the passage until you finish the exercise:

1. Frank is now the head of a very large business company, but as a boy he (work) in a small shop. It (be) his job to repair bicycles and at that time he (work) fourteen hours a day. He (save) money for years and in 1938 he (buy) a small work-shop.
2. Frank (smile) when he (remember) his hard early years. He still (smile) when the door (open) and his wife (come) in.

C. What was happening? What happened? What used to happen?
Give the correct form of the verbs in brackets:
While my wife (work) in the kitchen, I (sit) in the garden. I (look) at cars which (pass) in the street, when a small car (stop) outside my gate and a man (get) out. I was most surprised to see that the man was Ted Hale. We (be) at the same school years ago. In those days, Ted (come) to our house nearly every day and we often (go) out together. We (be) great friends, but one day we (quarrel) and I never (see) him again. As he (get) out of his car, I (call) my wife and we both (hurry) out to greet an old friend.

Special Difficulties

Words Often Misused and Confused

a Experience. Note the following:
Frank Hawkins was telling me about his experiences. (ll. 1–2)
This job requires a lot of experience.
He is an experienced worker.

b Save. Note the following:
He saved money for years. (l. 8)
The young man dived into the river and saved the boy's life.

c Work and Job. Note the following:
It was his job to repair bicycles. (ll. 5–6)
I've just found a new job. I begin work on Monday.

Exercise
Choose the correct words in the following sentences:
1. He is a very (experience) (experienced) doctor.
2. My father enjoys doing (jobs) (works) about the house.
3. I am looking for a new (work) (job).
4. The government is trying to persuade people to (economize) (save) money.

32 Shopping Made Easy　买东西变得很方便

People are not so honest as they once were. The temptation to steal is greater than ever before—especially in large shops. A detective recently watched a well-dressed woman who always went into a large store on Monday mornings. One Monday, there were fewer people in the shop than usual when the woman came in, so it was easier for the detective to watch her. The woman first bought a few small articles. After a little time, she chose one of the most expensive dresses in the shop and handed it to an assistant who wrapped it up for her as quickly as possible. Then the woman simply took the parcel and walked out of the shop without paying. When she was arrested, the detective found out that the shop-assistant was her daughter. The girl 'gave' her mother a free dress once a week!



A detective watched a well-dressed woman

人们现在不如过去那样诚实了，尤其在大的商店里，偷窃的诱惑力超过以往任何时候。最近一个侦探监视着一位穿着很讲究的妇女，她总是在星期一上午到一家大商店去。一个星期一，在这个妇女来到时，商店里的人比平常少，所以侦探比较容易监视她。这个妇女先是买了些小的商品，过一小会之后，她选定了商店里最贵的一件衣服，并把它递给一个店员。这个店员以最快的速度为她把衣服包好。然后这个妇女只是拿着包裹走出商店而不付钱。当她被捕时，侦探才发现这个店员就是这个妇女的女儿。这个姑娘每周一次“给”她妈妈一件免费衣服。

注　释

1. Shopping made easy 即 shopping is made easy. 句中 easy 是主语补足语。
2. …it was easier for the detective to watch her. 这是带逻辑主语的动词不定式作主语结构。it 是形式主语；for the detective to watch her 是真实主语(或称为不定式的复合结构)。
3. as…as possible 尽可能地。

生词和短语

temptation [temp'teiʃən] *n.* 引诱
well-dressed [wel'dresd] *a.* 穿着很体面的
article ['ɑ:tikl] *n.* 物品，商品
expensive [iks'pensiv] *a.* 昂贵的
hand [hænd] *vt.* 递给
assistant [ə'sistənt] *n.* 店员
wrap [ræp] *vt.* 包，裹

Comprehension and Précis

Answer these questions *in not more than 70 words.*

1. Whom did a detective watch in a large store one Monday?
2. What did she buy? Did she choose an expensive dress or not? (*and then*)
3. Did the assistant wrap it up for her or not? Did the woman take it with her or not? (*and*)
4. Did she pay for it or not? Did the detective arrest her or not? (*so*)
5. Who was the assistant?
6. What did she give her mother once a week?

Composition

Rewrite these sentences using the correct verbs and joining words:

I (came) (arrived at) the office late as usual (so) (but) Mr Blake (saw) (understood) me (and) (or) he was very angry. 'This is your last day here, Jones,' he said. 'You can (neither) (either) (stay) (sit) here (or) (nor) go home!'

Letter-writing

Each line of the address is followed by a comma. The last line is followed by a full stop. We do not put a comma or a full stop after the date.

Exercise

Arrange the following heading in the correct order. Put in full stops or commas where necessary:

New York/504 West 94th St./N.Y./24th June, 19—/U.S.A.

Key Structures

People are not so honest as they once were.

Do you remember these sentences? (KS 27)

Mary is tall, but Jane is taller. Jane is taller than Mary. Betty is very tall. She is the tallest girl in the class.

Now study these sentences carefully:

a He is *as old as* I am.
He unlocked the door *as quickly as* he could.
She is not *as intelligent as* we think.
Or: She is not *so intelligent as* we think.

b Instead of saying:	*We can say:*
There isn't much I can do to help him.	*There is little* I can do to help him.
He hasn't got as much work to do *as* I have.	*He's got less* work to do *than* I have.
There weren't many people in the shop.	*There were very few* people in the shop.
He hasn't as many books *as* I have.	*He has fewer* books *than* I have.
There isn't much whisky in this bottle, but you can have *some* if you want it.	There isn't much whisky in this bottle, but you can have *a little* if you want it.
There aren't many apples on the tree, but you can pick *some* if you want to.	There aren't many apples on the tree, but you can pick *a few* if you want to.

Exercises

A. How many comparisons can you find in the passage? Underline them.

B. Supply the missing words and give the correct form of the words in brackets. Do not refer to the passage until you finish the exercise.

People are not . . . honest . . . they once were. The temptation to steal is (great) than ever before—especially in large shops. A detective recently watched a well-dressed woman who always went into a large store on Monday mornings. One Monday, there were (few) people in the shop than usual when the woman came in, so it was (easy) for the detective to watch her. The woman first bought a . . . small articles. After a . . . time, she chose one of the (expensive) dresses in the shop and handed it to an assistant who wrapped it up for her . . . quickly . . . possible.

Special Difficulties

Words Often Confused

A and One. (KS 23)

Study these examples:

A detective watched a well-dressed woman . . . (ll. 4–5)

One Monday, there were fewer people in the shop . . . (ll. 7–8)

Compare:

There is a boy in the classroom.

There is only one boy in the classroom. (And not two or more.)

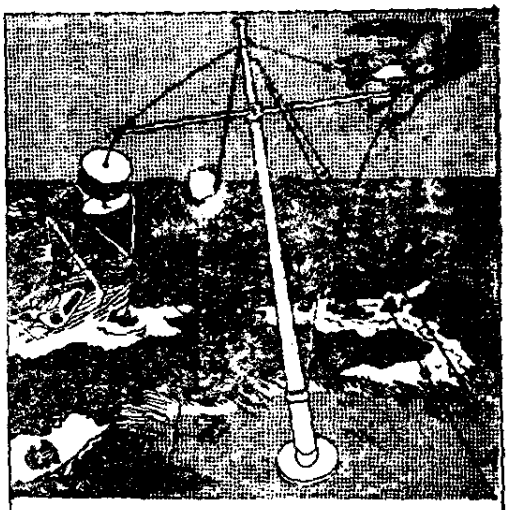
Exercise

Put in *a/an* or *one*:

. . . day I received . . . postcard from Harry. He invited me to go on . . . excursion. As he was setting out that afternoon, there was only . . . thing to do. I had to send . . . telegram. I went to . . . post-office and asked for . . . form. I wrote . . . telegram of . . . word: NO.

33 Out of the Darkness　摆脱了黑暗

Nearly a week passed before the girl was able to explain what had happened to her. One afternoon she set out from the coast in a small boat and was caught in a storm. Towards evening, the boat struck a rock and the girl jumped into the sea. Then she swam to the shore after spending the whole night in the water During that time she covered a distance of eight miles. Early next morning, she saw a light ahead. She knew she was near the shore because the light was high up on the cliffs. On arriving at the shore, the girl struggled up the cliff towards the light she had seen. That was all she remembered. When she woke up a day later, she found herself in hospital.



caught in a storm

几乎过了一个星期，这个女孩才能够讲述自己出了什么事。一天下午，她乘坐小船从海岸出发，遇到了一场暴风雨。临近黄昏，小船触礁了，这个女孩跳进海里。然后，在海里过了整整一个夜晚之后，她才游向海岸。在这段时间，她游了八英里的距离。第二天清晨，她看见前方有灯光。她知道已接近海岸了，因为灯高高地挂在峭壁上。一到海岸，这个女孩就朝着她所看见的灯光方向挣扎着往峭壁上爬。这就是她记得的一切情况。第二天她醒来时，她发现自己睡在医院里。

注　释

She knew she was near the shore because the light was high up on the cliffs. 这是一个主从复合句。句中 She knew 是主句，she was… 是宾语从句，because the light… 是原因状语从句。the light 是句子的主语，was on the cliffs 是谓语，high up on… 是表语，up 是副词，high up on =(adj. + adv. + preposition)。

生词和短语

darkness ['da:knis] *n.* 黑暗
explain [iks'plein] *vt.* 说明，解释
coast [kəust] *n.* 海岸，海滨
storm [stɔ:m] *n.* 风暴

rock [rɔk] *n.* 礁石，岩石　　cliff [klif] *n.* 峭壁

Comprehension and Précis

Answer these questions *in not more than 65 words.*

1. When did the girl set out from the coast? Was she caught in a storm or not? (*and*)
2. Did her boat strike a rock or not? Did she jump into the sea, or did she remain in the boat? (*so*)
3. How many miles did she swim that night?
4. When did she reach the shore?
5. What had she seen high up on the cliffs? Did she climb up or not? (*and*)
6. Where did she find herself a day later?

Composition

Rewrite these sentences using the correct verbs and joining words:
On Saturday I (wanted) (needed) to go to a football match. It (not only) (neither) rained all day (or) (but) it was cold as well, (but) (so) I (stayed) (waited) at home (and) (but) (watched) (looked) the match on television.

Letter-writing

Arrange the following heading in the correct order. Put in full stops or commas where necessary:
Grimsby/Lincs./17 Howland St./England/18th May, 19

Key Structures

Where did he go? He went to the cinema. (Compare KS 29)
Read these sentences carefully. Pay close attention to the words in italics. We can often use phrases like these to answer questions beginning with *Where*, or *Which direction*.
a Phrases with *to* and *from*:
He flew *to Washington* last night. He will be flying *from Washington to Chicago* on Wednesday.
b Phrases with *into* and *out of*:
Where is Betty? She has just gone *into the kitchen*.
Where did you throw that piece of paper? I threw it *out of the* window.
c Phrases with *for*:
We set out *for the village* at six o'clock next morning.
George has left *for Scotland*.
d Phrases with *towards*:
The car came *towards me*.
She swam *towards the shore*.
e Phrases with *at*:
The boy threw a stone *at a dog*.
It is rude to point *at people*.

Exercises

A. Answer these questions about the passage:

1. Where did the girl set out from?
2. Where did she jump?
3. Where did she swim?

B. Supply the missing words in the following sentences:

1. Tell him to come . . . my office. I want to speak to him.
2. The ship sailed . . . the harbour and disappeared from sight.
3. We climbed . . . the top of the mountain.
4. The team set out . . . Australia yesterday.
5. This ship sails . . . Venice . . . London once a week.
6. He aimed . . . the bird, fired, and missed.
7. Please bring these things . . . the kitchen for me.
8. Have you received a letter . . . Alan yet?

C. Write sentences using the following:

1. bird/flew/the room. 2. parachutist/jumped/aeroplane.
3. child/pointed/fat lady. 4. put/milk/refrigerator.

Special Difficulties

Words Often Confused and Misused.

a Passed and Past. A week passed . . . (l. 1)

Study these examples:

He passed my house this morning. ('Passed' is a verb.)
He walked past my house.
He told me about his past experiences.
He seems to live in the past.

b Next and Other.

Study these examples:

Early next morning she saw a light ahead. (l. 10)
We arrived in Paris on Tuesday evening. The next day we went sight-seeing. (The day after.)
I saw Mary the other day. (A few days ago.)

Exercise

Choose the correct expressions in the following:

1. I tried to telephone you (the other day) (the next day). You must have been out.
2. Have you (past) (passed) your driving test?
3. On the first day all went well. But on the (next) (other) day there was a storm.
4. The crowd cheered as the soldiers marched (past) (passed).

34 Quick Work　　破案"神速"

Ted Robinson has been worried all the week. Last Tuesday he received a letter from the local police. In the letter he was asked to call at the station. Ted wondered why he was wanted by the police, but he went to the station yesterday and now he is not worried any more. At the station, he was told by a smiling policeman that his bicycle had been found. Five days ago, the policeman told him, the bicycle was picked up in a small village four hundred miles away. It is now being sent to his home by train. Ted was most surprised when he heard the news. He was amused too, because he never expected the bicycle to be found. It was stolen twenty years ago when Ted was a boy of fifteen!



a letter from the local police

特德·鲁滨逊整整一周来被弄得焦躁不安。上星期二他接到当地警察局的一封信，信中说要他到警察局去一下。特德不知道为什么警察局要他去，但昨天他去了。现在他已不再担忧了。在警察局里，一个满面笑容的警察告诉他，他的车子找到了。警察告诉他，五天以前，这自行车是在离开此地有四百英里的一个小村子里被拣到的。现在正用火车把它送到他家里。当听到这消息时，特德感到极为惊奇。他也感到好笑，因为他从来就没有指望找到那辆自行车。这辆自行车是二十年前特德还是一个十五岁的孩子的时候被偷走的呢！

注　释

1. Ted Robinson ['rɔbinsn] 特德·鲁滨逊(人名)。
2. …because he never expected the bicycle to be found. 这是原因状语从句，to be found 是宾语 (the bicycle) 的补足语。

生词和短语

worry ['wʌri] *vt.* (使) 烦恼，(使) 担心

police [pə'li:s] *n.* [加 the] 警察(总称)，警察

receive [ri'si:v] *vt.* 收到

surprise [sə'praiz] *vt.* 使惊奇，使感到意外　**amuse** [ə'mju:z] *vt.* 逗……乐，逗……笑

Comprehension and Précis

Answer these questions *in not more than 55 words.*

1. Was Ted Robinson worried or not?
2. Whom had he received a letter from?
3. Where did he go yesterday?
4. Is he worried any more or not?
5. What have the police found?
6. Was Ted surprised or not? Was he amused or not? (*not only . . . but . . . as well*)
7. When was his bicycle stolen?
8. How old was he then?

Composition

Rewrite these sentences using the correct verbs and joining words:
The man was (not only) (neither) tired (nor) (but) hungry (as well) (either). (However) (Therefore) all the hotels in the town (existed) (were) full, (but) (so) he went to the police station. The police (put) (gave) him a meal (and) (but) a bed for the night.

Letter-writing

In the address we usually write 'St.' for 'Street'; 'Rd.' for 'Road'; 'Sq.' for 'Square'; 'Ave.' for 'Avenue'; 'Pl.' for 'Place'. We write words like 'Lane' and 'Drive' in full.

Exercise
Write these words in the way shown above:
Place, Avenue, Street, Road, Square.

Key Structures

He was asked to call at the station.
Do you remember these sentences? (**KS 31**)
Prisoners of war built this bridge in 1942. (Who)
This bridge was built (by prisoners of war) in 1942. (What)
Now study these sentences:
They asked me to make a speech. (Who)
I was asked to make a speech. (Who)
You will notice that the form of the verb depends on the person or thing we mention first. We mention the most important person or thing first.

Instead of saying:	*We can say:*
They are sending *him* abroad.	*He* is being sent abroad.
The police were questioning *the man.*	*The man* was being questioned (by the police).
He told *me* to wait for him.	*I* was told to wait for him.
They have found *your wallet.*	*Your wallet* has been found.
He never expected them to find *the bicycle.*	He never expected *the bicycle* to be found.

Exercises

A. Answer these questions on the passage. Write a complete sentence in answer to each question:

1. Who has been worried all the week?
2. What was Ted asked to do?
3. What did Ted wonder?
4. What was Ted told at the station?
5. Where was Ted's bicycle picked up?
6. Where is the bicycle being sent?
7. What did Ted feel when he heard the news?
8. Why was Ted amused?
9. How long ago was the bicycle stolen?

B. Change the form of the phrases in italics. Do not refer to the passage until you finish the exercise:

1. *Something has worried Ted* all the week.
2. In the letter *they asked him* to call at the station.
3. Ted wondered why *the police wanted him.*
4. At the station, *a smiling policeman told him* that *they had found his bicycle.*
5. *They picked up the bicycle* in a small village.
6. *They are sending it* to his home by train.
7. *This amused him* because he never expected *them to find the bicycle. Someone stole it* twenty years ago.

Special Difficulties

Read these sentences. Each sentence contains the verb *call.* The verb has a different meaning in each sentence:

He was asked to *call at* the station. (ll. 3–4)
He *called out* to me but I did not hear him.
I *called on* George yesterday. (I paid him a short visit.)
She'll *call you up* tomorrow. (She will telephone you.)
It began to rain so we *called off* the match. (We cancelled it.)

Exercise

Supply the missing words in the following sentences:

1. I called you . . . five times yesterday. Were you out?
2. It's too late to go to the pictures. Why don't we call the whole thing . . .?
3. We called . . . to him but he could not hear us.
4. I called . . . the post-office on my way to work.

35 Stop Thief! 捉 贼!



He is finding his new work exciting

Roy Trenton used to drive a taxi. A short while ago, however, he became a bus-driver and he has not regretted it. He is finding his new work far more exciting. When he was driving along Catford Street recently, he saw two thieves rush out of a shop and run towards a waiting car. One of them was carrying a bag full of money. Roy acted quickly and drove the bus straight at the thieves. The one with the money got such a fright that he dropped the bag. As the thieves were trying to get away in their car, Roy drove his bus into the back of it. While the battered car was moving away, Roy stopped his bus and telephoned the police. The thieves' car was badly damaged and easy to recognize. Shortly afterwards, the police stopped the car and both men were arrested.

罗伊·特伦顿过去开出租汽车。可是，不久前他当了一名公共汽车驾驶员。他没有后悔。他逐渐觉得他的新工作令人兴奋得多。最近，当他在凯福特街开车的时候，他看到两个小偷从一个商店奔出来，向停候着的汽车跑去。其中一个提着一个装满钱的包。罗伊动作迅速地把车直朝小偷开去。带钱的那个小偷吓得把包丢了。正当小偷企图乘车逃跑时，罗伊驾驶着公共汽车往它的尾部撞去。在这辆被撞坏的车开走的时候，罗伊把车停了下来，打电话给警察局。小偷的汽车被撞坏得很利害，容易辩认出来。过了没有多久，警察拦住了那辆汽车，两个贼都被逮捕了。

注 释

1. Roy Trentan ['rɔi'trentən] *n.* 罗伊·特伦顿(人名)。
2. Catfood Street ['kætfud stri:t] *n.* 凯福特街(街名)。
3. The one with…such a fright that…. 句中 such…that…引导结果状语从句。

生词和短语

thief [θi:f] *n.* 贼，小偷
regret [ri'gret] *vt.* 抱歉
batter ['bætə] *vt.* 击破，捣坏
recognize ['rekəgnaiz] *vi.* 认出
arrest [ə'rest] *vt.* 逮捕

Comprehension and Précis

Answer these questions in not more than 70 words.

1. Is Roy finding his new job as a bus-driver exciting or not?
2. In which street did he see two thieves recently?
3. Were they *running out of a shop*, or were they running out of a bank? Where did Roy drive his bus? Did they drop the stolen money or not? Did they get into a car, or did they run away? (*and . . . so . . . and*)
4. Where did Roy drive his bus then? Did he damage their car or not? (*and*)
5. Whom did he telephone after this?
6. Were both men arrested later or did they get away?

Composition

Rewrite these sentences using the correct verbs and joining words:
The politician tried to (do) (make) a speech in the park (so) (but) no one (listened to) (heard) him. The audience shouted (and) (or) threw things (so) (but) the speaker got into his car and (drove) (ran) away.

Letter-writing

Supply commas or full stops where necessary in this heading:

20 Crawford Ave
Cranley
Dorset
England
October 4th 19—

Key Structures

Review KS 74–89
These things always happen. (KS 74)
What happened? (KS 76)
What has happened? (KS 77)
He used to work fourteen hours a day. (KS 83)
He was asked to call at the station. (KS 89)

Exercises

A. Underline all the verbs in the passage.

B. Give the correct form of the verbs in brackets. Do not refer to the passage until you finish the exercise.

Roy Trenton (drive) a taxi. A short while ago, however, he (become) a bus-driver and he (not regret) it. He (find) his new work far more exciting. When he (drive) along Catford Street recently, he (see) two thieves rush out of a shop and run towards a waiting car. One of them (carry) a bag full of money. Roy (act) quickly and (drive) the bus straight at the thieves. The one with the money (get) such a fright that he (drop) the bag. As the thieves (try) to get away in their car, Roy (drive) his bus into the back of it. While the battered car (move) away, Roy (stop) his bus and (telephone) the police. The thieves' car badly (damage) and easy to recognize. Shortly afterwards, the police (stop) the car and both men (arrest).

C. Give the correct form of the verbs in brackets:

1. This is what I (mean). (. . . you understand) me?
2. Years ago, he (smoke) but he (not smoke) any more.
3. The new Town Hall (complete) last week.
4. I (not see) him since 1961.
5. She (drop) her handkerchief as she (cross) the road.

Special Difficulties

So and Such

Study these examples:

The one with the money got such a fright that he dropped the bag. (ll. 10–12)
He was so tired that he could not wake up.
You should not speak to such people. (People of this sort.)
You mustn't be so impatient.

Exercise

Supply *so*, *such*, or *such a* in these sentences:

1. He ran . . . quickly that I could not catch him.
2. Whoever told you . . . thing?
3. You should not make . . . many mistakes.
4. You should not say . . . things.
5. This picture is . . . beautiful that I shall hang it in my room.
6. It was . . . good book that it was bought by a film company.
7. It was . . . extraordinary exhibition that I went twice.
8. He is . . . lazy boy that he never does anything.

36 Across the Channel　横渡英吉利海峡



short rests every two hours

Erna Hart is going to swim across the English Channel tomorrow. She is going to set out from the French coast at five o'clock in the morning. Erna is only fourteen years old and she hopes to set up a new world record. She is a strong swimmer and many people feel that she is sure to succeed. Erna's father will set out with her in a small boat. Mr Hart has trained his daughter for years. Tomorrow he will be watching her anxiously as she swims the long distance to England. Erna intends to take short rests every two hours. She will have something to drink but she will not eat any solid food. Most of Erna's school friends will be waiting for her on the English coast. Among them will be Erna's mother, who swam the Channel herself when she was a girl.

欧娜·哈特准备明天横渡英吉利海峡。早晨5时她准备从法国海岸出发。欧娜只有14岁。她想要创立世界新的纪录。她是个健壮的游泳运动员，许多人觉得她一定会成功。欧娜的父亲将乘坐小艇与她一道出发。哈特先生已训练他女儿多年。明天，当她游长距离到英国时，他会焦急地守望着。欧娜打算每隔两小时休息一会。她将喝一些饮料，但不能吃任何硬的食物。欧娜的大部分老师和同学都将在英国海岸上等候她，其中有欧娜的母亲。她母亲在还是一个姑娘的时候，就曾经渡过这个海峡。

注　释

1. Erna Hart ['ə:nə'hɑ:t] *n*. 欧娜·哈特(人名)。
2. …who swam the channel herself when she was a girl. 是非限制性定语从句。

生词和短语

channel ['tʃænl] *n*. 海峡
strong [strɔŋ] *a*. 强壮的
train [trein] *vt*. 培养；训练
anxiously ['æŋkʃəsli] *ad*. 焦急地
solid ['sɔlid] *a*. 硬的
intend [in'tend] *vt*. 想要

Comprehension and Précis

Answer these questions *in not more than 55 words.*

1. Who is going to swim across the English Channel tomorrow?
2. How old is she? Is she a strong swimmer or not? (*and*)
3. Whom has Erna been trained by?
4. Will he follow her in a small boat or not?
5. Where will Erna's mother be waiting?
6. What did she do as a girl?

Composition

Rewrite these sentences using the correct verbs and joining words:
The man on the raft saw the boat (so) (but) he tried to send a signal. He (took off) (put out) his shirt (or) (and) (waved) (shook) it (but) (so) the men on the boat (neither) (either) saw (or) (nor) (heard) (listened to) him.

Letter-writing

We do not always write the names of areas or postal districts in full when writing the address. Sometimes we write part of a name or only capital letters. For instance: 'Berks.' stands for 'Berkshire'; 'Calif.' for 'California'; 'N.W. 3' for 'North West 3'; 'N.Y.' for 'New York'

Exercise

Write these words again in the way they might appear in an address:
Street, Road, Avenue, Square, Place, New York, West 8, South West 3.

Key Structures

She is going to swim across the Channel tomorrow.

Instead of saying: (KS 35)	*We can say:*
I shall travel by air.	I am going to travel by air.
He will sell his car.	He is going to sell his car.
They will move to a new house.	They are going to move to a new house.
I intend to write to him.	I am going to write to him.
She means to ask for an explanation.	She is going to ask for an explanation.

We can often use *going to* in place of *shall* or *will* in simple statements and questions. (KS 13) We cannot use *going to* in sentences like this one:
You will enjoy yourself if you travel by sea.

Exercises

A. Underline the verbs in the passage which tell us *what will happen*, *what is going to happen*, and *what will be happening*. (KS 37)

B. Give the correct form of the verbs in brackets. Do not refer to the passage until you finish the exercise:

Erna Hart (swim) across the English Channel tomorrow. She (set out) from the French coast at five o'clock in the morning. Erna is only fourteen years old and she hopes to set up a new world record. Erna's father (set out) with her in a small boat. Mr Hart has trained his daughter for years. Tomorrow he (watch) her anxiously as she swims the long distance to England. Erna intends to take short rests every two hours. She (have) something to drink but she (not eat) any solid food. Most of Erna's school friends (wait) for her on the English coast. Among them (be) Erna's mother, who swam the Channel herself when she was a girl.

C. Write these sentences again. Use *going to* in place of the verbs in italics:

1. We *intend to* leave at six o'clock.
2. I *intend to* pay these bills tomorrow.
3. *Do* you *intend to* write to him?
4. She *does not intend to* look for a new job.
5. When *do* you *intend to* buy a new car?

Special Difficulties

Words Often Confused

a Watch, Look at, Follow.

Watch (something happening): Tomorrow he will be watching her anxiously. (ll. 10–11)

Look at: Look at the blackboard. Look at your book. Look at this picture.

Follow (go after): I followed my mother into the kitchen.

b Solid, Firm, Stable.

Solid (not liquid): She will not eat any solid food. (ll. 14–15)

Firm (not loose): I've fixed that hook. It is firm now.
(not doubtful): He gave me a firm refusal.
(not lenient): You must be very firm with that child.

Stable (often describing character): He is a very stable person.

Exercise

Use any of the above words in the following sentences:

1. I came to a . . . decision and I will not change my mind.
2. I stood on the bridge and . . the boats passing by.
3. May I . . . your photograph album?
4. The ice in the pond is so . . . that you can walk on it.
5. I tried to persuade him but he remained . . .

37 The Olympic Games 奥林匹克运动会



looking forward to the Olympic Games

The Olympic Games will be held in our country in four years' time. As a great many people will be visiting the country, the government will be building new hotels, an immense stadium, and a fine new swimming pool. They will also be building new roads and a special railway-line. The Games will be held just outside the capital and the whole area will be called 'Olympic City'. Workers will have completed the new roads by the end of this year. By the end of next year, they will have finished work on the new stadium. The fine modern buildings have been designed by Kurt Gunter. Everybody will be watching anxiously as the new buildings go up. We are all very excited and are looking forward to the Olympic Games because they have never been held before in this country.

四年后奥运会将在我们国家举行。因为很多人将要访问这个国家，政府打算建造新的旅馆，一个巨大的露天运动场和一个漂亮的新的游泳池。他们还打算修建新的马路和一条专用铁路线。运动会就在首都旁边举行。整个这个地区称为“奥运城”。到今年年底，工人们就会把新的马路铺好。到明年年底，他们就会把新的运动场建成。这些漂亮的现代化建筑物是库尔特·冈特设计的。在这些新建筑物不断升高的过程中，大家都会焦急地看着。我们都很兴奋，盼望着奥运会的到来，因为以前在这个国家从未举行过奥运会。

注 释

1. Kurt Gunter [kə:t'gʌntə] *n.* 库尔特·冈特(人名)。
2. …as the new building go up. 是时间状语从句。as 作“随着”解。

生词和短语

olympic [əu'limpik] *a.* 奥林匹克的
immense [i'mens] *a.* 巨大的
stadium ['steidjəm] *n.* (露天的)运动场
design [di'zain] *vt.* 设计

Comprehension and Précis

Answer these questions *in not more than 70 words.*

1. When will the Olympic Games be held in our country? Where will the government be putting up new buildings? (*so*)
2. Who has designed the buildings? When will workers have completed the new stadium? (*and*)
3. Will the Games be held in this country for the first time or not? Are we looking forward to them or not? (*and*)

Composition

Rewrite the following sentences using the joining words in brackets:

1. My brother is going to the Olympic Games. I am going to the Olympic Games. (*Both . . . and*)
2. We bought tickets a long time ago. We shall be leaving soon. (*and*)
3. We shall see the Games. We shall visit many parts of the country. (*not only . . . but . . . as well*)

Letter-writing

We must write the date in full under the address. We can write the date in two ways: e.g. 17th April, 19— or April 17th, 19—. Numbers are written as follows: 1st (the first); 2nd (the second); 3rd (the third); 4th (the fourth) etc.

Exercise

Write these dates as they would appear in a letter:
May 6; June 21; July 30; March 3; April 22; July 1.

Key Structures

Workers will have completed the new roads by the end of this year.

a Do you remember these sentences: (KS 37)

Now	*Tomorrow*
I am writing letters now.	I shall be writing letters all day tomorrow.
I'll see you tomorrow.	I'll be seeing you tomorrow.

b Compare these two questions and answers:

When will they finish this bridge?
They will finish it next year.

When will they have finished this bridge?
They will have finished this bridge in a year's time.

Study these examples:

I shall have completed this novel by next June.
He will have moved to a new flat in two months' time.
You will have learnt the results of the examination by then.
I shall have received a reply by this time tomorrow.

Exercises

A. Underline the verbs in the passage which tell us *what will happen*, *what will be happening*, and *what will have happened*.

B. Give the correct form of the verbs in brackets. Do not refer to the passage until you finish the exercise:

The Olympic Games (hold) in our country in four years' time. As a great many people (visit) the country, the government (build) new hotels, an immense stadium, and a fine new swimming pool. They also (build) new roads and a special railway-line. The Games (hold) just outside the capital and the whole area (call) 'Olympic City'. Workers (complete) the new roads by the end of this year. By the end of next year they (finish) work on the new stadium. The fine modern buildings have been designed by Kurt Gunter. Everybody (watch) anxiously as the new buildings go up.

Special Difficulties

a Hold. The Olympic Games will be held in our country. (ll. 1–2)

This verb may be used in the sense of 'conduct', 'observe' or 'celebrate'. Study these examples:

A festival is held at Edinburgh every year.

We are going to hold a meeting tomorrow to discuss the subject.

The next conference will be held in Geneva.

b Study these sentences. The verb *look* has a different meaning in each sentence:

Look forward to (expect with pleasure): I am looking forward to the summer holidays.

Look out (be careful): Look out! A bus is coming.

Look up (get information from a reference book): I don't understand this word. I shall look it up in a dictionary.

(visit): Don't forget to look me up when you return.

Exercise

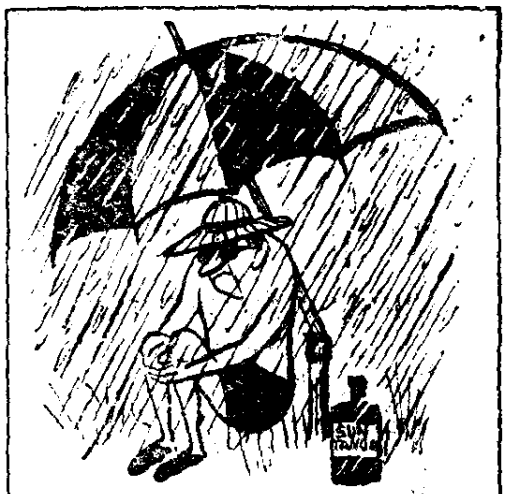
Supply the correct form of *hold* or *look* in these sentences:

1. We shall be . . . a party tomorrow. I am . . . it very much.
2. . . .! You nearly knocked that jug over!
3. They say he is very famous. I shall . . . him . . . in 'Who's Who'.
4. The students' union . . . an interesting debate on capital punishment yesterday.
5. My friend Ingrid lives in Stockholm. Why don't you . . . her . . . when you're there?
6. Examinations will be . . . next week. I'm not . . . them.

38 Everything Except the Weather

除了天气一切均经考虑

My old friend, Harrison, had lived in the Mediterranean for many years before he returned to England. He had often dreamed of retiring in England and had planned to settle down in the country. He had no sooner returned than he bought a fine house and went to live there. Almost immediately he began to complain about the weather, for even though it was still summer, it rained continually and it was often bitterly cold. After so many years of sunshine, Harrison got a shock. He acted as if he had never lived in England before. In the end, it was more than he could bear. He had hardly had time to settle down when he sold the house and left the country. The dream he had had for so many years ended there. Harrison had thought of everything except the weather.



He dreamed of retiring in England

我的老朋友哈里森，在返回英国之前，住在地中海地区多年。他曾不止一次地做梦想回英国退休，同时他曾经计划在这个国家定居下来。他刚回到英国就买了一套很好的房子，并且就住进去了。他几乎马上就开始抱怨起天气来了，因为在这里即使还是夏天，也不断地下着雨，而且常常冷得历害。在阳光充裕的地区生活了那么多年，哈里森受到了打击。他的一举一动表明，似乎他以前从未在英国住过。最后，他实在忍受不了了。他还没有来得及定居下来就把房子卖掉，离开了这个国家。他多年来所抱的幻想就这样结束了。哈里森什么都考虑到了，唯独没有考虑到天气。

注 释

1. Harrison ['hærisn] *n.* 哈里森(人名)。
2. Mediterranean [ˌmeditə'reinjən] *n.* 地中海(地名)。
3. to settle down 定居。
4. He had no sooner…than… 这是一个主从复合句，表示"……就……"

的意思，只用于过去时。no sooner 也可放在句首，但后面主、谓语用倒装语序，常用过去完成时。than 后面一般可看作时间状语从句，常用过去时。

生词和短语

except [ik'sept] *prep.* 除……之外　**immediately** [i'mi:djətli] *ad.* 立即
weather ['weðə] *n.* 天气，气候　**complain** [kəm'pleɪn] *vi.* 抱怨
retire [ri'taiə] *vi* 退休　**shock** [ʃɔk] *n.* 打击

Comprehension and Précis

Answer these questions *in not more than 60 words.*

1. Where had the writer's friend, Harrison, spent many years? What did he want to do? What did he buy? (*but . . . so*)
2. Was the summer that year very good, or was it very bad? What did he complain about? (*and*)
3. Did Harrison sell the house in the end or not? Did he leave the country or not? (*Harrison not only . . . but also*)

Composition

Rewrite the following sentences using the joining words in brackets:

1. He bought an old car. It was in a very bad state. (*but*)
2. The engine was worn out. The gear-box was full of sawdust. (*The engine . . . not only . . . but . . . as well*)
3. He could not drive it. He could not sell it. He could not even give it away. (*neither . . . nor . . . nor*)

Letter-writing

The Date: The following months of the year are usually written in full: March, April, May, June and July. The remaining months are often written as follows: 'Jan.', 'Feb.', 'Aug.', 'Sept.', 'Oct.', 'Nov.', and 'Dec.'.

Exercise Write today's date in the way it should appear on a letter.

Key Structures

He acted as if he had never lived in England before.

a Do you remember these sentences? (KS 39)

The children ran away *after they had broken* the window.
As soon as the sun had set we returned to our hotel.
When he had finished lunch he asked for a glass of water.
I had not understood the problem until he explained it.

b Now study these sentences. They tell us *what happened some time ago* and *what had happened some time before.*

He *lived* in Scotland fifteen years *ago.*

He *had lived* in Scotland for fifteen years *before* he came to England.
The police *found* Billy Wilkins *last night*. He *had run away* from home five days *before*.
He *had spent* the last two nights near a farmhouse. The police *took* him home at once.
When she *saw* him, his mother *burst* into tears. She *said* he *had never run away before*.

Exercises

A. Underline the verbs in the passage which tell us *what happened some time ago* and *what had happened some time before*.

B. Give the correct form of the verbs in brackets. Do not refer to the passage until you finish your exercise.

My old friend, Harrison, (live) in the Mediterranean for many years before he (return) to England. He often (dream) of retiring in England and (plan) to settle down in the country. He no sooner (return) than he (buy) a fine house and (go) to live there. Almost immediately he (begin) to complain about the weather, for even though it (be) still summer, it (rain) continually and it (be) often bitterly cold. After so many years of sunshine, Harrison (get) a shock. He (act) as if he never (live) in England before. In the end, it (be) more than he could bear. He hardly (have) time to settle down when he (sell) the house and (leave) the country. The dream he (have) for so many years (end) there. Harrison (think) of everything except the weather.

Special Difficulties

Words Often Confused and Misused

a No sooner . . . than; hardly . . . when.

Study these examples:

He had no sooner returned than he bought a fine house. (ll. 6–7)
He had hardly had time to settle down when he sold the house. (ll. 15–16)

b Country and Countryside.

Study these examples:

He had planned to settle down in the country. (ll. 4–5)
He sold the house and left the country. (ll. 16–17)
The countryside around Vienna is very beautiful.

c Continuously and Continually.

Study these examples:

It rained continually. (l. 10) (i.e. At frequent intervals.)
The river flows under this bridge continuously. (i.e. It does not stop at all.)

Exercises

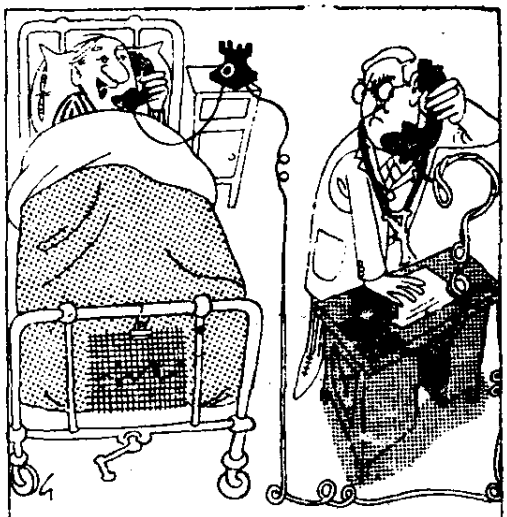
A. Join these sentences using *no sooner . . . than*:

1. I had left the house. It began to rain.
2. We had hung the picture on the wall. It fell down.

B. Choose the correct words in the following sentences:

1. The sea moves (continuously) (continually).
2. He borrows money from people (continuously) (continually).
3. The Robertsons do not live here any more. They now live in the (countryside) (country).

39 Am I All Right? 我好了吗?



asked for a bedside telephone

While John Gilbert was in hospital, he asked his doctor to tell him whether his operation had been successful, but the doctor refused to do so. The following day, the patient asked for a bedside telephone. When he was alone, he telephoned the hospital exchange and asked for Doctor Millington. When the doctor answered the phone, Mr Gilbert said he was inquiring about a certain patient, a Mr John Gilbert. He asked if Mr Gilbert's operation had been successful and the doctor told him that it had been. He then asked when Mr Gilbert would be allowed to go home and the doctor told him that he would have to stay in hospital for another two weeks. Then Dr Millington asked the caller if he was a relative of the patient. 'No,' the patient answered, 'I am Mr John Gilbert.'

在约翰·吉尔伯特住医院期间，他要求医生告诉他，他的手术是否做成了。但医生拒绝这样做。第二天，这病人要一个床头电话。当他一个人在房间里时，他打电话给医院总机要求同米灵顿医生通电话。当医生接电话时，吉尔伯特先生说他要询问一个叫约翰·吉尔伯特先生的病人的情况。他问吉尔伯特先生的手术是否成功。医生告诉他，手术是成功的。然后他问吉尔伯特先生什么时候可以回家。医生告诉他，病人还得在医院再住两个星期。然后米灵顿医生问打电话的人，他是否病人的亲属。“不是，”病人回答说，“我就是约翰·吉尔伯特先生。”

注 释

1. John Gilbert ['dʒɔn'gilbət] *n.* 约翰·吉尔伯特(人名)。
2. Millington ['miliŋtən] *n.* 米灵顿(人名)。
3. …a Mr John Gilbert. 这里人名前加了一个不定冠词 a，意思是一位名叫约翰·吉尔伯特先生的。

生词和短语

hospital ['hɔspitl] *n.* 医院
operation [ˌɔpə'reiʃən] *n.* 手术
patient ['peiʃənt] *n.* 病人
bedside [bed'said] *a.* 床边(用)的
exchange [iks'tʃeindʒ] *n.* 电话交换台
inquire [in'kwaiə] *vi.* 询问
relative ['relətiv] *n.* 亲戚，亲属

Comprehension and Précis

Answer these questions *in not more than 60 words.*

1. What did Dr Millington refuse to tell his patient, John Gilbert?
2. Whom did the patient telephone next day? Whom did he inquire about? (*and*)
3. Did the doctor answer a number of questions about the patient or not? Did he ask whether the caller was a relative or not? (*and then*)
4. Did the caller then tell him who he was or not?

Composition

Rewrite the following sentences using the joining words in brackets:

1. After the telephone call, Dr Millington was angry. He went to Gilbert's room. (*so*)
2. Gilbert was telephoning the nurses. He was asking questions about himself. (*and*)
3. Then the doctor burst out laughing. The patient burst out laughing. (*both . . . and*)

Letter-writing

Write the following dates in the way they might appear on a letter:
3 January; February 28; 20 August; 13 September; October 22.

Key Structures

He said that . . . He told me . . . He asked . . . (KS 41)
'I am very tired,' he said.
What did he say?
He said that he was very tired.
He told me that he was very tired.

'Are you tired?' she asked.
What did she ask?
She asked if (or whether) you were tired.

'Will Jack arrive tomorrow?' Tom asked.
What did Tom ask?
Tom asked if (or whether) Jack would arrive the next day.

'When will Jack arrive?' Tom asked.
What did Tom ask?
Tom asked when Jack would arrive.

'Have you ever been abroad?' Mary asked.
What did Mary ask?
Mary asked if (or whether) you had ever been abroad.

'Why didn't you write to me?' Jane asked.
What did Jane ask?
Jane asked why I hadn't written to her.

Exercise
Here is part of the conversation between Mr Gilbert and Dr Millington:
1. 'I am inquiring about a certain patient,' Mr Gilbert said.
2. 'Was Mr Gilbert's operation successful?' he asked.
3. 'Yes, it was,' the doctor told him.
4. 'When will Mr Gilbert be allowed to go home?' he asked.
5. 'He will have to stay in hospital for another two weeks,' the doctor told him. 'Are you a relative of the patient?' Dr Millington asked the caller.
6. 'No,' the patient answered, 'I am Mr John Gilbert.'

Now answer these questions. Do not refer to the passage until you finish the exercise.
1. What did Mr Gilbert say?
2. What did he ask?
3. What did the doctor tell him?
4. What did he (Mr Gilbert) ask?
5. What did the doctor tell him? What did Dr Millington ask the caller?
6. What did the patient answer?

Special Difficulties

Speech Marks. (SD 74)

Exercise
Write this piece of conversation again using speech marks. Refer to the dialogue in the exercise above when you have finished:
I am inquiring about a certain patient, Mr Gilbert said. Was Mr Gilbert's operation successful? he asked. Yes, it was, the doctor told him. When will Mr Gilbert be allowed to go home? he asked. He will have to stay in hospital for another two weeks, the doctor told him. Are you a relative of the patient? Dr Millington asked the caller. No, the patient answered, I am Mr John Gilbert.

40 Food and Talk　　食与言



a large, unsmiling lady

Last week at a dinner-party, the hostess asked me to sit next to Mrs Rumbold. Mrs Rumbold was a large, unsmiling lady in a tight black dress. She did not even look up when I took my seat beside her. Her eyes were fixed on her plate and in a short time, she was busy eating. I tried to make conversation.

'A new play is coming to "The Globe" soon,' I said. 'Will you be seeing it?'

'No,' she answered.

'Will you be spending your holidays abroad this year?' I asked.

'No,' she answered.

'Will you be staying in England?' I asked.

'No,' she answered.

In despair, I asked her whether she was enjoying her dinner.

'Young man,' she answered, 'if you ate more and talked less, we would both enjoy our dinner!'

上星期在一次宴会上，女主人要我坐在兰伯尔德夫人的旁边。兰伯尔德夫人是一个身材高大，不爱笑的女人，穿着紧身黑色衣裙。当我坐到她旁边时，她甚至头也没抬起来看一看。她两眼紧盯着自己的盘子，不一会，她就忙着吃起来了。我设法打开话题。

"一个新剧目即将在'环球剧院'上演，"我说，"你去不去看？"

"不。"她回答。

"你今年准备到国外去度假吗？"我问。

"不。"她回答。

"你打算呆在英国吗？"我问。

"不。"她回答。

在绝望中，我问她是否吃得很满意。"年轻人，"她回答说，"如果你多吃一点而少说一点，那我们两个人都会吃得很满意。"

注 释

1. busy eating 当 busy 后接的词是 -ing 形式时，这个词一般被认为是动名词，它的前面省去介词 in 。
2. Mrs Rumbold ['misiz rʌmbəld] *n*. 兰伯尔德夫人(人名)。

生词和短语

dinner-party ['dinə'pɑ:ti] *n*. 宴会
hostess ['həustis] *n*. 女主人
unsmiling ['ʌn'smailiŋ] *a*. 不笑的
fix [fiks] *vt*. 固定
globe [gləub] *n*. 球，〔加 the〕地球〔同义：earth〕
despair [dis'peə] *n*. 绝望
enjoy [in'dʒɔi] *vt*. 享乐；欣赏

Comprehension and Précis

Answer these questions *in not more than 70 words.*

1. Where did the writer sit at the dinner-party?
2. Did he try to make conversation or not? Was she busy eating or not? (*but*)
3. Did he talk about the new play at 'The Globe' or not? Did he talk about the holidays or not? (*and*)
4. Did she answer his questions briefly or not?
5. Did he ask her if she was enjoying her dinner or not? What did she answer? (*Then . . . and*)

Composition

Rewrite the following sentences using the joining words in brackets:

1. She refused to answer any questions. She did not ask any questions (*not only . . . but . . . either*)
2. She was not interested in the theatre. She was not interested in travel. (*neither . . . nor*)
3. She liked eating good food. She did not like talking about it. (*but*)

Letter-writing

Rewrite the following dates in the way they would appear on a letter:
2/3/65; 21/9/54; 13/8/61; 1/12/67; 22/1/66; 11/11/70.

Key Structures

If you ate more and talked less we would both enjoy our dinner.

a Do you remember these sentences: (KS 43)

If he is out, I'll call tomorrow.
You'll miss the train *if you don't hurry*.
If he is working I shall not disturb him.
If I have time, I shall be writing to him tomorrow.
Please don't disturb him *if he is busy*.

b Now study these sentences carefully:

If you went to the exhibition you would enjoy it.

If you saw him now you wouldn't recognize him.
Would he get annoyed *if I told* him about it?
If I were in your position, I would act differently.
He would help you *if he were* here.
If you could make him change his mind, you would save him a lot of trouble.

Exercise
Give the correct form of the verbs in brackets:
1. He would enjoy this if he (be) present.
2. She can do better if she (try).
3. If you play with matches you (burn) your fingers.
4. If you broke this window you (have to) pay for it.
5. If you (lose) your way you would have to ask a policeman.
6. If you (not apologize) he will never speak to you again.
7. If he (be) clever, he would not have any difficulty.
8. What would you do if you (win) a lot of money?
9. If I were you I (not be) so confident.
10. If you (can) help me I would be grateful.

Special Difficulties

Make and Do
Study these phrases:
a Make I tried to make conversation. (ll. 7–8)
When she had *made the beds* she went downstairs.
You mustn't *make so much noise.*
I *made a promise* never to see him again.
He's the sort of person who always *makes trouble.*
Do you think it will *make any difference?*
He is learning English but he hasn't *made much progress.*
He *made a lot of money* in South America.
I was asked to *make a speech.*
I'll never *make the same mistake* again.
I found it difficult to *make up my mind.*

b Do
He always *does his best.*
When did you *do your homework?*
Do me a favour please.
I *did a few jobs* about the house.
I can't *do any more work* today.
I want you to *do exercise* 24 on page 16.
I *did a lot of shopping* yesterday.
That shop *does very good business.*

Exercise
Supply the correct form of *make* or *do* in the following:
1. He . . . a mistake and I told him to . . . the exercise again.
2. He . . . business in Australia and . . . a lot of money.
3. I know you are . . . your best but you are not . . . very much progress.
4. After I had . . . the beds, I went out and . . . some shopping.

41 Do You Call That a Hat?

你把那个叫做帽子吗？

'Do you call that a hat?' I said to my wife.

'You needn't be so rude about it,' my wife answered as she looked at herself in the mirror.

I sat down on one of those modern chairs with holes in it and waited. We had been in the hat shop for half an hour and my wife was still in front of the mirror.

'We mustn't buy things we don't need,' I remarked suddenly. I regretted saying it almost at once.

'You needn't have said that,' my wife answered. 'I need not remind you of that terrible tie you bought yesterday.'

'I find it beautiful,' I said. 'A man can never have too many ties.'

'And a woman can't have too many hats,' she answered.

Ten minutes later we walked out of the shop together. My wife was wearing a hat that looked like a lighthouse!



a hat like a lighthouse

"你把那个叫做帽子吗？"我对妻子说。

"你讲话不必这样没有分寸，"我妻子一面照着镜子，一面回答我的话。我坐在一把有网眼的新式椅子上等候着。我们在那个帽店呆了半个小时，而我妻子却仍然还对着镜子照。

"我们不需要的东西就别买了，"我突然地说了这句话。我几乎立即就意识到不该这样说。

"你本来就不需要说这种话，"我妻子回答道，"你昨天买的那条骇人的领带，我也就不必提醒你了。"

"我觉得它很好看，"我说，"男人总不会嫌领带太多。"

"女人总不会嫌帽子太多。"她回答道。

十分钟之后，我们一道走出了商店。我妻子戴着那顶看来象一座灯塔的帽子。

注 释

"A man can never have too many ties." "And a woman can't have too many hats." can not (can never)…too… 结构的意思是"无论如何……也不过分，决不会……得……。" too many 或 too much 在这里是 enough 或 sufficient 的意思。

生词和短语

mirror ['mirə] *n.* 镜子

remark [ri'mɑ:k] *vt.* 说；*vi.* 评论，议论

remind of [ri'maind] 提醒

terrible ['terəbl] *a.* 可怕的

Comprehension and Précis

Answer these questions *in not more than 70 words.*

1. Was the writer's wife trying on a hat or not? Did he like it or not? (*but*)
2. Did he sit down or not? Did he wait for her or did he leave the shop? (*and*)
3. Did they begin arguing again or not? (*Then*)
4. What had he bought the day before? Did his wife like it or not? (*but*)
5. Did he say, 'A man can never have too many ties,' or did he say, 'A man can never have too many hats.'?
6. Did his wife use exactly the same argument or not? Did she buy the hat or not? (*and*)
7. What did it look like?

Composition

Rewrite the following sentences using the joining words in brackets:

1. My wife has too many hats. She has too many dresses. (*not only . . . but . . . as well*)
2. We have been invited to a party this evening. She does not want to go. (*but*)
3. She keeps looking at all those dresses. She keeps saying, 'I haven't got anything to wear!' (*and*)

Letter-writing

Rewrite the following dates in the way they would appear on a letter:
7/5/55; 1/10/68; 31/1/67; 18/2/63; 23/6/70; 17/4/27.

Key Structures

Must, Have to and Need

a Do you remember these sentences: (KS 45)
I must leave now. I have (got) to leave now.
He must be a fool.

b Now study these sentences:

I need a new hat. I must buy one.
He needs a haircut. He must have one.
I won't buy that. I don't need it.

c Instead of saying:	*We can say:*
You needn't wait for me.	You don't have to wait for me.
You needn't have waited for me.	You didn't have to wait for me.

d Now compare *mustn't* and *needn't* in these sentences:

You mustn't make a noise. The children are asleep.
You needn't drive so quickly; we have plenty of time.
Or: You don't have to (haven't got to) drive so quickly; we have plenty of time.

You mustn't smoke in a theatre. It is forbidden.
You needn't come with us if you don't want to.
Or: You don't have to (haven't got to) come with us if you don't want to.

Exercises

A. Study the use of *need*, *needn't* and *mustn't* in the passage.

B. Supply *need*, *needn't* and *mustn't* in the following. Do not refer to the passage until you finish the exercise:

1. 'You . . . be so rude about it,' my wife answered as she looked at herself in the mirror.
2. 'We . . . buy things we don't . . .,' I remarked suddenly.
3. 'You . . . have said that,' my wife answered. 'I . . . not remind you of that terrible tie you bought yesterday.

C. Supply *mustn't* or *needn't* in these sentences:

1. You . . . leave your car here. Can't you see the 'No Parking' sign?
2. I . . . go to bed late tonight. I have to get up early tomorrow.
3. You . . . finish your soup if you don't like it.
4. You . . . push. There's plenty of room on the bus.
5. You . . . read in bed. It's bad for your eyes.

Special Difficulties

Words Often Confused.
Remark, Observe, and Notice.
Study these examples:

'We mustn't buy things we don't need,' I remarked. (ll. 10–11)
'We mustn't buy things we don't need,' I observed.
He observed me carefully. (He looked at me.)
Did you notice how she was dressed?

Exercise

Supply the correct form of *remark* or *notice* in the following:

1. 'That's a fine picture,' he . . .
2. No one . . . me when I entered the room.
3. He made a lot of rude . . . about the hat she was wearing.
4. He failed to . . . that I had changed the furniture round.

42 Not Very Musical　　并非十分通晓音乐



began to play jazz tunes

As we had had a long walk through one of the markets of Old Delhi, we stopped at a square to have a rest. After a time, we noticed a snake-charmer with two large baskets at the other side of the square, so we went to have a look at him. As soon as he saw us, he picked up a long pipe which was covered with coins and opened one of the baskets. When he began to play a tune, we had our first glimpse of the snake. It rose out of the basket and began to follow the movements of the pipe. We were very much surprised when the snake charmer suddenly began to play jazz tunes and popular modern songs. The snake, however, continued to 'dance' slowly. It obviously could not tell the difference between Indian music and jazz!

由于我们穿过旧德里的一个商场时已经走了一段很长的路，我们便在广场上停下来休息。过了一会儿，我们看到在广场的另一侧有个玩蛇的人带着两个大篮子，所以我们走过去看了一看。他一看见我们，就拿起一支镶有硬币的长长的管乐器，并将一个篮子打开。当他开始吹奏一个曲调时，我们首先是看到了蛇。它从篮子里抬起头来开始随着管乐器的摆动而扭动。当玩蛇的人突然开始吹奏爵士音曲和流行的现代歌曲的时候，我们感到非常的惊奇。然而，那条蛇继续缓慢地"跳"着舞。很明显，它不可能辨别出印度音乐和爵士乐曲的差别来。

注　释

As we had had a long walk…. As 引导的是原因状语从句。

生词和短语

musical ['mju:zikəl] *a.* 了解音乐的
market ['ma:kit] *n.* 市场，集市
Old Delhi [əuld'deli] *n.* 旧德里(印度城名)
square [skweə] *n.* 广场
notice ['nəutis] *vt.* 看到，注意(到)
coin [kɔin] *n.* 硬币
glimpse [glimps] *n.* 一瞥
jazz [dʒæz] *n.* 爵士音乐
obviously ['ɔbviəsli] *ad.* 明显地
snake-charmer [sneik'tʃɑ:mə] *n.* 玩蛇者

Comprehension and Précis

Answer these questions *in not more than 70 words.*

1. What did we watch in a square in Old Delhi?
2. Did he have a long pipe and two large baskets or not?
3. Did he play a tune or not? What did the snake in one of the baskets do? (*and*)
4. Did the snake-charmer play modern tunes or not? Did the snake continue to dance slowly, or did it dance quickly? (*Then . . . but*)
5. Did it know the difference between Indian music and jazz or not?

Composition

Rewrite the following sentences using the joining words in brackets:

1. The snake-charmer opened his basket. He started to play a tune. The snake refused to move. (*and . . . but*)
2. The snake-charmer shook the basket. The snake obeyed him. (*Then . . . and*)
3. Everybody was frightened. These snakes are not dangerous. (*but*)

Letter-writing

Arrange the following headings in the correct order. Supply full stops and commas; make any other changes you consider necessary:

1. 84 Wiley Drive/Buxton/England/Derbyshire/8 January 19—
2. May 21 19—/New York/844 West 54th Street/N.Y./U.S.A.

Key Structures

Have

a Do you remember these sentences: (KS 47)

Instead of saying:	*We can say:*
He owns a new house.	He has a new house. Or: He has got a new house.
He possesses a lot of money.	He has a lot of money. Or: He has got a lot of money.
I took a bath before dinner.	I had a bath before dinner.
I enjoyed myself at the party.	I had a good time at the party.

b Sometimes we can use *have* in place of an ordinary verb.

Study these examples:

Instead of saying:	*We can say:*
I *walked* in the garden.	I *had a walk* in the garden.
He wanted to *drink* a glass of water.	He wanted to *have a drink* of water.
We *will talk* about the problem tomorrow.	We *will have a talk* about the problem tomorrow.
Look at this.	*Have a look* at this.

Exercises

A. Point out four examples in the passage where *have* is used in place of an ordinary verb.

B. Write these sentences again using *have* in place of the verbs in italics:

1. Yesterday I *rode* on a horse for the first time in my life.
2. I *was looking* at those old photographs last night.
3. He *washed* before going out.
4. I *swam* in the sea this morning.
5. Those two sailors *fought* in the bar last night.
6. Mary and John have been *quarrelling*.
7. He *tried* again. (Use 'another' in place of 'again').
8. She is *resting*.
9. I wanted to *smoke*.
10. Did you *sleep well last night*? (Use 'a good' in place of 'well'.)

Special Difficulties

See SD 24 and 26

Study these sentences. Each sentence contains the verb *pick*. This verb has a different meaning in each sentence:

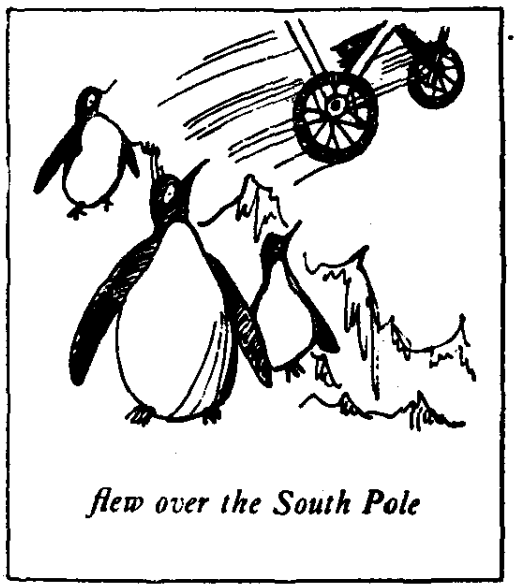
He *picked up* a long pipe which was covered with coins. (ll. 7–8)
I shall *pick you up* in the car this evening.
I *picked up* a lot of English while I was in England. (I learnt.)
There are so many beautiful cards on display, I can't *pick out* the ones I like best. (I can't choose.)

Exercise

Use the correct form of the verb *pick* in place of the verbs in italics:

1. That book has fallen on the floor. Please *get* it for me.
2. I shall *collect* the parcel on my way to work.
3. I can't *select* the material I want.
4. Where did you *learn* those tricks?

43 Over the South Pole 飞越南极



flew over the South Pole

In 1929, three years after his flight over the North Pole, the American explorer, R. E. Byrd, successfully flew over the South Pole for the first time. Though, at first, Byrd and his men were able to take a great many photographs of the mountains that lay below, they soon ran into serious trouble. At one point, it seemed certain that their plane would crash. It could only get over the mountains if it rose to 10,000 feet. Byrd at once ordered his men to throw out two heavy food sacks. The plane was then able to rise and it cleared the mountains by 400 feet. Byrd now knew that he would be able to reach the South Pole which was 300 miles away, for there were no more mountains in sight. The aircraft was able to fly over the endless white plains without difficulty.

美国探险家R.E.伯德，飞越北极三年之后，又于1929年第一次成功地飞越了南极。虽然起初伯德和他的助手们能够拍摄下面群山的许多照片，但是他们很快就陷入了严重的困境。在有个地方，他们的飞机看来似乎必然要撞毁。如果飞机上升到10,000英尺，那么仅仅能飞越这些山头。伯德马上命令他的助手们扔掉两个重的食品袋。这时飞机能上升了，并在距山头400英尺的高度飞越了山头。伯德现在知道了，他能够到达还有300英里路程的南极，因为再看不见大山了。飞机能够毫无困难地飞越这一望无际的茫茫雪原。

注 释

1. R. E. Byrd [bə:d] *n.* R. E. 伯德(人名)。
2. run into trouble 意即 to be in difficult conditions (遇到麻烦，陷入困境)。

生词和短语

pole [pəul] *n.* 极
explorer [iks'plɔ:rə] *n.* 探险者
throw [θrəu] *vt.* (threw [θru:], thrown [θrəun]) 抛，扔
sack [sæk] *n.* 袋，麻袋
clear [kliə] *vt.* 避让
aircraft ['ɛəkrɑ:ft] *n.* 飞机(总称)

Comprehension and Précis

Answer these questions *in not more than 65 words.*

1. When did the American explorer, R. E. Byrd become the first man to fly over the South Pole?
2. Did he take a lot of photographs during the flight or not? Did he run into difficulties or not? (*but then*)
3. Could his plane get over the mountains or not? What did he order his men to do? (*so*)
4. Did the plane then fly over the mountains or did it crash? Did it continue without further trouble or not? (*and*)

Composition

Rewrite the following sentences using the joining words (conjunctions) in brackets:

1. Byrd stayed in the Antarctic for a year. He made many more flights. (*and*)
2. He went back to America in 1930. He returned to the Antarctic in 1946. (*but*)
3. This time he had 4000 men with him. He had thirteen ships and seventeen aeroplanes. (*not only . . . but . . . as well*)

Letter-writing

1. Write your home address and the date in the way they would appear in a letter to a friend in your own country.
2. Write the address of a person who lives abroad.

Key Structures

Can and Able to

a Do you remember these sentences: (KS 49a)
Can I use your telephone?
Could I use your telephone?

b Can and *Able to*. Study these examples carefully:

Instead of saying:	*We can say:*
He will come if he *can*.	He will come if he *is able to*.
I *can* see you tomorrow.	I *shall be able to* see you tomorrow.
I *couldn't* understand him.	I *wasn't able to* understand him.
He said he *could* see me next week.	He said he *would be able to* see me next week.

c We must use *was able to* when we want to show that an action has been completed successfully. We cannot use *could* in these sentences:
He *was able to* go to London yesterday and he enjoyed himself very much.
He didn't agree with me at first but I *was able to* persuade him.
He *was able to* leave Europe before the war began.

Exercises
A. Underline the verbs *can* and *able to* in the passage.

B. Give the correct form of *can* and *able to* in this paragraph. Do not refer to the passage until you finish the exercise.
Though, at first, Byrd and his men . . . take a great many photographs of the mountains that lay below, they soon ran into serious trouble. At one point, it seemed certain that their plane would crash. It . . . only get over the mountains if it rose to 10,000 feet. Byrd at once ordered his men to throw out two heavy food sacks. The plane then . . . rise and it cleared the mountains by 400 feet. Byrd now knew that he . . . reach the South Pole which was 300 miles away, for there were no more mountains in sight. The aircraft . . . fly over the endless white plains without difficulty.

Special Difficulties

Phrases with At.
Study these examples:
At first Byrd and his men were able to take photographs. (ll. 4–6)
Byrd *at once* ordered his men to throw out two food sacks. (ll. 11–13)
Billy is not *at home at present*. He's *at school*.
After walking for several hours, we arrived at the village *at last*.
It's a pity you can't come to the concert. *At any rate* you'll be able to hear it on the radio.
I know he's often rude to people, but he's a very pleasant person *at heart*.
I didn't know you wouldn't be coming. *At least* you could have telephoned me.
He behaves very strangely *at times*.
I don't know what I can do about it. I'm completely *at a loss*.

Exercise
Use a phrase with *at* in place of the words in italics. Make any other necessary changes:
1. We found our way home *in the end*.
2. He stayed *in the house* all day yesterday.
3. You must write to him *immediately*.
4. He cannot see you *now* as he is busy.
5. He annoys me *sometimes*.
6. When I saw that the house was on fire I *didn't know what to do*.
7. *When it began* I thought it would be a good film but I was wrong.

44 Through the Forest 穿过森林



The men got a fright

Mrs Anne Sterling did not think of the risk she was taking when she ran through a forest after two men. They had rushed up to her while she was having a picnic at the edge of a forest with her children and tried to steal her handbag. In the struggle, the strap broke and, with the bag in their possession, both men started running through the trees. Mrs Sterling got so angry that she ran after them. She was soon out of breath, but she continued to run. When she caught up with them, she saw that they had sat down and were going through the contents of the bag, so she ran straight at them. The men got such a fright that they dropped the bag and ran away. 'The strap needs mending,' said Mrs Sterling later, 'but they did not steal anything.'

安妮·斯特林夫人在穿过森林追赶两个男人时，没有考虑自己所冒的风险。当她在一片森林的边缘同自己的孩子们野餐的时候，他们向她冲过去并且企图抢她的手提包。在争夺过程中，手提包包带断了。这两个人由于弄到了包就拔腿跑入树林里。斯特林夫人非常气愤，她追了过去。她不久便气喘吁吁了。但她还继续追赶。当她赶上他们的时候，她看见他们已经坐了下来正在翻看包里的东西，所以她向着他们直冲过去。这两个男人大吃一惊，丢开手提包跑了。“包带需要修一修了，”斯特林夫人后来说，“但他们什么也没有抢走。”

注 释

Anne sterling [æns'tə:liŋ] *n.* 安妮·斯特林(人名)。

生词和短语

forest ['fɔrist] *n.* 森林
picnic ['piknik] *n.* 野餐
edge [edʒ] *n.* 边，边沿
strap [stræp] *n.* 带；皮带
possession [pə'zeʃən] *n.* 拥有
in one's possession 拥有

run after … 追赶　　**mend** [mend]. *vt*. 修理

straight [streit] *adv*. 直接地

Comprehension and Précis

Answer these questions *in not more than 70 words.*

1. How many men tried to steal Mrs Sterling's handbag?
2. What was she doing at the time?
3. Did they take the bag after a struggle or not? Where did they run? (*and*)
4. Did she run after them or not? Did she catch up with them or not? (*and*)
5. Had the men sat down or not? What were they doing? (*and*)
6. What did Mrs Sterling do? What did they do? (*so*)

Composition

Rewrite the following sentences using the joining words in brackets:

1. Thieves can be very daring. They can be very timid. (*either . . . or*)
2. A thief once broke into a house. He stole some money. The lady of the house caught him. (*and . . . but*)
3. The thief gave back the money. He paid for the window he had broken. (*not only . . . but*)

Letter-writing

Addressing the envelope

The name and address must appear in the middle of the envelope. Titles are always used with names. Study these examples:

Mr James Thompson or, James Thompson Esq., ('Esquire')
Miss H. Thompson, Mrs D. Thompson,
Mr and Mrs J. Thompson,

Exercise

Address an envelope to a friend who lives abroad.

Key Structures

Both men started running through the trees.

a Do you remember these sentences: (KS 51)

Eating is always a pleasure.
I am very keen on *cycling*.
He sat there without *saying* anything.
I must apologize for not *letting* you know earlier.

b Now study these examples:
I am looking forward to *seeing* him tomorrow. (SD 96b)
I am accustomed to *getting* up early.
I am used to *getting* up early.
(Compare: I used to get up early but I don't any more. KS 83)

c Instead of saying:	*We can say:*
The men started *to run* through the trees.	The men started *running* through the trees.
They began *to run.*	They began *running.*
They continued *to run.*	They continued *running.*

d Compare these sentences:

Now	*Always*
I hate *to disturb* you, but can I come in for a moment please?	I hate *disturbing* people when they are busy.
I'd love (or like) *to sit* in the garden.	I love (or like) *sitting* in the garden when it's fine.

e Study these expressions:
My shirt is torn. It needs *mending.*
Those windows are dirty. They want *washing.*

Exercises
A. There are some verbs in the passage which are similar in form to the examples given above. Can you find them?

B. Give the correct form of the verbs in brackets:
1. I'd love (see) that film. Will it be on tomorrow?
2. He's accustomed to (work) very hard.
3. These shirts need (iron).
4. I hate (leave) so early, but I'm afraid I have to.
5. They continued (argue) till after midnight.
6. Would you like (come) with me?
7. I shall be looking forward to (see) you soon.
8. You must never come into this room without (knock) first.
9. I got tired of (wait) so I left.
10. It began (rain) just as I was going out.
11. I don't believe in (work) too hard.
12. He accused me of (take) his umbrella.

Special Difficulties

Study these uses of the verbs *catch* and *run*:
When she *caught up with* them, she saw that they had sat down. (ll. 12–13) (When she reached them . . .)
They dropped the bag and *ran away*. (ll. 16–17)

Exercise
Write two sentences using each of the verbs given above.

45 A Clear Conscience 问心无愧



the local butcher lost his wallet

The whole village soon learnt that a large sum of money had been lost. Sam Benton, the local butcher, had lost his wallet while taking his savings to the post-office. Sam was sure that the wallet must have been found by one of the villagers, but it was not returned to him. Three months passed, and then one morning, Sam found his wallet outside his front door. It had been wrapped up in newspaper and it contained half the money he had lost, together with a note which said: 'A thief, yes, but only 50 per cent a thief!' Two months later, some more money was sent to Sam with another note: 'Only 25 per cent a thief now!' In time, all Sam's money was paid back in this way. The last note said: 'I am 100 per cent honest now!'

整个村子很快知道了，有一笔很大的款项丢失了。萨姆·本顿，当地的屠户，在带着存款到邮局的路上把钱包丢失了。萨姆相信钱包谅必是被某个村民拾去了，但没有送还给他。三个月过去了。后来有一天早晨，萨姆在自己前门外边发现了他的钱包。是用报纸包起来的，里面装着他丢失的钱的一半，而且附有一张字条，上面写着："一个小偷，是的，但仅仅是个50%的小偷！"两个月之后，又送来了一些钱，并附上另一张字条给萨姆："仅仅是个25%的小偷！"最后，萨姆的全部钱都是这样送回来的。最后一张字条上写着："我现在已经是一个100%诚实的人了！"

注 释

1. Sam Bentom ['sæm'bentən] *n.* 萨姆·本顿(人名)。
2. …it contained half the money he had lost… 讲"……的半数"时用 half the 结构。

生词和短语

clear [klɪə] *a.* 无罪的
conscience ['kɔnʃəns] *n.* 良心
sum [sʌm] *n.* 总数，金额
butcher ['butʃə] *n.* 卖肉的人
wallet ['wɔlit] *n.* 钱夹，皮夹子

Comprehension and Précis

Answer these questions *in not more than 70 words.*

1. Where was the local butcher, Sam Benton, taking his savings? What did he lose? (*but*)
2. Did Sam receive half his money three months later, or did he receive all his money? Did he receive a note or not? (*not only . . . but . . . as well*)
3. What did the note say?
4. Did the thief include a note every time he sent Sam more money or not?
5. What did the last note say?

Composition

Rewrite the following sentences using the joining words in brackets:

1. Sam told everybody about the wallet. He did not try to find the thief. (***but***)
2. The man was not really a thief. He needed money badly. (*but*)
3. He paid back the money. He bought himself a clear conscience. (***not only . . . but also***)

Letter-writing

Address an envelope to a married lady who lives abroad.

Key Structures

Review KS 31, 53, and 89.

a Do you remember these sentences:

This bridge was built in 1942.
The thief was arrested by the police. (KS 31)
I can't find my bag. It must have been stolen.
I must be paid for this. (KS 53)
I was told to wait for him.
He never expected the bicycle to be found. (KS 89)

b Now study these examples:

Instead of saying:	*We can say:*
I found out that *someone had sent the parcel* to the wrong address.	I found out that *the parcel had been sent* to the wrong address.
He told me *the police had arrested the thief.*	He told me the *thief had been arrested* (by the police).

Exercises

A. There are some verbs in the passage which are similar in form to the examples given above. Can you find them?

B. Change the form of the expressions in italics. Do not refer to the passage until you finish the exercise:

The whole village soon learnt that *someone had lost a large sum of money*. Sam Benton, the local butcher, had lost his wallet while taking his savings to the post-office. Sam was sure that *one of the villagers must have found the wallet*, but *no one returned it to him*. Three months passed, and then one morning, Sam found his wallet outside his front door. *Someone had wrapped it up* in newspaper and it contained half the money he had lost, together with a note which said: 'A thief, yes, but only 50 per cent a thief!' Two months later, *someone sent more money* to Sam with another note: 'Only 25 per cent a thief now!' In time, *someone paid back all Sam's money* in this way.

C. Change the form of the verbs in italics. Omit the word *someone* from each sentence:

1. Someone *has prepared* a meal for you.
2. Someone *will translate* the book into English.
3. Someone *must send* a telegram to him.
4. Someone *had put out* the fire before the fire-brigade arrived.
5. Someone *gave* the cat some milk to drink.

Special Difficulties

a Words Often Confused: Steal and Rob.

Steal (something from someone or somewhere): A thief broke into the building last night and stole some money from the safe.

Rob (someone of something): Two thieves attacked him last night and robbed him of all his money.

(a building, a bank, a house etc.) The police have caught the men who robbed the bank.

b Pay back. Study these examples:

All Sam's money was paid back. (ll. 16–17) (It was repaid).

I'll pay you back for what you did to me. (I'll get my revenge on you for what you did to me.)

Exercise

Supply *steal*, *rob* or *back* in the following sentences:

1. Please lend me £5. I'll pay you . . . next week.
2. His house was . . . last night. Thieves broke in and . . . several valuable pictures.
3. He threatened that he would pay me . . . but he hasn't done so yet.
4. The bank clerk . . . some money from the safe.
5. A stranger attacked an old man in the train and . . . him of all his money.

46 Expensive and Uncomfortable 既花钱又受罪



he did not try to run away

When a plane from London arrived at Sydney airport, workers began to unload a number of wooden boxes which contained clothing. No one could account for the fact that one of the boxes was extremely heavy. It suddenly occurred to one of the workers to open up the box. He was astonished at what he found. A man was lying in the box on top of a pile of woollen goods. He was so surprised at being discovered that he did not even try to run away. After he was arrested, the man admitted hiding in the box before the plane left London. He had had a long and uncomfortable trip, for he had been confined to the wooden box for over ten hours. The man was ordered to pay £345 for the cost of the trip. The normal price of a ticket is £230!

当来自伦敦的一架飞机抵达悉尼机场时，工人们开始卸下装着服装的大批木箱子。谁也说不清为什么其中一个箱子极其沉重，突然一个工人想起来要把箱子打开。他看见的情况使他感到惊讶：箱子里一个人正躺在毛织品堆上。由于被发现而非常吃惊，他甚至没有想起要逃跑。被捕之后，这个人承认，他是在飞机离开伦敦之前藏到箱子里的。他度过了一次长时间而又很不舒服的旅行，因为他憋在木箱里已有十多个钟头。这个人被责令为这次旅行交付345英镑。一张票的正常价格是230英镑。

注 释

1. No one could account for the fact that…. 句中 account for 意为说明；that 引导名词从句作同位语，说明 fact 的内容。
2. …that he did not even try to run away. that 引导结果状语从句。

生词和短语

uncomfortable [ʌn'kʌmfətəbl] *a.* 不舒服的

sydney ['sidni] *n.* 悉尼(澳大利亚港市)

unload [ʌn'ləud] *vt.* 卸(货)

extremely [iks'tri:mli] *ad.* 非常〔同义：very〕，极端

astonish [əs'tɔniʃ] *vt.* 使惊讶　　**goods** [gudz] *n.* 商品

woollen ['wulin] *a.* 羊毛(制)的　　**confine** [kən'fain] *vt.* 幽禁，限制

Comprehension and Précis

Answer these questions *in not more than 70 words.*

1. Where did the plane from London arrive? What did workers unload from it? (*and*)
2. What did they contain?
3. Was one of the boxes extremely heavy or not? What did a worker do? (*so*)
4. What did he find on top of a pile of woollen goods?
5. Was the man arrested or not?
6. Had he travelled in the box from London or from Sydney?
7. How much did he have to pay?
8. How much does an ordinary ticket cost?

Composition

Rewrite the following sentences using the joining words in brackets:

1. The man had had an uncomfortable trip. He was very hungry. (*not only . . . but . . . as well*)
2. He had not eaten anything for thirteen hours. He had not drunk anything for thirteen hours. (*neither . . . nor*)
3. Woollen goods cannot be eaten. At least they are soft. The man had had a few hours' sleep. (*but . . . so*)

Letter-writing

1. Write your home address and the date in the way they would appear in a letter to a friend who lives abroad.
2. Write the address of a friend who lives abroad in the way it would appear in a letter to you.

Key Structures

Verbs followed by To, At, For and With. (Compare KS 55)

We can put *to*, *at*, *for* and *with* after certain verbs.

Compare: I saw Tom yesterday.

I shall see *to* the dinner tonight. (I shall prepare it.)

Use this list for reference:

a TO: accustom(ed), amount, appeal, apply (or for), attach(ed), attend, belong, challenge, compare (or with), condemn(ed), confess, confine, consent, convert, entitle(d), listen, mention, object, occur, prefer, react (or against), reply, respond, see, submit, surrender, turn, yield.

b AT: amuse(d) (or by), arrive (or in), astonish(ed) (or by), exclaim, glance, guess, knock (SD 24), look (SD 96b), point (or to), shock(ed) (or by), stare, surprise(d) (or by), wonder (or about), work (or on).

c FOR: account, ask (or of), act (or on), apologize, blame, beg, call (SD 90), charge, exchange, hope, look, mistake, mourn, pay (SD 112b), prepare, provide, search, thank, vote (or on) (KS 55d), wait (or on).

d WITH: agree, begin, communicate, compare (or to), compete (or against), comply, confuse, contrast (or to), cope, correspond, disgust(ed), finish, help (or in), interfere (or in) mix, occup(ied), part, please(d), quarrel (or about), reason, satis(fied) (or by), threaten(ed).

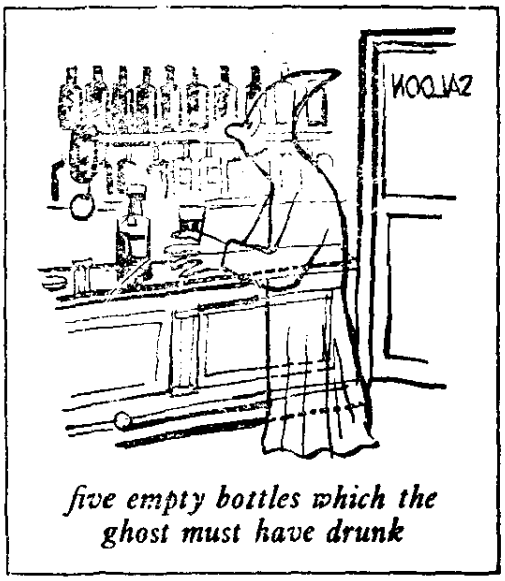
Exercises

A. Point out verbs in the passage which are followed by *to*, *at*, or *for*.

B. Supply the missing words (*to*, *at*, *for* and *with*) without referring to the above lists as far as possible:

1. I don't agree . . . you. 2. She preferred . . . wait . . . him. 3. We have been corresponding . . . each other for years. 4. How do you account . . . this? 5. Do you object . . . my smoking? 6. I'm surprised . . . you! 7. You must reply . . . his letter. 8. He has some important business to attend . . . 9. Do you mean to say you exchanged that lovely car . . . this? 10. Has it occurred . . . you that she must have arrived . . . London Airport by now? 11. I was shocked . . . his indifference! 12. You must comply . . . the rules of the game. 13. Poor Mary! She has so much to cope . . .! 14. Please don't mention it . . . my husband, but I paid £10 . . . this hat. 15. She was quite unprepared . . . the news. 16. Don't blame me . . . the accident! 17. I'm disgusted . . . your behaviour! 18. You forgot to thank Aunt Jane . . . her present. 19. It is rude to stare . . . people. 20. I'm not satisfied . . . your work. 21. His debt now amounts . . . £100. 22. Mix the contents of this packet . . . a little water. 23. I knocked . . . the door. 24. Whom does this book belong . . .? 25. I reasoned . . . him, but he would not listen . . . me. 26. She's accustomed . . . living in comfort. She'll never part . . . her precious possessions. 27. At what time will you call . . . me? 28. The spy surrendered himself . . . the enemy and was condemned . . . death. 29. I've looked . . . it everywhere, but I can't find it. 30. I'll see . . . the cooking tonight. 31. I must apologize . . . keeping you waiting. 32. The class failed to respond . . . the teacher's new methods. 33. He turned . . . me for help, even after I had quarrelled . . . him. 34. Like Micawber, I hope . . . something better. 35. Please apply . . . the secretary for information. 36. There was a note attached . . . the parcel. 37. Just guess . . . the price of this carpet. 38. How long have you been working . . . this exercise? 39. The concert began . . . a piece by an unknown composer. 40. How much did they charge you . . . that?

47 A Thirsty Ghost　　好喝酒的鬼



five empty bottles which the ghost must have drunk

A public house which was recently bought by Mr Ian Thompson is up for sale. Mr Thompson is going to sell it because it is haunted. He told me that he could not go to sleep one night because he heard a strange noise coming from the bar. The next morning, he found that the doors had been blocked by chairs and the furniture had been moved. Though Mr Thompson had turned the lights off before he went to bed, they were on in the morning. He also said that he had found five empty whisky bottles which the ghost must have drunk the night before. When I suggested that some villagers must have come in for a free drink, Mr Thompson shook his head. The villagers have told him that they will not accept the inn even if he gives it away.

伊恩·汤普森先生买的一间小酒店最近又要出卖了。汤普森先生打算把它卖掉，因为这个店好闹鬼。他对我说，有一夜他没能入睡，因为他听到酒吧间里传来一种奇怪的喧闹声。第二天早晨，他发现门都被椅子堵塞起来了，而且家具都搬动过了。虽然睡觉前汤普森先生已把灯关掉了，但在早晨灯又亮了。他还说，他发现五只空的威士忌酒酒瓶，这谅必是头一天晚上鬼喝的。当我暗示说，谅必是某些村民到这儿来喝免费酒的，汤普森先生摇摇头。村民们对他说，即使他把这间小酒店白白送掉，他们也不要。

注　释

1. Ian Thompson ['iən'tɔmpsn] *n.* 伊恩·汤普森(人名)。
2. Though Mr Thompson had turned the lights off…. 句中 though 引出让步状语从句。
3. …even if he gives it away. 句中 even if 引出让步状语从句。

生词和短语

thirsty ['θə:sti] *a.* 口渴的，有某种欲望的
ghost [gəust] *n.* 鬼
be up for sale 待售
haunted [hɔ:ntid] *a.* 有鬼出没的
bar [bɑ:] *n.* 酒巴间
a public house 小旅馆
block [blɔk] *vt.* 阻塞(通路等)
furniture ['fə:nitʃə] *n.* 〔不用复数〕家具(总称)
suggest [sə'dʒest] *v.* 暗示

Comprehension and Précis

Answer these questions *in not more than 70 words.*

1. What did Mr Ian Thompson buy recently? Is it haunted or not? What is he going to do with it? (*but . . . so*)
2. Was there a strange noise in the bar one night or not? Was the room in disorder next morning or not? (*and*)
3. What else did Mr Thompson find?
4. Does he believe that some villagers broke into the bar and had a drink or not?
5. Does anybody in the village want to buy the inn?

Composition

Rewrite the following sentences using the joining words in brackets:

1. One night Mr Thompson heard a noise. He went downstairs. (*and*)
2. In the bar, five men were drinking whisky. They did not see him. (*but*)
3. Mr Thompson put a sheet over his head. He went into the bar. (*and*)
4. The villagers ran away in fear. They never came back again. (*and*)

Letter-writing

Write your name and home address in the way they would appear on an envelope.

Key Structures

Review **KS 93–111**

She is going to swim across the Channel tomorrow. **(KS 93)**
Workers will have completed the new roads by the end of this year. **(KS 96)**
He acted as if he had never lived in England before. **(KS 97)**
He said that . . . He told me . . . He asked . . . **(KS 99)**
If you ate more and talked less we would both enjoy our dinner. **(KS 101)**
Must, Have to and Need. **(KS 104)**

Have. **(KS 105)**
Can and Able to. **(KS 107)**
A large sum of money had been lost. **(KS 111)**

Exercises

A. Underline all the verbs in the passage. Revise any Key Structures you have forgotten.

B. Give the correct form of the verbs in brackets. Do not refer to the passage until you finish the exercise:

A public house which recently (buy) by Mr Ian Thompson is up for sale. Mr Thompson (sell) it because it (haunt). He told me that he (can) not go to sleep one night because he (hear) a strange noise coming from the bar. The next morning he (find) that the doors (block) by chairs and the furniture (move). Though Mr Thompson (turn) the lights off before he (go) to bed, they (be) on in the morning. He also (say) that he (find) five empty whisky bottles which the ghost (must drink) the night before. When I (suggest) that some villagers (must come) in for a free drink, Mr Thompson (shake) his head. The villagers (tell) him that they (not accept) the inn even if he (give) it away.

C. Give the correct form of the verbs in brackets:

1. By the end of next year they (finish) work on the new stadium.
2. If you (break) this window, you would have to pay for it.
3. He would enjoy the concert if he (be) present.
4. If you (can) help me I would be grateful.

D. Supply *mustn't* or *needn't* in these sentences:

1. I . . . go to bed late tonight. I have to get up early tomorrow.
2. You . . . finish your soup if you don't like it.

E. Read this paragraph, then answer the questions below:

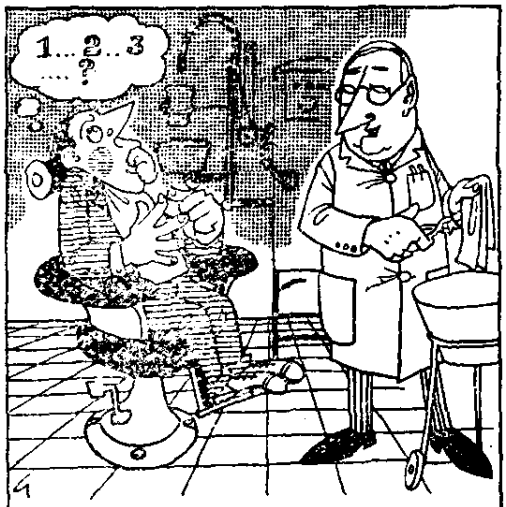
1. 'What are these people looking at?' I asked George.
2. 'I don't know,' George answered. 'I think a new road is being built. It will be finished soon.'
3. George and I joined the crowd. 'All these people are very silly,' I whispered to George. 'They are looking into an empty hole.'
4. 'Some people enjoy watching others work,' George said.
5. Half an hour passed. Suddenly George said to me, 'Hurry up! We've been here for half an hour.' Then he added, 'There is nothing to see in an empty hole.'
6. 'I don't want to go yet,' I answered. 'It's very interesting.'

Questions

1. What did I ask George?
2. What did George answer? What did he think?
3. Why did I tell George that all those people were very silly?
4. What did George say?
5. How much time passed? What did George tell me to do? How long had we been there? What did he add?
6. What did I answer?

48 Did You Want to Tell Me Something?

你是想告诉我什么吗?



I suddenly felt very worried.

Dentists always ask questions when it is impossible for you to answer. My dentist had just pulled out one of my teeth and had told me to rest for a while. I tried to say something, but my mouth was full of cotton-wool. He knew I collected birds' eggs and asked me whether my collection was growing. He then asked me how my brother was and whether I liked my new job in London. In answer to these questions I either nodded or made strange noises. Meanwhile, my tongue was busy searching out the hole where the tooth had been. I suddenly felt very worried, but could not say anything. When the dentist at last removed the cotton-wool from my mouth, I was able to tell him that he had pulled out the wrong tooth.

牙科医生在你不能回话的时候，总是问许多问题。给我治牙的那位牙科医生刚刚拔掉我的一颗牙齿，并叫我休息一会儿。我想说句话，但我的嘴塞满了药棉。他知道我是搜集鸟蛋的，于是询问我的搜集品是否在增长。然后他问我的兄弟可好，又问我是否喜欢伦敦的新工作。在回答这些问题过程中，我要么就点头，要么就是发出奇怪的叫声。与此同时，我的舌头就忙于寻找被拔牙齿的位置。我突然感到忧虑起来，但不能说话。当牙科医生最后把我嘴里的药棉取出时，我总算有可能对他说，他把牙齿拔错了。

生词和短语

impossible [im'pɔsəbl] *a.* 不可能的
cotton-wool ['kɔtn'wul] *n.* 药棉
collect [kə'lekt] *vt.* 收集，采集
search [sə:tʃ] *vi.* 搜查
remove [ri'mu:v] *vt.* 取下

Comprehension and Précis

Answer these questions *in not more than 75 words.*

1. Had the dentist in the story pulled out one of the writer's teeth or not? What had he told him to do? (*and*)
2. Did he ask several questions or not? Could the writer answer them or not? (*but*)
3. What was his mouth full of?
4. Did he suddenly discover something wrong or not? Could he say anything or not? (*but*)
5. What did the dentist eventually remove from his mouth? What did the writer tell him? (*and*)

Composition

Rewrite the following sentences using the joining words in brackets:

1. The dentist smiled. He showed me the tooth. (*and*)
2. He had pulled out the right one. I had not realized it. (*but*)
3. I had made a mistake. I had criticized his work. (*not only . . . but . . . as well*)

Letter-writing

Arrange the following heading in the correct order. Supply full stops and commas; make any other changes you consider necessary.

England/Seaview Hotel/Princes' Avenue/23 September 19—/Brighton.

Special Difficulties

Review: SD 74–112

Exercises

A. Words Often Confused.

Choose the correct words in the following sentences:

1. The new school, (which) (who) has just been completed, is a fine building. (SD 78)
2. He (denied) (refused) that he had taken it. (SD 80a)
3. The waiter (took) (fetched) me a clean glass. (SD 80b)
4. He is (too) (very) ill to do any work. (SD 80c)
5. I had a few (works) (jobs) to do in town this morning. (SD 84c)
6. (A) (One) day I spoke to (one) (a) man (who) (whom) had won the Nobel Prize. (SD 78, 86)
7. A bird flew (past) (passed) my window. (SD 88a)
8. We spent the first day of our holidays in Geneva. The (next) (other) day we went to Basle. (SD 88b)
9. I spent the afternoon (watching) (following) the match. (SD 94a)
10. Ships (continuously) (continually) cross the sea. (SD 98c)
11. 'Did you take that book from the shelf?' he (remarked) (noticed) suddenly. (SD 104)
12. The bank has been (stolen) (robbed). (SD 112a)

B. Write sentences using *so*, *such*, or *such a* with the following words: trouble, beautiful, nice day, tired. (SD 92)

C. Join these sentences using *no sooner . . . than*. (SD 98a)
1. He had come home. They rang him up from the office.
2. The plane had taken off. It returned to the airport.

D. Supply the correct form of *make* or *do* in the following sentences: (SD 102)
1. He has . . . good progress.
2. You never . . . a job properly.
3. Why can't you . . . up your mind?
4. I have to go out now. I must . . . some shopping.
5. . . . me a favour, will you?
6. Don't . . . such a noise.
7. You have just . . . a mistake.
8. He always . . . his best.

E. *Put* (SD 76); *call* (SD 90); *look* (SD 96b); *pick* (SD 106); *catch* (SD 110); *pay* (SD 112b).
Complete these sentences by adding any of the following words: up with, up, off, out, away.
1. Have they put . . . that forest fire?
2. Haven't you learnt how to look . . . a word in the dictionary?
3. I tried to call her . . . but her phone was out of order.
4. Pick . . . all those toys and put them . . .
5. If you can't find a room at the hotel, I can put you . . .
6. Look . . .! That bus nearly hit you!
7. I'll pay . . . the money I borrowed as soon as I can.
8. I can't put . . . . . those children any longer.
9. He's so far ahead of you, you'll never catch . . . . . him.

F. Phrases with *at*. (SD 108)
Use each of the following phrases in sentences:
at once, at a loss, at last, at present, at home.

IF YOU CAN DO THIS TEST GO ON TO UNIT 3

Key Structures

A. Word Order in Compound Statements.

Join these pairs of sentences. Use the joining words in brackets:

1. He read the book. He returned it to the library. (*and*)
2. The boy climbed the tree. He picked some apples. (*and*)
3. I opened the door. He came into the hall. (*and*)
4. He looked for his pen. He could not find it. (*but*)
5. She called to him. He did not answer her. (*but*)
6. Everyone was out. I left a message. (*so*)
7. He plays soccer. He plays rugby. (*both . . . and*)
8. Children enjoy holidays. Adults enjoy holidays. (*both . . . and*)
9. He must be very clever. He must be very foolish. (*either . . . or*)
10. George does not play football. John does not play football. (*neither . . . nor*)
11. George does not play soccer. He does not play rugby. (*neither . . . nor*)
12. He does not know. He does not care. (*neither . . . nor*)
13. He forgot to take his umbrella. He forgot to take his briefcase. (*not only . . . but . . . as well*)

B. Verbs.

a These things always happen.

What is happening? What always happens?

Give the correct form of the verbs in brackets:

'Some people still (believe) the world is flat,' he said.

'You (joke),' I replied. 'I (not know) anyone who does.'

'Well, you (know) me,' he replied. 'I (believe) that the earth is flat. I met a man the other day. I (forget) his name now. He said that the earth (look) like a flat dish.'

'. . . you (try) to tell me that you (believe) him?' I asked.

'I certainly do,' he answered. 'I (think) that he is right.'

'And which side of the dish . . . you (live) on?

'Oh, I (not know). He didn't tell me that!'

b What happened?

The verbs in brackets tell us *what happened.* Give the correct form of each verb:

Late in the afternoon, the boys (put) up their tent in the middle of a field. Then they (cook) a meal over an open fire. They were all hungry and the food (smell) good. After a wonderful meal, they (tell) stories and (sing) songs by the camp fire. But some time later it (begin) to rain. The boys (feel) tired so they (put) out the fire and (creep) into their tent

c What happened? What has happened?
The verbs in brackets tell us *what happened* and *what has happened*. Give the correct form of each verb:
Captain Ben Fawcett has bought an unusual taxi and (begin) a new service. The 'taxi' is a small Swiss aeroplane called a 'Pilatus Porter'. This wonderful plane can carry seven passengers. Captain Fawcett's first passenger (be) a doctor who (fly) from Birmingham to a lonely village in the Welsh mountains. Since then, Captain Fawcett (fly) passengers to many unusual places. Once he (land) on the roof of a block of flats and on another occasion, he (land) in a deserted car park. Captain Fawcett just (refuse) a strange request from a business-man. The man (want) to fly to Rockall, but Captain Fawcett (not take) him because the trip (be) too dangerous.

d What was happening? What happened? What used to happen?
The verbs in brackets tell us *what was happening*, *what happened*, and *what used to happen*. Give the correct form of each verb:
Yesterday afternoon Frank Hawkins (tell) me about his experiences as a young man. Frank is now the head of a very large business company, but as a boy he (work) in a small shop. It (be) his job to repair bicycles and at that time he (work) fourteen hours a day. He (save) money for years and in 1938 he (buy) a small workshop of his own. During the war Frank (make) spare parts for aeroplanes. At that time he (have) two helpers. By the end of the war, the small work-shop had become a large factory which (employ) seven hundred and twenty-eight people. Frank (smile) when he (remember) his hard early years. He still (smile) when the door (open) and his wife (come) in. She (want) him to repair their son's bicycle!

e Going to.
Write these sentences again. Use *going to* in place of the verbs in italics.
1. We *intend to* leave at six o'clock.
2. I *intend to* pay these bills tomorrow.
3. *Do you intend to* write to him?
4. She *does not intend to* look for a new job.
5. When *do you intend to* buy a new car?

f What will happen? What will be happening? What will have happened?
The verbs in brackets tell us *what will happen*, *what will be happening*, and *what will have happened*. Give the correct form of each verb:
The Olympic Games (hold) in our country in four years' time. As a great many people (visit) the country, the government (build) new hotels, an immense stadium, and a fine new swimming pool. They also (build) new roads and a special railway-line. The Games (hold) just outside the capital and the whole area (call) 'Olympic City'. Workers (complete) the new roads by the end of this year. By the end of next year they (finish) work on the new stadium.

g What happened some time ago? What had happened some time before?
The verbs in brackets tell us *what happened some time ago* and *what had happened some time before*. Give the correct form of each verb:
The police (find) Billy Wilkins last night. He (run) away from home five days before. He (spend) the last two nights near a farmhouse. The police (take) him home at once. When she (see) him, his mother (burst) into tears. She (say) he never (run) away before.

h He was asked to call at the station.

Supply the correct form of the verbs in brackets:

Last Tuesday Ted received a letter from the local police. He (ask) to call at the station. Ted wondered why he (want) by the police, but he went to the station. There he (tell) by a smiling policeman that his bicycle (pick) up in a small village four hundred miles away. It now (send) to his home by train. Ted never expected his bicycle to (find). It (steal) twenty years ago when Ted was a boy of fifteen.

i Answer the questions after each statement and question:

1. 'I am very tired,' he said.
   What did he say? (He said that . . .)
2. 'Are you tired?' she asked.
   What did she ask? (She asked if . . .)
3. 'Will Jack arrive tomorrow?' Tom asked.
   What did Tom ask?
4. 'When will Jack arrive?' Tom asked.
   What did Tom ask?
5. 'Have you ever been abroad?' Mary asked.
   What did Mary ask?
6. 'Why didn't you write to me?' Jane asked.
   What did Jane ask?

j If.

Give the correct form of the verbs in brackets:

1. If he (be) out, I'll call tomorrow.
2. You'll miss the train if you (not hurry).
3. If you went to the exhibition, you (enjoy) it.
4. If I (be) in your position, I would act differently.

k Give the correct form of the verbs in brackets:

1. I'd love (see) that film. Will it be on tomorrow?
2. These shirts need (iron).
3. I hate (leave) so early, but I'm afraid I have to.
4. They continued (argue) till after midnight.
5. I shall be looking forward to (see) you tomorrow.
6. I got tired of (wait) so I left.
7. I don't believe in (work) too hard.
8. I did some shopping before (go) home.

C. Must, Need, Have, Can and Able to.

a Supply *mustn't* or *needn't* in these sentences:

1. You . . . make a noise. The children are asleep.
2. You . . . drive so quickly; we have plenty of time.
3. You . . . come with us if you don't want to.
4. You . . . smoke in a theatre. It is forbidden.

b Write these sentences again using constructions with *have* in place of the verbs in italics:

1. *Look* at this.
2. He *washed* before going out.

3. I *swam* in the sea this morning.
4. She is *resting*.

c Supply *could* or *was able to* in the following sentences:
1. . . . I use your telephone please?
2. He . . . leave Europe before the war began.
3. He said he . . . see me tomorrow.
4 He didn't agree with me at first but I . . . persuade him.

D. A, The, Some and Any.
Put in *a*, *the*, *some* or *any* where necessary:
. . . Wayle is . . . small river that cuts across . . . park near my home. I like sitting by . . . Wayle on fine afternoons. It was warm last Sunday, so I went and sat on . . . river bank as usual. . . . children were playing . . . games on . . . bank and there were . . . people rowing on . . . river. Suddenly, one of . . . children kicked . . . ball very hard and it went towards . . . passing boat. . . . people on . . . bank called out to . . . man in . . . boat, but he did not hear them. . . . ball struck him so hard that he nearly fell into . . . water. I turned to look at . . . children, but there weren't . . . in sight.

E. Little and Few.
Write these sentences again using *little*, *less*, *few*, *fewer*, *a little*, and *a few* in place of the words in italics. Make any other necessary changes:
1. There *isn't much* I can do to help him.
2. There aren't many apples on the tree, but you can pick *some* if you want to.
3. He *hasn't got as much* work to do *as* I have.
4. There isn't much whisky in this bottle, but you can have *some* if you want it.
5. He *hasn't as* many books *as* I have.
6. There *weren't many* people in the shop.

F. Where did he go? He went to the cinema.
Supply the missing words in the following:
1. Tell him to come . . . my office. I want to speak to him.
2. The ship sailed . . . the harbour and disappeared from sight.
3. We climbed . . . the top of the mountain.
4. He aimed . . . the bird, fired, and missed.
5. Please bring the tea things . . . the kitchen for me.

G. Verbs Followed by *to*, *at*, *for* and *with*.
Supply the missing words in the following sentences:
1. I agree . . . you. He never listens . . . anybody.
2. Don't blame me . . . that!
3. We must prepare . . . the coming year.
4. He has quarrelled . . . nearly all his old friends.
5. He came into the room without knocking . . . the door.

Special Difficulties

a Words Often Confused.
Choose the correct words in the following sentences:
1. I can't drink this coffee. It is (too) (very) hot.
2. He (denied) (refused) the accusation.

3. He often does (jobs) (works) about the house.
4. The train (passed) (past) at a terrific speed.
5. Have you seen Frank lately? I met him by accident the (next) (other) day.
6. He (looked at) (watched) the newspaper for a few minutes before going out.
7. I feel (such) (so) sleepy, I shall go to bed at once.
8. He is (so) (such a) difficult child. He objects to everything.
9. This water has been boiling (continuously) (continually) for over an hour.
10. He knocked me down and (stole) (robbed) me of all my money.
11. In the end, I bought (one) (a) tie instead of two.
12. I'm surprised you didn't (remark) (notice) my new hat.

b Speech Marks.

Write this piece of conversation again using speech marks:

Haven't you finished this book yet? he asked. I haven't even started it, I answered. Why not? he asked. It's an exciting story. Perhaps it is, I answered, but it's too difficult for me. I spend more time looking up the dictionary than reading the book.

c Complete these sentences by adding any of the following words: back, out, with, up.

1. The firemen found it difficult to put . . . the fire.
2. I'll have to look that . . . in the encyclopaedia.
3. He ran so fast I couldn't catch up . . . him.
4. All his friends are Americans. He has picked . . . an American accent.
5. I haven't any money now. Can I pay you . . . next week?

d Make and Do.

Supply the correct form of *make* and *do* in the following:

1. I . . . a promise never to see him again.
2. I was asked to . . . a speech.
3. That shop . . . very good business.
4. Do you think it will . . . any difference?
5. When did you . . . your homework?
6. He's the sort of person who always . . . trouble.

Unit 3

INSTRUCTIONS TO THE STUDENT

In Unit 2 you learned how to join simple statements with words like 'and', 'but' and 'so' to make compound statements. In this Unit you will learn how to join simple statements with words like 'when', 'as' and 'while' to make complex statements. You will learn how to write sentences which contain several ideas.

Before you begin each exercise, read these instructions carefully. Read them *each time* you begin a new piece. They are very important.

How to work—Comprehension and Précis

Unit 3 contains twenty-four short passages. There are questions under each piece. Your answers to these questions will often take the form of complex statements. Put your answers together to make a short paragraph.

1. Read the passage carefully two or three times. Make sure you understand it.
2. Write a full answer to each question. When several questions are given together, join your answers with the joining words or phrases given in brackets. Each answer you write must be *a complete sentence.*
3. Your answers to the questions must follow each other so that all your sentences will form a complete paragraph.
4. Read through your work and correct your mistakes.
5. Count the number of words in your paragraph. Do not go over the word limit. Words like 'the', 'a' etc. count as single words. Words which are joined by a hyphen (e.g. 'living-room') also count as single words. At the end of your paragraph write the number of words that you have used.

Example

Work through this example carefully and then try to do the exercises in Unit 3 in the same way.

The Last and Longest Journey

Even ships grow old and have to be destroyed. The last journey of a ship, which people have worked in and grown to love, is always a sad occasion. The *F.S. 949* had not been a great liner, or even a remarkable merchant ship. She was a U-boat and had sunk more ships during the war than any other submarine. In one famous battle, she had sunk six ships in twenty-four hours. Alone, she had gone out to meet a convoy of merchant ships. Though these ships were protected by

destroyers, the *F.S. 949* had sunk four of them before she was located. During the long battle that followed, two of the destroyers were sunk and the little submarine was only slightly damaged. Now, under a cold, grey sky, people were watching silently as she came into the harbour. She would soon make her last journey out to sea before resting for ever in the depths she knew so well.

Comprehension and Précis

Answer these questions *in not more than 75 words.*

1. Was the *F.S. 949* an old U-boat or a new one? Would she soon be destroyed or not? (*which*)
2. What had she done during the war?
3. How many ships had she sunk in twenty-four hours in one famous battle?
4. How many merchant ships and destroyers had she sunk on that occasion? Was she slightly damaged or not? (*Though*)
5. What were people doing as the *F.S. 949* now came into the harbour? Would she make her last journey out to sea or not? (*before*)

Answer

The *F.S. 949* was an old U-boat *which* would soon be destroyed. During the war, she had sunk more ships than any other submarine. In one famous battle, she had sunk six ships in twenty-four hours. *Though* on that occasion she had sunk four merchant ships and two destroyers, she was only slightly damaged. People were watching silently as the *F.S. 949* now came into the harbour *before* she made her last journey out to sea.

(74 words)

Composition

Unit 3 contains two types of composition exercise based on ideas suggested by each passage:

1. Writing two or three sentences of your own using the information which has been given in note form.
2. Joining sentences together to make complex statements.

Examples

Work through these examples carefully and then try to do the composition exercises in the same way.

1. Composition

Write two or three sentences using the ideas given below:

Nuclear submarines—may replace ordinary submarines—can travel long distances—*Nautilus*—North Pole—under ice—four days.

A Possible Answer

Nuclear submarines may one day replace ordinary submarines, for they can travel under water over long distances. The American nuclear submarine, *Nautilus*, which sailed across the North Pole, remained under ice for four days.

2. Composition

Rewrite the following sentences using the joining words in brackets:

1. The *F.S. 949* failed to return home after a long sea battle. It was feared that she had been sunk. (*Because*)
2. Everyone was surprised. The submarine suddenly arrived three weeks later. (*when*)
3. She had not been badly damaged. Her radio had been put out of action. (*Although*)

Answer

Because the *F.S. 949* failed to return home after a long sea battle, it was feared that she had been sunk. Everyone was surprised *when* the submarine arrived three weeks later. *Although* she had not been badly damaged, her radio had been put out of action.

Letter-writing

Follow the instructions given under each passage.

Key Structures and Special Difficulties

When you finish the Letter-writing exercise, go on to the language exercises that follow. The Key Structures deal with exactly the same problems that were considered in Units 1 and 2. You may refer back if you have forgotten anything. A little more new information about the Key Structures is added here. Special Difficulties are dealt with after the Key Structures. The work you do in grammar is based on material contained in the passages. Refer to the passages frequently. They will help you to understand the grammar and to do the exercises.

49 The End of a Dream 梦的结局



miraculously unhurt

Tired of sleeping on the floor, a young man in Teheran saved up for years to buy a real bed. For the first time in his life, he became the proud owner of a bed which had springs and a mattress. Because the weather was very hot, he carried the bed on to the roof of his house. He slept very well for the first two nights, but on the third night, a storm blew up. A gust of wind swept the bed off the roof and sent it crashing into the courtyard below. The young man did not wake up until the bed had struck the ground. Although the bed was smashed to pieces, the man was miraculously unhurt. When he woke up, he was still on the mattress. Glancing at the bits of wood and metal that lay around him, the man sadly picked up the mattress and carried it into his house. After he had put it on the floor, he promptly went to sleep again.

德黑兰的一位年轻人睡厌了地板，于是，他积蓄多年买了一张真正的床。有生以来第一次有了一张带垫子的弹簧床，他为此很得意。因为天气很热，他就把床搬到了屋顶上。头两天晚上，他睡得很香，但第三天晚上刮起了暴风。一阵狂风把床吹离了屋顶，"轰"地一声落到下面的院子里。那年轻人直到床撞在地上时才醒。虽然床撞碎了，人却奇特地没有受伤。他醒来时，仍躺在垫子上。他看了看散落在周围的碎木块和碎金属块，唉声叹气地拾起了床垫，并把它扛进屋里。他把垫子铺在地板上，又很快地睡着了。

注 释

1. Tired of sleeping on the floor, tired 前省略了现在分词 being 。可以把这部分看作是省略现在分词 being 的现在分词短语，作原因状语。
2. …sent it crashing into the courtyard below 中， it 是宾语； crashing…below 是现在分词短语，作宾语补足语； below 是副词，作定语，修饰 courtyard 。

生词和短语

save up 储蓄
mattress ['mætris] *n.* 床垫
gust [gʌst] *n.* 阵风
crash [kræʃ] *vi.* (轰的一声)撞在
strike [straik] (struck, striken ['strikən]) *vt.* 撞击
smash [smæʃ] *vt.* 打碎
miraculously [mi'rækjuləsli] *ad.* 奇迹地
pick up 拾起
promptly [prɔmptli] *ad.* 迅速地

⑪

Comprehension and Précis

Answer these questions *in not more than 80 words.*

1. What did a young man in Teheran buy for the first time in his life?
2. Was the weather hot or cold? Did he sleep on the roof of his house or not? (*Because*)
3. Was the bed swept off the roof during a storm three nights later or not?
4. Was the man unhurt, or was he seriously injured? Was he still on his mattress or not? (*not only . . . but*)
5. Was the bed in pieces or not? Did he carry the mattress indoors or not? Where did he put it? Did he go back to sleep or did he stay awake? (*As . . . and*)

Letter-writing

Most letters begin with the word 'Dear' followed by a name. The word 'Dear' should be placed against the left-hand margin:

24 Clayton Ave.,
St. Albans,
Herts.,
England.
17th June, 19—

Dear Tom,

Exercise

Write your address, the date and the beginning of a letter to a friend in the way shown above.

Key Structures

Word Order in Complex Statements (Compare KS 13, 71)

We can join simple statements together to make *complex statements.* Here are some of the joining words we use: when, until, after, as soon as, while, before, because, as, since, to, in order to, although, who, which and that.

Study these simple statements carefully. Pay close attention to the way they have been joined:

He missed the train. He did not hurry.
He missed the train *because* he did not hurry.
He ran fast. He failed to win the race.
Although he ran fast, he failed to win the race.

I was tired. I went to sleep immediately.
I was *so* tired *that* I went to sleep immediately.

My neighbour went to Tokyo for a holiday. He could not return home. He did not have enough money.
My neighbour, *who* went to Tokyo for a holiday, could not return home *because* he did not have enough money.

I went into the garden. I wanted to pick some flowers.
I went into the garden *to* pick some flowers.

I found the door unlocked. I went into the kitchen.
Finding the door unlocked, I went into the kitchen.

The city was destroyed during the war. It has now been completely rebuilt.
Destroyed during the war, the city has now been completely rebuilt.

Exercises

A. How many joining words can you find in the passage? Underline as many as you can.

B. Rewrite these simple statements using the joining words in brackets. Do not refer to the passage until you finish the exercise.

1. A young man in Teheran was tired of sleeping on the floor. He saved up for years to buy a real bed. (*Tired of sleeping*)
2. He became the proud owner of a bed. It had springs and a mattress. (*which*)
3. The weather was very hot. He carried the bed on to the roof of his house. (*Because*)
4. The young man did not wake up. The bed had struck the ground. (*until*)
5. The bed was smashed to pieces. The man was unhurt. (*Although*)
6. He woke up. He was still on the mattress. (*When*)
7. He glanced at the bits of wood and metal. They lay around him. He sadly picked up the mattress. He carried it into his house. (*Glancing . . . that . . . and*)
8. He put it on the floor. He went to sleep again. (*After*)

Composition

Write two or three sentences using the ideas given below:
The man gathered the pieces next morning—repaired the bed—put it on the roof—tied it down—enjoyed many comfortable nights' sleep.

50 Taken for a Ride 兜了一圈

I love travelling in the country, but I don't like losing my way. I went on an excursion recently, but my trip took me longer than I expected.

'I'm going to Woodford Green,' I said to the conductor as I got on the bus, 'but I don't know where it is.'

'I'll tell you where to get off,' answered the conductor.

I sat in the front of the bus to get a good view of the countryside. After some time, the bus stopped. Looking round, I realized with a shock that I was the only passenger left on the bus.

'You'll have to get off here,' the conductor said. 'This is as far as we go.'

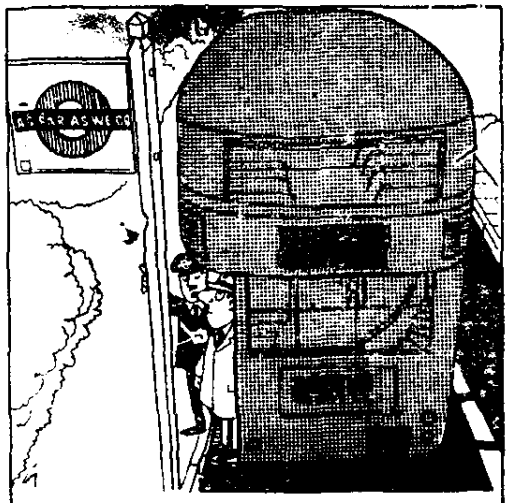
'Is this Woodford Green?' I asked.

'Oh dear,' said the conductor suddenly. 'I forgot to put you off.'

'It doesn't matter,' I said. 'I'll get off here.'

'We are going back now,' said the conductor.

'Well, in that case, I prefer to stay on the bus,' I answered.



'This is as far as we go'

我爱在乡下旅行，但我不乐意迷路。最近我旅行了一次，但这次旅行所花的时间比我预料的要长。

"我到伍德福德格林去，"我上车时对售票员说，"但我不知道它在哪里。"

"我告诉你在哪儿下车好了。"售票员回答说。

我坐在公共汽车的前部，以便饱览农村风光。过了一些时候，车停了。我环视了一下，发现车中只剩下我一个乘客，大吃一惊。

"你得在这里下车，"售票员突然说，"我们就到这里为止了。"

"这是伍德福德格林吗？"我问道。

"啊呀，"售票员说，"我忘记叫你下车了。"

"不要紧，"我说，"我就在这儿下车。"

"现在我们往回开了。"售票员说。

"唉，那样的话，我倒宁愿留在车上。"我回答说。

注 释

…that I was the only passenger left on the bus，这是宾语从句，作 receive 的宾语。英语中，动词与其宾语之间有其他的词隔开的现象是常见的。left on the bus 是过去分词短语，作定语，修饰 passenger.

生词和短语

excursion [iks'kə:ʃən] *n*. 旅行
conductor [kən'dəktə] *n*. 售票员
shock [ʃɔk] *n*. 震惊
passenger ['pæsindʒə] *n*. 乘客
prefer [pri'fə:] *vt*. 宁愿
get off 下(车)，(从火车、船、飞机、公共汽车等)下来
in that case 那样的话

Comprehension and Précis

Answer these questions *in not more than 65 words.*

1. Where did the writer want to go? Did he know the way or not? What did the conductor promise to do? (*but as*)
2. Did they arrive at the bus terminus or not? What did the writer ask? (*When*)
3. What did the conductor realize then? (. . . *that*)
4. Why did the writer stay on the bus? (*because*)

Composition

Rewrite the following sentences using the joining words in brackets:

1. I went into the kitchen. I turned on the light. It was dark. (*On going . . . because*)
2. My brother shouted angrily. The lights went on. (*when*)
3. I spoilt a film. He was developing it. (*which*)

Letter-writing

How to begin a letter

a Friends should be addressed by their first names: e.g. 'Dear Fred'. Never begin a letter with the words 'Dear Friend'.

b When writing to relations you may begin: Dear Mother, Dear Father, Dear Uncle Fred, Dear Aunt Alice, but never 'Dear Cousin', or 'Dear Cousin Fred'.

Exercise

How would you begin letters to: your grandmother; your cousin Elizabeth, your friend Jack, your uncle Tom.

Key Structures

These things always happen. (KS 74)

Here are some more verbs that tell us what always happens:

belong to, consist of, contain, desire, detest, dislike, hate, hope, love, matter, mean, mind, need, want, wish:

This box *contains* 48 matches.
He *needs* a new pair of shoes.
Those papers *belong to* me.
I *hate* writing letters.

Exercises

A. How many verbs in the passage tell us what always happens?

B. What is happening? What always happens?

Give the correct form of the verbs in brackets. Supply speech marks and commas where necessary and arrange the passage into paragraphs: (See SD 74)

Let's eat here I said to my wife. I (prefer) to have a drink first she answered. That's a good idea I said. I picked up the menu. I (not understand) a thing I said. It's all in Spanish. It (not matter) said my wife. What . . . that word (mean) I asked. I (not know) she answered. We called the waiter and pointed to the word on the menu. Two I said, holding up two fingers. After some time, my wife said suddenly Look! He (bring) us two boiled eggs!

Special Difficulties

Words Often Confused.

a Lose, Loose, Miss.

Study these examples:

I don't like losing my way. (ll. 1–2)
Take care not to lose your passport.
Several screws have come loose. I'll have to tighten them.
We haven't seen you for a long time. We have missed you.
We must hurry or we'll miss the train.

b Expect and Wait for.

Study these examples:

My trip took me longer than I expected. (ll. 3–4)
I am expecting Jack to arrive at 6 o'clock, but I shall not wait for him if he is not here by 6.15.

Exercise

Choose the correct words in these sentences:

1. Hurry up! You'll (lose) (miss) the bus.
2. That door-knob has come (lose) (loose). It will fall off soon.
3. Do you (expect) (wait for) him to change his mind?
4. If you bet on that horse you will (loose) (lose) your money.
5. He (waited) (expected) at the street corner for over half an hour before his girl friend arrived.

c My trip took me longer than I expected. (ll. 3–4)

Study these examples:

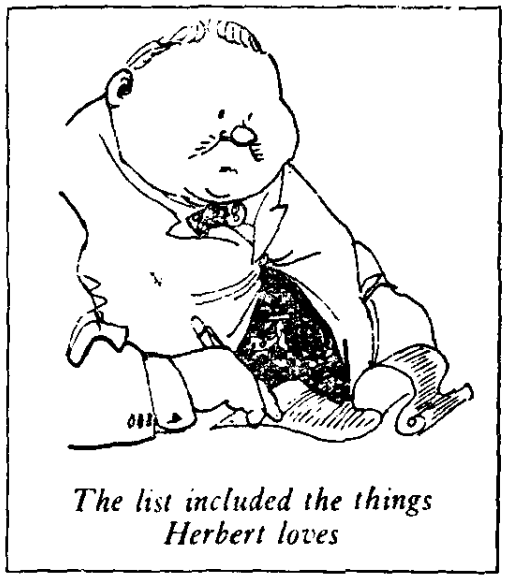
I did the trip in two hours.
The trip took me two hours.

Exercise

Rewrite these sentences so that they begin with *It takes* or *It took.*

1. I get to the office in an hour.
2. I reached Tokyo in fifteen hours.
3. He wrote the book in six months.

51 Reward for Virtue 以示犒赏



The list included the things Herbert loves

My friend, Herbert, has always been fat, but things got so bad recently that he decided to go on a diet. He began his diet a week ago. First of all, he wrote out a long list of all the foods which were forbidden. The list included most of the things Herbert loves: butter, potatoes, rice, beer, milk, chocolate, and sweets. Yesterday I paid him a visit. I rang the bell and was not surprised to see that Herbert was still as fat as ever. He led me into his room and hurriedly hid a large parcel under his desk. It was obvious that he was very embarrassed. When I asked him what he was doing, he smiled guiltily and then put the parcel on the desk. He explained that his diet was so strict that he had to reward himself occasionally. Then he showed me the contents of the parcel. It contained five large bars of chocolate and three bags of sweets!

我的朋友赫伯特一直很胖。但近来情况变得如此糟糕，以致他决定节食了。他在一星期前开始节食。首先，他开了一张长长的所有禁吃的食物单。单子里包括大多数赫伯特爱吃的东西：黄油、土豆、米饭、啤酒、牛奶、巧克力，还有糖果。昨天，我拜访了他。我按了按门铃，看到赫伯特和以往一样胖，并不感到吃惊。他把我领进了他的房间，慌忙把一个大包裹藏到书桌底下。显然，他感到很尴尬。我问他在做什么事，他内疚地笑笑，然后把那个包裹放到书桌上。他解释说，他的饮食节制得如此的严格，以致他不得不偶尔犒劳犒劳自己。然后，他给我看了包里的东西。包里装着五大块巧克力和三袋糖果。

生词和短语

reward [ri'wɔ:d] *n*. 报应
virtue ['və:tju:] *n*. 美德
go on a diet 吃规定的食物，即节食
forbid [fə'bid] *vt*. 禁止（过去分词 forbidden [fə'bidn]）
hurriedly ['hʌridli] *ad*. 匆忙地

embarrass [im'bærəs] *vt.* 使窘迫，使苦恼

guiltily [giltili] *ad.* 内疚地

strict [strikt] *a.* 严格的，严谨的

occasionally [ə'keiʒənəli] *ad.* 偶然地

diet ['daiət] *n.* 饮食，食物

Comprehension and Précis

Answer these questions *in not more than 65 words.*

1. Is Herbert fat or not? Has he gone on a diet or not? (*so . . . that*)
2. Has he forbidden himself all the foods he likes, or has he forbidden himself all the foods he does not like? Has he lost weight or not? (*but*)
3. What did he hide under his desk when the writer visited him yesterday?
4. Did the parcel contain chocolates and sweets, or did it contain biscuits?
5. Why did Herbert say that he had to reward himself occasionally? (*because*)

Composition

Write two or three sentences using the ideas given below:
I invited a friend to dinner—expensive restaurant—good meal—asked for the bill—not enough money—borrowed some from my guest.

Letter-writing

How to begin a letter

If you are writing to a person you do not know very well, you should begin as follows: Dear Mr Brown, Dear Miss Williams, Dear Mrs Smith. Always put a comma after the name.

Exercise

How would you begin a letter to: your sister, your friend Bill, your employer, your old headmaster.

Key Structures

What happened? (KS 76)

Study these sentences carefully. The verbs in italics tell us what happened:

I *got on* the bus and *sat* down.

The magazine I *ordered was sent* to the wrong address.

A fire *broke out* in our town recently and a large factory *was burnt* to the ground.

Exercises

A. Underline the verbs in the passage that tell us *what happened.*

B. Give the correct form of the verbs in brackets. Do not refer to the passage until you finish the exercise:

My friend, Herbert, has always been fat, but things (get) so bad recently that he (decide) to go on a diet. He (begin) his diet a week ago. First of all, he (write) out a long list of all the foods which were forbidden. The list (include) most of the things Herbert loves. Yesterday I (pay) him a visit. I (ring) the bell and (not surprise) to see that Herbert was still as fat as ever. He (lead) me into his room and hurriedly (hide) a large parcel under his desk. It was obvious that he (embarrass). When I (ask) him what he was doing, he (smile) guiltily and then (put) the parcel on the desk. He (explain) that his diet (be) so strict that he (have to) reward himself occasionally. Then he (show) me the contents of the parcel. It (contain) five large bars of chocolate and three bags of sweets!

Special Difficulties

Verbs Often Confused.

a Raise and Rise.

Study these examples:

That boy always raises his hand when I ask a question.
That shelf was too low so we raised it a few inches.
Heavy rains have raised the level of the river this year.

I always rise at six o'clock.
After the concert, everybody rose and clapped.
The sun has just risen.

b Lay and Lie.

Study these examples:

Lay those parcels on the floor please.
Where's my book? I laid it on that shelf a moment ago.
Haven't you laid the table yet?

It's nice to get up in the morning, but it's nicer to lie in bed.
I lay in bed till 10 o'clock last Sunday morning.
The children are playing a game. They've all just lain on the grass.

c Beat and Win.

Study these examples:

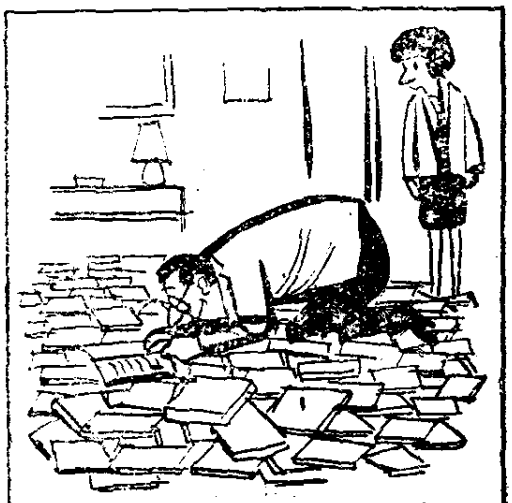
Arsenal beat Manchester United last Saturday.
Arsenal won the game.

Exercise

Choose the correct verbs in the following sentences:

1. Everybody (raised) (rose) when he entered the room.
2. I have been (laying) (lying) here for half an hour.
3. Mrs Jones (laid) (lay) the table before breakfast.
4. The aeroplane (raised) (rose) into the air.
5. I'm not very good at chess. He always (wins) (beats) me.
6. 'Did you (win) (beat) or lose?' I asked.

52 A Pretty Carpet 漂亮的地毯



You can sit here and read the carpet

We have just moved into a new house and I have been working hard all morning. I have been trying to get my new room in order. This has not been easy because I own over a thousand books. To make matters worse, the room is rather small, so I have temporarily put my books on the floor. At the moment, they cover every inch of floor space and I actually have to walk on them to get in or out of the room. A short while ago, my sister helped me to carry one of my old bookcases up the stairs. She went into my room and got a big surprise when she saw all those books on the floor. 'This is the prettiest carpet I have ever seen,' she said. She gazed at it for some time then added, 'You don't need bookcases at all. You can sit here in your spare time and read the carpet!'

我们刚刚搬进一座新房子。我辛辛苦苦地干了一上午活。我一直在设法收拾好我的新房间。这不是件容易的事，因为我有一千多册书。更糟的是，这个房间很小，所以我暂时把书摆在地板上。这时，书把整个地板都覆盖了。我实际上不得不在书上走出走进。片刻之前，我妹妹帮我把我的一只旧书橱抬上了楼。她走进我的房间，见了地板上的那些书，大吃一惊。“这是我所见过的最漂亮的地毯！”她说。她对“地毯”凝视片刻后，又补充说：“你根本不需要书橱。空闲时你可坐在这里读地毯！”

注 释

...I have ever seen 为定语从句，修饰 carpet 。此处关系代词 that 省略了。当被修饰词前面有一最高级形容词修饰时，关系代词常省略。

生词和短语

carpet ['kɑ:pit] *n.* 地毯

get ...in order 把……整理好

temporarily ['tempərərili] *ad.* 暂时地，临时地

actually ['æktjuəli] *ad.* 实际上　**bookcase** [bukkeis] *n.* 书橱
gaze [geiz] *vi.* 凝视　**add** [æd] *vt.* 补充地说

Comprehension and Précis

Answer these questions *in not more than 75 words.*

1. Has the writer been trying to get his new room in order all morning or not?
2. Why has this proved difficult? Do they cover every inch of floor space at the moment or not? (*because . . . which*)
3. What did his sister help him to do a short while ago?
4. Did she get a surprise when she saw his room or not? Did she think that the books made a pretty carpet, or did she find the room untidy? (*but*)

Composition

Rewrite the following sentences using the joining words in brackets:

1. I moved into a new room. Three workmen brought my things upstairs. (*When*)
2. There were several cases of clothes. There were hundreds of books. (*not only . . . but . . . as well*)
3. The pile was as high as the ceiling. I could not get into my room. (*Since*)

Letter-writing

How would you begin letters to: your cousin Ted, your bank manager, your friend Mary, your grandfather.

Key Structures

What has happened? What has been happening? (KS 77)
Compare these pairs of sentences:

It *hasn't rained* for six weeks.
It *has been raining* hard since yesterday and it is still raining.

He *has rung* me up five times since 12 o'clock.
He *has been ringing* me up all morning.

He *has never stayed* at this hotel before.
He *has been staying* at this hotel for the last three weeks.

I *have read* 'Oliver Twist' five times.
I *have been reading* all afternoon.

Exercises

A. Underline the verbs in the passage that tell us *what has happened* and *what has been happening.*

B. Give the correct form of the verbs in brackets. Do not refer to the passage until you finish the exercise:

We just (move) into a new house and I (work) hard all morning. I (try) to get my new room in order. This (not be) easy because I own over a thousand books. The room is rather small, so I temporarily (put) my books on the floor. My sister got a big surprise when she saw all those books on the floor. 'This is the prettiest carpet I ever (see),' she said.

C. What has happened? What has been happening? Give the correct form of the verbs in brackets.

'I (explain) this to you several times already,' said the teacher. 'I hope you (understand) it now.' Then he looked at a little boy at the back of the class. '. . . you (listen), Jones?' he asked. 'Here is a simple problem: "Sally (work) in an office for thirty-four weeks. In that time, she (earn) £10 a week. How much . . . she (earn) so far?" '

'Please, sir,' Jones answered. 'I can only answer your first question. I (not listen).'

Special Difficulties

I have been working hard all morning. (l. 2)

Compare these pairs of sentences:

She has a beautiful voice. She sings beautifully.
He is a slow worker. He works slowly.
He is a hard worker. He works hard.
He is a fast driver. He drives fast.

Now compare these pairs of sentences:

The train arrived very late.
Have you travelled by train lately?

He worked very hard.
He hardly ever does any work.

The plane flew very high.
He thinks very highly of me.

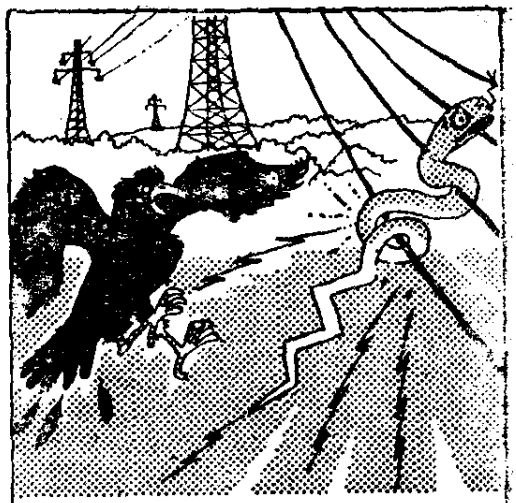
He made sure it was safe before he went near.
He was nearly run over by a car.

Exercise

Choose the correct words in the following sentences:

1. She dusted the furniture very (careful) (carefully).
2. I hit him very (hardly) (hard).
3. This exercise is not (hard) (hardly).
4. I got home from work very (lately) (late) last night.
5. I (near) (nearly) missed the bus this morning.
6. He ran so (fastly) (fast) no one could keep up with him.
7. I can't jump so (highly) (high).

53 Hot Snake 触电的蛇



The explanation was very unusual . . .

At last firemen have put out a big forest fire in California. Since then, they have been trying to find out how the fire began. Forest fires are often caused by broken glass or by cigarette ends which people carelessly throw away. Yesterday the firemen examined the ground carefully, but were not able to find any broken glass. They were also quite sure that a cigarette end did not start the fire. This morning, however, a fireman accidentally discovered the cause. He noticed the remains of a snake which was wound round the electric wires of a 16,000-volt power line. In this way, he was able to solve the mystery. The explanation was simple but very unusual. A bird had snatched up the snake from the ground and then dropped it on to the wires. The snake then wound itself round the wires. When it did so, it sent sparks down to the ground and these immediately started a fire.

消防队员们终于扑灭了加利福尼亚州的一场森林大火。自那时以来，他们一直在设法查明起火的原因。森林火灾常常由碎玻璃或人们随便扔掉的烟头引起。昨天，消防队员们仔细地检查了现场，但未能找到碎玻璃。他们也十分肯定一个烟头不会引起这场火灾。然而，今天早晨，一个消防队员偶然发现了起火的原因。他看到一条死蛇缠在16,000伏特的高压电线上。据此，他揭开了这个秘密。解释是简单但又是异乎寻常的。一只鸟从地上抓起了这条蛇，然后把它扔到电线上，于是这条蛇就缠住了好几根电线。当蛇往电线上缠的时候，就把火花送到了地面，火花立刻引起了一场大火。

生词和短语

hot [hɔt] *a.* 通有高压电的
California [ˌkæli'fɔ:niə] *n.* 加利福尼亚(美国州名)
accidentally ['æksidəntli] *ad.* 意外地，偶然地
cause [kɔ:z] *n.* 原因；*v.* 引起
remains [ri'meinz] *n.* 遗体，余物
wire [waiə] *n.* 电线，金属丝
explanation [ˌeksplə'neiʃən] *n.* 解释，说明，辨解
snatch [snætʃ] *vt.* 抓
spark [spɑ:k] *n.* 火花，闪光

Comprehension and Précis

Answer these questions *in not more than 85 words.*

1. Have firemen put out a big forest fire in California or not? Have they been trying to discover its cause? (*Now that . . .*)
2. Was there any evidence that it was started by broken glass or by a cigarette end or not?
3. Who has just solved the mystery? (*However*)
4. What did he notice? Had it been dropped by a bird on to the electric wires or not? (*which*)
5. Where did the snake wind itself? What had it sent to the ground? Did this cause the fire or not? (*In winding . . . and*)

Composition

Write two or three sentences using the ideas given below:
I was smoking in bed—went to sleep—suddenly woke up—the sheet was burning—I jumped up—put the fire out—a big hole in the sheet.

Letter-writing

Write your home address, the date and the beginning of a letter to a married woman you do not know well.

Key Structures

What happened? What has happened? **(KS 80)**. What has been happening? **(KS 133)**
Study these examples:
I stayed at this hotel five years ago.
Have you ever stayed at this hotel?
I have been staying at this hotel for three weeks.

Exercises

A. Underline the verbs in the passage which tell us *what happened*, *what has happened*, and *what has been happening*.

B. Give the correct form of the verbs in brackets. Do not refer to the passage until you finish the exercise:
At last firemen (put) out a big forest fire in California. Since then, they (try) to find out how the fire (begin). Yesterday the firemen (examine) the ground carefully, but (not be) able to find any broken glass. They (be) also quite sure that a cigarette end (not start) the fire.

C. What happened? What has happened? What has been happening? Give the correct form of the verbs in brackets. Supply speech marks and commas where necessary and arrange the passage into paragraphs. (SD 74)

Jack (look) at his watch for the twentieth time. Suddenly Jill (arrive). I (wait) for over an hour he said angrily. You never come on time. Oh, is that so? Jill (answer). (Be) you here at 2.30? Jack (go) red. Well he (say) I (get) here five minutes late myself, but you (not be) here. I (come) here at exactly 2.30 Jill (say) and I (wait) for five minutes, but you (not come). What you (do) since then? Jack (ask). I just (be) to the hairdresser's Jill (answer) brightly.

Special Difficulties

Words Often Confused.

a Throw to, Throw at, and Throw away.

Study these examples:

Fires are often caused by cigarette ends which people carelessly throw away. (ll. 4–6)

He threw the ball to me and I caught it.

The boy threw a stone at the window and broke it.

b Quite and Quiet.

Study these examples:

They were quite sure that a cigarette end did not start the fire. (ll. 9–10)

The class kept very quiet during the lesson.

c Cause and Reason.

Study these examples:

A fireman discovered the cause of the fire. (ll. 11–12)

What caused the fire?

That is the reason why he left.

I reasoned with him for hours, but I couldn't persuade him to change his mind.

d Drop and Fall.

Study these examples:

A bird had dropped the snake on to the wires. (ll. 17–18)

He fell down the stairs and broke his leg.

Exercise

Use each of the words given above in sentences of your own.

54 Sticky Fingers 粘糊的手指



What a mess!

After breakfast, I sent the children to school and then I went to market. It was still early when I returned home. The children were at school, my husband was at work and the house was quiet. So I decided to make some tarts for tea. In a short time I was busy mixing butter and flour and my hands were soon covered with sticky pastry. At exactly that moment, the telephone rang. Nothing could have been more annoying. I picked up the receiver between two sticky fingers and was dismayed when I recognized the voice of Mrs Bates. It took me ten minutes to persuade her to ring back later. At last I hung up the receiver. What a mess! There was pastry on my fingers, on the telephone, and on the door-knobs. I had no sooner got back to the kitchen than the door-bell rang loud enough to wake the dead. This time it was the postman and he wanted me to sign for a registered letter!

早饭后，我送孩子上学，然后到市场上去。我回到家时，时间还早。孩子们在上学，我丈夫在上班，家里静悄悄的。于是，我决定做几个果馅饼作茶点。过了一会儿我忙着调拌黄油和面粉，我的一双手很快就粘满了粘糊糊的糕粉。就在这时，电话铃响了。没有什么比这更令人恼火了。我用两个粘糊糊的手指拿起了话筒。当我听出是贝茨夫人的声音时，我惊慌失措起来。我花了十分钟时间劝她过会儿再打电话来。最后我挂断了电话。真是糟糕透了！我手指上、电话机上、门的把手上，全粘上了糕粉。我刚走回厨房，门铃又响了，响得足以把死人吵醒。这次是邮递员，他要我签字领一封挂号信！

注 释

1. no sooner…than 刚…就立即。No sooner were the picnic baskets unpacked than it began to rain. 野餐盒刚打开，天就开始下雨了。
2. …to wake up the dead，这里的 the dead 泛指死人。英语里，某些形容词与 the 连用表示一类。

生词和短语

be at work (人)在工作
be at school 在上学
sticky ['stiki] *a.* 粘的
tart [tɑ:t] *n.* 果馅饼
pastry ['peistri] *n.* 糕粉
annoying [ə'nɔiiŋ] *a.* 令人烦恼的
receiver [ri'si:və] *n.* 话筒
dismay [dis'mei] *vt.* (使)灰心，(使)惊愕
persuade [pə(:)'sweid] *vt.* 说服，使信服
door-knob 门把

Comprehension and Précis

Answer these questions *in not more than 75 words.*

1. Did the writer return home from market or not? What did she begin to make? (*As soon as*)
2. Did the telephone ring soon afterwards or not? Were her fingers very sticky or not? (*When*)
3. How long did she spend talking to Mrs Bates on the telephone?
4. Did she look at the mess she had made or not? (*After that*)
5. What was covered with pastry?
6. Who rang the door-bell? (*Just then*)
7. What did he want her to do?

Composition

Rewrite the following sentences using the joining words in brackets:

1. I put the cake in the oven. I forgot all about it. (*After putting*)
2. Two hours had passed. I smelt something burning. (*When*)
3. I went into the kitchen. I found it full of smoke. (*On going*)

Letter-writing

In the first paragraph of your letter you should refer either to a letter you have received or to an event which has prompted you to write. Look at the example below. Note where the first paragraph begins:

Dear Fred,

I was very pleased to learn that you are well.

Exercise

Write your address, the date and the first sentence of a letter to a friend beginning: 'Thank you for . . .'

Key Structures

A, The, Some and Any. (KS 81)

a Some and Any. See KS 81a and SD 30

Study the use of *some* and *any* in these sentences:

Did you get any information? I want some information.
Is there any news in the paper? There is some interesting news in the paper.
Did the storm do any damage? The storm did some damage to the crops.
Did you do any work yesterday? I did some work before breakfast.
Did you bring any luggage? I have some luggage in the car.

b Compare these pairs of sentences:

He was very poor years ago, but now he is a rich man.
The rich should help *the* poor.

She was born deaf and blind.
There are many organizations to help *the* deaf and *the* blind.

c Compare these pairs of sentences:

The school in our village was built last year.
The children went *to school* early this morning.

There is a market for these goods abroad.
The farmer goes *to market* on Saturdays (i.e. to buy and sell).
But: I'm going to *the market*. I want to buy some fruit.

We need a new cinema and a new theatre.
I often go to *the cinema* and *the theatre*.

d Compare these sentences:

It is *the* most interesting exhibition I have ever seen.
Most people enjoyed it.
It is *the* biggest shop in London.
Most shops are closed on Saturday afternoon.

Exercises

A. Underline the words *a*, *the* and *some* in the passage.

B. Put in the words *a*, *the* and *some* where necessary. Do not refer to the passage until you finish the exercise:

After . . . breakfast, I sent . . . children to . . . school and then I went to . . . market. It was still early when I returned home. . . . children were at . . . school, my husband was at . . . work, and . . . house was quiet. So I decided to make . . . tarts for . . . tea. In . . . short time I was busy mixing . . . butter and . . . flour and my hands were soon covered with . . . sticky pastry. At exactly that moment, . . . telephone rang. Nothing could have been more annoying. I picked up . . . receiver between . . . two sticky fingers and was dismayed when I recognized . . . voice of Mrs Bates. It took me ten minutes to persuade her to ring back later. At last I hung up . . . receiver. What . . . mess! There was . . . pastry on my fingers, on . . . telephone, and on . . . door-knobs. I had no sooner got back to . . . kitchen than . . . door-bell rang loud enough to wake . . . dead. This time it was . . . postman and he wanted me to sign for . . . registered letter!

55 Not a Gold Mine　不是金矿



almost worthless

Dreams of finding lost treasure almost came true recently. A new machine called 'The Revealer' has been invented and it has been used to detect gold which has been buried in the ground. The machine was used in a cave near the sea-shore where—it is said—pirates used to hide gold. The pirates would often bury gold in the cave and then fail to collect it. Armed with the new machine, a search party went into the cave hoping to find buried treasure. The leader of the party was examining the soil near the entrance to the cave when the machine showed that there was gold under the ground. Very excited, the party dug a hole two feet deep. They finally found a small gold coin which was almost worthless. The party then searched the whole cave thoroughly but did not find anything except an empty tin trunk. In spite of this, many people are confident that 'The Revealer' may reveal something of value fairly soon.

寻找丢失的金银财宝的梦想近日来几乎变成了现实。一台名叫"探宝器"的新机器已被发明出来，而且已被用来探测埋在地下的黄金。有人在海岸附近的一个山洞里用过这台机器——据说海盗常常把黄金埋在那儿。海盗常常把黄金埋在山洞里，后来又没有去取。有一个探测队，带着这台新探宝器进了山洞，希望找到埋藏着的金银财宝。队长在洞口检查土壤时，探宝器显示出那块地下有黄金。大家十分激动，挖了一个两英尺深的坑。他们最后找到一枚几乎毫无价值的小金币。然后，这个探测队把整个山洞彻底地搜寻了一遍，但是，除了一只空铁皮箱以外什么也没找到。尽管如此，很多人都相信，"探宝器"很快就能探测到一些有价值的东西。

注　释

1. …fail to collect them，fail 后接一不定式，表示否定，意即：不……，不能……。

2. Very excited，前面省略了 being。可以把这部分看作是省略了being的现在分词短语，作原因状语。

3. two feet deep，作定语，修饰 hole 。

生词和短语

treasure ['treʒə] *n.* 财宝
invent [in'vent] *vt.* 发明
detect [di'tekt] *vt.* 探测
pirate ['paiərit] *n.* 海盗
entrance ['entrəns] *n.* 入口
trunk [trʌŋk] *n.* 皮箱
in spite of 尽管
reveal [ri'vi:l] *vt.* 揭示
fairly [fɛəli] *ad* 十分

Comprehension and Précis

Answer these questions *in not more than 65 words.*

1. Is 'The Revealer' a new machine or an old machine? Is it used for detecting buried gold or not? (*which*)
2. Did a search party use this machine or not? Where did they try to find gold recently? (*Using this machine . . .*)
3. Did they examine the cave thoroughly or not? Did they only find a small gold coin? Was it valuable or was it practically worthless? (*Although . . . which*)
4. Do many people believe that the machine may reveal something of value soon or not? (*However*)

Composition

Write two or three sentences using the ideas given below:
I was digging in the garden—lost a gold ring—searched everywhere—dug up the garden—did not find it—found a valuable old coin instead.

Letter-writing

Arrange this heading in the correct order: Sevenoaks, 17 Bunyan St., England, Kent, 27th March, 19—. Now write the first sentence of a letter to a friend beginning: 'I was very pleased to . . .

Key Structures

Pirates would often bury gold in the cave and then fail to collect it.

a Study these sentences carefully:
I dropped my briefcase as I was getting off the bus. (KS 25)
I used to go to work by bus. Now I go by car. (KS 83)
I have given up smoking. I used to smoke very heavily.

b When we refer to a definite time in the past, we can sometimes use *would* in place of *used to*. We cannot, for instance, use *would* in this sentence:
This sort of novel used to be very popular.

But note the use of *would* in these sentences:
When I was young I used to have a lot more free time than I do now. I used to live near my work and *would* always get home early. Sometimes I *would* do a bit of gardening or go for a long walk. Now I never have time for anything like that.

Exercises
A. Underline the verbs in the passage which tell us *what happened, what was happening* and *what used to/would happen.*

B. Give the correct form of the verbs in brackets. Do not refer to the passage until you finish the exercise:
The machine (use) in a cave near the sea-shore where—it is said—pirates (hide) gold. The pirates often (bury) gold in the cave and then (fail) to collect it. Armed with the new machine, a search party (go) into the cave hoping to find buried treasure. The leader of the party (examine) the soil near the entrance to the cave when the machine (show) that there (be) gold under the ground. Very excited, the party (dig) a hole two feet deep. They finally (find) a small gold coin which was almost worthless.

Special Difficulties

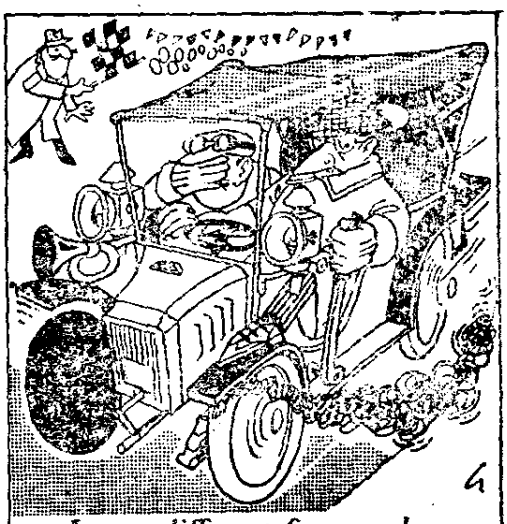
Words Often Confused.
a I use, I am used to, I used to.
Study these examples:
The machine has been used to detect gold which has been buried in the ground. The machine was used in a cave near the sea-shore where—it is said—pirates used to hide gold. (ll. 4–8)
I am used to staying up late. (KS 110b)
I am used to looking after myself.
She didn't like this district at first, but she is used to it now.

Exercise
Choose the correct form of the verbs given in brackets:
1. He (is used to) (used to) work sixteen hours a day.
2. I (use to) (used to) see him often.
3. He always (uses) (used to) scented soap.
4. He (used to) (is used to) buy twenty cigarettes a day.
5. I couldn't stand the noise at first but I (am used to) (used to) it now.
6. I (am used to) (used to) swimming in cold water.

b Gold and Golden.
Study these examples:
It has been used to detect gold. (ll. 3–4)
He has a gold watch.
He missed a golden opportunity.

Exercise
Supply *gold* or *golden*:
1. All that glitters is not . . .
2. Silence is . . .

56 Faster than Sound! 比声音还快!



It was different from modern car races

Once a year a race is held for old cars. A lot of cars entered for this race last year and there was a great deal of excitement just before it began. One of the most handsome cars was a Rolls-Royce Silver Ghost. The most unusual car was a Benz which had only three wheels. Built in 1885, it was the oldest car taking part. After a great many loud explosions, the race began. Many of the cars broke down on the course and some drivers spent more time *under* their cars than *in* them! A few cars, however, completed the race. The winning car reached a speed of forty miles an hour—much faster than any of its rivals. It sped downhill at the end of the race and its driver had a lot of trouble trying to stop it. The race gave everyone a great deal of pleasure. It was very different from modern car races but no less exciting.

每年举行一次旧汽车比赛。去年，很多汽车参加了这种比赛。比赛就要开始之前人们十分激动。最漂亮的汽车之中，有一辆是罗尔斯-罗伊斯银鬼牌汽车。最奇特的汽车是一辆只有三个轮子的本茨牌汽车。由于这辆车是1885年制造的，所以它是参加比赛的汽车中最老的一辆。在一阵又一阵的汽车发动的轰鸣声之后，比赛就开始了。许多车子在途中坏了，有一些驾驶员在车子下面呆的时间比在车子里面呆的时间还要长。不过，有几辆车跑完了全程。获胜的那辆车时速达到四十英里——比任何一辆比赛车都快得多。它在终点冲下了坡，该车司机费了好大劲才把它刹住，这次比赛给人们带来了极大的快乐。这次比赛与现代汽车比赛大不相同，但令人兴奋的程度却是相同的。

注 释

1. Built in 1885：是过去分词短语，作原因状语。
2. …taking part：是现在分词短语，作定语，修饰 car。
3. …in them：这里的 them 指 cars。

生词和短语

excitement [ik'saitmənt] *n.* 激动
handsome ['hænsəm] *a.* 漂亮的
explosion [iks'pləuʒən] *n.* 轰鸣声
break down 坏了
course [kɔ:s] *n.* 道路
rival ['raivəl] *n.* 对手
speed [spi:d] (sped [sped] 或~ed) *vi.* 快行，加速
downhill ['daunhil] *ad.* 下坡
enter for 报名参加

Comprehension and Précis

Answer these questions *in not more than 70 words.*

1. Did a lot of old cars enter for the raee or not? How often is it held? (*which*)
2. What could be heard when they set off? Did many cars break down during the race or not? Did a few manage to complete the course or not? (*and though*)
3. Did the winning car go downhill quickly or slowly? When did its driver have a lot of difficulty trying to stop it? (*so quickly . . . that*)

Composition

Rewrite the following sentences using the joining words in brackets. Where necessary omit the words in italics.

1. There was a loud explosion. My old car stopped. (*and*)
2. I got out. *I wanted to* have a look at the engine. (*to*)
3. Then a man passed me. *He* was driving a large modern car. (*a man who*)
4. I waved to him. He did not stop. (*but*)
5. I passed the large car later. Its driver was changing a wheel. (*When*)

Letter-writing

Learn the following opening phrases by heart:
I am sorry it has taken me so long to write, but . . .
I was glad to hear from you at last and to learn that . . .

Exercise

Write two short paragraphs (of not more than two sentences each) completing the above phrases.

Key Structures

A lot of cars entered for this race.

a Do you remember these sentences: (KS 86)
He is as old as I am.
She is not as intelligent as we think.

There is little I can do to help him.
There were few people in the shop.
There isn't much whisky, but you can have a little.
There aren't many apples, but you can pick a few.

b Now study these sentences:

Instead of saying:
There isn't *much* I can do to help him.

We can say:
There isn't *a lot* I can do to help him.
Or: There isn't *a great deal* I can do to help him.

Many of our products are sold overseas.

A lot of our products are sold overseas.
Or: *A great many of* our products are sold overseas.
Or: *A great number of* our products are sold overseas.

c Study these sentences:

Instead of saying:	*We can say:*
My jacket is *like* yours.	My jacket is *the same as* yours.
My jacket *isn't like* yours.	My jacket is *different from* yours.

Exercises

A. How many comparisons can you find in the passage? Underline them. Note the use in the passage of the following: a lot of, a great deal of, a great many, a few, and different from.

B. Supply the missing words in the following. Do not refer to the passage until you finish the exercise:

Once a year a race is held for old cars. A . . . . . cars entered for this race last year and there was a great . . . of excitement just before it began. One of the . . . handsome cars was a Rolls-Royce Silver Ghost. The . . . unusual car was a Benz which had only three wheels. Built in 1885 it was the . . . (old) car taking part. After a great . . . loud explosions, the race began. . . . of the cars broke down on the course and some drivers spent . . . time *under* their cars than *in* them! A . . . cars, however, completed the race. The winning car reached a speed of forty miles an hour—much faster . . . any of its rivals. It sped down-hill at the end of the race and its driver had a . . . . . trouble trying to stop it. The race gave everyone a great . . . of pleasure. It was very different . . . modern car races but no . . . exciting.

Special Difficulties

Words Often Confused and Misused.

Study the examples given under each heading:

a Handsome (l. 5), Beautiful, Pretty, Good-looking.

He is a very handsome young man.

She used to be very pretty as a child. She is now a beautiful woman.

She's a very good-looking girl, and her boy friend's good-looking too.

b Reach and Arrive at.

The winning car reached a speed of forty miles an hour. (ll. 14–15)

Will you pass me that book please. I can't reach it.

We arrived in New York at five o'clock.

c Take part and Take place.

It was the oldest car taking part. (l. 8)

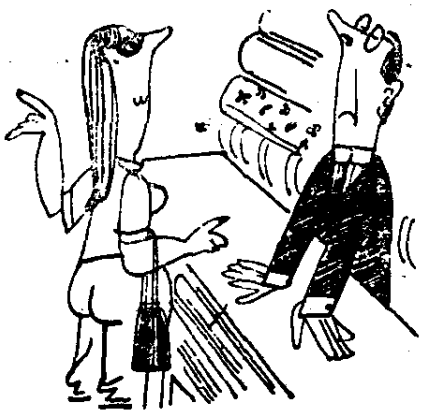
The next race will take place in a year's time.

Exercise

Write eight sentences using each of the above words.

57 Can I Help You Madam?

太太，你想买什么？



The assistant did not like the way she was dressed

A woman in blue jeans stood at the window of an expensive shop. Though she hesitated for a moment, she finally went in and asked to see a dress that was in the window. The assistant who served her did not like the way she was dressed. Glancing at her scornfully, he told her that the dress was sold. The woman walked out of the shop angrily and decided to punish the assistant next day. She returned to the shop the following morning dressed in a fur coat, with a handbag in one hand and a long umbrella in the other. After seeking out the rude assistant she asked for the same dress. Not realizing who she was, the assistant was eager to serve her this time. With great difficulty, he climbed into the shop window to get the dress. As soon as she saw it, the woman said she did not like it. She enjoyed herself making the assistant bring almost everything in the window before finally buying the dress she had first asked for.

一个穿蓝斜纹布裤子的妇女站在高档商品店的橱窗前。尽管她迟疑了一会，但最后还是走进去了，并且要看一件陈列在橱窗里的衣服。接待她的售货员不喜欢她那种穿着。他轻蔑地看了她一眼，告诉她说，那件衣服卖过了。这位妇女气愤地走出了商店，决定次日惩罚他一下。第二天上午，她穿着一件毛皮外衣，一只手拎着一只手提包，另一只手拿着一把长柄伞，又来到这家商店。她认出了那个粗鲁无礼的售货员之后，提出要买那同一件衣服。这位售货员没有认出她是谁，这次热心地接待了她。他费了好大的力气爬进橱窗去取那件衣服。这位妇女一看那件衣服就说不喜欢。在她最后买下她开始要的那件衣服之前，她使这位售货员把橱窗内几乎所有的衣服都拿了出来，为此而暗自高兴。

注 释

1. ...the way she was dressed：she was dressed 是定语从句，修饰 the way。定语从句修饰 the way 时，关系代词常省略。

2. ...dressed in a fur coat，是过去分词短语，作方式状语。

生词和短语

jeans [dʒi:nz] *n.* 细斜纹布裤子
hesistate ['heziteit] *vi.* 迟疑
scornfully ['skɔ:nfuli] *ad.* 轻蔑地
punish ['pʌniʃ] *vt.* 惩罚
fur [fə:] *n.* 软毛，毛皮；*pl.* 皮大衣
seek out 找出
eager ['i:gə] *a.* 热心的

Comprehension and Précis

Answer these questions *in not more than 80 words.*

1. Did the woman in blue jeans hesitate for a moment or not? Did she enter an expensive shop or not? What did she ask to see? (*Though . . . and*)
2. What did an assistant tell her? When did the woman return? Was she dressed in a fur coat or not? (*On being told by*)
3. What was the assistant eager to do this time?
4. What did she make him bring her? What did the woman finally buy? (*After making*)

Composition

Write two or three sentences using the ideas given below:
A shop-owner wanted to see how polite his assistants were—dressed as a tramp—went into his shop—asked to see a suit—was thrown out.

Letter-writing

Learn the following opening phrases by heart:
What a surprise it was to . . .
Forgive me for not writing earlier, but . . .

Exercise
Write two short paragraphs (of not more than two sentences each) completing the above phrases.

Key Structures

At, In, Off and With. Compare KS 29 and 87.
a Study these sentences carefully. Pay close attention to the words in italics.
Phrases with *at*:
He lives *at 27 West Street.*
A large crowd was waiting *at the bus-stop.*
I'll see you *at the station.*
On the way home, we stopped *at a small village called Puddleton.*
Someone is *at the door.*
Phrases with *in*:
There were a lot of people *in the street.*
I would like to live *in a warm country.*
He lives *in Berlin.*

Let's go for a walk *in the park.*
Where's Tom? He's *in his room.*

Phrases with *off*:
The lid came *off* easily.
Take your coat *off.*
The pencil rolled *off* the table.

b Now study these phrases with *in* and *with*:
Can you see that woman *in the blue coat*?
He was dressed *in a black suit.*
That man *with long hair* is supposed to be a poet.
The police are looking for a man *with a scar* on his face.
The woman *with the brown handbag* and long umbrella is a famous novelist.

Exercises

A. Study the use in the passage of the following words: *in*, *at*, *out of*, *to*, *with* and *into*.

B. Supply the missing words in the following sentences. Do not refer to the passage until you finish the exercise.

1. A woman . . . blue jeans stood . . . the window of an expensive shop. Though she hesitated for a moment, she finally went . . . and asked to see a dress that was . . . the window.
2. Glancing . . . her scornfully, he told her that the dress was sold. The woman walked . . . . . the shop angrily.
3. She returned . . . the shop the following morning dressed . . . a fur coat, . . . a handbag . . . one hand and a long umbrella . . . the other.
4. . . . great difficulty, he climbed . . . the shop window.
5. She enjoyed herself making the assistant bring almost everything . . . the window.

Special Difficulties

Make and Let

Study these examples:
She enjoyed herself making the assistant *bring* almost everything in the window. (l. 19)
I can't make him *change* his mind.
The teacher made the boy *write* the exercise again.
Don't let him *persuade* you.
Let me *try.*
Don't let the children *touch* anything in this room please.

Exercise

Complete these sentences:

1. Don't let him . . .
2. Why don't you make him . . .
3. No one can make me . . .
4. Will your parents let you . . .
5. Let's . . .

58 A Blessing in Disguise? 岂非因祸得福?



not one has been struck down

The tiny village of Frinley is said to possess a 'cursed tree'. Because the tree was mentioned in a newspaper, the number of visitors to Frinley has now increased. The tree was planted near a church fifty years ago, but it is only in recent years that it has gained an evil reputation. It is said that if anyone touches the tree, he will have bad luck; if he picks a leaf, he will die. Many villagers believe that the tree has already claimed a number of victims. The vicar has been asked to have the tree cut down, but so far he has refused. He has pointed out that the tree is a useful source of income as tourists have been coming from all parts of the country to see it. In spite of all that has been said, the tourists have been picking leaves and cutting their names on the tree-trunk. So far, not one of them has been struck down by sudden death!

据说弗林利这个小村里有一棵“该诅咒的树”。因为这棵树登过报，所以，参观弗林利的人数现在增多了。这棵树是在五十年前栽在教堂旁边的，但只是近年来才得到一个坏名声。据说，谁要是摸了这棵树，他就要倒霉；他要是摘一片树叶，他就要死。很多村民相信，这棵树已使很多人遭了殃。人们已要求教区牧师叫人把这棵树砍掉，但直到现在他都没有同意。他指出：由于游客络绎不绝地从全国各地来看这棵树，它成了一个有用的财源。尽管有上述传说，游客们还是不断地摘树叶，并把他们的名字刻在树干上。到目前为止，这些人中并没有一个突然死去。

注 释

...it is only in recent years that...reputation. 这是一个强调句，被强调的部分是 only in recent years。

生词和短语

blessing ['blesiŋ] *n.* 福气
disguise [dis'gaiz] *n.* 假装
tiny ['taini] *a.* 小的
cursed [kə:zd] *a.* 该诅咒的,可恶的
evil ['i:vl] *a.* 邪恶的
reputation [ˌrepju(:)'teiʃən] *n.* 名声
claim [kleim] *vt.* 索取
victim ['viktim] *n.* 受害者
vicar ['vikə] *n.* 教区牧师
so far 迄今为止

Comprehension and Précis

Answer these questions *in not more than 80 words.*

1. Has the number of visitors to the village of Frinley increased or not? Is there said to be a 'cursed tree' near a church or not? (*because*)
2. Do the villagers believe that if anyone picks a leaf he will die. What have they asked the vicar to do? (*Since*)
3. Is the tree a useful source of income or not? Has the vicar agreed to have the tree cut down, or has he refused to do so? (*As*)
4. Have tourists been picking leaves or not? Have any of them come to harm or not? (*Meanwhile, though . . .*)

Composition

Rewrite the following sentences using the joining words in brackets:

1. A village well was said to be cursed. It was bought by a man. (*which*)
2. Tourists came to see it. There was not even any water in it. (*though*)
3. The tourists could look into the well. They had to throw a coin in first. (*Before*)

Letter-writing

Learn the following opening phrases by heart:
You will be glad to hear that . . .
Thank you for letting me know that . . .

Exercise
Write two short paragraphs (of not more than two sentences each) completing the above phrases.

Key Structures

Frinley is said to possess a 'cursed tree'.

a Do you remember these sentences: (KS 89)
He is being sent abroad.
I was told to wait for him.
Your wallet has been found.

b Now study these sentences:

Instead of saying:	*We can say:*
People say he is a genius.	*He is said to be* a genius.
	Or: *It is said that* he is a genius.
People say that there is oil under the North Sea.	*There is said to be* oil under the North Sea.
	Or: *It is said that* there is oil under the North Sea.
She gave me a pen.	*I was given* a pen.
	A pen was given to me.
The manager offered the vacant post to him.	*He was offered* the vacant post.
	Or: *The vacant post was offered* to him.

Exercises

A. There are some verbs in the passage which are similar in form to the examples given above. Can you find them?

B. Give the correct form of the verbs in brackets. Do not refer to the passage until you finish the exercise.

1. The tiny village of Frinley (say) to possess a 'cursed tree'. Because the tree (mention) in a newspaper, the number of visitors to Frinley has now increased. The tree (plant) near a church fifty years ago, but it is only in recent years that it has gained an evil reputation. It (say) that if anyone touches the tree he will have bad luck.
2. The vicar (ask) to have the tree cut down, but so far he has refused.
3. In spite of all that (say), the tourists have been picking leaves and cutting their names on the tree-trunk. So far, not one of them (strike) down by sudden death!

Special Difficulties

Verbs Often Confused.

a Increase and Grow. Compare **SD 46c.** Study these examples:

The number of visitors to Frinley has now increased. (ll. 3–5)

She has grown so much she is nearly as tall as I am.

b Gain and Earn. Study these examples:

It has gained an evil reputation. (ll. 7–8)

He has gone abroad and I hear he is earning a lot of money.

c Pick and Cut. Study these examples:

The tourists have been picking the leaves and cutting their names on the tree trunk. (ll. 17–18)

She has picked a lot of flowers.

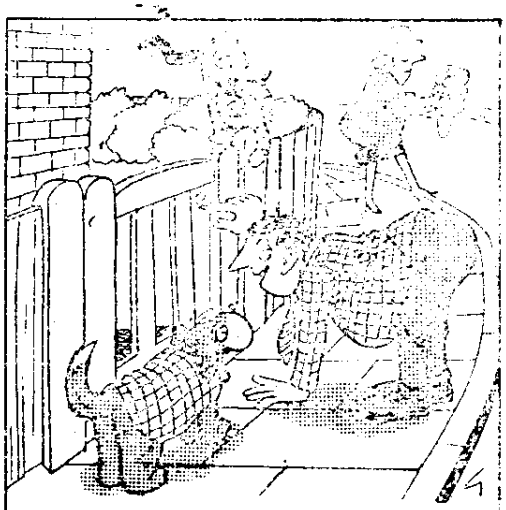
She cut the apple into two.

Exercise

Choose the correct words in these sentences:

1. This fruit is fresh. I have just (cut) (picked) it.
2. If you travel by air, you will (earn) (gain) time.
3. He (earns) (gains) £20 a week.
4. Judy has (increased) (grown) so much I can hardly recognize her.

59 In or Out? 进来还是出去?



My husband spent weeks training him

Our dog, Rex, used to sit outside our front gate and bark. Every time he wanted to come into the garden he would bark until someone opened the gate. As the neighbours complained of the noise, my husband spent weeks training him to press his paw on the latch to let himself in. Rex soon became an expert at opening the gate. However, when I was going out shopping last week, I noticed him in the garden near the gate. This time he was barking so that someone would let him out! Since then, he has developed another bad habit. As soon as he opens the gate from the outside, he comes into the garden and waits until the gate shuts. Then he sits and barks until someone lets him out. After this he immediately lets himself in and begins barking again. Yesterday my husband removed the gate and Rex got so annoyed we have not seen him since.

我们的狗，雷克斯，过去常常在大门外边吠叫。每当它想进园子的时候，它就汪汪直叫，直到有人开门它才罢休。因为邻居抱怨狗叫声，所以我丈夫花了好几周时间来训练它用脚爪按门闩，让它自己进来。雷克斯很快就成了开门专家。然而，上星期，当我准备出去买东西的时候，我看到它在门口园子里。这次它吠叫着要人放它出去！自那以后，它养成了另一种坏习惯。一旦它从外面把门开开，它就走进园子里等着关门。然后它便坐在那儿直叫到有人放它出去为止。出去后，它立刻又进来再开始吠叫。昨天，我丈夫把大门拆掉了，雷克斯很生气，此后，我们就再没有见到它了。

生词和短语

bark [bɑ:k] *vi.* 吠
paw [pɔ:] *n.* 脚爪
latch [lætʃ] *n.* 门闩
since [sins] *ad.* 此后

Comprehension and Précis

Answer these questions *in not more than 80 words.*

1. Why did our dog, Rex, use to sit outside the front gate and bark? (*so that*)
2. Did my husband train him to open the gate himself or not? Has Rex developed another bad habit or not? (*Ever since*)
3. Why does he bark when he is in the garden? (*so that*)
4. Does he let himself in after this or not? Does he bark until someone opens the gate again or not? (*and*)
5. Has my husband removed the gate or not? Has Rex disappeared or not? (*Now that*)

Composition

Write two or three sentences using the ideas given below:
My husband put the gate back—kept it locked—Rex returned—delighted at first—could not open the gate—dissatisfied—disappeared.

Letter-writing

How would the following appear in a letter:
August the first; the third of December; July the second; Avenue; Place; Street, London, East Central 4.

Key Structures

Review KS 130-146
These things always happen. (KS 130)
What happened? (KS 132)
What has happened? What has been happening? (KS 133)
Pirates would often bury gold in the cave . . . (KS 139)
Frinley is said to possess a 'cursed tree'. (KS 146)

Exercises

A. Which verbs in the passage tell us *a* what is happening now; *b* what always happens; *c* what happened; *d* what has happened; *e* what was happening.

B. Give the correct form of the verbs in brackets. Do not refer to the passage until you finish the exercise:
Our dog, Rex (sit) outside our front gate and bark. Every time he (want) to come into the garden he (bark) until someone opened the gate. As the neighbours (complain) of the noise, my husband (spend) weeks training him to press his paw on the latch to let himself in. Rex soon (become) an expert at opening the gate. However, when I (go) out shopping last week, I (notice) him in the garden near the gate. This time he (bark) so that someone would let him out! Since then, he (develop) another bad habit. As soon as he opens the gate from the outside, he (come) into the garden and (wait) until the gate shuts. Then he (sit) and (bark) until someone lets him out. After this he immediately lets himself in and (begin) barking again. Yesterday my husband (remove) the gate and Rex (get) so annoyed we (not see) him since.

C. Write these sentences again changing the form of the words in italics. Omit any words that are not necessary.

1. *People say* that he is very rich.
2. *People say that there is* a hold-up on the roads.
3. She *gave me* a pen.
4. They *gave her a prize.*
5. They *promised us a new office.*

Special Difficulties

To, in order to, so as to, so that, in order that.

Note the way these pairs of sentences have been joined:

He ran to the station. He wanted to catch the train.
He ran to the station *to* catch the train.

I told him about it. I wanted to help you.
I told him about it *in order to* help you.

I opened the door quietly. I did not want to disturb him.
I opened the door quietly *so as not to* disturb him.

He works hard. He wants to pass his exams.
He works hard *in order that he may* pass his exams.

He left the letter on the table. He wanted me to see it.
He left the letter on the table *in order that I might(should)* see it.

He was barking. He wanted someone to let him out.
He was barking *so that someone would* let him out. (ll. 11–13)
He was barking *for someone to* let him out.

He sent a telegram. He wanted his mother to learn the good news.
He sent a telegram *in order that his mother might(should)* learn the good news.
He sent a telegram *for his mother to* learn the good news.

Exercise

Join the following sentences leaving out the verb *to want.*

1. He left early. He did not want to see me. (*so as to*)
2. The secretary asked me into the office. The manager wanted to speak to me. (*so that*)
3. I ran to the station. I did not want to be late. (*so as to*)
4. He worked hard. He wanted to learn English. (*in order to*)
5. He has not sent me his address. He does not want me to write to him. (*so that*)
6. I went to see him. I wanted to find out what had happened. (*to*)

60 The Future 卜算未来



A woman will rush towards you

At a village fair, I decided to visit a fortune-teller called Madam Bellinsky. I went into her tent and she told me to sit down. After I had given her some money, she looked into a crystal ball and said: 'A relation of yours is coming to see you. She will be arriving this evening and intends to stay for a few days. The moment you leave this tent, you will get a big surprise. A woman you know well will rush towards you. She will speak to you and then she will lead you away from this place. That is all.'

As soon as I went outside, I forgot all about Madam Bellinsky because my wife hurried towards me. 'Where have you been hiding?' she asked impatiently. 'Your sister will be here in less than an hour and we must be at the station to meet her. We are late already.' As she walked away, I followed her out of the fair.

在一个乡村集市上，我决定去拜访一个名叫贝林斯基太太的算命人。我走进她的帐篷，她叫我坐下。我给了她一些钱之后，她看着一个晶体球说："你的一位亲戚要来看你了。她今晚到达并打算在这儿住几天。你一走出这帐篷，会大吃一惊的。你很熟悉的一位妇女将急冲冲地向你走过来。她将对你说话，然后她把你从这里领走，就是这些。"

我一走出来，就把贝林斯基太太给我算命的事全忘了，因为我的妻子急急忙忙向我走来："你藏到哪儿去了？"她不耐烦地问，"你姐妹在一小时之内就要来了，我们必须到车站去接她。我们已经迟了。"我跟着她一道走出了集市。

生词和短语

fair [fɛə] *n.* 定期集市
fortune teller ['fɔ:tʃən,telə] 算命先生
tent [tent] *n.* 帐篷
crystal ['kristəl] *a.* 水晶(般)的
intend [in'tend] *vt.* 打算
impatiently [im'peiʃəntli] *ad.* 不耐烦地

Comprehension and Précis

Answer these questions *in not more than 80 words.*

1. Whom did the writer visit at a village fair? Did she tell him that a relation was coming to see him or not? (*who*)
2. Who would speak to him when he left the tent? Would he follow her out of the fair or not? (*She added that . . . and*)
3. Did this come true or not? Did his wife speak to him when he went outside, or did a strange woman speak to him? (*because*)
4. Whom did she tell him they had to meet at the station? Did she lead him out of the fair or not? (*and*)

Composition

Rewrite the following sentences using the joining words in brackets:

1. Fortune-tellers always tell the truth. They speak in general terms. (*because*)
2. They say you will go on a journey. You will meet a friend. They are right. We often do these things. (*If . . . or . . . because*)

Letter-writing

Address an envelope to a married couple who live abroad.

Key Structures

The moment you leave this tent, you will get a big surprise.'

a Do you remember these sentences: (KS 93)
I am going to travel by air.
You will enjoy yourself if you travel by sea.

b Now study these sentences carefully:

Instead of saying:	*We can say:*
He will arrive tomorrow.	He is arriving tomorrow.
He will come at 4 o'clock.	He is coming at 4 o'clock.
She will leave in two days' time.	She is leaving in two days' time.

c Study these sentences. Pay close attention to the words in italics:
If it rains tomorrow we shall stay at home. (KS 43)
The moment he arrives, I shall let you know.
I shall wait here *until he comes.*
As soon as the rain stops, we shall go out.
You must finish your dinner *before you leave the table.*
We'll go into the living-room *after we finish dinner.*
I'll give him the message *when he returns.*

Exercises

A. Underline all the verbs in the passage which tell us what will happen in the future.

B. This is what Madam Bellinsky told the writer. Give the correct form of the verbs in brackets. Note that more than one form can be used for some of these verbs. Do not refer to the passage until you finish the exercise:

A relation of yours (come) to see you. She (arrive) this evening and intends to stay for a few days. The moment you (leave) this tent, you (get) a big surprise. A woman you know well (rush) towards you. She (speak) to you and then she (lead) you away from this place.

C. What will happen tonight? Give the correct form of the verbs in brackets:

A life-boat (set) out tonight to search for the ship-wreck. The crew (send) radio messages to the wreck until they (receive) a signal from the men on board. As soon as they (receive) a signal, they (try) and find the wreck with powerful searchlights. The moment the crew (locate) the wreck, they (fire) a special gun which (carry) a rope from the life-boat to the sinking ship. If the sea is rough, they (pour) oil on the water. They are sure to succeed, but if they fail, a helicopter (send) out tomorrow morning. Helicopters are very useful for rescue work, but they cannot be used at night.

Special Difficulties

At a village fair, I decided to visit a fortune-teller. (Compare SD 38)

Instead of saying:	*It is better to say:*
We went to the fair in the village.	We went to the *village fair.*

Exercise

Write these sentences again. Express the phrases in italics in a different way:

1. *The dining-room in our school* is very large.
2. He told us a *story about ghosts.*
3. She gave me a *present for my birthday.*
4. We stopped at *an inn in the village.*
5. *The leader of the party* made a speech.
6. I have lost the *key to the front door.*
7. He sent me a *card for Christmas.*
8. We are painting the *gate in our garden.*

61 Dangerous Descent 危险的出舱



. . . discover if this is possible

In future, astronauts will be required to descend from a spaceship while it is still in space and to return to it. The ability to do this will be necessary in future flights to distant planets. Scientists are now trying to discover if this is possible. The spaceship *Astra* which left the earth a short time ago, will be travelling three hundred miles into space. At a certain point, the *Astra* will stop for a short time and an astronaut will attempt to leave the stationary spaceship and then return to it. We shall not know whether the experiment has been successful until we have received a radio message. The first message is expected to arrive at 7 o'clock this evening. By that time, the *Astra* will have been flying through space for seventeen hours and will have circled the earth a great many times. When the first radio messages have been received, the results of the trip will be announced immediately.

将来，要求宇航员从停在太空里的飞船中出来并再回到里面去。在将来向遥远的行星飞行的时候，需要这样的能力。科学家们正在探索这是否可能。不久前离开地球的阿斯特拉号飞船将要飞行三百英里进入太空。阿斯特拉号将要在某处稍停片刻，宇航员将试图离开停着的宇宙飞船，然后再回到里面去。等我们接到无线电信息时，才知道试验是否已成功。第一次信息预计在今晚七点到达。到那时，阿斯特拉号将已在太空中连续飞行十七个小时，并已绕地球好多圈了。等到我们收到第一次无线电信息时，我们将立即宣布飞行结果。

生词和短语

astronaut ['æstrənɔ:t] *n.* 宇宙航行员
descend [di'send] *vi.* 出舱
space [speis] *n.* 空间，太空
planet ['plænit] *n.* 行星
stationary ['steiʃənəri] *a.* 静止的
circle ['sə:kl] *vt.* 环绕，盘旋
announce [ə'nauns] *vt.* 宣布

Comprehension and Précis

Answer these questions *in not more than 75 words.*

1. What will it be necessary for astronauts to do in future flights to distant planets?
2. When shall we know whether the astronaut in the spaceship *Astra* has succeeded in his attempt to do this?
3. When is a message expected? When will the results of the trip be announced? (*and*)

Composition

Write three or four sentences using the ideas given below:
A message was received at 7 o'clock—the *Astra* had stopped successfully—the astronaut descended—returned—the spaceship came back to earth—the astronaut received a hero's welcome.

Letter-writing

Learn the following opening phrases by heart:
I have not heard from you for some time, so . . .
It was very kind of you to . . .

Exercise
Write two short paragraphs (of not more than two sentences each) completing the above phrases.

Key Structures

By that time, the *Astra* will have been flying through space for seventeen hours.
a Do you remember these sentences: (KS 96)
I shall be writing letters all day tomorrow.
They will have finished this bridge in a year's time.

b Compare these pairs of sentences:
They will have finished this bridge in a year's time.
By next June they will have been working on it for ten months.

I shall have completed this novel by December.
By then I shall have been working on it for three years.

c Compare these pairs of sentences. Pay close attention to the words in italics. (See KS 49c)

He will have arrived by this time tomorrow.
The moment he has arrived, I shall let you know.

You can go home at 5 o'clock. You will have finished work by then.
Now that you have finished work, you can go home.

We shall go out this afternoon. It will have stopped raining by then.
As soon as it has stopped raining, we shall go out.

Exercises

A. Underline all the verbs in the passage which tell us what will happen in the future.

B. Give the correct form of the verbs in brackets. Do not refer to the passage until you finish the exercise:

The spaceship *Astra* which left the earth a short time ago, (travel) three hundred miles into space. At a certain point, the *Astra* (stop) for a short time and an astronaut (attempt) to leave the stationary spaceship and then return to it. We (not know) whether the experiment has been successful until we (receive) a radio message. The first message is expected to arrive at 7 o'clock this evening. By that time, the *Astra* (fly) through space for seventeen hours and (circle) the earth a great many times. When the first radio messages (receive), the results of the trip (announce) immediately.

Special Difficulties

Words Often Confused.

a Discover and Invent. Study these examples:

Scientists are trying to discover if this is possible. (ll. 5–6)

Whittle invented the jet engine.

b Leave, Live, and Let. Study these examples:

The *Astra* left the earth a short time ago. (ll. 7–8)

He lives in West Street. He leaves home early every morning.

Will he let you try again? (SD 144)

c Travel, Trip, Journey, and Voyage. Study these examples:

We travelled for over fifteen hours.

He wrote a book about his travels.

How long does the trip last?

We had a terrible journey.

He is going on a voyage round the world.

d Stationary and Stationery. Study these examples:

An astronaut will attempt to leave the stationary spaceship. (ll. 11–12)

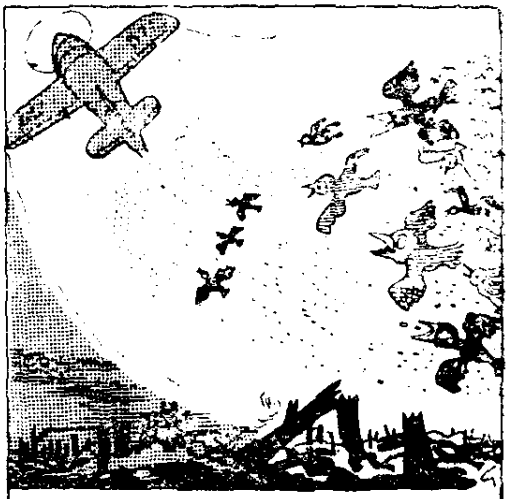
That bookseller also sells stationery. (He sells writing materials.)

Exercise

Choose the correct words in the following sentences;

1. Some people never (leave) (live) home; others (travel) (trip) all the time.
2. She would not (let) (leave) the boy get on the bus even though it was (stationery) (stationary).
3. During the (journey) (travel) I shall write to you on ship's (stationery) (stationary).
4. Who (discovered) (invented) the camera?

62 After the Fire 火灾之后



The seed was sprayed by aeroplanes

Firemen had been fighting the forest fire for nearly three weeks before they could get it under control. A short time before, great trees had covered the countryside for miles around. Now, smoke still rose up from the warm ground over the desolate hills. Winter was coming on and the hills threatened the surrounding villages with destruction, for heavy rain would not only wash away the soil but would cause serious floods as well. When the fire had at last been put out, the forest authorities ordered several tons of a special type of grass-seed which would grow quickly. The seed was sprayed over the ground in huge quantities by aeroplanes. The planes had been planting seed for nearly a month when it began to rain. By then, however, in many places the grass had already taken root. In place of the great trees which had been growing there for centuries, patches of green had begun to appear in the blackened soil.

消防队员与森林大火搏斗了几乎三个星期才把火控制住。不久前，参天大树覆盖着方圆数英里的地方。现在，在一片烧焦的山丘上，灼热的地面上仍冒着烟。冬天快到了，这些小丘对周围的村庄具有毁灭性的威胁，因为大雨不仅会冲走土壤，而且也会引起严重水灾。当火灾终于被扑灭时，森林管理当局订购了好几吨特种速生草籽。飞机把这些草籽大量地撒在地面上。飞机一直播种了将近一个月，这时天开始下起雨来。不过到那时，在很多地方草已长了根。大块大块的绿草开始在烧焦了的土地上长出来，取代在那儿生长了好几世纪的大树。

生词和短语

get...under control 控制住
desolate ['desəlit] *a.* 荒凉的
threaton ['θretn] *vt.* 威胁，恐吓
destruction [dis'trʌkʃən] *n.* 破坏，毁灭
authority [ɔ:'θɔriti] *n.* 当局

take root 生根
spray [sprei] *vt.* 喷
in huge quantities 大量地
patch [pætʃ] *n.* 小块，碎片，补片
in place of 取代，代替
blackened ['blækənd] *a.* 熏黑了的

Comprehension and Précis

Answer these questions *in not more than 75 words.*

1. How long did it take the firemen to get the forest fire under control?
2. Had all the great trees been burnt or not? Was there danger that heavy rain would cause serious floods or not? Would the floods destroy the surrounding villages or not? (*Now that . . . which*)
3. Did the forest authorities order grass-seed to prevent this or not? For how long was it sprayed over the ground by planes? (*To prevent this . . . which . . .*)
4. Did it begin to rain or not? Where had the grass taken root? (*By the time that . . .*)

Composition

Rewrite the following sentences using the joining words in brackets:

1. The firemen cut down trees. They prevented the fire from spreading. (*in order to*)
2. The fire raged for two weeks. It caused millions of pounds worth of damage. (*which*)
3. Forest workers planted young trees quickly. The whole area would become a desert. (*so that . . . not*)

Letter-writing

Write six sentences beginning with each of the following phrases:
I am sorry . . .; Forgive me for . . .; I was so glad . . .; I have not heard . . .; What a surprise . . .; It was very kind . . .

Key Structures

The planes had been planting seed for nearly a month when it began to rain.

a Do you remember these sentences: (KS 97b)
He *lived* in Scotland fifteen years *ago*.
He *had lived* in Scotland for fifteen years *before* he came to England.

Now compare these pairs of sentences:

b He had already finished work before I arrived.
He had been working in a factory for years before he got this job.

I asked him what he had lost.
I asked him what he had been doing all afternoon.

Exercises

A. Underline the verbs in the passage which tell us *what had happened* and *what had been happening.*

B. Give the correct form of the verbs in brackets. Do not refer to the passage until you finish the exercise:

1. Firemen (fight) the forest fire for nearly three weeks before they could get it under control. A short time before, great trees (cover) the countryside for miles around.
2. The planes (plant) seed for nearly a month when it began to rain. By then, however, in many places the grass already (take) root. In place of the great trees which (grow) there for centuries, patches of green (begin) to appear in the blackened soil.

C. What happened? What had happened? What had been happening? Give the correct form of the verbs in brackets:

After Howard Carter (discover) Tutankhamen's tomb, strange reports (appear) in the newspapers. Three of the people who (take) part in the discovery (die) soon afterwards. Though nothing (happen) to Carter himself, newspapers (claim) that these people (die) because of the 'curse of the Pharaohs'. These absurd stories have been forgotten, but Carter's great discovery remains. Archaeologists (search) the Valley of Kings for years, but until 1922 nothing (find).

Special Difficulties

Words Often Confused.

a Control (l. 3) and Check. Study these examples:
He controls a large business company.
A mechanic checked my car engine.

b Great (l. 4) and Big. Study these examples:
The Parthenon is a great building. (An important building.)
Skyscrapers are big buildings.

c Soil (l. 10) and Ground (l. 6).
Olive trees can grow in poor soil.
The ball fell to the ground.

Exercise

Choose the correct words in the following sentences:

1. The inspector (checked) (controlled) my ticket.
2. Nothing can grow in this poor (soil) (ground).
3. Have you (checked) (controlled) those figures?
4. Beethoven was a (big) (great) composer.

63 She was not Amused　　她并不觉得好笑



his fine sense of humour

Geoffrey Hampden has a large circle of friends and is very popular at parties. Everybody admires him for his fine sense of humour—everybody, that is, except his six-year-old daughter, Jenny. Recently, one of Geoffrey's closest friends asked him to make a speech at a wedding reception. This is the sort of thing that Geoffrey loves. He prepared the speech carefully and went to the wedding with Jenny. He had included a large number of funny stories in the speech and, of course, it was a great success. As soon as he had finished, Jenny told him she wanted to go home. Geoffrey was a little disappointed by this but he did as his daughter asked. On the way home, he asked Jenny if she had enjoyed the speech. To his surprise, she said she hadn't. Geoffrey asked her why this was so and she told him that she did not like to see so many people laughing at him!

杰弗里·汉普登交际很广，社交聚会上深受大家欢迎。人人都钦佩他那绝妙的幽默感——人人——就是说，除他的六岁的女儿珍妮以外的每个人。最近，杰弗里的最亲密的朋友中有一位请他在婚礼招待会上讲话。杰弗里就喜欢做这种事。他仔细准备了讲话稿，带着珍妮一道去参加婚礼了。他在讲话中讲到了许多引人发笑的故事。当然，这次讲话很成功。他一讲完，珍妮就告诉他，她想回家。杰弗里因此感到有点扫兴，但他还是按照他女儿的要求做了。在回家的路上，他问是否喜欢这次讲演。使他吃惊的是，她说她不喜欢。杰弗里问她为什么不喜欢。她告诉他说，她不喜欢看到这么多人嘲笑他。

生词和短语

have a large circle of friends　交际广

popular ['popjulə] *a.*　受欢迎的

admire [əd'maiə] *vt.*　赞美，钦佩

humo(u)r ['hju:mə] *n.*　幽默

wedding [wediŋ] *n.*　婚礼

reception [ri'sepʃən] *n.*　招待(会)

be amused at　(对…)感到有趣

Comprehension and Précis

Answer these questions *in not more than 80 words.*

1. Is Geoffrey Hampden greatly admired for his fine sense of humour or not? What was he invited to do? Did he immediately agree to do so or not? (*When Geoffrey . . . who is . . .*)
2. Did the speech contain a lot of funny stories or not? Was it a great success or not? (*Since*)
3. What did his six-year-old daughter, Jenny, want to do after his speech? Was Geoffrey disappointed or not? (*When*)
4. Why had she not enjoyed it? (*because*)

Composition

Write two or three sentences using the ideas given below:

Geoffrey was amused by Jenny's answer—he explained why everybody laughed—there was another reception some time later—Geoffrey made a speech—not very funny—Jenny asked why no one laughed.

Letter-writing

Learn the following opening phrases by heart:

You must be very annoyed with me for . . .

I have just heard that . . .

Exercise

Write two short paragraphs (of not more than two sentences each) completing the above phrases.

Key Structures

He said that . . . He told me . . . He asked . . . (KS 41, 99)

Study these sentences carefully:

'Open the door for me please,' she said to me.

What did she ask me to do?

She asked me to open the door for her.

'Don't make so much noise,' she said to the children.

What did she tell the children?

She told them not to make so much noise.

'Stay to lunch,' he insisted.

What did he do?

He insisted that I should stay to lunch.

'Come with me,' he suggested.

What did he suggest?

He suggested that I should go with him.

Exercises

A. This is the conversation which took place between Jenny and her father. Supply speech marks, commas and question marks where necessary: (SD 74)

1. I want to go home Jenny told him.
2. Did you enjoy the speech Jenny? Geoffrey asked.
3. No she said.
4. Why didn't you enjoy it Geoffrey asked.
5. I do not like to see so many people laughing at you she told him.

B. Now answer these questions. Do not refer to the passage until you finish the exercise:

1. What did Jenny tell him?
2. What did Geoffrey ask Jenny?
3. What did she answer?
4. What did Geoffrey ask her?
5. What did she tell him?

C. Answer these questions:

1. 'Keep quiet!' he said.
   What did he tell me to do?
2. 'Send him a telegram,' he suggested.
   What did he suggest?
3. 'Don't worry about it,' he told me.
   What did he tell me?
4. 'Ask him about it,' he insisted.
   What did he do?

D. Study these examples:

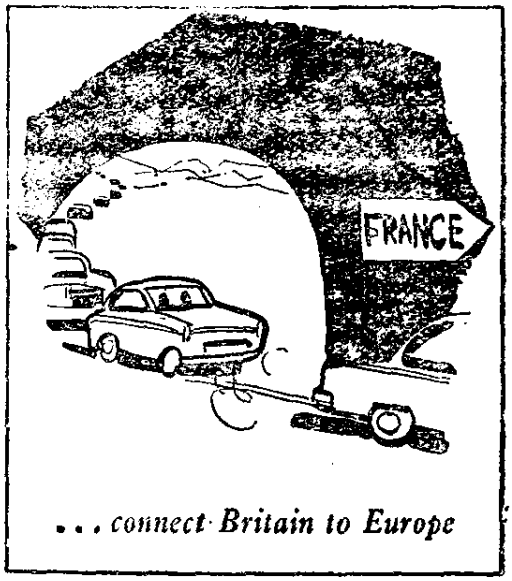
Will it rain tomorrow?
I wonder if it will rain tomorrow.

Why didn't he mention this to me?
I wonder why he didn't mention this to me.

Write the following sentences again beginning each one with 'I wonder'.

1. Can he wait a few minutes longer? I wonder if . . .
2. When will he arrive? I wonder when . . .
3. Has he passed his examination?
4. Where is he?
5. Why didn't she telephone?
6. When shall we see him again?
7. Did she catch the wrong bus?
8. Could you spare me a moment?

64 The Channel Tunnel 英吉利海峡隧道



. . . connect Britain to Europe

In 1858, a French engineer, Aimé Thomé de Gamond, arrived in England with a plan for a twenty-one mile tunnel across the English Channel. He said that it would be possible to build a platform in the centre of the Channel. This platform would serve as a port and a railway station. The tunnel would be well-ventilated if tall chimneys were built above sea-level. In 1860, a better plan was put forward by an Englishman, William Low. He suggested that a double railway tunnel should be built. This would solve the problem of ventilation, for if a train entered this tunnel, it would draw in fresh air behind it. Forty-two years later a tunnel was actually begun. If, at the time, the British had not feared invasion, it would have been completed. Recently, there has again been great interest in the idea of a Channel Tunnel. If it is built, it will connect Britain to Europe for the first time in history.

1858年，一位法国工程师艾梅·托姆德·盖蒙德，带着一份横穿英吉利海峡全长二十一英里的隧道规划到了英格兰。他说，在英吉利海峡的中心处筑一个站台将是可能的。这个站台将用作港口和车站。假如高大的烟囱状通风管伸出海面的话，这条隧道的通风将是良好的。1860年，一个名叫威廉·娄的英国人提出了一项更好的计划。他建议建筑一条双轨隧道，这将解决通风问题，因为如果火车进入此隧道，它将带进新鲜空气。隧道实际开始动工是在四十二年以后，假如当时英国不害怕入侵的话，这条隧道早就建成了。近来，人们对开凿英吉利海峡隧道的想法又有了很大兴趣。如果隧道建成，它将有史以来第一次把英国和欧洲大陆连接起来。

生词和短语

channel ['tʃænl] *n.* 海峡
tunnel ['tʌnl] *n.* 隧道，坑道
platform ['plætfɔ:m] *n.* 站台
port [pɔ:t] *n.* 港，港市
put forward 提出

ventilate ['ventileit] *vt.* 使通风　　**invasion** [in'veiʒən] *n.* 入侵
chimney ['tʃimni] *n.* 烟囱　　**connect** [kə'nekt] *vt.* 连接

Comprehension and Précis

Answer these questions *in not more than 85 words.*

1. Who planned to build a tunnel across the English Channel in 1858? How would it be ventilated? (*The tunnel, which . . .*)
2. Who suggested a better plan two years later?
3. How would passing trains solve the problem of ventilation in his proposed double railway tunnel? (*because they would*)
4. Did work begin forty-two years later or not? Why was it stopped? (*Though . . . because*)
5. Has there been renewed interest in the idea lately or not? (*However*)

Composition

Rewrite the following sentences using the joining words in brackets:

1. The English Channel separates Britain from Europe. The country has not been invaded since 1066. (*Thanks to . . . which*)
2. Modern warfare is far more complex. Such fears no longer exist. (*However, now that . . .*)
3. Britain would benefit enormously from a Channel Tunnel. Europe would benefit enormously from a Channel Tunnel. (*Both . . . and*)

Letter-writing

Write opening sentences which would be suitable for letters to the following:

1. A former school mistress who has just got engaged.
2. A friend who has sent you a telegram on your birthday.
3. A librarian who has sent you information you wanted.
4. An aunt you failed to meet for an appointment.

Key Structures

If the British had not feared invasion, it would have been completed.

a Do you remember these sentences:
If he is out, I'll call tomorrow. **(KS 43a)**
You'll miss the train *if you don't hurry.*
If you went to the exhibition you would enjoy it. **(KS 101b)**
If I were in your position, I would act differently.

b Now study these sentences carefully:
You would have missed the train *if you had not hurried.*
If you had gone to the exhibition, you would have enjoyed it.
If I had been in your position, I would have acted differently.
If you could have made him change his mind, you would have saved him a lot of trouble.

Exercises

A. How many sentences in the passage contain the word *if*? Study the form of the verbs in these sentences.

B. Give the correct form of the verbs in brackets. Do not refer to the passage until you finish the exercise:

1. The tunnel would be well-ventilated if tall chimneys (be) built above sea-level.
2. If a train entered this tunnel, it (draw) in fresh air behind it.
3. If, at the time, the British had not feared invasion, it (complete).
4. If it (be) built, it will connect Britain to Europe for the first time in history.

C. Give the correct form of the verbs in brackets:

1. If you had told me about it earlier I (be able) to help you.
2. If you (can/come) with us, we would have been pleased.
3. You (not make) such a mistake if you had been more careful.
4. If father (be) alive he would be horrified.
5. If it (be) fine tomorrow we shall go for a swim.

Special Difficulties

The verb *draw* has a different meaning in each of these sentences. Study them carefully:

If a train entered this tunnel, it would *draw in* fresh air behind it. (ll. 14–16)

The dog *drew back* in terror when it saw the snake.

A taxi *drew up* outside the bank. (It stopped.) Two men got out and then the taxi *drew off*. (It went away.)

A new trading agreement was *drawn up* between Holland and Denmark. (A new agreement was made.)

Exercise

Choose the correct words in the following sentences:

1. We shall have to draw (in) (up) a new plan.
2. When I recognized who he was I drew (back) (up) in horror.
3. The car drew (back) (up) outside the cinema.

65 Jumbo versus the Police 江波与警察对峙



The police had a difficult time

Last Christmas, the circus owner, Jimmy Gates, decided to take some presents to a children's hospital. Dressed up as Father Christmas and accompanied by a 'guard of honour' of six pretty girls, he set off down the main street of the city riding a baby elephant called Jumbo. He should have known that the police would never allow this sort of thing. A policeman approached Jimmy and told him he ought to have gone along a side-street as Jumbo was holding up the traffic. Though Jimmy agreed to go at once, Jumbo refused to move. Fifteen policemen had to push very hard to get him off the main street. The police had a difficult time, but they were most amused. 'Jumbo must weigh a few tons,' said a policeman afterwards, 'so it was fortunate that we didn't have to carry him. Of course, we should arrest him, but as he has a good record, we shall let him off this time.'

去年圣诞节，马戏团老板吉米·盖茨决定给儿童医院送些礼物。他打扮成圣诞老人，在六个漂亮姑娘组成的“仪仗队”的陪同下，骑着一只名叫江波的小象，沿着城里主要街道出发了。他本应知道警察决不允许这种事情发生的。一位警察走到吉米跟前，告诉他，他应该走小道，因为江波阻碍着交通。尽管吉米同意立即走开，但江波不愿走。十五个警察不得不用很大力气推它，才把它推出了主要街道。警察吃了不少苦头，但他们感到非常有趣。“江波大概有好几吨重。”一个警察事后说道，“侥幸的是，我们还不必抬它走。当然啰，我们本该拘留它，但由于它一贯表现很好，所以这次就饶了它。”

注 释

1. Father Christmas：圣诞老人。
2. …riding a baby elephant called Jumpo，是现在分词短语，作方式状语。
3. He should have known,…，这是虚拟语气结构。下面的 ought to have gone 同此。

4. …to get him off the main street，是动词不定式短语，作结果状语，这里的 off 是介词。

生词和短语

versus ['və:səs] *prep.* (比赛中的)对峙
circus ['sə:kəs] *n.* 马戏团
accompany [ə'kʌmpəni] *vt.* 伴随
set off 出发
approach [ə'prəutʃ] *vt.* 接近，走近
hold up 阻碍
weigh [wei] *vt.* 称，量，掂量
record ['rekɔ:d] *n.* 履历

Comprehension and Précis

Answer these questions *in not more than 80 words.*

1. What did he decide to take to a children's hospital? How did the circus owner, Jimmy Gates, dress up? Did he set off down the main street of the city, or did he go down a side-street? Was he riding an elephant called Jumbo or not? (*After having . . . and . . . riding*)
2. Was he told that he was holding up the traffic or not? Did Jimmy agree to go at once, or not? Did Jumbo agree to go, or did he refuse to move? How many policemen had to push him off the main street? (*On being . . . but . . . so . . .*)
3. Did he have a good record or not? Was Jumbo arrested or not? (*As . . . however, . . .*)

Composition

Write three or four sentences using the ideas given below:
The children were waiting at the hospital—Jimmy and the guard of honour arrived—a great welcome—Jimmy gave presents to the children—they rode on Jumbo—time to leave—Jumbo refused to move.

Letter-writing

Learn the following opening phrases by heart:
I really hate to complain, but . . .
Some time ago, I . . .

Exercise
Write two short paragraphs (of not more than two sentences each) completing the above phrases.

Key Structures

Must, Have to, Should and Ought to.
a Do you remember these sentences:
I must leave now. I have got to leave now. (KS 45a)
She had to go shopping yesterday.

b Now compare these pairs of sentences:
I can't go to the cinema tonight; I must (or have to) write some letters.
I should (or ought to) do some work tonight, but I think I shall go to the cinema instead.

I missed the train, so I had to take a taxi.
I'm sorry I'm late. I should have taken (or ought to have taken) a taxi.

Exercises
A. Study the use in the passage of *have to*, *should* and *ought*.

B. Give the correct form of the verbs in brackets. Do not refer to the passage until you finish the exercise:
1. He (should/know) that the police would never allow this sort of thing. A policeman approached Jimmy and told him he (ought/go) along a side-street as Jumbo was holding up the traffic.
2. Fifteen policemen (have to) push very hard.
3. It was fortunate that we (not have to) carry him. Of course, we (should/arrest) him, but we shall let him off this time.

C. Supply the correct form of *should*, *ought to*, or *have to* in these sentences:
1. He (. . . come) at 4 o'clock if the plane arrives on time.
2. I didn't go shopping this morning as I (. . . do) the housework.
3. She (. . . come) to see me yesterday, but she forgot.
4. You (. . . ask) for permission before you left the table.
5. As they didn't understand, I (. . . explain) everything again.

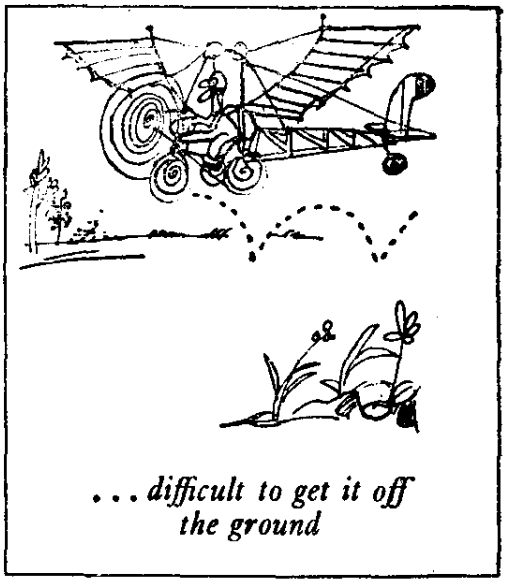
Special Difficulties

a The verb *let* has a different meaning in each of these sentences. Study them carefully:
As he has a good record, we shall *let him off* this time. (l. 19) (We shall not punish him.)
I expected him to help me, but he *let me down*. (He failed to do what I expected him to do.)
If anyone knocks at the door when I am out, don't *let him in*.
Who *let the dog out*?
b Words Often Confused.
Agree and Accept. Study these examples:
Though Jimmy agreed to go at once, Jumbo refused to move. (ll. 12–14)
We are not allowed to accept presents from customers.

c Dress up and Dress.
Dressed up as Father Christmas . . . (ll. 3–4) (Wearing fancy dress.)
I got up at 6 o'clock, washed, shaved, dressed and had breakfast.

Exercise
Choose the correct words in the following sentences:
1. The teacher (agreed) (accepted) the boy's apology and let him (off) (down).
2. He was going to lend me a policeman's uniform so that I could (dress) (dress up) for the party, but he let me (in) (down).

66 Cycling through the Air 在空中骑自行车



. . . difficult to get it off the ground

The Hatfield Puffin is a modern aeroplane, but its designer, Mr John Wimpenny, is finding it difficult to get it off the ground. The reason for this is that this plane is also a bicycle. Its pilot has to pedal hard to get it into the air. After Mr Wimpenny had the plane built, it was tested thoroughly. In 1961, it was the first man-powered aircraft to fly half a mile. While being flown by a champion amateur cyclist in 1963, the plane crashed on an airfield. Since then, Mr Wimpenny has had it rebuilt. He has had the length of the wings increased so that they now measure 93 feet—almost as long as those of a Dakota. Many people have shown interest in this new and unusual sport. But though air cyclists may learn how to fly over short distances, and may, eventually, even get across the English Channel, it is doubtful whether they will ever cycle across the Atlantic.

哈特费尔德普芬是一架时髦的飞机，但设计这架飞机的人，约翰·温佩尼先生感到难于使它飞离地面。其原因是，这架飞机又是一辆自行车。驾驶员为了让它飞上天不得不使劲踩脚踏。温佩尼先生叫人把飞机造好后，对飞机进行了彻底的试验。1961年，它是第一架能飞半英里的人力飞机。1963年，一个业余自行车赛冠军驾驶这架飞机时，这架飞机在机场上坠毁了。自那以后，温佩尼先生叫人重造了一架。他把机翼加长到93英尺——几乎有达科他型飞机的翅膀那样长。许多人对这种新奇的运动感兴趣。但是，尽管空中自行车骑手可以学会如何飞过短距离，甚至最终还可以飞越英吉利海峡，但他们是否能飞过大西洋，却是令人怀疑的。

注 释

while being flown by a champion...*1963*，这是一个时间状语从句，while 和 being 之间省略 it was。在时间状语从句中，如果谓语包含有动词"be"，主语又和主句的主语一致或是 it，就常可以把从句中的主语和谓语的一部分(特别是动词 to be)省略掉。

生词和短语

cycle ['saikl] *vi.* 骑自行车
pilot ['pailət] *n.* 飞行员
pedal ['pedl] *vi* 踩踏板
champion ['tʃæmpiən] *n.* 冠军
amateur ['æmətə] *a.* 业余的
the Atlantic [ət'læntik] *n.* 大西洋

Comprehension and Précis

Answer these questions *in not more than 80 words.*

1. Why is the Hatfield Puffin different from other aeroplanes? (*because*)
2. When did it become the first man-powered aeroplane to cover half a mile?
3. Where did it crash when flown by an amateur champion cyclist two years later?
4. Has its designer, Mr Wimpenny, had it rebuilt or not? Has he had the length of the wings increased to 93 feet or not? Is it likely that planes of this sort will be able to fly great distances or not? (*Though . . . and*)

Composition

Rewrite the sentences below using the joining words in brackets:

1. Few champion cyclists know how to fly. Few pilots are champion cyclists. It is difficult to get a man-powered aircraft off the ground. (*Because . . . and*)
2. The first man-powered aircraft has now been built. It can carry two men. (*which*)
3. It will carry a cyclist. It will carry a pilot. (*not only . . . but . . . as well*)

Letter-writing

Write a short opening paragraph of a letter to a friend who has invited you to go to the theatre with him.

Key Structures

Have. (KS 47 and 105)

Study these sentences carefully:

I washed my car. (I washed it myself.)
I had my car washed. (Someone else washed it for me.)

I shall clean this suit. (I shall clean it myself.)
I shall have this suit cleaned. (Someone else will clean it for me.)

Note this use of *have*:

He had his hair cut yesterday.
I shall have to have my watch repaired.
Did you have your watch repaired?
I didn't have my watch repaired.

Exercises

A. Study this use of *have* in the passage.

B. Write these sentences again using *have* with the verbs in italics. Do not refer to the passage until you finish the exercise.

1. After Mr Wimpenny *built* the plane, it was tested thoroughly.
2. While being flown by a champion amateur cyclist in 1963, the plane crashed on an airfield. Since then, Mr Wimpenny *has rebuilt* it.
3. He *has increased* the length of the wings so that they now measure 93 feet.

C. Rewrite these sentences using *have* with the verbs in italics:

1. He *is building* a new house.
2. She *will make* a new dress.
3. I *did not decorate* the house.
4. They *repaired* the washing machine.
5. We *must cut* this tree down.
6. We have *to install* this new television set.
7. Mr Smith wants *to mend* this clock.

Special Difficulties

He is finding it difficult to get it off the ground. (ll. 3–4)

Study these sentences:

I can't *make him change* his mind. (SD 144) (I can't compel him to change his mind.)
I can't *get him to change* his mind. (I can't persuade him to change his mind.)

Exercise

Rewrite the following sentences using *get* in place of *make*.

1. I made him tell me the truth.
2. He made me answer his questions.
3. She made the boy take the examination.
4. He made me translate the article into English.
5. I shall make the driver stop the bus.
6. You will never make him do it.
7. I can't make him realize how dangerous this is.
8. I couldn't make him do so much work.

67 Volcanoes 火 山



he could not stay for very long

Haroun Tazieff, the Polish scientist, has spent his life-time studying active volcanoes and deep caves in all parts of the world. In 1948, he went to lake Kivu in the Congo to observe a new volcano which he later named Kituro. Tazieff was able to set up his camp very close to the volcano while it was erupting violently. Though he managed to take a number of brilliant photographs, he could not stay near the volcano for very long. He noticed that a river of liquid rock was coming towards him. It threatened to surround him completely, but Tazieff managed to escape just in time. He waited until the volcano became quiet and he was able to return two days later. This time, he managed to climb into the mouth of Kituro so that he could take photographs and measure temperatures. Tazieff has often risked his life in this way. He has been able to tell us more about active volcanoes than any man alive.

波兰科学家哈罗恩·泰哲夫花了毕生精力研究世界各地的活火山以及深洞。1948年，他到刚果基乌湖观察过一个新火山，后来他把这火山叫做基特罗。泰哲夫在火山猛烈喷发的时候，把自己的帐篷搭在十分靠近那火山的地方。虽然他设法拍了许多极好的照片，但他不能在火山附近久停。他看到一股岩浆朝他流来。威胁着他，将他团团围住，但泰哲夫还是设法及时躲开了。他一直等到火山静了下来，两天后他终于又回到火山上。这次他设法爬进了基特罗火山口，以便能拍到照片，测量温度。泰哲夫常常就是这样不顾生命危险的。他已能比任何活着的人都要多地告诉我们活火山的情况。

注 释

...in all parts of the world，是介词短语，作定语，修饰 active volcanoes and deep caves。

生词和短语

volcano [vɔl'keinəu] *n.* 火山
The Congo ['kɔŋgəu] 刚果
observe [əb'zə:v] *vt.* 观察
set up 搭起
erupt [i'rʌpt] *vt.* 喷发
escape [is'keip] *vi.* 逃脱
in time 及时
temperature ['temprit∫ə] *n.* 温度

Comprehension and Précis

Answer these questions *in not more than 80 words.*

1. Where did Tazieff, the Polish scientist, go in 1948? Why did he go there? What did he call it? (*to . . . which*)
2. Did he take photographs or not? Did he have to leave almost at once or not? Did a river of liquid rock threaten to surround him or not? (*After taking . . . because*)
3. Did he escape just in time or not? When did he return? Had the volcano become quiet, or was it still active? (*but . . . when*)
4. Where did he climb this time? Why did he do so? (*in order to*)

Composition

Write three or four sentences using the ideas given below:
Tazieff went into mouth of Kituro—saw the boiling red centre—ash—lumps of rock shooting up—in great danger—took photographs—returned to camp.

Letter-writing

Write six sentences beginning with each of the following:
Thank you . . .; What a . . .; Forgive . . .; I have not . . .; I am sorry . . .; It was very . . .

Key Structures

Can, Able to and Manage to

a Do you remember these sentences: (KS 107b and c)
I couldn't understand him.
I wasn't able to understand him.
He was able to leave Europe before the war began.

b Managed to can be used like *was able to* to show that an action has been completed successfully. (KS 107c)

Instead of saying:	*We can say:*
He didn't agree with me at first but I *was able to* persuade him.	He didn't agree with me at first but I *managed to* persuade him.
He *was able to* leave Europe before the war began.	He *managed to* leave Europe before the war began.

Exercises

A. Underline the verbs *could*, *was able to* and *managed to* in the passage. Note how they have been used.

B. Supply *could*, *was able to* or *managed to* in this paragraph. Do not refer to the passage until you finish the exercise.

Tazieff . . . set up his camp very close to the volcano while it was erupting violently. Though he . . . take a number of brilliant photographs, he . . . not stay near the volcano for very long. He noticed that a river of liquid rock was coming towards him. It threatened to surround him completely, but Tazieff . . . escape just in time. He waited until the volcano became quiet and he . . . return two days later. This time, he . . . climb into the mouth of Kituro so that he . . . take photographs and measure temperatures.

C. Rewrite these sentences using *managed to* in place of *could not*.

1. I could not get into town this morning.
2. They could not find the boy who had run away.
3. He could not find a new job.
4. I could not translate the passage into English.
5. They could not swim to the other side of the river.

Special Difficulties

Phrases with Say and Tell. (KS 41) Study these phrases:

a Say

Did he *say anything* to you about it? No, he *said nothing*.
He knelt down and *said his prayers*.
If you want some more cake, please *say so*.
I'm sure it would help if you could *say a good word* for him.
He *said goodbye* and left.
Please *say no more* about it.

b Tell

He has been able to tell us more about volcanoes . . . (ll. 19–20)
Can you *tell me* anything *about* it?
Please *tell us a story*.
Can you *tell the time* in English?
I want you to *tell me the truth*.
He often *tells lies*.
If you promise not to tell anyone, I'll *tell you a secret*.
Can't you *tell the difference* between an Austin and a Morris?

Exercise

Supply the correct form of *say* or *tell* in the following sentences:

1. He is only five, but he can already . . . the time.
2. They asked the prisoner several questions, but he . . . nothing.
3. If you . . . so, I suppose it's true. I don't think you would . . . me a lie.
4. They are so alike, I can't . . . the difference between them.
5. He . . . me about his experiences in the Navy.
6. If you could . . . a good word for him, he might get the job.

68 Persistent 缠住不放

I crossed the street to avoid meeting him, but he saw me and came running towards me. It was no use pretending that I had not seen him, so I waved to him. I never enjoy meeting Bert Dykes. He never has anything to do. No matter how busy you are, he always insists on coming with you. I had to think of a way of preventing him from following me around all morning.

'Hullo, Bert,' I said. 'Fancy meeting you here!'

'Hullo, Elizabeth,' Bert answered. 'I was just wondering how to spend the morning—until I saw you. You're not busy doing anything, are you?'

'No, not at all,' I answered. 'I'm going to . . .'

'Would you mind my coming with you?' he asked, before I had finished speaking.

'Not at all,' I lied, 'but I'm going to the dentist.'

'Then I'll come with you,' he answered. 'There's always plenty to read in the waiting room!'



There's always plenty to read

我横穿马路以便避开他，但他看到了我并朝我跑过来。装作没看见他是没有用的了。所以我向他挥了挥手。我从来就不想见伯特·戴克斯。他一向无所事事。不管你怎么忙，他总是坚持要跟着你。我不得不想个办法，免得他把我缠上整整一个上午。

"喂，伯特，"我说，"想不到在这儿见到你了！"

"喂，伊丽莎白，"伯特回答说，"直到碰上你以前，我正在为如何消磨这一上午而发愁呢。你不在忙什么，是吗？"

"是啊，一点儿也不忙，"我回答说，"我打算去…"

"我跟你一道走走，你反对吗？"我还没有说完他就问道。

"根本不反对，"我撒谎道，"不过我想去看牙科医生。"

"那我跟你一道去好了，"他回答说，"候诊室里总有许多东西可读的！"

生词和短语

persistent [pə'sistənt] *a.* 坚持的
pretend [pri'tend] *vi.* 假装
prevent ... from 使……免遭
insist on 坚持
fancy ['fænsi] *a.* 意想不到
lie [lai] *vi.* 说谎
dentist ['dentist] *n.* 牙科医生

Comprehension and Précis

Answer these questions *in not more than 70 words.*

1. Did Elizabeth try to avoid meeting Bert Dykes or not? Was she able to do so or not? (*Even though*)
2. Did he always insist on accompanying her or not? What did she have to do? (*As*)
3. Where did she tell him she was going? Why did he say he would come with her? (*When*)

Composition

Rewrite the sentences below using the joining words in brackets:

1. There was a dentist nearby. She knew him well. Elizabeth decided to go there. She would explain what had happened. (*As . . . whom . . . in order to*)
2. Bert was in the waiting room. Elizabeth spoke to the dentist. He told her to leave at once through another door. (*While . . . and*)
3. Elizabeth left. The dentist went into the waiting room. 'Do you want to have your teeth examined?' he asked Bert. (*After . . . and asked Bert if . . .*)

Letter-writing

Write four sentences beginning with each of the following:
You must be very annoyed with me for . . .
I have just heard that . . .
I really hate to complain, but . . .
Some time ago, I . . .

Key Structures

I crossed the street to avoid meeting him.
Compare KS 51 and 110.

a Study these sentences carefully. Pay close attention to the words in italics:
I always *avoid travelling* during rush-hour.
He *enjoys playing* football.
He completely *denies taking* it.
Fancy meeting you here!
It's no use crying about it.
It's not worth worrying about.
I can't stand people *shouting* and *pushing*.
Can't you see *I'm busy writing?*
Would you mind opening the window?
I don't mind waiting.

b Compare these sentences:
Would you mind opening the window?
Would you mind my opening the window?
Fancy writing a letter like that!
Fancy her writing a letter like that!

c See, Hear and Smell. Study these sentences:
I *saw him coming.*
He *heard me opening* the door.
I can *smell something burning.*

d Go and Come. Study these sentences:
Let's *go dancing.*
I *went shopping* this morning.
Come swimming with me tomorrow.

Exercises

A. Underline all the verbs in the passage that end in *-ing.*

B. Give the correct form of the verbs in brackets. Do not refer to the passage until you finish the exercise:

I crossed the street to avoid (meet) him, but he saw me and came (run) towards me. It was no use (pretend) that I had not seen him, so I waved to him. I never enjoy (meet) Bert Dykes. No matter how busy you are, he always insists on (come) with you. I had to think of a way of (prevent) him from (follow) me around all morning.

'Hullo, Bert,' I said. 'Fancy (meet) you here!'

'Hullo, Elizabeth,' Bert answered. 'I was just wondering how to spend the morning —until I saw you. You're not busy (do) anything, are you?'

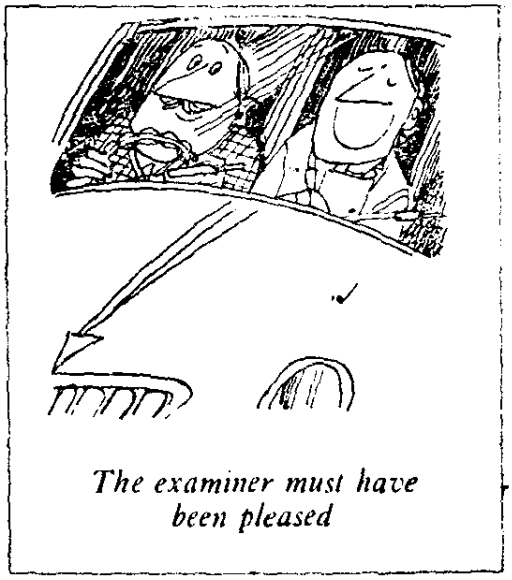
'No, not at all,' I answered. 'I'm going to . . .'

'Would you mind my (come) with you?' he asked, before I had finished (speak).

C. Write sentences beginning with each of the following:

1. It's no use . . .
2. Let's go . . .
3. Forgive my . . .
4. Do you deny . . .
5. He came . . .
6. I'm busy . . .
7. I always enjoy . . .
8. Would you mind . . .

69 But Not Murder! 但不是谋杀!



The examiner must have been pleased

I was being tested for a driving licence for the third time. I had been asked to drive in heavy traffic and had done so successfully. After having been instructed to drive out of town, I began to acquire confidence. Sure that I had passed, I was almost beginning to enjoy my test. The examiner must have been pleased with my performance, for he smiled and said, 'Just one more thing, Mr Eames. Let us suppose that a child suddenly crosses the road in front of you. As soon as I tap on the window, I want the car to be stopped immediately.' I continued driving and after some time, the examiner tapped loudly. Though the sound could be heard clearly, it took me a long time to react. I suddenly pressed the brake pedal hard and we were both thrown forward. The examiner looked at me sadly. 'Mr Eames,' he said, in a mournful voice, 'you have just killed that child!'

为了取得一张驾驶执照，我正在接受第三次测验。主考人要我在车辆拥挤的路上驾驶，我圆满地完成了。在接到把车开出城的指令后，我就自信起来了。确信我已通过了测验，所以我几乎开始把测验当作乐趣。主考人对我的驾驶想必是满意的，因为他微笑着说："伊姆斯先生，只剩一项了。让我们假定一个小孩突然在你前面穿过马路。我一敲车窗，就要立即停车。"我继续往前开着。过了一会儿，主考人砰砰地敲了起来。虽然我清楚地听到这声音，但我过了好一会才作出反应。我突然用力踩紧脚闸，结果我俩都向前一冲。主考人懊丧地看着我。"伊姆斯先生，"他悲伤地说，"你正好把那个小孩轧死了！"

注 释

Sure that I had passed, sure 前省略了 being, 可以把这部分看作省略了 being 的现在分词短语，作原因状语。

生词和短语

licence,license ['laisəns] *n.* 执照 **react** [ri(:)'ækt] *vi.* 起反应
acquire [ə'kwaiə] *vt.* 取得；获得 **brake** [breik] *n.* 车刹
performance [pə'fɔ:məns] *n.* 表演 **mournful** ['mɔ:nful] *a.* 悲哀的
tap [tæp] *vt.* 轻敲

Comprehension and Précis

Answer these questions *in not more than 80 words.*

1. Had Mr Eames driven successfully in heavy traffic during his third driving test or not? What did the examiner instruct him to do? (*when*)
2. What did he tell him to suppose? (*that . . . would*)
3. What would Mr Eames have to do when the examiner tapped on the window?
4. Did he tap loudly or not? Did Mr Eames react quickly enough or not? What was he told? (*Though . . . and*)

Composition

Write two or three sentences using the ideas given below:
Three months later Eames appeared for his fourth test—again told to stop—the examiner was thrown forward, but the child's life was saved—Eames passed his test, but the examiner said, 'You nearly killed me this time!'

Letter-writing

Write five opening phrases which could be used in letters to friends or relations.

Key Structures

After having been instructed to drive out of town, I began to acquire confidence.

a You have learnt to write sentences like these:
It was made in Germany in 1681. (KS 31)
I told you it could be done. (KS 53)
I can't find my bag. It must have been stolen.
The man was being questioned by the police. (KS 89)
He never expected the bicycle to be found.
I found the parcel had been sent to the wrong address. (KS 111)

b Now study these sentences:

Instead of saying:	*We can say:*
After he was arrested, the man confessed that he had stolen the money.	*After being arrested*, the man confessed that he had stolen the money.
After he had been instructed to drive out of town, he began to acquire confidence.	*After having been instructed* to drive out of town, he began to acquire confidence.

Exercises

A. Underline the verbs in the passage which are similar in form to the examples given above.

B. Give the correct form of the verbs in brackets. Do not refer to the passage until you finish the exercise.

I (test) for a driving licence for the third time. I (ask) to drive in heavy traffic and had done so successfully. After (have/instruct) to drive out of town, *I* began to acquire confidence. Sure that I had passed, I was almost beginning to enjoy my test. The examiner (must/please) with my performance, for he smiled and said, 'Just one more thing, Mr Eames. Let us suppose that a child suddenly crosses the road in front of you. As soon as I tap on the window, I want the car to (stop) immediately.'

I continued driving and after some time, the examiner tapped loudly. Though the sound (could/hear) clearly, it took me a long time to react. I suddenly pressed the brake pedal hard and we both (throw) forward.

Special Difficulties

Words Often Confused.

a Licence, Practice, Advice.

Study these pairs of sentences:

I was being tested for a driving licence. (l. 1)
We are licensed to sell beer and spirits.

He still needs a lot of practice.
He practises the piano every day.

I want to give you some advice.
What do you advise me to do?

b Enjoy, Entertain, and Amuse. Study these examples:

I was almost beginning to enjoy my test. (ll. 6–7)
We enjoyed ourselves at the party.

He entertained me to dinner.
He entertained everybody with his clever tricks.

The children were amused by the circus clown. (They laughed.)
His funny stories amused us all. (They made us laugh.)
That child can amuse himself for hours playing in the sand. (He can pass his time happily.)

Exercise

Choose the correct words in the following sentences:

1. I never (amuse) (enjoy) (practicing) (practising) the piano.
2. We were all (amused) (enjoyed) by the jokes he told us.
3. He (advised) (adviced) me to get a (license) (licence).
4. We rarely (entertain) (amuse) these days.
5. We (entertained) (enjoyed) some friends to dinner last night.
6. The magician (amused) (enjoyed) the audience very much.

70 Red for Danger 招惹危险的红色



Apparently sensitive to criticism

During a bullfight, a drunk suddenly wandered into the middle of the ring. The crowd began to shout, but the drunk was unaware of the danger. The bull was busy with the matador at the time, but it suddenly caught sight of the drunk who was shouting rude remarks and waving a red cap. Apparently sensitive to criticism, the bull forgot all about the matador and charged at the drunk. The crowd suddenly grew quiet. The drunk, however, seemed quite sure of himself. When the bull got close to him, he clumsily stepped aside to let it pass. The crowd broke into cheers and the drunk bowed. By this time, however, three men had come into the ring and they quickly dragged the drunk to safety. Even the bull seemed to feel sorry for him, for it looked on sympathetically until the drunk was out of the way before once more turning its attention to the matador.

一次斗牛中，一个醉汉突然闯进了斗牛场中央。观众开始叫喊起来，但这醉汉没有意识到危险。公牛当时只顾与斗牛士搏斗，但它突然看到了那个满嘴粗话并挥动着红帽子的醉汉。显然，由于公牛对叫骂声很敏感，所以它把斗牛士全都忘了，向醉汉冲去。观众突然静下来。然而，醉汉似乎很沉着。公牛接近他时，他笨拙地往旁边一闪，让公牛扑了空。观众们爆发出一阵欢呼，醉汉鞠了一躬。不过，到这时，三个人已经走进斗牛圈，并且很快地把醉汉拖到了安全的地方。连公牛似乎也很可怜他，因为公牛一直同情地望着醉汉走到一边去，才重新把注意力转到斗牛士身上。

生词和短语

bullfight ['bulfait] *n.* 斗牛
drunk [drʌŋk] *n.* 醉汉
wander ['wɔndə] *vi.* 漫游
be unaware of 不知道
matador ['mætədɔ:] *n.* 斗牛士
catch sight of 看见
remark [ri'mɑ:k] *n.* 话
apparently [ə'pærəntli] *ad.* 明显地

be sensitive to 对…敏感
charge [tʃɑ:dʒ] *vi.* 冲锋
clumsy ['klʌmzi] *a.* 笨拙
sympathetically [ˌsimpə'θetikəli] *ad.* 同情地

Comprehension and Précis

Answer these questions *in not more than 75 words.*

1. Did a drunk suddenly wander into the middle of the ring during a bullfight or not? What did he do? (*and*)
2. Did the bull ignore the matador or not? What did it do? Why did he step aside? (*Ignoring . . . but*)
3. Did the crowd cheer or not? What did the drunk do? (*and*)
4. Did three men drag the drunk to safety just after this or not? Did the bull look on sympathetically or not? Did it once more turn its attention to the matador or not? (*Just after this . . . while . . . before it . . .*)

Composition

Rewrite the following sentences using the joining words in brackets:

1. The man became sober. It was possible to discover his identity. (*When*)
2. He was Domingo Cordova. He had been a great matador in his youth. He had failed in the ring. He had taken to drinking. (. . . *a man who . . . but having . . .*)
3. He had changed. No one recognized him. (*so much that*)

Letter-writing

Learn the following opening phrases by heart:
I have not forgotten that . . .
You will find it hard to believe, but . . .
I am afraid I . . .

Exercise
Write sentences completing each of the above phrases.

Key Structures

Words Followed by: For, With, Of, To, At, From, In, On, and About. (Compare KS 55 and 114)
Use this list for reference:
a FOR: eager, enough, famous, fit, grateful (or to), qualified (or in), ready (or to), responsible, sorry, sufficient, thankful (or to), valid.
b WITH: angry (with someone; at something), busy (or at), consistent, content, familiar (or to), identical, patient, popular.
c OF: afraid, ahead, aware, capable, careful (or with), certain, conscious, envious, fond, guilty, ignorant, independent, jealous, kind (or to), north/south/east/west, short, shy, sure, worthy.

d TO: close, contrary, cruel, dear, equal, faithful, fatal, harmful, indifferent, inferior, liable, new, obedient, obvious, polite, previous, rude, sensitive, similar, useful.
e AT: bad, clever, efficient, expert (or in), good, indignant, quick, sad (or about), slow, skilful (or in).
f FROM: away, different, far, safe.
g IN: deficient, fortunate, honest, weak.
h ON: dependent, intent, keen.
i ABOUT: curious, doubtful (or of), enthusiastic, reluctant (or to), right (or in), uneasy.

Exercises

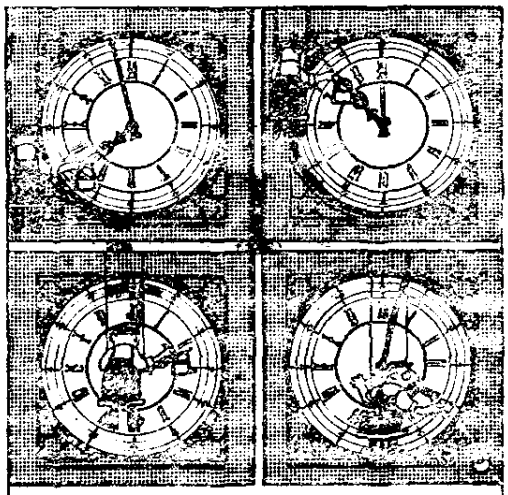
A. There are some words in the passage which are included in the above list. These words are followed by *for*, *with*, *of*, and *to*. Can you find them?

B. Supply the missing words (*for*, *with*, *of*, *to*, *at*, *from*, *in*, *on* or *about*) without referring to the above list as far as possible.

1. George is jealous . . . his younger sister. 2. She is well-qualified . . . typing and very efficient . . . her work. 3. We are fortunate . . . having sufficient supplies of fuel . . . the winter. 4. Contrary . . . my expectations, there was no need to be uneasy . . . the results of the match. 5. I am not familiar . . . his novels and not very keen . . . reading them. 6. I know he is slow . . . understanding, but you have to be patient . . . him. 7. It is obvious . . . everyone that he is not responsible . . . this mistake. 8. I think he's quite honest . . . his intentions. 9. He is not only indifferent . . . other people; he is often extremely rude . . . them as well. 10. I'm not very fond . . . dancing. 11. Children remain dependent . . . their parents for a long time. 12. I should be grateful . . . any advice you can give. 13. He is not different . . . anyone else. 14. He may be quick . . . understanding, but he's not capable . . . remembering anything. 15. He is intent . . . passing the examination, but I'm doubtful . . . his chances. 16. He says he's sorry . . . what he did, so you need not get angry . . . him. 17. I've never been good . . . arithmetic. 18. That boy is far ahead . . . everyone else in the class. 19. Even though he was often cruel . . . his dog, it remained faithful . . . him. 20. Your conclusions are not consistent . . . the facts. 21. This diary will prove useful . . . you. 22. I'm not sure . . . the exact date, but I think he arrived here in 1959. 23. He was found guilty . . . a great many crimes. 24. You should not be so sensitive . . . criticism. 25. This passport is valid . . . all countries except China.

71 A Famous Clock 一只著名的大钟

When you visit London, one of the first things you will see is Big Ben, the famous clock which can be heard all over the world on the B.B.C. If the Houses of Parliament had not been burned down in 1834, the great clock would never have been erected. Big Ben takes its name from Sir Benjamin Hall who was responsible for the making of the clock when the new Houses of Parliament were being built. It is not only of immense size, but is extremely accurate as well. Officials from Greenwich Observatory have the clock checked twice a day. On the B.B.C. you can hear the clock when it is actually striking because microphones are connected to the clock tower. Big Ben has rarely gone wrong. Once, however, it failed to give the correct time. A painter who had been working on the tower hung a pot of paint on one of the hands and slowed it down!



A painter slowed it down

你参观伦敦时，首先看到的东西之一就是“大本钟”——一只全世界都能在英国广播公司的广播里听到它声音的著名大钟。假如国会大厦在1834年没有被烧毁的话，那么这只大钟就决不会安装起来。“大本钟”取名于本杰明·霍尔爵士，因为他在建造新国会大厦时负责建造这只大钟。它不仅巨大而且也极准确。格林威治天文台的高级职员每天对钟作两次检查。当钟正在打点的时候，你能从英国广播公司的广播里听到钟声，因为麦克风连结着钟塔。“大本钟”很少出差错。不过，有一次它报错了时间。一位在钟塔上工作的油漆工把一桶油漆挂在一根指针上，使钟变慢了。

注 释

B. B. C. 是 British Broadcasting Corporation 的缩写，是英国广播公司的简称。

生词和短语

parliament ['pɑ:ləmənt] *n.* 议会，国会
burn down (房子等)全部烧毁
erect [i'rekt] *vt.* 安装
take name from ... 以……命名
immense [i'mens] *a.* 巨大的
accurate ['ækjurit] *a.* 准确的
observatory [əb'zə:vətri] *n.* 天文台

check [tʃek] *vt.* 检查　　**tower** ['tauə] *n.* 塔
microphone ['maikrəfəun] *n.* 话筒　　**paint** [peint] *n.* 涂料；油漆

Comprehension and Précis

Answer these questions *in not more than 75 words.*

1. When were the Houses of Parliament burnt down? Who was made responsible for the construction of a huge clock? Did it become known as Big Ben or not? (*After . . . which . . .*)
2. Why is it very accurate despite its immense size? (*for*)
3. Has this clock often gone wrong, or has it rarely gone wrong? Why can it be heard on the B.B.C. when it is striking? (*This clock which . . . because . . .*)

Composition

Write two or three sentences using the ideas given below:
Big Ben tells correct time—it also tells us when Parliament is in session—there is a light in the clock tower—it is kept on until the House closes—sometimes it is on all night.

Letter-writing

Learn the following phrases by heart:

I wonder how you learnt that . . .
You will never guess who/what . . .

Exercise
Write two short paragraphs (of not more than two sentences each) completing the above phrases.

Key Structures

Review KS 149–167
The moment you leave this tent, you will get a big surprise. (KS 149)
By that time, the *Astra* will have been flying through space for seventeen hours. (KS 151)

The planes had been planting seed for nearly a month when it began to rain. (KS 153)
If the British had not feared invasion, it would have been completed. (KS 158)
Must, Have to, Should and Ought to. (KS 160)
Have. (KS 161)
After having been instructed to drive out of town, I began to acquire confidence. (KS 167)

Exercises
A. Underline the verbs in the passage. Revise any Key Structures you have forgotten.

B. Give the correct form of the verbs in brackets. Do not refer to the passage until you finish the exercise.

1. When you (visit) London, one of the first things you will see is Big Ben, the famous clock which (can/hear) all over the world on the B.B.C. If the Houses of Parliament (not burn) down in 1834, the great clock would never have been erected.
2. Officials from Greenwich Observatory have the clock (check) twice a day. On the B.B.C. you can hear the clock when it actually (strike) because microphones (connect) to the clock tower.
3. Once it failed to give the correct time. A painter who (work) on the tower hung a pot of paint on one of the hands.

C. Give the correct form of the verbs in brackets:

1. I shall have completed this novel by December. By then I (work) on it for ten months.
2. Now that you (finish) work you can go home.

D. Supply the correct form of *should*, *ought to* or *have to* in these sentences:

1. I couldn't go shopping yesterday afternoon. I (. . . go) to the dentist.
2. I really (. . . buy) a new car but I can't afford to.
3. I didn't know you would be late. You (. . . telephone).

Special Difficulties

Words Often Confused.

a Official, Clerk, Employee, Shop-assistant.

Study these examples:

Officials from Greenwich Observatory have the clock checked twice a day. (ll. 12–14)
The Customs official asked me several questions.
He works as a clerk for an insurance firm.
Over a thousand factory employees went on strike.
She works as a shop-assistant in a clothing store.

b Hang/Hung and Hang/Hanged.

Study these examples:

A painter hung a pot of paint on one of the hands. (ll. 18–19)
When the sun came out, she hung the washing on the line.
The murderer was hanged.

Exercise

Choose the correct words in the following sentences:

1. The (clerk) (shop-assistant) who served me was very helpful.
2. I (hanged) (hung) my coat in the hall.
3. Capital punishment has been abolished. Murderers will not be (hung) (hanged) in future.
4. He used to work as a (clerk) (shop-assistant) in a government department before he joined the army.

72 A Car called 'Bluebird' "蓝鸟"牌小汽车



301 miles per hour

The great racing driver, Sir Malcolm Campbell, was the first man to drive at over 300 miles per hour. He set up a new world record in September 1935 at Bonneville Salt Flats, Utah. *Bluebird*, the car he was driving, had been specially built for him. It was over 30 feet in length and had a 2500 horse-power engine. Although Campbell reached a speed of over 304 miles per hour, he had great difficulty in controlling the car because a tyre burst during the first run. After his attempt, Campbell was disappointed to learn that his average speed had been 299 miles per hour. However, a few days later, he was told that a mistake had been made. His average speed had been 301 miles per hour. Since that time, racing drivers have reached speeds of over 400 miles an hour. Following his father's footsteps many years later, Sir Malcolm's son, Donald, also set up a world record. Like his father, he was driving a car called *Bluebird*.

大名鼎鼎的汽车赛选手马尔科姆·坎贝尔爵士是第一个以三百多英里的时速开车的人。1935年9月，他在犹他州博纳维尔盐湖创下了一个世界新纪录。他所驾驶的"蓝鸟"汽车是为他特制的。车长30英尺，并有一个2500马力的发动机。虽然坎贝尔达到了每小时超过304英里的速度，但他很难控制这辆车，因为比赛开始不久，就有一个轮胎爆了。比赛之后，坎贝尔得知他的平均时速是299英里，感到失望。然而，几天以后，有人告诉他说有差错，他的平均时速是301英里。自那次以后，汽车赛选手们达到了400多英里的时速。许多年之后，马尔科姆的儿子，唐纳德踏着他父亲的足迹也创造了世界纪录。象他父亲一样，他也驾驶着一辆名叫"蓝鸟"的汽车。

注 释

Bluebird, the car he was driving：the car 作 Bluebird 同位语。he was driving 是定语从句，修饰 the car。

生词和短语

tyre [taiə] *n.* 轮胎
set up 创立
average ['ævəridʒ] *a.* 平均的
footstep ['futstep] *n.* 足迹，脚步
attempt [ə'tempt] *n.* 尝试

Comprehension and Précis

Answer these questions *in not more than 75 words.*

1. Who set up a land-speed record in 1935? What was his car called? Had it been specially built for him or not? (*driving a car . . . which*)
2. Was his average speed incorrectly declared to be 299 miles per hour or 289 miles per hour? Was this mistake corrected later or not? (*but*)
3. How many miles an hour had he averaged?
4. Have racing drivers exceeded 400 miles an hour since that time or not?
5. Is Sir Malcolm's son, Donald, among them? What was his car called? (*Among them is . . . whose*)

Composition

Write two or three sentences using the ideas given below:
During a car race—leading car skidded—overturned—the driver was not hurt—got his car back on to the course—won the race.

Letter-writing

Write sentences completing each of the following phrases:
I have not forgotten that . . .
You will find it hard to believe, but . . .
I am afraid I . . .
I wonder how you learnt that . . .
You will never guess who/what . . .

Special Difficulties

Review SD 130–172

Exercises

A. Words Often Confused.

Choose the correct words in the following sentences:

1. Hurry up or you will (lose) (miss) (loose) the train. (SD 130a)
2. I'm (expecting) (waiting) to receive a letter soon. (SD 130b)
3. You should (raise) (rise) that picture a few inches. (SD 132a)
4. I love (lying) (laying) in bed. (SD 132b)
5. He always (beats) (wins) me at chess. (SD 132c)

6. Are you (quiet) (quite) ready? (SD 136b)
7. I dislike getting up early, but I (am used to) (used to) it now. (SD 140a)
8. People often come into our garden and (pick) (cut) flowers. (SD 146c)
9. No one knows who (invented) (discovered) the wheel. (SD 152a)
10. I can't (leave) (let) you do that. (SD 152b)
11. His (travel) (journey) lasted four days. (SD 152c)
12. The oil level in the engine must be (checked) (controlled). (SD 154a)
13. I could not (accept) (agree) his offer. (SD 160b)
14. Who is going to (dress) (dress up) as Father Christmas? (SD 160c)
15. How many hours a day do you (practise) (practice)? (SD 168a)
16. We were (enjoyed) (amused) by his stories. (SD 168b)
17. She (hung) (hanged) the clothes on the line. (SD 172b)
18. The train arrived (late) (lately) as usual. (SD 134)
19. He has been working too (hardly) (hard). (SD 134)
20. He was (near) (nearly) run over by a car. (SD 134)

B. Join the following sentences leaving out the verb *want to*. (SD 148)
1. I told him about it. I wanted to help you. (*in order to*)
2. I opened the door quietly. I did not want to disturb him. (*so as to*)
3. He left the letter on the table. He wanted me to see it. (*in order that*)

C. Draw (SD 158); Let (SD 160a)
Complete these sentences by adding any of the following words:
out, down, up, off.
1. A big car drew . . . outside our house.
2. You can't rely on him. He is sure to let you . . .
3. Don't let the children . . . of the garden.
4. We shall have to draw . . . a new agreement.
5. He was going to punish the boy, but he let him . . .

D. Supply the correct form of *say* or *tell* (SD 164) in the following sentences:
1. I can . . . no more. He . . . me a secret and I have to keep it.
2. Why don't you . . . him the truth?
3. If you didn't want it, why didn't you . . . so?
4. He knelt down and . . . a prayer.
5. I can't prevent him from . . . lies.

IF YOU CAN DO THIS TEST GO ON TO UNIT 4

Key Structures

A. Word Order in Complex Statements.
Rewrite these sentences using the joining words in brackets:
1. He missed the train. He did not hurry. (*because*)
2. He ran fast. He failed to win the race. (*Although*)
3. I was tired. I went to sleep immediately. (*so . . . that*)
4. My neighbour went to Tokyo for a holiday. He could not return home. He did not have enough money. (*who . . . because*)
5. I found the door unlocked. I went into the kitchen. (*Finding*)
6. I bought a picture. It was very valuable. (*which*)
7. He walked quietly down the corridor. He did not want anyone to hear him. (*so that*)
8. They cleared the ground. They wanted to build a house. (*to*)

B. Composition.
Write two or three sentences using the ideas given below:
A workman was digging in a field—struck a 6000 volt electricity cable with his spade—was thrown twenty feet—unhurt—town was in darkness—no one knew what had happened.

C. Verbs.
a These things always happen.
What is happening? What always happens?
Give the correct form of the verbs in brackets:

'Let's eat here,' I said to my wife.

'I (prefer) to have a drink first,' she answered.

'That's a good idea,' I said. I picked up the menu. 'I (not understand) a thing,' I said. 'It's all in Spanish.'

'It (not matter),' said my wife.

'What . . . that word (mean)?' I asked.

'I (not know),' she answered.

We called the waiter and pointed to the word on the menu.

'Two,' I said, holding up two fingers.

After some time, my wife said suddenly, 'Look! He (bring) us two boiled eggs!'

b What happened?
The verbs in brackets tell us *what happened.* Give the correct form of each verb:
My friend, Herbert, has always been fat, but things (get) so bad recently that he (decide) to go on a diet. He (begin) his diet a week ago. First of all, he (write) out a long list of all the foods which were forbidden. The list (include) most of the things Herbert loves. Yesterday I (pay) him a visit. I (ring) the bell and (not surprise) to see that Herbert was still as fat as ever. He (lead) me into his room and hurriedly (hide) a large parcel under his desk. It was obvious that he (embarrass)

c What happened? What has happened? What has been happening?
Give the correct form of the verbs in brackets:
Jack (look) at his watch for the twentieth time. Suddenly Jill (arrive). 'I (wait) for over an hour,' he (say) angrily. 'You never come on time.'
'Oh, is that so?' Jill (answer). '(Be) you here at 2.30? Jack (go) red. 'Well,' he (say), 'I (get) here five minutes late myself, but you (not be) here.'
'I (come) here at exactly 2.30,' Jill (say) and I (wait) for five minutes, but you (not come).'
'What you (do) since then?' Jack (ask).
'I just (be) to the hairdresser's,' Jill (answer) brightly.

d What was happening? What happened? What used to happen?
Give the correct form of the verbs in brackets. Use *would* in place of *used to* where possible:
Dreams of finding lost treasure almost (come) true recently. A new machine called 'The Revealer' has been invented and it has been used to detect gold which has been buried in the ground. The machine (use) in a cave near the sea-shore where—it is said—pirates (hide) gold. The pirates often (bury) gold in the cave and then (fail) to collect it. Armed with the new machine, a search party (go) into the cave hoping to find buried treasure. The leader of the party (examine) the soil near the entrance to the cave when the machine (show) that there (be) gold under the ground. Very excited, the party (dig) a hole two feet deep. They finally (find) a small gold coin which was almost worthless.

e What will happen tonight? Give the correct form of the verbs in brackets:
A life-boat (set) out tonight to search for the ship-wreck. The crew (send) radio messages to the wreck until they (receive) a signal from the men on board. As soon as they (receive) a signal, they (try) and find the wreck with powerful searchlights. The moment the crew (locate) the wreck, they (fire) a special gun which (carry) a rope from the life-boat to the sinking ship. If the sea is rough, they (pour) oil on the water. They are sure to succeed, but if they fail, a helicopter (send) out tomorrow morning. Helicopters are very useful for rescue work, but they cannot be used at night.

f What will happen? What will be happening? What will have happened? What will have been happening?
Give the correct form of the verbs in brackets:
The spaceship, *Astra*, which left the earth a short time ago, (travel) three hundred miles into space. At a certain point, the *Astra* (stop) for a short time and an astronaut (attempt) to leave the stationary spaceship and then return to it. We (not know) whether the experiment has been successful until we (receive) a radio message. The first message is expected to arrive at 7 o'clock this evening. By that time, the *Astra* (fly) through space for seventeen hours and (circle) the earth a great many times. When the first radio messages (receive), the results of the trip (announce) immediately.

g What happened? What had happened? What had been happening?
Give the correct form of the verbs in brackets:
After Howard Carter (discover) Tutankhamen's tomb, strange reports (appear) in the

newspapers. Three of the people who (take) part in the discovery (die) soon afterwards. Though nothing (happen) to Carter himself, newspapers (claim) that these people (die) because of the 'curse of the Pharaohs'. These absurd stories have been forgotten, but Carter's great discovery remains. Archaeologists (search) the Valley of Kings for years, but until 1922 nothing (find).

h Give the correct form of the verbs in brackets:
I (test) for a driving licence for the third time. I (ask) to drive in heavy traffic and had done so successfully. After (have/instruct) to drive out of town, I began to acquire confidence. Sure that I had passed, I was almost beginning to enjoy my test. The examiner (must/please) with my performance, for he smiled and said, 'Just one more thing, Mr Eames. Let us suppose that a child suddenly crosses the road in front of you. As soon as I tap on the window, I want the car to (stop) immediately.' I continued driving and after some time, the examiner tapped loudly. Though the sound (could/hear) clearly, it took me a long time to react. I suddenly pressed the brake pedal hard and we both (throw) forward.

i Answer the questions after each statement:
1. 'Keep quiet!' he said.
   What did he tell me to do?
2. 'Send him a telegram,' he suggested.
   What did he suggest?
3. 'Ask him about it,' he insisted.
   What did he do?
4. 'Don't worry about it,' he told me.
   What did he tell me?

j Write the following sentences again beginning each one with 'I wonder'.
1. Can he wait a few minutes longer?
2. When will he arrive?
3. Has he passed his examination?
4. Where is he?

k If.
Give the correct form of the verbs in brackets:
1. If you (listen) to me you would not have lost all that money.
2. I could have saved you a lot of trouble if you (write) to me.
3. If you had applied earlier, you (have) your passport by now.

l Give the correct form of the verbs in brackets:
I crossed the street to avoid (meet) him, but he saw me and came (r
was no use (pretend) that I had not seen him, so I waved to him.
Bert Dykes. No matter how busy you are, he always insists on
to think of a way of (prevent) him from (follow) me around
'Hullo, Bert,' I said. 'Fancy (meet) you here!'
'Hullo, Elizabeth,' Bert answered. 'I was just wond
—until I saw you. You're not busy (do) anything,
'No, not at all,' I answered. 'I'm going to . . .'
'Would you mind my (come) with you?' h

D. Other Verbs.

a Supply the correct form of *should*, *ought to*, or *have to* in these sentences:

1. He (. . . come) at 4 o'clock if the plane arrives on time.
2. I didn't go shopping this morning as I (. . . do) the housework.
3. She (. . . come) to see me yesterday, but she forgot.
4. You (. . . ask) for permission before you left the table.

b Rewrite these sentences using *have* with the verbs in italics:

1. He *is building* a new house.
2. She *will make* a new dress.
3. I *cut* my hair yesterday.
4. We *must cut* this tree down.

c Rewrite these sentences using *managed to* in place of *could not*.

1. I could not get into town this morning.
2. They could not find the boy who had run away.
3. He could not find a new job.
4. I could not translate the passage into English.

E. A, The and Some.

Put in *a*, *the* and *some* where necessary:

After . . . breakfast, I sent . . . children to . . . school and then I went to . . . market. It was still early when I returned home. . . . children were at . . . school, my husband was at . . . work, and . . . house was quiet. So I decided to make . . . tarts for . . . tea. In . . . short time I was busy mixing . . . butter and . . . flour and my hands were soon covered with . . . sticky pastry. At exactly that moment, . . . telephone rang. Nothing could have been more annoying. I picked up . . . receiver between . . . two sticky fingers and was dismayed when I recognized . . . voice of Mrs Bates. It took me ten minutes to persuade her to ring back later. At last I hung up . . . receiver. What . . . mess! There was . . . pastry on my fingers, on . . . telephone, and on . . . door-knobs. I had no sooner got back to . . . kitchen than . . . door-bell rang loud enough to wake . . . dead. This time it was . . . postman and he wanted me to sign for . . . registered letter!

F. A lot of cars entered for the race.

Supply the missing words in the following:

Once a year a race is held for old cars. A lot . . . cars entered for this race last year and there was a great . . . of excitement just before it began. One of the . . . handsome cars was a Rolls Royce Silver Ghost. The . . . unusual car was a Benz which had only three wheels. Built in 1885, it was the . . . (old) car taking part. After a great . . . loud explosions, the race began. . . . of the cars broke down on the course and some drivers spent . . . time *under* their cars than *in* them! A . . . cars, however, completed the race. The winning car reached a speed of forty miles an hour—much faster . . . any of its rivals. It sped downhill at the end of the race and its driver had a . . . . . trouble trying to stop it. The race gave everyone a great . . . of pleasure. It was very different . . . modern car races but no . . . exciting.

G. Supply the missing words in the following sentences:

1. A woman . . . blue jeans stood . . . the window of an expensive shop. Though she hesitated for a moment, she finally went . . . and asked to see a dress that was . . . the window.

2. Glancing . . . her scornfully, the assistant told her that the dress was sold. The woman walked . . . . . the shop angrily.
3. She returned . . . the shop the following morning dressed . . . a fur coat, . . . a handbag . . . one hand and a long umbrella . . . the other.

H. Words followed by *for, with, of, to* and *at.*
Supply the missing words in the following sentences:
1. You shouldn't get so angry . . . him.
2. He is very good . . . finding excuses.
3. I'm not very fond . . . ice-cream.
4. I would be thankful . . . any advice you can give me.
5. He remained faithful . . . the firm even after he had been dismissed.
6. I cannot be held responsible . . . other people's mistakes.
7. Don't be so sure . . . yourself.
8. His excellent progress should be obvious . . . everyone.

Special Difficulties

a Words Often Confused.
Choose the correct words in the following sentences:
1. This screw is (loose) (lose).
2. I always (rise) (raise) at six o'clock.
3. He (laid) (lay) the book on the table.
4. He works very (hard) (hardly).
5. Who (won) (beat) the match?
6. Please keep (quiet) (quite).
7. I (used to) (am used to) smoke a lot once.
8. The waitress (fell) (dropped) her tray.
9. The teacher got angry and threw a book (to) (at) the boy.
10. We went into the orchard to help him (pick) (cut) some apples.
11. Your son has (increased) (grown) since I last saw him.
12. Sir Frank Whittle (discovered) (invented) the jet engine.
13. Please (leave) (let) him come with me.
14. Would you like to take (part) (place) in the contest?
15. No one knows the (reason) (cause) for his disappearance.
16. We were (amused) (enjoyed) by the circus clown.
17. They are now (controlling) (checking) our passports.
18. What do you (advice) (advise) me to do?

b Say and Tell.
Write sentences using either *say* or *tell* with the following: a secret, your prayers, a lie, nothing, a story, so.

c Write these sentences again. Express the phrases in italics in a different way:
1. *The dining-room in our school* is very large.
2. He told us a *story about ghosts.*
3. She gave me a *present for my birthday.*
4. We stopped at *an inn in the village.*
5. *The leader of the party* made a speech.

Unit 4

INSTRUCTIONS TO THE STUDENT

In Unit 4 you will be expected to write simple, compound and complex statements. You will have less help than you had in the previous Units.

Before you begin each exercise, read these instructions carefully. Read them each time you begin a new piece. They are very important.

How to work—Précis

Unit 4 contains twenty-four short passages. There are no Comprehension questions under these passages. Instead, you will find the answers to imaginary questions. These 'answers' have been written in note form and are, in fact, the main points of a précis.

1. Read the passage carefully two or three times. Make sure you understand it.
2. Read the general instructions immediately below each passage. They will tell you what you have to do.
3. Under the titles CONNECTIONS, you will find two sets of joining words which have been given with each list of POINTS.
4. Using the first set of connections, join up the points to make sentences. The number of points which each sentence will contain is given in brackets. All your sentences together should form *a complete paragraph.* When joining up the points, you may refer to the passage as much as you like.
5. Read through your work and correct your mistakes.
6. Count the number of words in your paragraph. Do not go over the word limit. Words like 'the', 'a' etc. count as single words. Words which are joined by a hyphen (e.g. 'living-room') also count as single words. At the end of your paragraph, write the number of words that you have used.
7. Now, using the second set of connections, write *another* précis of the passage in exactly the same way.

Example

Work through this example carefully and then try to do the exercises in Unit 4 in the same way.

The Sacred Tree

In the nineteenth century, Mugo Kibiru, a famous prophet of the Kikuyu tribe, foretold that a fig tree at Thika, twenty-six miles north of Nairobi, would wither and die on the day that Kenya gained independence. Kibiru also prophesied that Kenya would become a white man's colony, but that one day the white man would return the land to the Africans. He foresaw the coming of the railway which

he described as 'an iron snake with many legs, like an earthworm.' Kibiru's prophecies proved to be so accurate that for many years the tree at Thika was regarded as sacred. Even the white men took the prophecy seriously, for they built the tree up with earth and put a concrete wall around it so that it would not fall. These measures were doomed to fail. Shortly before Kenya gained independence, the tree was struck by lightning and it began to wither rapidly. By the day Kenya officially became independent, it had decayed completely, fulfilling the prophecy made over seventy years before by Kibiru.

Précis

In not more than 80 words write an account of the tree at Thika. Write two different paragraphs using the points and connections given below.

CONNECTIONS	POINTS	CONNECTIONS
that	1. 19th century—Kibiru foretold.	*According to*
when	2. Fig tree—wither—Kenya independent.	*on the day that*
As	3. Other prophecies accurate.	
	4. Tree sacred.	*so*
Though	5. White men—wall.	
	6. Prevent it falling.	*to*
	7. Prophecy true.	*but*
for	8. Tree—lightning—before independence.	*After having been*
and	9. Decayed.	

1. A Possible Answer (First set of Connections)

In the nineteenth century, Kibiru, a famous prophet of the Kikuyu tribe, foretold *that* a fig tree at Thika would wither *when* Kenya became independent. *As* many of Kibiru's prophecies proved to be accurate, the tree was considered sacred. *Though* white men built a wall round the tree, they could not prevent it from falling. Kibiru's prophecy came true, *for* the tree was struck by lightning just before Kenya gained her independence *and* it decayed completely. (76 words)

2. A Possible Answer (Second set of Connections)

According to a prophecy made in the nineteenth century by the Kikuyu prophet, Kibiru, a fig tree at Thika would wither *on the day that* Kenya gained independence. Other prophecies made by Kibiru proved to be accurate *so* the tree was regarded as sacred. The white men even built a wall round it *to* prevent it from falling, *but* the prophecy came true. *After having been* struck by lightning just before Kenya became independent, the tree decayed completely. (78 words)

Composition

In Unit 4 Composition exercises are based on ideas suggested by each passage. You will be asked to write *two* paragraphs of about 150 words using ideas which have been given in note form. You may, of course, add to these ideas if you wish or change them to make them suit your purposes.

Example

Work through this example carefully and then try to do the Composition exercises in the same way.

Composition

Write an imaginary account of what happened to the tree from the time it was struck by lightning to when Kenya gained her independence. Write two paragraphs of about 150 words using the ideas given below.

1. Shortly before independence—storm—tree struck—news to Nairobi—whole of Kenya—Kibiru's prophecy true.
2. Visitors from all parts of Kenya—excitement—tree decayed—completely by independence day—high wall remained—life to a new country.

A Possible Answer

Shortly before Kenya gained her independence, there was a terrible storm. The next morning, the inhabitants of Thika were astonished to find that the sacred tree had been struck by lightning. Its trunk was split in the middle and blackened branches lay everywhere. The news travelled quickly to Nairobi. Soon everybody in Kenya heard that the sacred tree had begun to wither. It now seemed certain that Kibiru's prophecy would come true.

During the next few weeks, people came from all parts of Kenya to see the sacred tree. The tree decayed before their eyes. Everybody was excited and a little frightened by what was happening. Day by day, branches fell, until only part of the trunk remained. By independence day, the trunk had decayed completely. Only the high wall which had been built by the white men was still standing. The dead tree had given its life to a new country. (About 150 words)

Letter-writing

Follow the instructions given under each passage.

Key Structures and Special Difficulties

When you finish the Letter-writing exercise, go on to the language exercises that follow. The **Key Structures** deal with exactly the same problems that were considered in Units 1, 2 and 3. In this Unit you will revise what you have learnt so far. You may refer back if you have forgotten anything. **Special Difficulties** are dealt with after the Key Structures. The work you do in grammar is based on material contained in the passages. Refer to the passages frequently. They will help you to understand the grammar and to do the exercises.

73 The Record-Holder 纪录保持者



He was picked up by a policeman

Little boys who play truant from school are unimaginative. A quiet day's fishing, or eight hours in a cinema seeing the same film over and over again, is usually as far as they get. They have all been put to shame by a boy who, while playing truant, travelled 1600 miles. He hitch-hiked to Dover and, towards evening, went into a boat to find somewhere to sleep. When he woke up next morning, he discovered that the boat had, in the meantime, travelled to Calais. No one noticed the boy as he crept off. From there, he hitch-hiked to Paris in a lorry. The driver gave him a few biscuits and a cup of coffee and left him just outside the city. The next car the boy stopped did not take him into the centre of Paris as he hoped it would, but to Perpignan on the French-Spanish border. There he was picked up by a policeman and sent back to England by the local authorities. He has surely set up a record for the thousands of boys who dream of evading school.

逃学的孩子是不会思考问题的。悠闲地钓上一天鱼，或者在电影院坐上八小时，一遍又一遍地看同一部影片，他们通常只能干到这种程度。有个小孩使上述的这些逃学的孩子自愧不如，因为他在逃学期间旅行了1600英里。他搭上便车来到了多维尔，接近傍晚时他又上了一只轮船，目的是找个地方睡上一觉。第二天醒来，他发现在此期间这条轮船已经到了加莱市。在他偷偷摸摸离开船的时候，谁也没有察觉。他从那里又搭上了卡车到巴黎去。司机给了他几块饼干和一杯咖啡，就把他丢在城外了。这个孩子拦住的下一辆车没有象他所希望的那样把他带到巴黎市中心，却把他带到法国和西班牙边界地区的波皮南。他在那里被一个警察找到，地方当局把他送回了英国。他确实为千万个梦想逃学的孩子创造了一个记录。

注 释

1. ...or eight hours in a cinema seeing the same... , 可以理解为：...or spending eight hours...seeing... , 全句主语为动名词 A quiet

day's fishing, or (spending) eight hours... .

2. as far as they get. 至此而已，再也没有其他的了。

生词和短语

truant ['tru:ənt] *n.* 逃学
unimaginative [ʌni'mædʒintiv] *a.* 缺乏想象力的
hitch-hike ['hitʃhaik] *vi.* 搭便车
Dover ['dəuvə] 英国一海港名
Calais ['kælei] 法国一海港名
Perpignan ['pə:pignən] 法国南部一城市
border ['bɔ:də] *n.* 国境，边境
evade [i veid] *vt.* 逃避

Précis

In not more than 80 words, describe the boy's experiences. Write two different paragraphs using the points and connections given below.

CONNECTIONS	POINTS	CONNECTIONS
who	1. Boy played truant.	
	2. Travelled 1600 miles.	*and*
	3. Hitch-hiked—Dover.	*After*
where	4. Slept—boat.	
only to find	5. Found himself—Calais—morning.	
	6. Lorry-driver: lift and something to eat.	*where*
and	7. Boy got off near Paris.	*On getting off*
but, instead	8. Stopped another car.	*which . . . not to . . .*
of being	9. Not taken Paris—Perpignan.	*but to . . .*
After	10. Picked up—policeman.	*There*
	11. Sent home—authorities.	*and*

Composition

Write two paragraphs in about 150 words using the ideas given below:

1. The boy returned—sick, cold and hungry—his parents were worried—met him at the harbour—their reactions.
2. The boy returned to school—he was afraid he would be punished—the boys gave him a hero's welcome—asked questions—the headmaster punished him by making him give a talk to the whole school about his experiences abroad.

Letter-writing

A letter contains three main parts: the Introduction, the Purpose and the Conclusion. The most important part is the Purpose. Here you must explain why you are writing.

Exercise

Write a short Introduction of a letter to a friend beginning:
'You will never guess what . . .'

Key Structures

Simple, Compound and Complex Statements. Review:
KS 13, 71, 127.

Exercises

A. How many joining words can you find in the passage? Underline as many as you can.

B. Rewrite these simple statements using the joining words in brackets. Do not refer to the passage until you finish the exercise.

1. Little boys play truant from school. They are unimaginative. (*who*)
2. They have all been put to shame by a boy. He played truant. He travelled 1600 miles. (*a boy who, while . . .*)
3. He hitch-hiked to Dover. Towards evening, he went into a boat. He wanted to find somewhere to sleep. (*and . . . to*)
4. He woke up next morning. He discovered that the boat had, in the meantime, travelled to Calais. (*When*)
5. No one noticed the boy. He crept off. (*as*)
6. The driver gave him a few biscuits. He gave him a cup of coffee. He left him outside the city. (*and . . . and*)

C. Rewrite the following sentences using the joining words in brackets:

1. The climbers reached the top of the mountain. They spent the night there. (*not only . . . but . . . as well*)
2. A fire broke out in a cinema. Several hundred people tried to leave the building. A number of them were injured. (*When . . . and*)
3. James Sullivan will give a lecture at the local library next week. His book on the Antarctic was published recently. (*whose*)
4. The police searched everywhere. The missing boy could not be found. His dog could not be found. (*Although . . . neither . . . nor*)
5. Fares have increased. The railway company is still losing money. The employees have demanded higher wages. (*In spite of the fact that . . . because*)
6. He gave me a fright. I knocked the teapot over. (*such . . . that*)
7. I made sure. The alarm-clock worked. I set it. It would ring at six o'clock. (*After making . . . that . . . so that*)
8. I hid the Christmas presents under the desk quickly. My young daughter would not see them. She entered the room. (*so that . . . when*)
9. I refused the offer. I explained. I had already been offered a job by another company. (*Refusing . . . that . . .*)
10. He fought the wolves off for three hours. Help arrived. (*before*)

74 Out of the Lime-Light 不再为人瞩目



'I'm sheriff here'

An ancient bus stopped by a dry river bed and a party of famous actors and actresses got off. Dressed in dark glasses and old clothes, they had taken special precautions so that no one should recognize them. But as they soon discovered, disguises can sometimes be too perfect.

'This is a wonderful place for a picnic,' said Gloria Gleam.

'It couldn't be better, Gloria,' Brinksley Meers agreed. 'No newspaper men, no film fans! Why don't we come more often?'

Meanwhile, two other actors, Rockwall Slinger and Merlin Greeves, had carried two large food baskets to a shady spot under some trees. When they had all made themselves comfortable, a stranger appeared. He looked very angry. 'Now you get out of here, all of you!' he shouted. 'I'm sheriff here. Do you see that notice? It says "No Camping"—in case you can't read!'

'Look, sheriff,' said Rockwall, 'don't be too hard on us. I'm Rockwall Slinger and this is Merlin Greeves.'

'Oh, is it?' said the sheriff with a sneer. 'Well, I'm Brinksley Meers, and my other name is Gloria Gleam. Now you get out of here fast!'

一辆古老的公共汽车停在一条干枯了的河的河床旁，一群著名男女演员下了车。他们戴着黑色眼镜，穿着古式服装，特别小心，以防任何人认出他们。但是有时化装效果太完美无缺了，这一点他们很快便发觉了。

"这是野餐的好地方。"格劳利亚·格里姆说。

"再好不过了，格劳利亚。"布林克斯莱·米尔斯同意道，"没有新闻记者，没有电影迷！咱们干吗不更加经常到这里来来呢？"

与此同时，另外两位演员，洛克沃尔·斯林格和默尔林·格利夫斯，把两个盛着食物的大篮子拿到树荫下。当他们都安适地坐下来的时候，来了一位陌生人。他看起来很生气。"你们走开，全都走开！"他嚷起来了，"我是这里的县司法官。看到那个告示了吗？上面写着：'不许野营！'这样告诉你们，是怕你们不识字。"

"喂，司法官，"洛克沃尔说道，"别对我们太苛刻了，我是洛克沃尔·斯林格。这位是默尔林·格利夫斯。"

"噢，是吗？"司法官冷笑着说："好，我是布林克斯莱·米尔斯，我另一个名字叫格劳利亚·格里姆。你们快从这里滚开！"

注 释

1. Out of the Lime-light. 其字面含义为“离开了午台聚光灯”，所以“不再为人所注目”了。其反义为：in the lime-light. 引人瞩目。
2. Gloria Gleam ['glɔ:riə, gli:m] 格劳利亚·格里姆(人名)。
3. Brinksley Meers ['briŋksli, miəz] 布林克斯莱·米尔斯(人名)。
4. Rockwall Slinger ['rɔkwɔ:l, 'sliŋə] 洛克沃尔·斯林格(人名)。
5. Merlin Greeves ['mə:lin, gri:vz] 默尔林·格利夫斯(人名)。
6. in case you can't read! 其中 in case 为连接词，意思为“恐怕”=for fear that...。

生词和短语

lime-light ['laim'lait] *n.* 舞台灯光 **sheriff** ['ʃerif] *n.* 县司法官
precaution [pri'kɔ:ʃən] *n.* 小心，谨慎

Précis

In not more than 80 words describe what happened Write two different paragraphs using the points and connections given below.

CONNECTIONS	POINTS	CONNECTIONS
After	1. Bus stopped—river bed.	
	2 Film stars descended.	*A party of*
	3. Dressed—glasses, clothes.	
so as not to	4. Recognize.	*in order that*
	5. Picnic things, shady spot.	
and	6. Sat down.	*Everyone had*
Just then	7. Sheriff, rudely—must leave.	*when*
because	8. Camping not allowed.	*as*
Even when	9. Told him who they were.	
	10. Did not believe them.	*but*

Composition

Write two paragraphs in about 150 words using the ideas given below:

1. A fine day—we prepared for a picnic—drove into the country—found a quiet spot—unpacked our hampers.
2. There were a few wasps—then a great many—our efforts to drive them away—saw a wasp nest in a tree nearby—seized our things—returned to car pursued by wasps—drove away.

Letter-writing

Write a short Introduction of a letter to a friend beginning:
'I have just heard that . . .'

Key Structures

What is happening? What always happens? Review: KS 15, 74, 130.

Exercises

A. Give the correct form of the verbs in brackets. Do not refer to the passage until

you finish the exercise:

1. 'It couldn't be better, Gloria,' Brinksley Meers agreed. 'No newspaper men, no film fans! Why . . . we (not come) more often?'
2. 'I'm sheriff here. . . . you (see) that notice? It (say) "No Camping"—in case you can't read!'

B. What happens? What is happening?

Give the correct form of the verbs in brackets:

1. The police now (investigate) the matter.
2. Light (travel) at a speed of 186,000 miles a second.
3. He (resemble) his father.
4. The postman who (deliver) my letters is on holiday.
5. It (look) as if it will rain.
6. Mary still (love) him even though he has behaved so badly.
7. Hurry up! The bus (come).
8. Which . . . you (prefer)? The red one or the white one?

C. Write sentences using the following verbs:

contain, mean, believe, understand, want, matter.

Special Difficulties

a The verb *get* has a different meaning in each of these sentences. Study them carefully:

Now you *get out* of here, all of you! (l. 18)
The door is locked. I can't *get out*.
I've lost my key. I can't *get into* the house.
How is he *getting on* in his new job? (How is he progressing?)
Get on with your work. (Continue . . .)
He's so difficult, I can't *get on with* him. (We are not on good terms.)
Tom was punished, but Jim *got off* lightly. (He escaped punishment.)
I can't *get* the cap of this pen *off*. (I can't remove it.)
He has now *got over* his illness. (He has recovered.)
I want to *get* this interview *over* as quickly as possible. (I want to finish it.)
He *got through* his exams. (He succeeded in passing his exams.)
He *got through* a huge amount of food. (He succeeded in eating . . .)

Exercise

Supply the missing words in the following sentences:

1. He has never got . . . his wife's death.
2. How did the thief manage to get . . . the house?
3. Did you get . . . your driving test?
4. The lid is stuck. I can't get it . . .
5. He gets . . . very well . . . all his new colleagues.
6. 'Please stop talking and get . . . . . your work,' she said.

b No Camping. (l. 19)

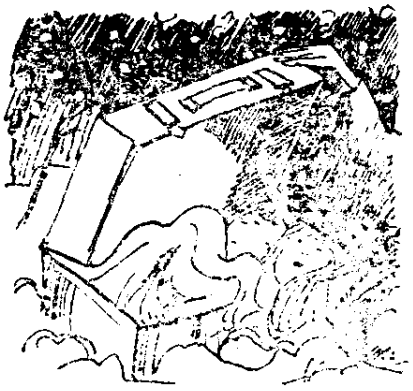
On public notices we write *No Camping* instead of *Do not camp*.

Exercise

How would these appear on public notices:

1. Do not smoke in this compartment.
2. Do not park.
3. Do not wait on this side of the street today.

75 SOS　　呼救信号



She turned a suit-case into a bed

When a light passenger plane flew off course some time ago, it crashed in the mountains and its pilot was killed. The only passengers, a young woman and her two baby daughters, were unhurt. It was the middle of winter. Snow lay thick on the ground. The woman knew that the nearest village was miles away. When it grew dark, she turned a suit-case into a bed and put the children inside it, covering them with all the clothes she could find. During the night, it got terribly cold. The woman kept as near as she could to the children and even tried to get into the case herself, but it was too small. Early next morning, she heard planes passing overhead and wondered how she could send a signal. Then she had an idea. She stamped out the letters 'SOS' in the snow. Fortunately, a pilot saw the signal and sent a message by radio to the nearest town. It was not long before a helicopter arrived on the scene to rescue the survivors of the plane crash.

不久前，有架轻便客机飞出了航线，在山区坠落了，飞行员丧生了。一位年轻的妇女和她的两个女婴儿是仅有的旅客，并未受伤。那是隆冬季节，地上积了厚厚的雪。这位妇女知道，最近的村庄也在数英里之外。天黑下来的时候，她把手提箱当作床，把孩子放在里面，用她能弄到的所有的衣服给孩子盖上。夜间，天气冷得可怕。这位妇人尽可能紧挨着孩子，甚至自己也想钻到箱子里去，但箱子太小了。次日清晨，她听到头上有飞机飞过，却不知道怎样才能发出信号。后来她想出了一个主意。她用脚在雪地上踩出"SOS"这三个字母。幸运的是，一位飞行员看到了信号，便用无线电向最近的城镇发了电报。不久，一架直升飞机飞到现场，来搭救飞机失事的幸存者。

注　释

1. Snow lay thick...与...it grew dark 皆为连系动词加表语。
2. SOS 这是海上或沙漠中遇难者的呼救信号，＝Save Our Souls。

生词和短语

course [kɔ:s] *n.* 航线
overhead ['ouvəhed] *ad.* 在头顶上
signal ['signəl] *n.* 信号，暗号
stamp [stæmp] *vt.* 踏，踩
fortunately ['fɔ:tʃənitli] *ad.* 幸运
helicopter ['helikɔptə] *n.* 直升飞机

Précis

In not more than 80 words, describe what happened. Write two different paragraphs using the points and connections given below.

CONNECTIONS	POINTS	CONNECTIONS
	1. Plane crashed—mountains.	*When*
but	2. Only passengers—woman, baby daughters not hurt.	
and	3. Mid-winter—extremely cold.	*However, and*
so	4. Put children in case.	*After putting*
	5. Covered them—clothes.	*and*
and	6. Kept close all night.	*the woman*
When	7. Planes—next morning.	*On hearing*
	8. Stamped 'SOS'—snow.	*the woman*
This	9. Seen by pilot.	*which*
who	10. Message sent.	
and	11. Rescued—helicopter.	*and*

Composition

Write two paragraphs in about 150 words using the ideas given below:

1. A light aeroplane with a heavy cargo—sudden storm—high winds—the pilot made a crash landing in the snow.
2. The pilot was unhurt—roped the plane to a rock—spent the night in a tent—next morning—found that the plane had been swept away by the wind—smashed to pieces—cargo and wreckage in the snow.

Letter-writing

Write a suitable *Purpose* in about 50 words to follow this introductory paragraph:

Forgive me for not writing earlier to thank you for the lovely scarf you sent me for my birthday, but I have been in bed with 'flu.

Key Structures

What happened? Review: **KS 17, 76, 132.**

Exercises

A. Underline all the verbs in the passage that tell us *what happened.*

B. Give the correct form of the verbs in brackets. Do not refer to the passage until you finish the exercise.

When a light passenger plane (fly) off course some time ago, it (crash) in the mountains and its pilot (kill). The only passengers, a young woman and her two baby daughters (be) unhurt. It (be) the middle of winter. Snow (lie) thick on the ground. The woman (know) that the nearest village (be) miles away. When it (grow) dark, she (turn) a suit-case into a bed and (put) the children inside it, covering them with all the clothes she (can) find. During the night, it (get) terribly cold. The woman (keep) as near as she could to the children and even (try) to get into the case herself, but it (be) too small. Early next morning, she (hear) planes passing overhead and (wonder) how she (can) send a signal. Then she (have) an idea. She (stamp) out the letters 'SOS' in the snow. Fortunately, a pilot (see) the signal and (send) a message by radio to the nearest town. It (not be) long before a helicopter (arrive) on the scene to rescue the survivors of the plane crash.

Special Difficulties

When it grew dark . . . (ll. 8–9)

Study the verbs in italics. They are all used in the sense of the verb *become.*

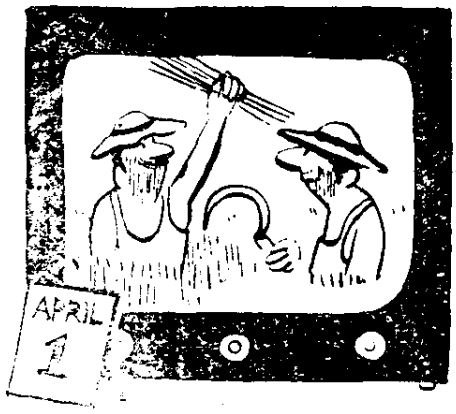
He *grew* (or *got*) angry when I told him about it.
The leaves *are turning* (or *getting*) yellow.
This apple *has gone* bad.
Coal *got* scarce last winter.
Everything you said *came* true.
She *fell* ill while she was on holiday.

Exercise

Supply the correct verbs in the following sentences:

1. During the night it . . . terribly cold.
2. He was so tired, he . . . asleep.
3. When the teacher left the classroom, the children . . . noisy.
4. If you do not put the milk in the refrigerator, it will . . . sour.
5. This knob has . . . loose.
6. The children . . . quiet when he entered the room.
7. Even though I am . . . older, I am not . . . wiser.
8. She's . . . so fat you won't recognize her.
9. This post . . . vacant last year.
10. Don't worry, everything will . . . right in the end.

76 April Fools' Day　　愚人节



golden brown macaroni stalks

'To end our special news bulletin,' said the voice of the television announcer, 'we are taking you to the macaroni fields of Calabria. Macaroni has been grown in this area for over six hundred years. Two of the leading growers, Giuseppe Moldova and Riccardo Brabante, tell me that they have been expecting a splendid crop this year and harvesting has begun earlier than usual. Here you can see two workers who, between them, have just finished cutting three cart-loads of golden brown macaroni stalks. The whole village has been working day and night gathering and threshing this year's crop before the September rains. On the right, you can see Mrs Brabante herself. She has been helping her husband for thirty years now. Mrs Brabante is talking to the manager of the local factory where the crop is processed. This last scene shows you what will happen at the end of the harvest: the famous Calabrian macaroni-eating competition! Signor Fratelli, the present champion, has won it every year since 1961. And that ends our special bulletin for today, Thursday, April 1st. We are now returning you to the studio.'

"我们把您带到卡拉布利亚的通心面小麦的田野，"电视广播员说，"以结束我们的专题新闻简报节目。通心面小麦在这个地区已种植六百多年了。两位主要种植人——鸠塞浦·莫尔道娃和里卡多·布拉班特告诉我说，他们一直在盼望着今年有一次大丰收。收割开始得比往年早些。这里您可以看到两个劳动者，他们两人协力割下了三车金黄的通心面小麦秸。全村日夜辛苦，要在9月的雨季之前收好并打完今年的庄稼。在右边，您可看到的就是布拉班特夫人。她帮助丈夫已经三十年了。布拉班特夫人正在和农作物加工厂的经理谈话。最后这个场面向你表明，收获结束时所进行的活动：卡拉布利亚人吃通心面的对抗赛！现在的冠军，费拉特里先生，自从1961年以来，每年都获得冠军。今天，4月1日，星期四，我们的专题新闻简报节目到此结束。现在我们再把您带回电视广播电台。"

注　释

1. April fools' day：愚人节，又叫：All fools' day. 在每年的4月1日。

2. macaroni-eating competition，这里“名词+带 ing 的动词”作定语的词组。

生词和短语

bulletin ['bulitin] *n.* 公报；快报
macaroni [mækə'rəuni] *n.* 做通心面的小麦
calabria [kə'leibriə] 意大利东南部的一个地区
crop [krɔp] *n.* 收获，收成
cart [kɑ:t] *n.* (双轮)运货马车
load [ləud] *n.* 负担，载(荷)
cart-load 一车(载货量)
signor 或 signior ['si:njɔ:] *n.* (意语)先生
champion ['tʃæmpjən] *n.* 优胜者，冠军
studio ['stju:diəu] *n.* 播音室
between them (他们)协力，共同

Précis

In not more than 85 words write an account of the television programme. Write two different paragraphs using the points and connections given below.

CONNECTIONS	POINTS	CONNECTIONS
	1. End of news bulletin.	
	2. Television announcer showed viewers fields—Calabria.	
where	3. Grown—six hundred years.	*Here*
	4. Harvesting earlier this year.	*This year*
and	5. Whole village working hard.	
before	6. September rains.	*before*
	7. Crop: processed—factory.	*so that the crop*
	8. After harvest—famous competition.	
which	9. Signor Fratelli—since 1961.	*This*
That	10. End of bulletin—April 1st.	*With that*

Composition

Write an imaginary account of a macaroni-eating competition. Write two paragraphs, in about 150 words using the ideas given below:

1. The appearance of the six competitors—all very fat—their past achievements—huge quantity of macaroni prepared, weighed and served.
2. Quantity, not speed was the important thing—competitors eating for three hours—only one man left—he asked for more!

Letter-writing

Write a suitable *Purpose* of about 50 words to follow this introductory paragraph:

I have just heard that Tom Blake will be staying with you for a week. I would love to meet him again as I haven't seen him for years.

Key Structures

What has happened? What has been happening?
Review: KS 19, 77, 133.

Exercises

A. Underline all the verbs in the passage which tell us *what has happened* and *what has been happening.*

B. Give the correct form of the verbs in brackets. Do not refer to the passage until you finish the exercise:

Macaroni (grow) in this area for over six hundred years. Two of the leading growers, Giuseppe Moldova and Riccardo Brabante, tell me that they (expect) a splendid crop this year and harvesting (begin) earlier than usual. Here you can see two workers who, between them, just (finish) cutting three cart-loads of golden brown macaroni stalks. The whole village (work) day and night gathering and threshing this year's crop before the September rains. On the right, you can see Mrs Brabante herself. She (help) her husband for thirty years now. This last scene shows you what will happen at the end of the harvest: the famous Calabrian macaroni-eating competition! Signor Fratelli, the present champion, (win) it every year since 1961.

Special Difficulties

Words Often Confused.

a Usual and Usually. Study these examples:

Harvesting has begun earlier than usual. (ll. 9–10)
He usually gets up at 6 o'clock.

b Between and Among. Study these examples:

Here you can see two workers who, between them, have just finished cutting three cart-loads of macaroni. (ll. 10–13)
Tom sat between Jill and Jennifer.
The Prime Minister was among those present.
You'll find it somewhere among those newspapers.

c Manager, Director, Headmaster. Study these examples:

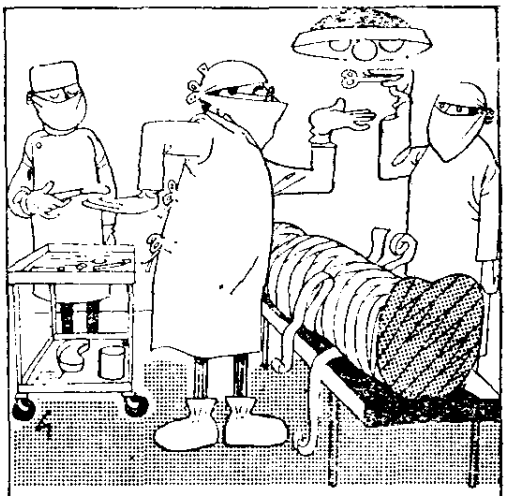
Mrs Brabante is talking to the manager of the local factory. (l. 18)
Mr Jones is the director of several companies.
Who is the headmaster of this school?

Exercise

Supply any of the above words in the following sentences:

1. I found your pipe. It was . . . those things on the table.
2. As . . ., he asked the same silly questions.
3. The lady in the shop asked to see the . . .
4. He has been . . . of this school for seventeen years.
5. It seems to be warmer than . . . this month.
6. Everybody dreams of living like a company . . . with a large expense account.
7. She stuck the flower . . . the pages of a book.
8. He . . . returns from work about this time, but he is late today.

77 A Successful Operation 一次成功的手术



The operation proved to be very difficult

The mummy of an Egyptian woman who died in 800 B.C. has just had an operation. The mummy is that of Shepenmut who was once a singer in the Temple of Thebes. As there were strange marks on the X-ray plates taken of the mummy, doctors have been trying to find out whether the woman died of a rare disease. The only way to do this was to operate. The operation, which lasted for over four hours, proved to be very difficult because of the hard resin which covered the skin. The doctors removed a section of the mummy and sent it to a laboratory. They also found something which the X-ray plates did not show: a small wax figure of the god Duamutef. This god which has the head of a cow was normally placed inside a mummy. The doctors have not yet decided how the woman died. They feared that the mummy would fall to pieces when they cut it open, but fortunately this has not happened. The mummy successfully survived the operation.

一位死于公元前800年的埃及妇女的木乃伊，刚接受过一次手术。这是赛潘姆的木乃伊，她曾经一度在希布兹圣堂当过歌手。由于给木乃伊拍的X光片子上有奇异的斑点，所以医生们一直在试图查明这位妇女是否死于某种罕见的疾病。检查的唯一办法是动手术。这次手术延续了四个多小时，是非常难做的一次手术，因为，皮肤上覆盖着一层坚硬的树脂。医生们给木乃伊做了切片，并把切片送到化验室。他们还发现了X光片子上所未曾显示出的东西——一只鸠阿姆特神的蜡质小塑像。这位神仙是人身牛头，木乃伊体内通常都要放上一只。医生们尚未确定这位妇女的死因。他们担心在进行剖开手术时木乃伊会变成碎片。然而幸运的是，这一情况并未发生。手术之后，木乃伊成功地保存了下来。

注 释

1. 800 B. C. 公元前800年。B. C. 为 Before Christ [kraist] 的缩写，Christ 即基督。
2. the X-ray plates taken of the mummy. 给木乃伊拍的X光片子。

taken of... 为过去分词，作定语。take a picture of somebody 是“为某人拍照”的固定说法。

生词和短语

operation [ˌɔpə'reiʃən] *n.* (外科)手术，开刀
mummy ['mʌmi] *n.* 木乃伊
Egyptian [i'dʒipʃən] *a.* 埃及的
Thebes [θi:bz] *n.* 埃及古都
disease [di'zi:z] *n.* 病，疾病〔同义：sickness〕
resin ['rezin] *n.* 树脂
section ['sekʃən] *n.* (医)切片
figure [figə] *n.* 形状〔同义：form, shape〕
survive [sə'vaiv] *vt.* 活下来，幸存下来

Précis

Write a summary of the passage *in not more than 70 words.*
Write two different paragraphs using the points and connections given below.

CONNECTIONS	POINTS	CONNECTIONS
	1. Doctors operated—mummy: Egyptian woman.	
who	2. Died 800 B.C.	*who*
whether	3. Wanted to find out—died rare disease.	*in order . . . if*
After removing	4. Removed section.	
	5. Sent it to laboratory.	*which*
During the operation	6. Unexpectedly found figure—god.	*Inside the mummy*
Though	7. Afraid mummy fall to pieces.	
	8. Survived operation.	*but*

Composition

Write two paragraphs in about 150 words using the ideas given below:

1. A mummy disappeared from a museum—newspaper reports—strange stories about the mummy—the public got alarmed.
2. An official announcement was issued from the museum—scientists were studying the mummy—it would be back in its place soon.

Letter-writing

Write a suitable *Purpose* of about 50 words to follow this introductory paragraph:

I am afraid I will not be able to come with you to next Thursday's concert. I have had to change my plans because something quite unexpected has happened.

Key Structures

What happened? What has happened? What has been happening?
Review: KS 21, 80, 135.

Exercises

A. Underline all the verbs in the passage which tell us ***what happened***, ***what has happened***, and ***what has been happening.***

B. Give the correct form of the verbs in brackets. Do not refer to the passage until you finish the exercise:

The mummy of an Egyptian woman who (die) in 800 B.C. just (have) an operation. As there (be) strange marks on the X-ray plates taken of the mummy, doctors (try) to find out whether the woman (die) of a rare disease. The only way to do this (be) to operate. The operation which (last) for over four hours (prove) to be very difficult. The doctors (remove) a section of the mummy and (send) it to a laboratory. They also (find) something which the X-ray plates not (show). The doctors not (decide) yet how the woman (die). They (fear) that the mummy would fall to pieces when they (cut) it open, but fortunately this not (happen). The mummy successfully (survive) the operation.

C. Supply *since*, *for* or *ago* in the following sentences:

1. He stayed with us . . . two weeks.
2. She arrived two weeks . . .
3. I have not seen him . . . Monday.
4. He has been ringing up continually . . . lunch time.
5. We waited . . . ages.
6. He left a month . . . and I have not seen him . . . then.
7. It has not rained . . . March.
8. My grandparents lived here a long time . . .
9. I have not heard from him . . . 1959.
10. We have been working on this new plane . . . over a year now.

Special Difficulties

Words Often Confused.

a B.C. and A.D. Study these examples:

The mummy of an Egyptian woman who died in 800 B.C. . . . (ll. 1–2)
Julius Caesar died in 44 B.C.
William the Conqueror invaded Britain in A.D. 1066.

b Skin, Leather, Complexion. Study these examples:

Hard resin covered the skin. (l. 12)
This briefcase is made of leather.
Look at her rosy cheeks. She has a lovely complexion.

c Wax and Candle. Study these examples:

A small wax figure of the god Duamutef. (ll. 16–17)
The lights went out so we lit candles.

Exercise

Choose the correct words in the following sentences:

1. Even though she is old, she still has a good (skin) (complexion).
2. These seat-covers are made of (skin) (leather).
3. A baby's (skin) (leather) is very soft.
4. It is pleasant to have a meal by (candle) (wax) light.
5. Homer lived around 800 (A.D.) (B.C.)

78 The Last One? 最后一支吗?



My friends kept on offering me cigarettes

After reading an article entitled 'Cigarette Smoking and Your Health' I lit a cigarette to calm my nerves. I smoked with concentration and pleasure as I was sure that this would be my last cigarette. For a whole week I did not smoke at all and during this time, my wife suffered terribly. I had all the usual symptoms of someone giving up smoking: a bad temper and an enormous appetite. My friends kept on offering me cigarettes and cigars. They made no effort to hide their amusement whenever I produced a packet of sweets from my pocket. After seven days of this I went to a party. Everybody around me was smoking and I felt extremely uncomfortable. When my old friend Brian urged me to accept a cigarette, it was more than I could bear. I took one guiltily, lit it and smoked with satisfaction. My wife was delighted that things had returned to normal once more. Anyway, as Brian pointed out, it is the easiest thing in the world to give up smoking. He himself has done it lots of times!

读完一篇题为《吸烟与健康》的文章后，我点燃了一支香烟，来镇定我的神经。我聚精会神而且愉快地吸着烟，因为我相信这将是最后一支烟了。我整整一星期根本没吸烟，然而在此期间我的妻子吃尽了苦头。我有正在戒烟的人所具有的全部惯常症状——脾气暴燥，食欲旺盛。我的朋友老是向我递香烟和雪茄。每当我从衣袋里拿出一包糖果的时候，他们毫不掩饰幸灾乐祸的神情。象这样过了七、八天之后，我去参加一次晚会。我周围所有的人都在吸烟，我感到极不舒服。当我的老朋友布赖恩怂恿我接受一支香烟时，我就熬不住了。我内疚地接受了一支，把它点燃并心满意足地吸了。我的妻子很高兴，因为情况再次恢复了正常。不管怎样，正如布赖恩所指出的那样，戒烟是世上最容易的事情。他自己已经戒过许多次了！

注 释

1. produced a packet of cigarettes，拿出(或掏出)一包香烟。
2. kept on offering，keep on doing...，继续(反复，不断)做……。

生词和短语

entitle [in'tait] *vt.* 给题名；名为
light [lait] (lit [lit]或~ed) *v.* 点燃
concentration [ˌkɔnsen'treiʃən] *n.* 集中
symptom ['simptəm] *n.* 症状
temper ['tempə] *n.* 脾气
enormous [i'nɔ:məs] *a.* 巨大的
appetite ['æpitait] *n.* 食欲
guiltily ['giltili] *ad.* 象犯罪似地
satisfaction [ˌsætis'fækʃən] *n.* 满意，称心

Précis

In not more than 80 words, describe the writer's experiences. Write two different paragraphs using the points and connections given below.

CONNECTIONS	POINTS	CONNECTIONS
Having read	1. Read article—smoking.	*The writer*
	2. Writer smoked last cigarette.	*and*
	3. Did not smoke—week.	
and	4. Wife suffered.	*and*
because	5. Bad temper—large appetite.	*because of her husband's*
Meanwhile	6. Friends offered cigarettes.	*Whenever*
and . . . to see	7. Amused—sweets.	*because*
When	8. Went to party.	*However, at a . . .*
	9. Accepted cigarette.	
which	10. Offered by friend.	*from*
and since then	11. Returned to normal.	*Now*

Composition

Write two paragraphs in about 150 words using the ideas given below:

1. Two young boys wanted to smoke—took two cigarettes from father's packet—went and hid in the garage.
2. They lit the cigarettes—smoke and coughing—father saw smoke coming from garage—rushed down—smiled when he saw boys—offered them cigars—the boys accepted them—both very sick.

Letter-writing

Arrange the following heading in the correct order. Put in full stops and commas where necessary:

Brisbane/15 Gower St/24th April 19—/Australia/Queensland

Key Structures

A and The. Review: KS 23, 81, 138.

Exercises

A. Put in *a(n)* or *the* where necessary. Do not refer to the passage until you finish the exercise:

After reading . . . article entitled '. . . Cigarette Smoking and Your Health' I lit . . . cigarette to calm my nerves. I smoked with . . . concentration and . . . pleasure as I was sure that this would be my last cigarette. For . . . whole week I did not smoke at all and during this time my wife suffered terribly. I had all . . . usual symptoms of someone giving up . . . smoking: . . . bad temper and . . . enormous appetite. My friends kept on offering me . . . cigarettes and . . . cigars. They made no effort to hide their amusement whenever I produced . . . packet of . . . sweets from my pocket. After seven days of this I went to . . . party.

B. Write sentences using *a*, *the*, *some* or *any* with the following:

1. Making coffee. Do you want . . . ? 2. Exports/increase/this year. 3. Afraid/thunder/lightning. 4. Boy/sent/school/deaf. 5. Tax laws/help/rich. 6. Spend/evening/listen/music. 7. Crime/not pay. 8. Like/apple or orange? 9. Are you/artist or musician? 10. Take/sugar/tea?

Special Difficulties

The verb *keep* has a different meaning in each of these sentences. Study them carefully:

My friends *kept on* offering me cigarettes. (ll. 10–11) (Continued.)

Please *keep off* the grass. (Do not walk on it.)

He *kept away from* the party. (He did not come.)

Under my essay, the teacher wrote, 'Good work! *Keep it up!*' (Continue making an effort.)

He ran so fast, I could not *keep up with* him. (I could not remain beside him.)

A big notice on the door said, '*Keep out!*' (Do not come in.)

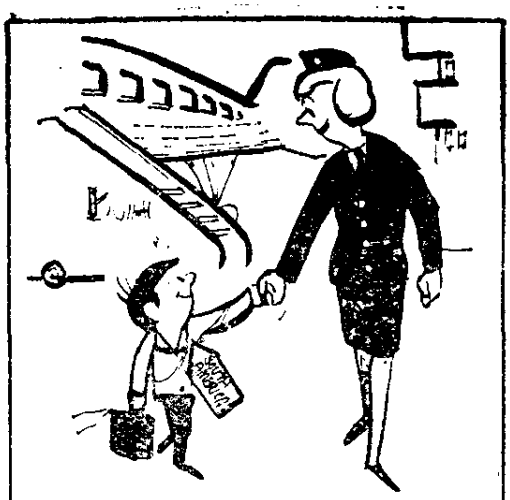
The boy was *kept in* after school. (He was made to remain behind as a punishment.)

Exercise

Supply the missing words in the following sentences:

1. I think he kept . . . . . the meeting on purpose.
2. Keep . . . the floor. I have just finished scrubbing it.
3. He has just begun a diary. I wonder how long he will keep it . . .
4. He kept . . . making the same mistake.
5. We keep Tim . . . of the room because Betty has measles.
6. Most people spend their lives trying to keep . . . . . their neighbours.
7. Three children were kept . . . yesterday afternoon because they had misbehaved during the music lesson.

79 By Air 乘飞机



I used to travel by air a great deal

I used to travel by air a great deal when I was a boy. My parents used to live in South America and I used to fly there from Europe in the holidays. An air-hostess would take charge of me and I never had an unpleasant experience. I am used to travelling by air and only on one occasion have I ever felt frightened. After taking off, we were flying low over the city and slowly gaining height, when the plane suddenly turned round and flew back to the airport. While we were waiting to land, an air-hostess told us to keep calm and to get off the plane quietly as soon as it had touched down. Everybody on board was worried and we were curious to find out what had happened. Later we learnt that there was a very important person on board. The police had been told that a bomb had been planted on the plane. After we had landed, the plane was searched thoroughly. Fortunately, nothing was found and five hours later we were able to take off again.

当我还是小孩的时候，曾多次乘飞机旅行过。我双亲曾经住在南美洲，假期里我常常从欧洲乘飞机到那里去。有位飞机女乘务员总是照料我，我从未有过不愉快的经历。我习惯了乘飞机旅行，我只受过一次惊吓。我们起飞后，在城市上面正在作低空飞行，并且慢慢逐步升高，突然飞机掉转头来，飞回机场。在我们等待着陆的时候，一位飞机女乘务员叫我们保持镇静，飞机一着陆，应当马上轻轻走下飞机。飞机上的人都很着急，而且我们急于想了解出了什么事。后来我们才听说，飞机上有位非常重要的人物。警察获悉飞机上藏了一枚炸弹。我们着陆后，飞机被彻底搜查过一遍。幸运的是，什么也没找到。五小时后我们终于又起飞了。

注 释

1. used to do，过去常做某事，其中 used 读作 [ju:st]，作“使用”解时读 [ju:zd]。
2. be used to+名词，习惯于某事，其中 used 亦读作 [ju:st]。

3. to take charge of 照顾

4. ..., we were flying low..., when... 这种句子结构往往含有“正在做某事，突然……”的意思。

5. ...we were able to take off again=we managed to take off again =we succeeded in taking off again 。

生词和短语

Eurooe ['juərəp] *n.* 欧洲
gain [gein] *vt.* 得到，使获得
height [hait] *n.* 高度
land [lænd] *vi* (飞机等)着陆
curious ['kjuəriəs] *a.* 好奇的
plant [plɑ:nt] *vt.* 埋藏

Précis

In not more than 80 words describe what happened from the moment the plane took off. Write two different paragraphs using the points and connections given below.

CONNECTIONS	POINTS	CONNECTIONS
	1. Plane took off.	*After having*
and	2. Flew low—city.	
When	3. Gaining height.	*Although*
	4. Had to return—airport	
Meanwhile	5. Told to keep calm.	*During this time*
After	6. Disembarked.	*until*
	7. Learnt—important person.	
Someone had told	8. Police—bomb.	*Because*
but though	9. Searched.	
	10. Found nothing.	*However*
	11. Five hours later took off.	*so*

Composition

Write two paragraphs in about 150 words using the ideas given below:

1. Plane took off—a passenger threw a lighted cigarette into an air-vent—he thought it was an ash-tray.
2. Smoke—panic—the plane returned to the airport—fire-engines, ambulances—no one was hurt—the fire was put out—the plane took off again.

Letter-writing

Write a suitable *Purpose* of about 50 words to follow this introductory paragraph:

You will be surprised to hear that your uncle Peter has unexpectedly returned from South America. He is staying with us at present and I know that he would very much like to see you.

Key Structures

What happened? What was happening? What used to happen? Review: KS 25, 83, 139.

Exercises

A. Underline all the verbs in the passage that tell us *what happened*, *what was happening*, and *what used to/would happen*.

B. Give the correct form of the verbs in brackets. Use *would* in place of *used to* where possible. Do not refer to the passage until you finish the exercise:

I (travel) by air a great deal when I (be) a boy. My parents (live) in South America and I (fly) there from Europe in the holidays. An air-hostess (take) charge of me and I never (have) an unpleasant experience. I am used to travelling by air and only on one occasion have I ever felt frightened. After taking off, we (fly) low over the city and slowly (gain) height, when the plane suddenly (turn) round and (fly) back to the airport. While we (wait) to land, an air-hostess (tell) us to keep calm and to get off the plane quietly as soon as it had touched down.

C. Explain the difference in meaning between these two sentences:

1. I *used to* fly there from Europe in the holidays. (ll. 3–4)
2. I *am used to* travelling by air. (ll. 6–7) **(SD 140)**

Special Difficulties

The verb *take* has a different meaning in each of these sentences. Study them carefully:

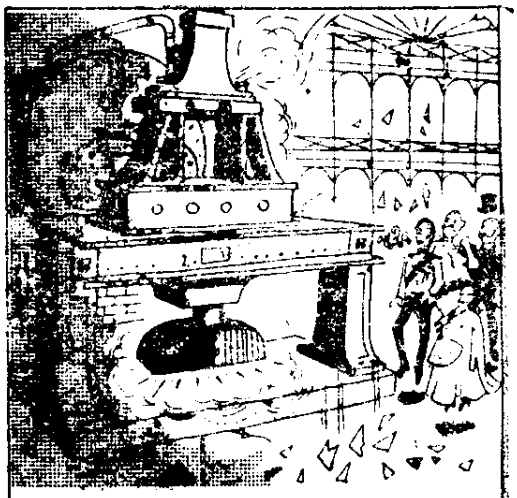
After *taking off*, we were flying over the city . . . (ll. 9–10)
He *took off* his coat.
He is always *taking off* his teacher. (He is always making fun of him by imitating him.)
Young Tom *takes after* his father. (He resembles his father.)
That wardrobe *takes up* a lot of space. (It occupies a lot of space.)
He has *taken up* French. (He has begun to learn French.)
When his wife died, he *took to* drinking. (He started drinking and it became a habit.)
He was so persuasive that I *was taken in*. (I was deceived.)
The reporter *took down* everything I said. (The reporter wrote . . .)
That business was doing very badly until Jones *took over*. (He became in charge of it.)

Exercise

Supply the missing words in the following sentences:

1. Who will take . . . when the present director leaves?
2. As soon as he got into the lift he took his hat . . .
3. You shouldn't be taken . . . by stories like that.
4. Last year he took . . . Russian; now he's taking . . . Chinese.
5. None of my children takes . . . me.
6. The new rocket will take . . . from Cape Kennedy.
7. 'Please take . . . this letter for me, Miss Ray,' the manager said.
8. He takes . . . people so well he ought to go on the stage.

80 The Crystal Palace 水晶宫



The most wonderful piece of machinery

Perhaps the most extraordinary building of the nineteenth century was the Crystal Palace, which was built in Hyde Park for the Great Exhibition of 1851. The Crystal Palace was different from all other buildings in the world, for it was made of iron and glass. It was one of the biggest buildings of all time and a lot of people from many countries came to see it. A great many goods were sent to the exhibition from various parts of the world. There was also a great deal of machinery on display. The most wonderful piece of machinery on show was Nasmyth's steam hammer. Though in those days, travelling was not as easy as it is today, steam boats carried thousands of visitors across the Channel from Europe. On arriving in England, they were taken to the Crystal Palace by train. There were six million visitors in all, and the profits from the exhibition were used to build museums and colleges. Later, the Crystal Palace was moved to South London. It remained one of the most famous buildings in the world until it was burnt down in 1936.

可能十九世纪最不寻常的建筑物就是“水晶宫”，这是1851年为了“大博览会”在海德公园建造的。“水晶宫”不同于世界上一切别的建筑物，因为它是由铁和玻璃建成的。这是空前的最大建筑物之一，许多国家的许多人都来看过。世界各地许多商品都送到这个展览会。还展出了许多机器，展出的机器中最奇妙的一台就是内史密斯的蒸汽锤。虽然当时旅行没有今天这么容易，但是轮船把数千人从欧洲大陆送过英吉利海峡。一到英国，火车就把他们送往“水晶宫”。来访人数总计有六百万。展览会获得的利润用于建造博物馆和高等学校。后来“水晶宫”搬到了伦敦南郊。到1936年被烧掉为止，它一直是世界上最有名的建筑物之一。

注 释

1. a great many “许多”，后跟可数名词。
2. a great deal of “许多”、“大量的”，后跟不可数名词。

3. ..., they were taken to (某地), 被带到……。
4. ...was moved to (某地), 被搬迁到……。

生词和短语

crystal ['kristl] *n.* 水晶
extraordinary [ikstrə'ɔ:dnri] *a.* 不平凡的
exhibition [ˌeksi'biʃən] *n.* 展览
of all time 空前的
goods [gudz] *n.* 商品
various ['vɛəriəs] *a.* 不同的 〔同义：different〕
on show 在展览中
profit ['prɔfit] *n.* 〔常用复数〕利润
in all 总计

Précis

Give an account of the history of the Crystal Palace *in not more than 85 words*. Write two different paragraphs using the points and connections given below.

CONNECTIONS	POINTS	CONNECTIONS
	1. The Crystal Palace.	
which	2. Built—exhibition.	
	3. Different—others.	*Made of . . . it*
because	4. Iron and glass.	
	5. Goods—world.	*. . . not only . . .*
as well as	6. Machinery.	*but . . . as well*
So many	7. Visitors: boat, train.	*This attracted . . . who*
that it was possible	8. Colleges—museums.	*Later*
from	9. Profits.	*from*
After the exhibition	10. Moved—South London.	*The Crystal Palace*
where	11. Remained.	*and . . . until*
until	12. Burnt down 1936.	*when*

Composition

Write two paragraphs in about 150 words using the ideas given below:

1. A visit to a modern exhibition—how I got there—the exhibition attracted large crowds.
2. My first impressions—the things on display—a walk round the exhibition hall—the exhibits that I liked best—tired at the end of the day.

Letter-writing

Write a suitable *Purpose* of about 50 words to follow this introductory paragraph:

I have some wonderful news for you. I have at last managed to get two tickets for the Football Cup.

Key Structures

The best and the worst. Review: **KS 27, 86, 141.**

Exercises

A. How many comparisons can you find in the passage? Underline as many as you can.

B. Supply the missing words in the following. Do not refer to the passage until you finish the exercise:

Perhaps the . . . extraordinary building of the nineteenth century was the Crystal Palace which was built in Hyde Park for the Great Exhibition of 1851. The Crystal Palace was different . . . all other buildings . . . the world, for it was made of iron and glass. It was one of the . . . (big) buildings . . . all time and a . . . of people from . . . countries came to see it. A great . . . goods were sent to the exhibition from various parts of the world. There was also a great . . . of machinery on display. The . . . wonderful piece of machinery on show was Nasmyth's steam hammer. Though in those days, travelling was not . . . easy . . . it is today, steam boats carried thousands of visitors across the Channel from Europe. The Crystal Palace remained one of the . . . famous buildings . . . the world until it was burnt down in 1936.

Special Difficulties

Phrases with On. Compare **SD 108.**

Study these examples:

There was also a great deal of machinery *on display*. (ll. 12–13)
The most wonderful piece of machinery *on show* . . . (ll. 13–14)
He has gone to Frankfurt *on business*.
I didn't catch the bus. I came here *on foot*.
I asked to see the officer *on duty*.
On the whole, it has been a very successful year.
Look at that smoke. That building must be *on fire*.
I don't think it was an accident. He did it *on purpose*.
On the average, I make six telephone calls a day.
You mustn't *on any account* sign the contract before you read it.
I know I had agreed to let you go to the cinema, but *on second thoughts*, you should stay at home and finish your homework.

Exercise

Supply phrases with *on* in the following sentences:

1. While the guard was . . ., he heard a shot.
2. I've changed my mind. . . . I'll go by plane instead.
3. I think you dropped your handkerchief . . . so that he could pick it up.
4. You must be exhausted! Did you come all that way . . . ? You should have taken a taxi.
5. I'm not always pleased with his work, but . . . it is satisfactory.
6. You must not, . . ., leave this room.
7. . . ., 250,000 tourists visit this town each year.

81 Escape 脱 逃



The prisoner marched boldly up and down

When he had killed the guard, the prisoner of war quickly dragged him into the bushes. Working rapidly in the darkness, he soon changed into the dead man's clothes. Now, dressed in a blue uniform and with a rifle over his shoulder, the prisoner marched boldly up and down in front of the camp. He could hear shouting in the camp itself. Lights were blazing and men were running here and there: they had just discovered that a prisoner had escaped. At that moment, a large black car with four officers inside it, stopped at the camp gates. The officers got out and the prisoner stood to attention and saluted as they passed. When they had gone, the driver of the car came towards him. The man obviously wanted to talk. He was rather elderly with grey hair and clear blue eyes. The prisoner felt sorry for him, but there was nothing else he could do. As the man came near, the prisoner knocked him to the ground with a sharp blow. Then, jumping into the car, he drove off as quickly as he could.

一个战俘杀死卫兵后，很快把他拖进丛林。他在黑暗里动作迅速，很快换上了死者的衣服。现在战俘身穿蓝色制服，肩扛来福枪，在军营前大胆地走来走去。他能听到营房里的喧闹声。灯光通明，人们到处乱跑——他们刚才发现有个战俘逃掉了。这时，一辆黑色大轿车，里面坐着四个军官，在营门口停了下来。军官们下了车，这个战俘立正站着，他们走过去时还敬了礼。他们走开后，汽车司机却向他走了过来。显然这个人想攀谈。他上了年纪，头发灰白，蓝色的眼睛闪着光芒。战俘感到对他不起，但是此外他没有别的办法。当这个人走近时，战俘猛地一击将他打翻在地。然后跳进汽车，以最快的速度把车开跑了。

注 释

1. with a rifle over his shoulder , with four officers inside it , "with + 宾语 + 另一介词短语" 是可作句子的状语的，如前一句；可作定语，如后一句。

2. as they passed，As the man came near，as 时间从句可以表示过程，如前句；可表示某时刻，如后一句。

生词和短语

guard [gɑ:d] *n.* 守卫，哨兵，警卫员
prisoner ['prizənə] *n.* 囚犯
drag [dræg] *vt.* 拖，拽
bush [buʃ] *n.* 丛林
uniform ['ju:nifɔ:m] *n.* 制服，军服
rifle ['raifl] *n.* 来福枪；步枪
boldly ['bəuldli] *ad.* 大胆地
escape [is'keip] *vi.* 逃，逃脱，漏出；*vt.* 避免，免除
sharp [ʃɑ:p] *a.* 猛烈的

Précis

In not more than 85 words describe what the prisoner did. Write two different paragraphs using the points and connections given below.

CONNECTIONS	POINTS	CONNECTIONS
After having	1. Prisoner of war killed guard.	*As soon as he*
	2. Dragged—bushes.	*and*
and	3. Changed into clothes.	*the prisoner of war*
Then he	4. Rifle over shoulder.	*With*
and	5. Marched—camp.	
A short time afterwards	6. Four officers—car.	*when*
so . . . and	7. Attention—saluted.	*and*
When they had gone	8. Driver—towards him.	*When the driver*
and after	9. Knocked out.	
	10. Jumped into car.	*Then, jumping*
and	11. Drove away.	

Composition

Write two paragraphs in about 150 words using the ideas given below:

1. Dark night—a prisoner of war who had escaped was dressed as a guard—he was still in the camp—took part in the search for the 'missing' prisoner.
2. He went out in a lorry with the other guards—into the countryside—the guards went into the forest—the prisoner escaped.

Letter-writing

The Conclusion: The last paragraph of a letter should take the form of a polite wish. Learn the following phrases by heart:

Please give my love/regards to . . .
I hope you will be well again soon.

Exercise
Write five opening sentences which could be used in letters to friends or relations.

Key Structures

At, In, To, With etc. Review: KS 29, 87, 143.
A. Underline the words *into*, *in*, *with*, *at*, and *to* in the passage. Note how they have been used.

B. Supply the missing words in the following. Do not refer to the passage until you finish the exercise:

1. When he had killed the guard, the prisoner of war quickly dragged him . . . the bushes. Working rapidly . . . the darkness, he soon changed . . . the dead man's clothes. Now, dressed . . . a blue uniform and . . . a rifle over his shoulder, the prisoner marched boldly up and down in front of the camp. He could hear shouting . . . the camp itself.
2. . . . that moment, a large black car . . . four officers inside it, stopped . . . the camp gates. The officers got out and the prisoner stood . . . attention.
3. He was rather elderly . . . grey hair and clear blue eyes.
4. As the man came near, the prisoner knocked him . . . the ground . . . a sharp blow. Then, jumping . . . the car, he drove off as quickly as he could.

Special Difficulties

Words Often Confused.
a Cloth, Clothing, Clothes. Study these examples:
I wanted to have a suit made so I bought three and a half yards of cloth.
You should give all this old clothing away.
He soon changed into the dead man's clothes. (ll. 4–5)

b Salute, Greet. Study these examples:
He stood to attention and saluted as they passed. (ll. 15–16)
He went to the station to greet his friend.

c Clear, Clean. Study these examples:
He was rather elderly with clear blue eyes. (l. 18)
The water in the stream was very clear.
His instructions were very clear. (They were easy to understand.)
We can cross now. The road is clear.
She keeps her house very clean.

Exercise
Supply any of the above words in the following sentences:

1. The guard . . . the general.
2. When the canal was . . . the ship went through.
3. I bought a piece of . . . to make a dress.
4. I haven't bought any new . . . for years.
5. The soldier . . . his mother with a kiss.

82 Monster or Fish? 是妖怪还是鱼？



rarely been seen alive by man

Fishermen and sailors sometimes claim to have seen monsters in the sea. Though people have often laughed at stories told by seamen, it is now known that many of these 'monsters' which have at times been sighted are simply strange fish. Occasionally, unusual creatures are washed to the shore, but they are rarely caught out at sea. Some time ago, however, a peculiar fish was caught near Madagascar. A small fishing-boat was carried miles out to sea by the powerful fish as it pulled on the line. Realizing that this was no ordinary fish, the fisherman made every effort not to damage it in any way. When it was eventually brought to shore, it was found to be over thirteen feet long. It had a head like a horse, big blue eyes, shining silver skin, and a bright red tail. The fish, which has since been sent to a museum where it is being examined by a scientist, is called an oarfish. Such creatures have rarely been seen alive by man as they live at a depth of six hundred feet.

渔夫和水手有时声称看到过海里的妖怪。虽然人们常常嘲笑海员所讲的故事，大家现在明白了，许多被偶尔看到的这样的妖怪不过是稀奇的鱼而已。一些异样的动物偶然被冲到岸上来，然而在远海上他们是很少能被捕捉到的。但是不久前，有人在马达加斯加附近捕到了一条怪鱼。有条小渔船被一条力气强大的鱼拖着渔线带到数英里以外的海面上去了。渔夫意识到那决不是一条普通的鱼，所以无论如何他尽量不伤害它。最后当把它弄上岸时，发现这条鱼身长超过十三英尺。它的头象马头，大大的蓝眼睛，闪闪发光的银白色皮肤，还有一条鲜红的尾巴。此后，这条鱼被送到了某博物馆。一位科学家正在那里进行检验，这条鱼叫做桨鱼。人们很少看到过这样的动物。因为它们生活在六百英尺深的海水里。

注 释

1. 在同一篇文章中，英语不习惯多次重复使用一个词，如本文中，see，

sight，no ordinary，strange，peculiar，unusual，在阅读中应留意这一点。

2. have rarely been seen alive，alive 为主语补足语。

生词和短语

claim [kleim] *vt.* 声称
monster ['mɔnstə] *n.* 妖魔
occasionally [ə'keiʒnəli] *ad.* 偶然，偶尔，不时地
creature ['kri:tʃə] *n.* 生物；动物
peculiar [pi'kju:liə] *a.* 奇异的
realize ['riəlaiz] *vt.* 实现，认识到，领悟，体会
eventually [i'ventjuəli] *ad.* 终于，最后
skin [skin] *n.* 皮，皮肤
in any way 在任何情况下
laugh at… 嘲笑，见(或听)…而笑

Précis

Give an account of what happened *in not more than 80 words*. Write two different paragraphs using the points and connections given below.

CONNECTIONS	POINTS	CONNECTIONS
	1. Strange fish caught—Madagascar.	
after having pulled	2. Fishing-boat—out to sea.	*Though*
Making	3. Effort—damage.	
	4. Fisherman—brought it to shore.	*On being brought*
The fish, which	5. Thirteen feet.	*the fish*
with	6. Head like horse.	*and*
	7. Sent museum.	*Now that*
It . . . who said	8. Examined—scientist.	
	9. Oarfish.	*It*
and	10. Six hundred feet.	*and*

Composition

Write two paragraphs in about 150 words using the ideas given below:

1. A man in a bar—explaining to others how he caught a big fish—rough seas—great difficulty—boat carried out to sea.
2. After several hours he pulled the fish up—never seen before—its size, appearance and colours—but it got away.

Letter-writing

The Conclusion. Learn the following phrases by heart:

I shall be looking forward to hearing from/seeing you soon.

I hope you will soon settle down in your (new job, school etc.).

Exercise

Write a suitable *Purpose* for a letter in about 50 words. The letter has as its conclusion 'I hope you will be well again soon.'

Key Structures

A peculiar fish was caught near Madagascar. Review: **KS 31, 89, 146.**

Exercises

A. Underline the verbs in the passage and study their form.

B. Give the correct form of the verbs in brackets. Do not refer to the passage until you finish the exercise.

Though people have often laughed at stories told by seamen, it . . . now (know) that many of these 'monsters' which . . . at times (sight) are simply strange fish. Occasionally, unusual creatures (wash) to the shore, but they . . . rarely (catch) out at sea. Some time ago, however, a peculiar fish (catch) near Madagascar. A small fishing-boat (carry) miles out to sea by the powerful fish as it pulled on the line. When it . . . eventually (bring) to shore, it (find) to be over thirteen feet long. The fish, which . . . since (send) to a museum where it (examine) by a scientist, (call) an oarfish. Such creatures . . . rarely (see) alive by man as they live at a depth of six hundred feet.

Special Difficulties

Words Often Confused.

a Laugh and Laugh at. Study these examples:

Everybody laughed when the circus clown made his appearance.

Though people have often laughed at stories told by seamen . . . (ll. 2–4) (People have made fun of . . .)

b Wash and Wash up. Study these examples:

I must wash my hands. They are very dirty.

Have you ever seen a cat washing itself?

Unusual creatures are washed to the shore. (ll. 7–8) (They are carried to the shore by water.)

The man was washed overboard by a big wave.

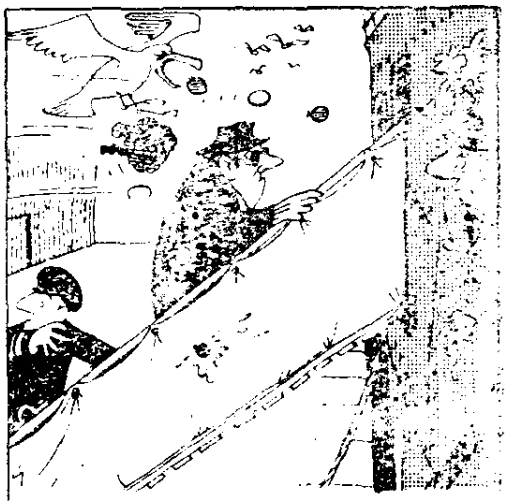
I'll wash up tonight. (I'll wash the dishes.)

Exercise

Supply any of the above words in the following sentences:

1. What a lot of dirty plates! Who is going to . . .?
2. Don't wear that hat. People will . . . you.
3. The bridge was . . . away by the river.
4. We all . . . when he told us a funny story.
5. The boy was told to . . . his hands before sitting at table.

83 After the Elections 选举之后



retiring from political life

The former Prime Minister, Mr Wentworth Lane, was defeated in the recent elections. He is now retiring from political life and has gone abroad. My friend, Crawley, has always been a fanatical opponent of Mr Lane's Radical Progressive Party. After the elections, Crawley went to the former Prime Minister's house. When he asked if Mr Lane lived there, the policeman on duty told him that since his defeat, the ex-Prime Minister had gone abroad. On the following day, Crawley went to the house again. The same policeman was just walking slowly past the entrance, when Crawley asked the same question. Though a little suspicious this time, the policeman gave him the same answer. The day after, Crawley went to the house once more and asked exactly the same question. This time, the policeman lost his temper. 'I told you yesterday and the day before yesterday,' he shouted, 'Mr Lane was defeated in the elections. He has retired from political life and gone to live abroad!'

'I know,' answered Crawley, 'but I love to hear you say it!'

在最近的选举中，前总理温华兹·雷安先生被击败了。他正在退出政治生活，现在已经出国了。我的朋友克劳莱一向是雷安先生激进党的狂热反对者。选举后，克劳莱去过前任总理的住宅。当他询问雷安先生是否住在那里时，值班警察告诉他，前任总理自从被击败后就出国了。第二天，克劳莱又到他家去了一次。同一个警察正在慢慢地从门口走过，克劳莱又突然问了同样的问题。虽然，这次有点疑心，那位警察还是作了同样的回答。又过了一天，克劳莱又去他家一次，又问了完全同样的问题。这次，这位警察发火了："我昨天、前天就告诉过你了，"他嚷起来了，"雷安先生在选举中被击败了。他已经退出了政治生活，到国外去住了！"

"我知道。"克劳莱回答说，"不过我爱听你这样说呀！"

注 释

1. Wentworth Lane ['wentwəθ 'lein] 温华兹·雷安(姓名)。

2. Crawley ['krɔ:li] 克劳莱(姓氏)。

3. the former Prime Minister=the ex-Prime Minister。

4. again，又一次；once more=once again 再来一次。

生词和短语

former ['fɔ:mə] *a.* 从前的
prime minister [praim, 'ministə] 总理
retire [ri'taiə] *vi.* 退休
fanatical [fə'nætikəl] *a.* 狂热的
opponent [ə'pəunənt] *n.* 反对者
radical ['rædikəl] *a.* 激进的
progressive [prə'gresiv] *a.* 进步的，前进的
entrance ['entrəns] *n.* 入口
suspicious [səs'piʃəs] *a.* 疑心的
exactly [ig'zæktli] *ad.* 恰好

Précis

Give an account of what happened *in not more than 80 words*. Write two different paragraphs using the points and connections given below.

CONNECTIONS	POINTS	CONNECTIONS
After having	1. Defeated—election. 2. Prime Minister retired abroad.	*Since*
who	3. Crawley—fanatical opponent—Party. 4. Went—house—three times.	*As*
and	5. Asked policeman.	*Each time*
whether	6. Mr Lane's house.	*if*
When	7. Third time—angry policeman. 8. Told—defeat, retirement.	*he was told*
	9. Crawley said—something he loved to hear.	*but*

Composition

Write two paragraphs in about 150 words using the ideas given below:

1. A politician was giving a pre-election speech: big promises: more houses, schools etc.—better foreign policy.
2. Members of the audience asked rude questions—the politician lost his temper—said that the audience did not deserve more houses etc.—walked off angrily—defeated in the election.

Letter-writing

The Conclusion. Learn the following phrases by heart:

I am very sorry for all the trouble this has caused you.

I wish you good luck/every success in ...

Exercise
In about 50 words write the *Purpose* for a letter which has one of the above phrases as its conclusion.

Key Structures

Review: KS 188–204
What is happening? What always happens? (KS 188)
What happened? (KS 190)
What has happened? What has been happening? (KS 192)
What was happening? (KS 198)
A peculiar fish was caught near Madagascar. (KS 204)

Exercises
A. Underline all the verbs in the passage noting carefully how they have been used. Revise any Key Structures you have forgotten.

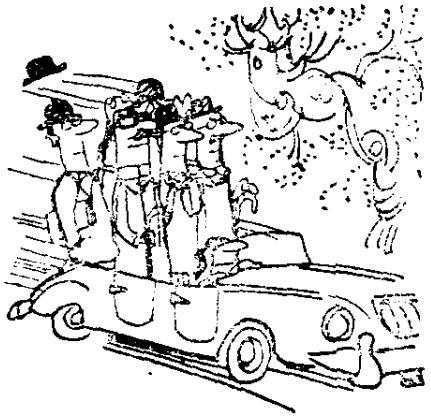
B. Give the correct form of the verbs in brackets. Do not refer to the passage until you finish the exercise:
The former Prime Minister, Mr Wentworth Lane, (defeat) in the recent elections. He now (retire) from political life and (go) abroad. My friend, Crawley, always (be) a fanatical opponent of Mr Lane's Radical Progressive Party. After the elections, Crawley (go) to the former Prime Minister's house. When he (ask) if Mr Lane (live) there, the policeman on duty (tell) him that since his defeat, the ex-Prime Minister had gone abroad. On the following day, Crawley (go) to the house again. The same policeman just (walk) slowly past the entrance, when Crawley (ask) the same question. Though a little suspicious this time, the policeman (give) him the same answer. The day after, Crawley (go) to the house once more and (ask) exactly the same question. This time, the policeman (lose) his temper. 'I (tell) you yesterday and the day before yesterday,' he (shout), 'Mr Lane (defeat) in the elections. He (retire) from political life and (go) to live abroad!'
'I (know),' (answer) Crawley, 'but I (love) to hear you say it!'

Special Difficulties

Temper and Mood.
Study these examples:
This time the policeman *lost his temper*. (ll. 18–19) (He got angry.)
Keep your temper! (Don't get angry!)
After what happened last night I was surprised to find that he was *in* such *a good temper* this morning. (He was not angry.)
You should apologize to him. He's *in a very bad temper*. (He is angry.)
I enjoyed myself at the party. I was *in a very good mood*. (I was cheerful.)
Don't disturb him. He's *in a very bad mood*. (He is not cheerful, but not necessarily angry.)
I'm *in the mood for* a drive into the country. (I would very much like to go for a drive into the country.)

Exercise
Use each of the above italicized phrases in sentences of your own.

84 On Strike 罢 工



. . . people on their way to work

Busmen have decided to go on strike next week. The strike is due to begin on Tuesday. No one knows how long it will last. The busmen have stated that the strike will continue until general agreement is reached about pay and working conditions. Most people believe that the strike will last for at least a week. Many owners of private cars are going to offer 'free rides' to people on their way to work. This will relieve pressure on the trains to some extent. Meanwhile, a number of university students have volunteered to drive buses while the strike lasts. All the young men are expert drivers, but before they drive any of the buses, they will have to pass a special test. The students are going to take the test in two days' time. Even so, people are going to find it difficult to get to work. But so far, the public has expressed its gratitude to the students in letters to the Press. Only one or two people have objected that the students will drive too fast!

公共汽车司机已经决定在下星期进行罢工。罢工预定于星期二开始。谁也不知道罢工会延续多久。公共汽车司机说，罢工将继续下去，直到达成关于工资和工作条件的总的协议为止。多数人相信，这次罢工至少会延续一个星期。许多有小汽车的人都准备给去上班的人们提供“免费乘车”。这将会在一定程度上减轻对火车的压力。与此同时，一些大学生在罢工持续期间志愿驾驶公共汽车。所有这些年轻人都是驾驶能手。然而在驾驶公共汽车前，他们必须通过专门测验。学生们将在两天的时间内接受测验。即使如此，人们将仍然感到上班困难。但是到目前为止，公众已经用书信向新闻界对学生们表示了感激。只有一两个人持有异议，说大学生会把车子开得太快！

注 释

1. on one's way to (某处)在去 …… 的路上。people on their way to work 去上班的人们。
2. ...objected that the students will drive too fast! 不可把 that 从句理解为“被反对的事情”。

生词和短语

go on strike 进行罢工
due [dju:] *a.* 预定的
last [lɑ:st] *vi.* 延续
state [steit] *vi.* 陈述〔同义：express〕
general ['dʒenərəl] *a.* 总的
strike [straik] *n.* 罢工
at least 至少
pay [pei] *n.* 工资，薪金；报酬
owner ['əunə] *n.* 物主，业主
private ['praivit] *a.* 私人的，私有的，个人的
ride [raid] *n.* 乘坐
relieve [ri'li:v] *vt.* 减轻，解除（痛苦等）
to some extent 在一定程度上
object [əb'dʒekt] *vt.* 反对，表示异议〔同义：oppose〕

Précis

In not more than 80 words, describe what will happen next week. Write two different paragraphs using the points and connections given below.

CONNECTIONS	POINTS	CONNECTIONS
which	1. Busmen's strike begins Tuesday.	*Because . . . which*
	2. May last a week.	
Because of this	3. Car-owners—ride.	
	4. People going—work.	
, too,	5. University students—volunteered—buses.	*who*
but	6. Pass special test.	
Though	7. Difficult to get to work.	*Despite the fact that*
	8. Public grateful.	
Only	9. One or two objected.	*except for . . . who*
that	10. Too fast.	*that*

Composition

Write two paragraphs in about 150 words using the ideas given below:

1. The strike began—the students drove badly—the buses were seldom on time—often crowded—the public complained—the busmen were pleased.
2. The students threatened to go on strike—they did so—this angered the busmen who returned to work.

Letter-writing

The Conclusion. Complete the following sentences:

1. I shall be looking . . . 2. I am very sorry for . . . 3. I hope you will . . . 4. I wish you . . . 5. Please give my . . .

Key Structures

What will happen? Review: KS 35, 93, 149.

Exercises

A. Underline all the verbs in the passage which tell us what will happen.

B. Give the correct form of the verbs in brackets. Do not refer to the passage until you finish the exercise:

Busmen have decided to go on strike next week. The strike is due to begin on Tuesday. No one knows how long it (last). The busmen have stated that the strike (continue) until general agreement (reach) about pay and working conditions. Most people believe that the strike (last) for a week. Many owners of private cars (offer) 'free rides' to people on their way to work. This (relieve) pressure on the trains to some extent. Meanwhile, a number of university students have volunteered to drive buses while the strike (last). All the young men are expert drivers, but before they (drive) any of the buses, they (have to) pass a special test. The students (take) the test in two days' time. Even so, people (find) it difficult to get to work. But so far, the public has expressed its gratitude to the students in letters to the Press. Only one or two people have objected that the students (drive) too fast!

Special Difficulties

Study the word order in the following sentences:

People are going to find it difficult to get to work. (l. 18)
He thought it easy to pass the examination.
He considered it wrong that she should have to wait.
I feel it right that he should be punished.
I think it wrong for people to behave like that.

Exercise

Supply the missing parts in the following sentences. Your sentences must be similar in form to those given above.

1. He thought it . . .
2. He finds it unnecessary . . .
3. . . . to find a job.
4. She thinks it important . . .
5. . . . for him to wait so long.
6. . . . a good thing that . . .

85 Never too Old to Learn 活到老学到老



one is never too old to learn

I have just received a letter from my old school informing me that my former headmaster, Mr Reginald Page, will be retiring next week. Pupils of the school, old and new, will be sending him a present to mark the occasion. All those who have contributed towards the gift will sign their names in a large album which will be sent to the headmaster's home. We shall all remember Mr Page for his patience and understanding and for the kindly encouragement he gave us when we went so unwillingly to school. A great many former pupils will be attending a farewell dinner in his honour next Thursday. It is a curious coincidence that the day before his retirement, Mr Page will have been teaching for a total of forty years. After he has retired, he will devote himself to gardening. For him, this will be an entirely new hobby. But this does not matter, for, as he has often remarked, one is never too old to learn.

我刚接到母校的一封信，告诉我说我们的老校长雷金纳德·佩奇先生将于下星期退休。该校的新老同学将要赠送给他一件礼物，以纪念这个日子。凡是凑钱买此礼品的人都要在一本大签名簿上签名，这本签名簿要送到校长家里去。因为佩奇先生耐心又体谅人，每当我们不肯上学时，他便给我们以慈祥的鼓励。这一切都会使我们大家把他铭记心怀。许多从前的学生要在下星期四出席为他举行的告别宴会。到他退休的前一天，佩奇先生将要有总计为四十年的教龄，这真是奇异的巧合呢。退休后，他将要致力于园艺。这对他来说是个完全新的爱好。然而这没有关系，因为正如他一向所说的，人要活到老学到老。

注 释

1. a farewell dinner in his honour 为他举行的告别宴会。
2. devote oneself to+名词或动名词。

生词和短语

inform [in'fɔ:m] *vt.* 通知，报告
headmaster [,hed'mɑ:stə] *n.* （英国的）中小学校长
contribute [kən'tribju(:)t] *vt.* 捐助
sign [sain] *vt* 签字
patience ['peiʃəns] *n.* 耐性
attend [ə'tend] *vt.* 出席
curious ['kjuəriəs] *a.* 奇妙的，不寻常的〔同义：strange〕
devote [di'vəut] *vt.* 专心，把……奉献，献（身）

Précis

Make a summary of the passage *in not more than 80 words*. Write two different paragraphs using the points and connections given below.

CONNECTIONS	POINTS	CONNECTIONS
Now that	1. Former headmaster, Mr Page, retiring.	*After twenty-eight years as*
	2. Pupils—gift.	*not only*
and . . . with	3. Album—signatures.	*but also*
	4. Attending farewell dinner in honour.	
After having	5. Completed forty years as teacher.	*of a man who*
	6. Devote—gardening.	*Now*
which for him	7. New hobby.	*Though*
but	8. Never too old.	*because*

Composition

Write two paragraphs in about 150 words using the ideas given below:

1. The headmaster's speech—he thanked the pupils—he remembered pupils past and present—many successful careers—humorous incidents.
2. His own future—memories—he welcomed old pupils to come and visit him—how he would spend his time—it would take him forty years to put his garden in order.

Letter-writing

How to end a letter. Study this example:

I am looking forward to seeing you soon.
Yours sincerely,
Tom

This is how we usually end letters to friends. We may end 'Yours very sincerely,' 'Yours,' or 'Love,'

Exercise

How would you end letters to each of the following:
Your mother; your best friend; an acquaintance.

Key Structures

What will happen? What will be happening? What will have been happening?
Review: KS 37, 96, 151.

Exercises

A. Study the use in the passage of all the verbs which express the future.

B. Give the correct form of the verbs in brackets. Do not refer to the passage until you finish the exercise.

I have just received a letter from my old school informing me that my former headmaster, Mr Reginald Page, (retire) next week. Pupils of the school, old and new, (send) him a present to mark the occasion. All those who have contributed towards the gift (sign) their names in a large album which (send) to the headmaster's home. We all (remember) Mr Page for his patience and understanding and for the kindly encouragement he gave us when we went so unwillingly to school. A great many former pupils (attend) a farewell dinner in his honour next Thursday. It is a curious coincidence that the day before his retirement, Mr Page (teach) for a total of forty years. After he (retire) he (devote) himself to gardening. For him, this (be) an entirely new hobby.

Special Difficulties

Too and Enough.

Study the following sentences:

One is never too old to learn. (l. 20)
It is too difficult for me to understand.
It is easy enough for me to understand.

Exercise

Join the sentences below in the way shown in these examples:

a The wall is high. I cannot climb it. (too)
The wall is too high to climb.
The wall is too high for me to climb.

b The wall is low. I can climb it. (enough)
The wall is low enough to climb.
The wall is low enough for me to climb.

1. This car is expensive. I cannot buy it. (too)
2. This car is cheap. I can buy it. (enough)
3. The tea is hot. I cannot drink it. (too)
4. This piece of music is difficult. I cannot play it. (too)
5. This piece is easy. I can play it. (enough)

86 Out of Control　　失去控制



. . . swam on quickly.

As the man tried to swing the speed-boat round, the steering-wheel came away in his hands. He waved desperately to his companion, who had been water-skiing for the last fifteen minutes. Both men had hardly had time to realize what was happening when they were thrown violently into the sea. The speed-boat had struck a buoy, but it continued to move very quickly across the water. Both men had just begun to swim towards the shore, when they noticed with dismay that the speed-boat was moving in a circle. It now came straight towards them at tremendous speed. In less than a minute, it roared past them only a few feet away. After it had passed, they swam on as quickly as they could because they knew that the boat would soon return. They had just had enough time to swim out of danger when the boat again completed a circle. On this occasion, however, it had slowed down considerably. The petrol had nearly all been used up. Before long, the noise dropped completely and the boat began to drift gently across the water.

当这个人试图使快艇转弯时，方向盘从手中滑脱了。他绝望地向他的伙伴挥了挥手。他的伙伴在这十五分钟内一直在快艇后面作滑水运动。这两个人还未曾来得及意识到所发生的事，突然都被猛烈地抛进了大海。快艇撞到了一个浮标，但是它还是继续快速穿过海面。这两个人刚刚开始向海岸游去，他们突然恐怖地看到快艇正在作圆周运动。现在它正在以极快的速度向他们直冲过来。不到一分钟它从离他们只有几英尺的地方轰鸣而过，快艇过去后，他们尽快向前游去，因为他们知道快艇很快就要转回来。他们刚刚来得及游出危险区，这时快艇又完成了一圈运动。然而这时，快艇速度慢多了，汽油几乎用光了。不久，轰鸣声完全消失了，于是这条船开始慢悠悠地漂过水面。

注　释

1. ...had hardly had time ... when...，还未曾来得及……突然……，试与 passage 79 课的注释 4 相比较。

2. 试比较 ...to realize what was happening 与 ...because they knew that... 中 realize 和 know 的词义细微差别。

生词和短语

swing [swiŋ] *vt.* 使转向，使摆动
steering-wheel ['stiəriŋ'wi:l] *n.* 方向盘
desperately ['despəritli] *ad.* 绝望地
companion [kəm'pænjən] *n.* 伙伴，同伴，伴侣
buoy [bɔi] *n.* 浮标
water-skiing ['wɔ:tə'ski:iŋ] *n.* 滑水运动
tremendous [tri'mendəs] *a.* 巨大的，惊人的
roar [rɔ:] *vi.* 轰鸣

Précis

In not more than 80 words describe what happened from the moment the men were thrown into the sea. Write two different paragraphs using the points and connections given below.

CONNECTIONS	POINTS	CONNECTIONS
The moment	1. Speed-boat struck buoy.	*Because*
	2. Both men—water.	
As	3. It moved off.	
	4. Men—shore.	*and while*
Turning	5. Circle—towards them.	
After	6. Just missed them.	*and only just*
until	7. Swam—out of danger.	*no sooner . . . than*
When	8. Boat returned.	
	9. Lost speed.	*This time, however*
Soon . . . and	10. Petrol used up—floated.	*because . . . and*

Composition

Write two paragraphs in about 150 words using the ideas given below:

1. A speed-boat was out of control—no one was in it—it was moving towards a small fishing-boat—the fishermen tried to row away.
2. The speed-boat came nearer—the fishermen dived into the sea—the speed-boat ran out of petrol—stopped just before it reached the fishermen.

Letter-writing

Which of the following endings are correct:
Yours sincerely, Your's sincerely, Yours sincerely, yours sincerely, Yours Sincerely, Your's, Yours, Yours Very Sincerely.

Key Structures

What had happened? What had been happening? Review: KS 39, 97, 153.

Exercises

A. Underline the verbs in the passage which tell us *what happened*, *what had happened* and *what had been happening*.

B. Give the correct form of the verbs in brackets. Do not refer to the passage until you finish the exercise:

As the man tried to swing the speed-boat round, the steering-wheel came away in his hands. He (wave) desperately to his companion who (water-ski) for the last fifteen minutes. Both men hardly (have) time to realize what was happening when they (throw) violently into the sea. The speed-boat (strike) a buoy, but it (continue) to move very quickly across the water. Both men just (begin) to swim towards the shore, when they (notice) with dismay that the speed-boat was moving in a circle. It now (come) towards them at tremendous speed. In less than a minute, it (roar) past them only a few feet away. After it (pass), they (swim) on as quickly as they could because they (know) that the boat would soon return. They just (have) enough time to swim out of danger when the boat again (complete) a circle. On this occasion, however, it (slow) down considerably. The petrol nearly all (use) up. Before long, the noise (drop) completely and the boat (begin) to drift gently across the water.

Special Difficulties

Words Often Confused.

a Enough and Fairly. Study these examples:

Your work is not good enough. (Compare SD 210)
I missed the train this morning. I didn't get up early enough.
They had just had enough time to swim out of danger. (l. 18)
I didn't buy enough sugar.
There are enough flowers in that vase.
George is a fairly tall person but still not tall enough to get into the police force.
I know he's a fairly good player, but he doesn't play well enough to get into the team.

b Petrol and Benzine. Study these examples:

The petrol had nearly all been used up. (l. 20)
Driving a car is becoming an expensive business. The price of petrol has gone up again.
Those stains might come off if you use benzine.

Exercise

Supply the missing words in the following sentences:

1. It's . . . cold today, but not really cold . . . to light a fire.
2. This book was . . . interesting, but I didn't enjoy it as much as I expected to.
3. What type of . . . do you use in your car?
4. This class has given me . . . trouble so far.
5. You haven't put . . . flowers in that vase.
6. This stain would not come out even after I had used . . .
7. Is that suit-case large . . . to take all these clothes?

87 A Perfect Alibi　　十足的抵赖



'I suggest you are not telling the truth'

'At the time the murder was committed, I was travelling on the 8.0 o'clock train to London,' said the man.

'Do you always catch such an early train?' asked the inspector.

'Of course I do,' answered the man. 'I must be at work at 10.0 o'clock. My employer will confirm that I was there on time.'

'Would a later train get you to work on time?' asked the inspector.

'I suppose it would, but I never catch a later train.'

'At what time did you arrive at the station?'

'At ten to eight. I bought a paper and waited for the train.'

'And you didn't notice anything unusual?'

'Of course not.'

'I suggest,' said the inspector, 'that you are not telling the truth. I suggest that you did not catch the 8.0 o'clock train, but that you caught the 8.25 which would still get you to work on time. You see, on the morning of the murder, the 8.0 o'clock train did not run at all. It broke down at Ferngreen station and was taken off the line.'

"凶杀发生的时候，我正在乘坐八点钟开往伦敦的那次车。"那个人说。

"你总是赶这样的早班车吗？"检查官问道。

"当然是的。"那个人回答说，"我必须在十点钟上班。我的雇主会证实我是准时到达的。"

"晚一点的车会不会把你带去准时上班呢？"检查官问道。

"我想会的，不过我从没有乘过晚一点的车。"

"你是几点钟到火车站的？"

"七点五十分，我买了一张报纸就等火车了。"

"你察觉到什么异常的事情没有？"

"当然没有。"

"我提醒你，"检查官说："你讲的不是实话。你没有搭八点钟的火车，

而是搭的八点二十五分的车。这班车仍然会使你准时上班的。喏，作案的那天上午，八点钟的火车根本没有开。那趟车在芬格林车站坏了，出轨了。”

注 释

1. get某人或某物to某处，把……某人或某物送到某处，get you to work，送你上班。又如：we can't get the table into the room.
2. I bought a paper...，paper 本为物质名词，不用冠词 a，a paper 在本课为一张报纸。

生词和短语

perfect ['pə:fikt] *a.* 完美的，十足的
alibi ['ælibai] *n.* 托辞
murder ['mə:də] *n.* 谋杀，杀人
truth [tru:θ] *n.* 真相，实际情况
on time 按时，准时
break down *vi.* 毁坏

Précis

In not more than 80 words show how the inspector proved that the man's alibi was false. Write two different paragraphs using the points and connections given below.

CONNECTIONS	POINTS	CONNECTIONS
At	1. Time of murder.	*When the murder*
that	2. Man claimed—travelling.	*that*
	3. 8 o'clock train, London.	
and	4. Arrived work on time.	*He said that*
When	5. Inspector asked—later train, work on time.	*Then*
	6. Man agreed it would.	*Though*
but	7. Always travelled early.	
	8. Inspector suggested: lying.	*In reply*
because	9. 8 o'clock train—broke down	*as*
so	10. Man caught 8.25.	*and therefore*

Letter-writing

Continue the conversation begun in the passage. Write about 150 words using the ideas given below:

The man suddenly 'remembered' that he had caught the later train—didn't he notice anything unusual?—not unusual for a train to be late—how did he spend the time?—waited on the platform for 25 minutes—read a newspaper—the inspector suggested

that the man was lying—a neighbour saw him leave the house at 8.15, just after the murder—the man was arrested.

Letter-writing

The Signature. How you sign your name depends on how well you know the person you are writing to. You may use your full name, your first name, or even a nickname. Your signature must be readable. It must come under the letter-ending.

Exercise
Write suitable letter-endings and signatures to the following:
Your sister; your wife or husband; your employer; a close friend.

Key Structures

He said that . . . He told me . . . He asked . . . Review: KS 41, 99, 155.

Exercises
A. Imagine that your are writing a newspaper report of the conversation that took place between the man and the inspector. Answer these questions on the passage. Where necessary, use the words given in brackets:
Lines 1–3 What did the man say he was doing at the time the murder was committed?
Lines 4–5 What did the inspector ask him?
Lines 6–9 Did the man say that he did or that he didn't? At what time did he have to be at work? (*because*) What would his employer confirm?
Lines 10–11 What did the inspector ask him then?
Lines 12–13 What did the man suppose? Did he ever catch a later train? (*but*)
Lines 14–15 What did the inspector ask?
Line 16 At what time did the man say he had arrived at the station? What did he do there? (*He added that he . . .*)
Lines 18–19 What did the inspector ask him? Did the man say that he had or that he hadn't? (*When the inspector asked him . . . the man . . .*)
Lines 20–21 What did the inspector suggest?
Lines 22–24 What did the inspector point out?

B. Here is part of a report that appeared in a newspaper. Write the actual conversation that took place between the man and the inspector. (SD 74) Do not refer to the passage until you finish the exercise.
At the time the murder was committed, the man said that he was travelling on the 8 o'clock train to London. The inspector asked if he always caught such an early train. The man answered that he did. He had to be at work at 10 o'clock. His employer would confirm that he was there on time. Then the inspector asked him if a later train would get him to work on time. The man supposed that a later train would get him to work on time but he never caught a later train. The inspector asked him what time he arrived at the station. The man said that he had arrived there at ten to eight. He added that he bought a paper and waited for the train. When the inspector asked him if he had noticed anything unusual, the man said that he had not.

88 Trapped in a Mine　　陷在矿井里



the men are cheerful

Six men have been trapped in a mine for seventeen hours. If they are not brought to the surface soon they may lose their lives. However, rescue operations are proving difficult. If explosives are used, vibrations will cause the roof of the mine to collapse. Rescue workers are therefore drilling a hole on the north side of the mine. They intend to bring the men up in a special capsule. If there had not been a hard layer of rock beneath the soil, they would have completed the job in a few hours. As it is, they have been drilling for sixteen hours and they still have a long way to go. Meanwhile, a microphone, which was lowered into the mine two hours ago, has enabled the men to keep in touch with the closest relatives. Though they are running out of food and drink, the men are cheerful and confident that they will get out soon. They have been told that rescue operations are progressing smoothly. If they knew how difficult it was to drill through the hard rock, they would lose heart.

六个人陷在矿井里已有十七个小时了。如果不很快把他们带上地面，他们可能要丧生。然而营救工作现在看来是困难的。如果用炸药，震动会使矿冒顶。因此营救工人正在矿井北侧钻孔。他们打算用特制容器把他们提上来。如果土壤下面没有坚硬的岩层，他们早就在几个小时内完成这项工作了。实际情况是：他们已经钻了十六个小时了，然而还要钻好长时间才行。在此期间，两个小时前放进去了一只麦克风，使这些人能和他们最亲近的亲属保持联系。他们的食物和饮料虽然已经吃完了，但他们的情绪都很好，并且深信他们很快就会出来的。他们已经获悉营救工作正在顺利进行。如果他们要知道钻通坚硬的岩石有多么困难，他们会丧失信心的。

注　释

1. keep in touch with，……与……保持联系。get in touch with，则为“与……取得联系”，be out of (或lost) touch with 则为“与……失去联系”。

2. lose heart 灰心，丧失勇气，而 lose one's life，丧生。

生词和短语

trap [træp] *vt.* 使落入陷阱
prove [pru:v] *vt.* 证明
explosive [iks'pləusiv] *n.* 炸药
collapse [kə'læps] *vi.* 崩溃，倒塌
drill [dril] *vt.* 钻孔
capsule ['kæpsju:l] *n.* 囊状物
layer ['leiə] *n.* 层，地层
microphone ['maikrəfəun] *n.* 扩音器，麦克风
relative ['relətiv] *n.* 亲属，亲戚
run out of…耗尽，用完
confident ['kɔnfidəns] *a.* 自信的

Précis

Make a summary of the passage *in not more than 80 words*. Write two different paragraphs using the points and connections given below.

CONNECTIONS	POINTS	CONNECTIONS
who	1. Six men—trapped—seventeen hours	
	2. May lose lives.	*and*
because	3. Rescue difficult.	
Since	4. Explosives—collapse.	*as*
	5. Drilling—hard rock.	*Because of this*
but	6. Progress slow.	*yet*
Two hours ago	7. Microphone lowered.	*Now that*
and	8. In touch—relatives.	
	9. Running short—food.	*Though*
but	10. Good spirits.	

Composition

Continue the above passage. Write two paragraphs in about 150 words using the ideas given below:

1. During the rescue operations there was a loud noise—collapse of mine—microphone silent—the men's voices were heard an hour later—they were all right.
2. Drilling began again—the collapse had made things easier—the men were brought to the surface—the scene on their return.

Letter-writing

The Postscript. If you wish to add something to your letter after you have finished it, you may do so under your signature. Whatever you write must be preceded by the letters 'P.S.' which stand for 'Postscript'. Study this example:

Yours sincerely,
Tom
P.S. I'll send you a copy of the book by separate post.

Exercise
Write two letter-endings followed by postscripts.

Key Structures

If. Review: KS 43, 101, 158.

Exercises
A. How many sentences in the passage contain the word *if*? Study the form of the verbs in these sentences.

B. Give the correct form of the verbs in brackets. Do not refer to the passage until you finish the exercise.
1. If they (not bring) to the surface soon they may lose their lives.
2. If explosives are used, vibrations (cause) the roof of the mine to collapse.
3. If there had not been a hard layer of rock beneath the soil, they (complete) the job in a few hours.
4. If they knew how difficult it was to drill through the hard rock, they (lose) heart.

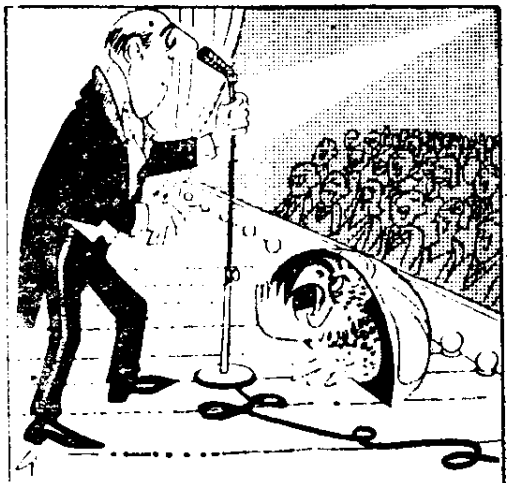
C. Give the correct form of the verbs in brackets:
1. If he had fitted safety belts to his car he (not injure).
2. The man would have been saved if a helicopter (be) available.
3. If you come home late, you (find) the key under the mat.
4. I would have found the house easily if he (give) me the correct address.
5. If smoking (forbid), illnesses will be reduced.

Special Difficulties

The verb *run* has a different meaning in each of these sentences. Study them carefully:
They are *running out of* food (l. 18) (They have nearly used up all their supplies.)
A crowd of boys *ran after* the beggar. (They chased the beggar.)
That boy was nearly *run over* by a car. (The car nearly hit him.)
Don't drive so fast. This car hasn't been *run in* yet. (The car must be driven slowly so as not to damage the new engine.)
I *ran into* Helga while I was in Sweden. (I met her by accident.)

Exercise
Supply the missing words in the following sentences:
1. I ran . . . an old friend of mine in a restaurant yesterday.
2. While driving to work yesterday, I ran . . . . . petrol and had to walk to a garage.
3. This car will have to be serviced as soon as it has been run . . .
4. She's been taken to hospital. She was run . . . by a car.
5. I ran . . . him, but I could not catch him.

89 A Slip of the Tongue 口 误



He was obviously very nervous

People will do anything to see a free show—even if it is a bad one. When the news got round that a variety show would be presented at our local cinema by the P. and U. Bird Seed Company, we all rushed to see it. We had to queue for hours to get in and there must have been several hundred people present just before the show began. Unfortunately, the show was one of the dullest we have ever seen. Those who failed to get in need not have felt disappointed as many of the artistes who should have appeared did not come. The only funny things we heard that evening came from the advertiser at the beginning of the programme. He was obviously very nervous and for some minutes stood awkwardly before the microphone. As soon as he opened his mouth, everyone burst out laughing. We all know what the poor man *should* have said, but what he *actually* said was: 'This is the Poo and Ee Seed Bird Company. Good ladies, evening and gentlemen!'

为了看一次不要钱的杂耍，人们是万难不辞的——那怕是拙劣的杂耍。裴尤·柏希公司要在我们当地电影院演杂技。这个消息传出来的时候，我们都赶紧跑去观看。我们必须排几个小时的长队才能进去。演出开始前，大概有数百人到场了。不幸得很，这次演出是我们所看过的最乏味的演出之一。没能进去的人其实不必感到失望，因为许多本来应该来的艺术家没有来。那天晚上我们听到的唯一逗人笑的话，出自节目开始前的一位广告宣传员之口。显然他神经很紧张，他在麦克风前局促不安地站了好几分钟。他一开口便引起了哄堂大笑。我们都知道那位可怜的人儿本来应该怎样说，但是他实际上说的是："这是浦伊·希柏公司。好女士们，晚上先生们！"

注 释

1. fail to do..., 没能做某事。
2. will do anything to see..., anything 可以用来表示很强的含义，如上句"为了看……什么事都做得出。"再如： They were frightened

like anything. 他们被吓得象什么似的。

3. burst out laughing，突然大声笑了起来。

生词和短语

slip [slip] *n.* 过失
variety show 杂耍
present [pri'zent] *vt.* 上演
local ['ləukəl] *a.* 当地的
queue [kju:] *vi.* 排长队
dull [dʌl] *a.* 乏味
disappointed [ˌdisə'pɔintid] *a.* 失望的，沮丧的
artiste ['ɑ:tist] *n.* 艺人
appear [ə'piə] *vi.* 出现，呈现
nervous ['nə:vəs] *a.* 神经紧张的
awkwardly ['ɔ:kwədli] *ad.* 笨拙地，局促不安地

Précis

Make a summary of the passage *in not more than 80 words*. Write two different paragraphs using the points and connections given below.

CONNECTIONS	POINTS	CONNECTIONS
	1. Local cinema—packed.	
because	2. P. & U. Bird Seed Co.	
	3. Presenting free variety show.	
As . . . who	4. Many artistes should . . .	*but . . . who*
	5. Failed to turn up.	
	6. Show very dull.	*Because of this*
	7. Funniest thing—	
who	8. Advertiser introduced programme saying:	*who at the beginning*
	9. 'This . . . gentlemen.'	

Composition

Write a newspaper report of the event described in the passage. Write two paragraphs in about 150 words using the ideas given below:

1. There was a long queue of people outside the cinema—many people failed to get in—they were the lucky ones.
2. A description of the stage—there was a large, ugly model of a yellow bird—free packets of bird-seed for the audience—the advertiser's mistake—how the audience reacted—the rest of the show: a disappointment.

Letter-writing

Write three letter-endings followed by postscripts.

Key Structures

Must, Have to, Need, Should. Review: **KS 45, 104, 160.**

Exercises

A. Note how the verbs *have to*, *must*, *need* and *should* have been used in the passage.

B. Supply the correct form of *have to*, *must*, *need* and *should* in the following. Do not refer to the passage until you finish the exercise:

1. We . . . queue for hours to get in and there . . . (be) several hundred people present just before the show began. Unfortunately, the show was one of the dullest we have ever seen. Those who failed to get in . . . not (feel) disappointed as many of the artistes who . . . (appear) did not come.
2. As soon as he opened his mouth, everyone burst out laughing. We all know what the poor man . . . (say), but what he *actually* said was: 'This is the Poo and Ee Seed Bird Company . . .'

C. Supply *must not* or *need not* in the following sentences:

1. You . . . open the door of the compartment until the train has stopped. It is very dangerous.
2. You . . . bother to post those letters for me. I'll be going out myself soon.

D. Supply the correct form of *have to* or *should* in the following sentences:

1. I'm sorry I couldn't get here on time. I (. . . go) to the bank.
2. I (. . . go) to the dentist yesterday but I forgot all about it.
3. We (. . . begin) work at 9 o'clock but we never do.

Special Difficulties

Words Often Confused and Misused.

a Free and Single. Study these examples:

People will do anything to see a free show. (ll. 1–2)
The people are free to choose who will govern them.
Is she still single? I thought she was going to get married last April.

b Queue and Row. Study these examples:

We had to queue for hours to get in. (ll. 6–7)
There was a long queue outside the cinema.
I enjoyed the performance because I had a very good seat in the fifth row.

c Funny. Study these examples:

The only funny things we heard that evening . . . (ll. 14–15)
There's something funny about this house. (Something peculiar.)

Exercise

A. Choose the correct words in the following sentences:

1. I joined the (queue) (row) at the bus-stop.
2. He's still (free) (single) even though he's over forty. I don't think he'll ever marry.

B. Write two sentences bringing out the meanings of the word *funny*.

90 Brasilia 巴西利亚



great difficulty in persuading people

Though Brazil is one of the richest countries in the world, much of it has not yet been developed. It was mainly for this reason that the Brazilian government decided to have a new city built 600 miles north-west of Rio de Janeiro. Designed by the great architect Lucio Costa, the new city, Brasilia, replaced Rio de Janeiro as the capital of Brazil in 1960. Brasilia has been carefully planned for modern living. Its wide roads, which can take fourteen lanes of traffic, have been kept away from living areas. Children do not have to cross busy streets to go to school. Housewives can visit shopping centres on foot, for in these specially designed living areas, cars are unnecessary. At first, the government had great difficulty in persuading people to leave Rio and to settle in Brasilia. Since 1960, however, the population has been growing all the time. Brasilia has quickly established itself as the capital of the country. The idea to have the capital moved so far inland will have a great effect on the future of Brazil.

虽然巴西是世界上最富饶的国家之一，但是它的许多地区尚未开发。正是由于这个主要原因，巴西政府决定在里约热内卢西北600英里的地方建造一座新城市。巴西利亚这座新城市是伟大的建筑师卢希奥·考斯塔所设计的。它于1960年取代了里约热内卢，成了巴西的首都。巴西利亚经过周密的设计，适合于现代生活。它的宽阔马路有十四条车道，而且远离生活区。孩子们上学不用穿越繁忙的街道。家庭主妇可以步行去商业中心，不需要小汽车，因为在这些特别设计的生活区，小汽车是不需要的。开始时，政府很难说服人们离开里约热内卢去巴西利亚落户。然而自从1960年以来，巴西利亚的人口一直增长。巴西利亚很快被人们承认为国家首都。把首都迁往内地的计划，将对巴西的未来产生巨大的影响。

注 释

1. It was...for this reason that... 这是强调句，被强调的在 it 与 that

之间。

2. to have a new city built 与 to have the capital moved 是同一结构，have＋宾语＋(过去分词)宾补。

生词和短语

Rio de Janeiro ['ri:əu də dʒə'niərəu] 里约热内卢(巴西城市名)
architect ['ɑ:kitekt] *n.* 建筑师
replace [ri'pleis] *vt.* 代替
lane [lein] *n.* 行车道，里弄，小巷
traffic ['træfik] *n.* 交通，往来
unnecessary [ʌn'nesisəri] *a.* 不必要的
population [ˌpɔpju'leiʃən] *n.* 人口
establish [is'tæbliʃ] *vt.* 建立，确立

Précis

Make a summary of the passage *in not more than 80 words*. Write two different paragraphs using the points and connections given below.

CONNECTIONS	POINTS	CONNECTIONS
Because	1. Brazil needs to be developed.	
	2. New city, Brasilia, built 600 miles, Rio.	*which was built*
It	3. Designed Lucio Costa.	*and which*
and	4. Became capital 1960.	
Though	5. Planned for modern living.	*It*
	6. People at first reluctant to go.	*but*
Since . . . not only but also	7. 1960—population increasing.	*However, with the increase*
	8. Established as capital.	

Composition

Write two paragraphs in about 150 words on 'Cities of the Future'. Use the ideas given below:

1. Cities of the present—unsuited to modern living—unhealthy—traffic—noise—time wasted travelling.
2. Cities of the future—no private houses and private gardens—blocks of flats—all comforts—away from traffic—schools and shops near—no transport problems—designed for living.

Letter-writing

Write your address, the date and the opening paragraph of a letter to a friend. Your letter should begin, 'I have just . . .'

Key Structures

Have. Review: **KS 47, 105, 161.**

Exercises

A. Note how the verb *have* has been used in the passage.

B. Write these sentences again using *have* with the verbs in italics. Do not refer to the passage until you finish the exercise.

1. The Brazilian government decided *to build* a new city.
2. The idea *to move* the capital so far inland will have a great effect on the future of Brazil.

C. Use a construction with *have* in place of the words in italics:

1. At first, the government *found it very difficult to persuade* people to leave Rio.
2. The idea to have the capital moved so far inland *will greatly affect* the future of Brazil.

D. In which of these sentences can we put *got* after *have*:

1. We have to increase our exports.
2. The police have been inquiring into the matter.
3. This car has a new engine.
4. We had a telegram from Aunt Mabel this morning.
5. This play has a large cast.
6. They are having a music festival in Salzburg next year.
7. He has a haircut once a fortnight.

E. Write these sentences again using *have* with the verbs in italics:

1. He *has published* the book. He has had . . .
2. We *have not sent* the letter to his new address.
3. 'I *shall deliver* the parcel,' said the shop-assistant.
4. Are you going *to clean* this suit?
5. When will you *dye* this jacket?

Special Difficulties

Note how these two sentences have been joined:

Brasilia was designed by Lucio Costa. It replaced Rio de Janeiro as the capital of Brazil.

Designed by Lucio Costa, Brasilia replaced Rio de Janeiro as the capital of Brazil. (See ll. 6–9)

Exercise

Join the sentences below in the same way:

1. The debate was attended by two hundred people. It was one of the most interesting in the series.
2. The swimmer was encouraged by his success. He entered a competition.
3. It was completed in 1644. It is one of the most famous cathedrals ever built.
4. He was born in 1895. He fought in two World Wars.

91 Three Men in a Basket　　三人同篮



someone might be spying

A pilot noticed a balloon which seemed to be making for a Royal Air Force Station nearby. He informed the station at once, but no one there was able to explain the mystery. The officer in the control tower was very angry when he heard the news, because balloons can be a great danger to aircraft. He said that someone might by spying on the station and the pilot was ordered to keep track of the strange object. The pilot managed to circle the balloon for some time. He could make out three men in a basket under it and one of them was holding field-glasses. When the balloon was over the station, the pilot saw one of the men taking photographs. Soon afterwards, the balloon began to descend and it landed near an airfield. The police were called in, but they could not arrest anyone, for the basket contained two Members of Parliament and the Commanding Officer of the station! As the Commanding Officer explained later, one half of the station did not know what the other half was doing!

一位飞行员看到一个气球，好象要飞向英国空军基地。他立即告诉了该基地，但是那里没有人能解释这个秘密。控制塔上的军官听到这个消息时非常生气，因为气球对飞机可能成为巨大的危险。他说可能有人在对基地进行侦探，于是便命令该飞行员跟踪这个奇怪的东西。这位飞行员设法绕气球飞了一阵。他能看出气球下面的篮子里有三个人，其中之一正握着望远镜。在气球到达基地上空时，飞行员看到其中有个人在拍照。过了一会儿，气球开始降落，并且在一个机场附近着陆了。警察被召集来了，但是他们不能逮捕任何人，因为篮子里载着两名国会议员，以及基地的司令官！正如司令官后来所解释的那样，空军基地这一部分不知道那一部分干的事情。

注　释

1. making for... ……向……走去，make out，辨别，分辨出。
2. noticed a balloon 中的 notice 这里与动词 see 近义。
3. ...saw one of the men taking...，为宾语补足语。

生词和短语

Royal Air Force Station 英国空军基地
balloon [bə'lu:n] *n.* 气球
make out 看出
mystery ['mistəri] *n.* 神秘
spy [spai] *n.* 间谍，特务
control [kən'trəul] *n.* 控制
track [træk] *n.* 轨迹
aircraft ['ɛəkrɑ:ft] *n.* 飞机，飞艇
field-glasses *n.* 望远镜
tower ['tauə] *n.* 塔
keep track of 跟踪

Précis

In not more than 80 words, explain what happened from the time the pilot was ordered to keep track of the balloon. Write two different paragraphs using the points and connections given below.

CONNECTIONS	POINTS	CONNECTIONS
While circling	1. Pilot circled balloon.	*under which there was*
	2. Saw three men—basket.	*. . . containing*
one of whom	3. Field-glasses.	*one of whom*
When	4. Flew station.	*Before landing on*
	5. Took photographs.	*and*
Then	6. Landed—airfield.	
but	7. Police—arrest.	*As two of the men were . . . and the*
because	8. Two Members of Parliament and Commanding Officer.	*other was . . . the police . . .*
Afterwards.	9. One half—the other half.	*The mystery was explained when*

Composition

Imagine that the police did not believe the three men and arrested them. Write two paragraphs in about 150 words using the ideas given below:

1. The men struggled—they explained who they were—they were not believed—taken to the police station.
2. The police questioned the men—they refused to answer—the Commanding Officer telephoned the station—a senior officer arrived—he identified the C.O.—the police apologized.

Letter-writing

Write opening sentences which would be suitable for letters to the following:

1. A friend who has not written to you for a long time.
2. A friend who has been expecting to hear from you for a long time.
3. An aunt who entertained you to dinner and a visit to the theatre.
4. A friend who has successfully passed a difficult examination.

Key Structures

Can, Able to, Manage to. Review; KS 49, 107, 163.

Exercises

A. Underline the verbs *can*, *able to* and *manage to* in the passage. Note how they have been used.

B. Supply the correct forms of *can*, *able to* and *manage to* in this paragraph. Do not refer to the passage until you finish the exercise:

He informed the station at once, but no one there . . . explain the mystery. The officer in the control tower was very angry when he heard the news, because balloons . . . be a great danger to aircraft. He said that someone might be spying on the station and the pilot was ordered to keep track of the strange object. The pilot . . . circle the balloon for some time. He . . . make out three men in a basket under it and one of them was holding field-glasses.

C. Supply the correct form of *can* or *able to* in the following:

1. . . . you show me the way to the station please?
2. I gave him a few lessons and he . . . soon swim.
3. They . . . jump into the sea before the boat sank.
4. You . . . not leave this room until you get permission.

Special Difficulties

The verb *make* has a different meaning in each of the following sentences. Study them carefully.

A balloon seemed to be *making for* a Royal Air Force Station. (ll. 1–3) (It seemed to be travelling towards . . .)

He could *make out* three men in a basket. (ll. 12–13) (He could see.)

I could not *make out* what he said. (I could not understand.)

Please *make out* a fresh copy. (Write out another one.)

He *made up* a story about two men and a horse. (He invented.)

She spends hours *making up* in front of the mirror. (She uses cosmetics.)

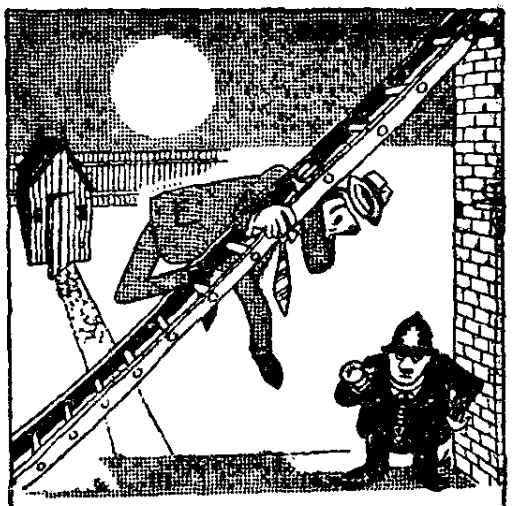
I must *make up for* the time I lost this morning. (I must compensate for . . .)

Exercise

Supply the missing words in the following sentences:

1. I lost my lecture notes and had to make . . . a new set.
2. I can't make . . . what you've written.
3. When it got dark we made . . . home.
4. My daughter often makes . . . stories of her own.
5. How can you make . . . . . all those lessons you missed?

92 Asking for Trouble 找麻烦


'I'd prefer to stay here'

It must have been about two in the morning when I returned home. I tried to wake up my wife by ringing the door-bell, but she was fast asleep, so I got a ladder from the shed in the garden, put it against the wall, and began climbing towards the bedroom window. I was almost there when a sarcastic voice below said, 'I don't think the windows need cleaning at this time of the night.' I looked down and nearly fell off the ladder when I saw a policeman. I immediately regretted answering in the way I did, but I said, 'I enjoy cleaning windows at night.'

'So do I,' answered the policeman in the same tone. 'Excuse my interrupting you. I hate to interrupt a man when he's busy working, but would you mind coming with me to the station?'

'Well, I'd prefer to stay here,' I said. 'You see, I've forgotten my key.'

'Your what?' he called.

'My key,' I shouted.

Fortunately, the shouting woke up my wife who opened the window just as the policeman had started to climb towards me.

我回到家时大约是凌晨两点钟。我按了门铃，想唤醒我的妻子，但是她睡得很死。于是我从花园的小棚里拿来一个梯子，把它靠在墙上，并开始向卧室的窗子爬去。我几乎要爬到窗子时，突然下面有个声音讽刺的说："我想不必在夜间这个时候擦窗子吧。"我向下看了看，当我看到一个警察时，我差一点从梯子上掉下来。我对自己的回答方式立即感到后悔了。我所回答的是："我喜欢夜里擦窗子。"

"我也喜欢。"警察以同样的声调答了话，"原谅我打搅了你。一个人忙于工作时，我最不愿打搅了。不过，跟我去一趟警察局怎么样？"

"噢，我宁愿呆在这里。"我说，"你懂吗，我忘记带钥匙了。"

"带什么？"

"钥匙。"我喊道。

幸运的是，叫喊声惊醒了我的妻子。正当那个警察已经向我爬来的时候，我的妻子打开了窗子。

注 释

1. ...was almost there when...，几乎到达那里了这时突然……。另一常

用的类似句型是：be about to do...when...，试与 passage 86 课注释 1 比较。

2. 注意本课动名词的用法：need cleaning，其中 cleaning 虽主动形式，但含被动意义，enjoy 与 mind 后只跟动名词，不跟不定式，但 need cleaning=need to be cleaned；busy doing 某事是固定说法；excuse my interrupting 中 my 可以理解为郑动名词的逻辑主语。

生词和短语

ring [riŋ] *vt.* (rang [ræŋ], rung [rʌŋ]) 响(钟，铃等)

fast asleep 酣睡

ladder ['lædə] *n.* 梯子

shed [ʃed] *n.* 小棚子

sarcastic [sɑ:'kæstik] *a.* 讽刺的

tone [təun] *n.* 语调

interrupt [ˌintə'rʌpt] *vt.* 打断(谈话)；中断

prefer [pri'fə:] *vt.* 〔与 to 连用〕宁可(选择)，更喜欢

Précis

In not more than 80 words describe what happened from the moment the writer returned home. Write two different paragraphs using the points and connections given below.

CONNECTIONS	POINTS	CONNECTIONS
	1. The writer returned home—2.0 a.m.	*On*
and	2. Rang door-bell.	
Having	3. Failed to wake wife.	*but*
	4. Put ladder—wall.	*After having*
and	5. Climbed—bedroom window.	
Suddenly	6. Policeman called out.	*when*
but	7. Answered rudely.	*Answering*
	8. Told him—key.	
	9. Shouting woke wife.	
	10. Opened window.	*who*
just as	11. Policeman climbing ladder after him.	*at the moment when*

Composition

Continue the above passage. Write two paragraphs in about 150 words using the ideas given below:

1. At first my wife did not recognize me—thought I was a thief—saw the policeman—called for help.
2. The policeman pulled me down the ladder—my wife realized her mistake—she explained who I was—she apologized to the policeman—the policeman apologized to me.

Letter-writing

Address an envelope to a married woman who lives abroad.

Key Structures

I don't think the windows need cleaning. Review: KS 51, 110, 166.

Exercises

A. Give the correct form of the verbs in brackets. Do not refer to the passage until you finish the exercise.

I tried to wake up my wife by (ring) the door-bell, but she was fast asleep, so I got a ladder from the shed in the garden, put it against the wall, and began (climb) towards the bedroom window. I was almost there when a sarcastic voice below said, 'I don't think the windows need (clean) at this time of the night.' I looked down and nearly fell off the ladder when I saw a policeman. I immediately regretted (answer) in the way I did, but I said, 'I enjoy (clean) windows at night.'

'So do I,' answered the policeman in the same tone. 'Excuse my (interrupt) you. I hate (interrupt) a man when he's busy (work), but would you mind (come) with me to the station?'

'Well, I'd prefer (stay) here,' I said. 'You see, I've forgotten my key.'

'Your what?' he called.

'My key,' I shouted.

Fortunately, the (shout) woke up my wife who opened the window just as the policeman had started (climb) towards me.

B. Complete the following sentences:

1. I am accustomed to . . .
2. Fancy . . .!
3. I always avoid . . .
4. He accused me of . . .

Special Difficulties

'I enjoy cleaning windows at night.'
'So do I,' answered the policeman. (ll. 13–15)

Study these examples:

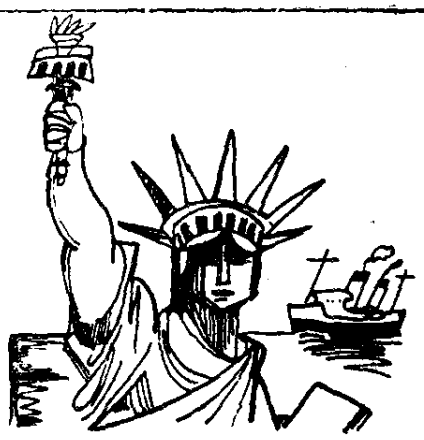
He reads a lot and so do I.
He doesn't read much and neither do I.
He can swim and so can I.
He can't swim and neither can I.

Exercise

Join each of these pairs of sentences using *so* or *neither*.

1. He likes classical music. I like classical music.
2. He has had breakfast. I have had breakfast.
3. He doesn't like classical music. I don't like classical music.
4. She will buy a new dress. I will buy a new dress.
5. He hasn't had breakfast. I haven't had breakfast.
6. They ran quickly. We ran quickly.
7. She won't buy a new dress. I won't buy a new dress.
8. You are late. I am late.
9. They didn't run quickly. We didn't run quickly.
10. He could speak French. I could speak French.
11. He couldn't speak French. I couldn't speak French.

93 A Noble Gift 崇高的礼物



One of the most famous monuments

One of the most famous monuments in the world, the Statue of Liberty, was presented to the United States of America in the nineteenth century by the people of France. The great statue, which was designed by the sculptor Auguste Bartholdi, took ten years to complete. The actual figure was made of copper supported by a metal framework which had been especially constructed by Eiffel. Before it could be transported to the United States, a site had to be found for it and a pedestal had to be built. The site chosen was an island at the entrance of New York Harbour. By 1884, a statue which was 151 feet tall, had been erected in Paris. The following year, it was taken to pieces and sent to America. By the end of October 1886, the statue had been put together again and it was officially presented to the American people by Bartholdi. Ever since then, the great monument has been a symbol of liberty for the millions of people who have passed through New York Harbour to make their homes in America.

世界上最著名的纪念碑之一——自由神雕像——是法国人民在十九世纪送给美国的。这座巨大的雕像是雕刻家奥古斯托·巴萨尔德设计，花了十年的功夫雕成的。雕像的实体由铜制成，由爱斐尔特制的金属架支撑着。在把雕像运往美国之前，必须给它选个场地，还要建造一个雕像脚柱。所选择的场地是纽约港入口处的一个岛屿。到1884年，一个一百五十一英尺高的雕像已在巴黎树立起来了。第二年，把它拆成若干块，便送往美国了。到1884年10月底，这座雕像又组装了起来，并由巴萨尔德正式送给美国人民。自从那时以来，这个伟大的纪念碑一直是通过纽约港到美国定居的数百万人民的自由的象征。

注 释

注意take在下面两句中的含义：took ten years to...，was taken to pieces.

生词和短语

noble ['nəubl] *a.* 高尚的；高贵的
monument ['mɔnjumənt] *n* 纪念碑
statue ['stætju:] *n.* 雕像
liberty ['libəti] *n.* 自由(权)
sculptor ['skʌlptə] *n.* 雕刻家
frame [freim] *n.* (建筑物的)骨架
transport [træns'pɔ:t] *vt.* 输送，运送
site [sait] *n.* 地点，场所
pedestal ['pedistəl] *n.* (雕像等的)脚柱
symbol ['simbəl] *n.* 象征

Précis

In not more than 80 words describe how the Statue of Liberty came to be built in New York Harbour. Write two different paragraphs using the points and connections given below.

CONNECTIONS	POINTS	CONNECTIONS
which	1. Statue—presented U.S.A.	
	2. French people—19th century.	
	3. Designed—Bartholdi.	*Though*
and	4. Built on metal frame—Eiffel.	
	5. Site chosen—island—New York Harbour.	
where	6. Pedestal built.	*and*
	7. The statue erected Paris 1884.	*The statue was first*
and	8. Re-erected two years later—America.	*but*
	9. October 1886—presented.	*and*

Composition

Imagine you are entering New York Harbour by ship. Write two paragraphs in about 150 words using the ideas given below:

1. Sailing into N.Y. Harbour between Long Island and Staten Island: the Statue of Liberty: first impressions.
2. A first glimpse of New York—Manhattan—skyscrapers: the Empire State building—the United Nations building—great ships in the harbour—bridges, traffic and people.

Letter-writing

Write five sentences which could be used to begin letters to friends.

Key Structures

The Statue of Liberty was presented to the United States of America. Review: KS 53, 111, 167.

Exercises

A. Underline the verbs in the passage and study their form.

B. Give the correct form of the verbs in brackets. Do not refer to the passage until you finish the exercise.

One of the most famous monuments in the world, the Statue of Liberty, (present) to the United States of America in the nineteenth century by the people of France. The great statue, which (design) by the sculptor Auguste Bartholdi, took ten years to complete. The actual figure (make) of copper (support) by a metal framework which . . . especially (construct) by Eiffel. Before it (could/transport) to the United States, a site had (to find) for it and a pedestal had (to build). The site (choose) was an island at the entrance of New York Harbour. By 1884, a statue which was 151 feet tall, (erect) in Paris. The following year it (take) to pieces and (send) to America. By the end of October 1886, the statue (put) together again and it . . . officially (present) to the American people by Bartholdi.

Special Difficulties

Stress.

Read these two sentences aloud:

The Statue of Liberty was a present from the French people.

It was presented to the United States of America.

In the first sentence, *present* is a noun and the accent falls on the first syllable: présent.

In the second sentence, *present* is a verb and the accent falls on the second syllable: presént.

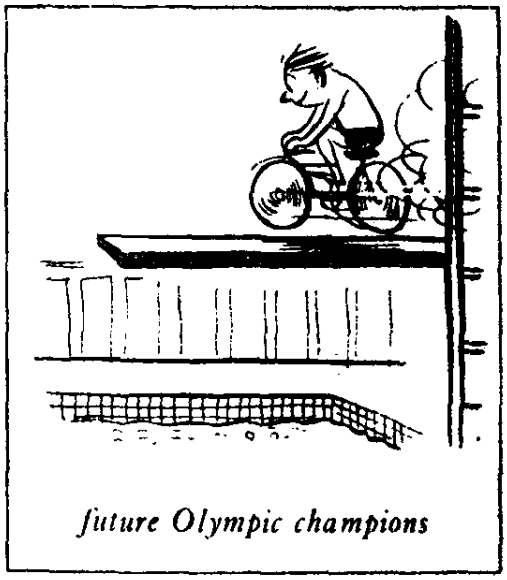
Here are some common words which are stressed in the same way: accent, conduct, contest, contrast, export, import, increase, insult, produce, protest, record, and transport.

Exercise

Read these sentences aloud. Mark in the correct stress of the words in italics:

1. This year we have *exported* more than we have *imported.*
2. Our *records* show that *exports* have gone up.
3. Everybody *protested* against the *increase* in income tax.
4. He was *insulted* when I criticized his *accent.*
5. Please *conduct* yourselves properly when you are in the museum.
6. He entered for the *contest* and broke a *record.*

94 Future Champions 未来的冠军



future Olympic champions

Experiments have proved that children can be instructed in swimming at a very early age. At a special swimming pool in Los Angeles, children become expert at holding their breath under water even before they can walk. Babies of two months old do not appear to be reluctant to enter the water. It is not long before they are so accustomed to swimming that they can pick up weights from the floor of the pool. A game that is very popular with these young swimmers is the underwater tricycle race. Tricycles are lined up on the floor of the pool seven feet under water. The children compete against each other to reach the other end of the pool. Many pedal their tricycles, but most of them prefer to push or drag them. Some children can cover the whole length of the pool without coming up for breath even once. Whether they will ever become future Olympic champions, only time will tell. Meanwhile, they should encourage those among us who cannot swim five yards before they are gasping for air.

实验已经证明，孩子在很小的时候，就能够学游泳。在洛杉矶的特别游泳池里，孩子甚至在会走路之前就能熟练地在水下屏住呼吸。两个月的婴儿看来不象是不肯下水。不需要多久他们就能如此地习惯于游泳，以致他们能从游泳池的池底上拣起重物。这些幼小的游泳运动员非常喜爱的一项运动就是水下三轮车比赛。在七英尺深的池底上把三轮车排好队。孩子们相互竞争着抵达池子的另一端。许多孩子用脚踩三轮车的脚踏，但大多数都喜欢推着或者拖着三轮车。有的孩子连一次也不把头露出水面换气，便能跑完池子的全长。他们会不会成为未来奥林匹克的冠军，只有时间才会作出回答。同时，他们对我们有些人该是个鼓舞。因为我们有些人连五码长的距离都不能游过便急着想换气了。

注 释

1. to be accustomed to，习惯于，后跟名词或动名词。
2. line up，使排队，排队，=queue up 。

生词和短语

instruct [in'strʌkt] *vt.* 教，授
pool [pu:l] *n.* 小池，水塘；游泳池
breath [breθ] *n.* 气息，呼吸
reluctant [ri'lʌktənt] *a.* 不肯
weight [weit] *n.* 重量，分量，重物
popular ['pɔpjulə] *a.* 普及的；流行的
tricycle ['traisikl] *n.* 三轮车
length [leŋθ] *n.* 长短，长度
gasp [gɑ:sp] *vi.* 喘气，喘息
to gasp for 热望着

Précis

In not more than 80 words describe what goes on at the children's swimming pool in Los Angeles. Write two different paragraphs using the points and connections given below.

CONNECTIONS	POINTS	CONNECTIONS
	1. Swimming pool—Los Angeles.	
	2. Children taught—hold breath—walk.	*who*
	3. Begin learning: two months old.	*often begin*
and, in time	4. Weights—bottom of pool.	*Though*
	5. Game they enjoy—race.	
which	6. Takes place seven feet under water.	*This*
Some . . . others	7. Pedal—push—pull.	*and*
and	8. A few get across—without coming up for air.	

Composition

Imagine witnessing the sort of underwater tricycle race described in the passage. Write two paragraphs in about 150 words using the ideas given below:

1. The children dived into the water—found their tricycles—started off.
2. A child was pulling his tricycle—dropped it—hindered two others—got it out of the way—another child was pedalling hard—won the race—rose to surface dragging up his tricycle.

Letter-writing

Write suitable conclusions which could be used in letters to:

1. A friend who has got a new job.
2. A friend you will be meeting soon.
3. A friend who has been ill.

Key Structures

Review: KS 55, 114, 170.

Exercise

Study these examples:

Children can be instructed *in* swimming . . . (ll. 1–2)
Children become expert *at* holding their breath . . . (ll. 4–5)
They do not appear to be reluctant *to* enter the water. (ll. 7–8)
They are so accustomed *to* swimming . . . (ll. 8–9)
The children compete *against* each other . . . (ll. 15–16)

Supply the missing words in the following sentences:

1. Many people do not approve . . . blood-sports. 2. He was found guilty . . . murder and condemned . . . death. 3. Has it ever occurred . . . you that those twins are quite different . . . each other in many ways? 4. I consulted my lawyer . . . the matter and I shall act . . . his advice. 5. It is impossible to prevent them . . . quarrelling . . . each other. 6. He is responding . . . treatment and will soon be cured . . . his illness. 7. Even though he is thirty-five, he lives . . . his mother and is completely dependent . . . her. 8. I tried to reason . . . him, but he was very rude . . . me. 9. I am grateful . . . you for being so patient . . . him. 10. He might be good . . . his job, but you can't rely . . . him. 11. I am thinking . . . looking . . . a new job. 12. If you interfere . . . other people's affairs, you will regret it. 13. Do you believe . . . all that nonsense? 14. It should be obvious . . . you that if you persist . . . bothering him, he will get angry . . . you. 15. You demand too much . . . him; he is not really equal . . . the task. 16. Don't be so sure . . . yourself! 17. He has provided . . . every emergency. 18. I was afraid . . . mentioning it . . . him. 19. Don't blame him . . . this; I am responsible . . . what has happened. 20. He is so keen . . . learning, you should encourage him . . . his efforts. 21. Beware . . . people who appear to be enthusiastic . . . your success. 22. I appealed . . . him for help. 23. I am sorry . . . having asked him. I was shocked . . . his refusal. 24. Are you interested . . . opera? 25. Are you aware . . . the difficulties that lie ahead . . . you? 26. He's entitled . . . a pension, but he won't dream . . . retiring yet. 27. Who is going to pay . . . the damage? 28. This car is inferior . . . the one I bought last year. 29. I'm afraid I can't comment . . . your work just yet. 30. She may pride herself . . . her abilities, but she's not capable . . . bringing up children. 31. We are accustomed . . . bad weather. 32. How can you agree . . . such an idea when you are ignorant . . . the basic facts? 33. He confessed . . . me that he had just been converted . . . some strange religion. 34. She wanted to borrow the record . . . me but she was shy . . . asking. 35. If you fail . . . this attempt, don't count . . . me for help.

95 A Fantasy　　并非事实

When the Ambassador of Escalopia returned home for lunch, his wife got a shock. He looked pale and his clothes were in a frightful state.

'What has happened?' she asked. 'How did your clothes get into such a mess?'

'A fire-extinguisher, my dear,' answered the Ambassador drily. 'University students set the Embassy on fire this morning.'

'Good heavens!' exclaimed his wife. 'And where were you at the time?'

'I was in my office as usual,' answered the Ambassador. 'The fire broke out in the basement. I went down immediately, of course, and that fool, Horst, aimed a fire-extinguisher at me. He thought I was on fire. I must definitely get that fellow posted.'



set the Embassy on fire this morning

The Ambassador's wife went on asking questions, when she suddenly noticed a big hole in her husband's hat.

'And how can you explain *that*?' she asked.

'Oh, that,' said the Ambassador. 'Someone fired a shot through my office window. Accurate, don't you think? Fortunately, I wasn't wearing it at the time. If I had been, I would not have been able to get home for lunch.'

当艾斯卡罗比亚国的大使回家吃中饭的时候，他的妻子吃了一惊。他看上去脸色苍白，一身衣服弄得令人害怕。

"出什么事了？"她问道，"你的衣服怎么搞得这样一塌糊涂？"

"灭火器，亲爱的。"大使冷淡地回答说，"大学生今天上午放火烧大使馆了。"

"天哪！"他妻子喊道，"你当时在什么地方？"

"照常在办公室呀，"大使回答说，"地下室起了火。当然我立即下去了，可是那个傻瓜蛋赫斯特用灭火器对着我喷射。他以为我着火了。我一定要把那家伙派往别处去。"

大使的妻子继续问了好多问题。突然她发现丈夫帽子有个洞。

"你怎么解释这个呢？"她问道。

"啊，这个，"大使说，"有人向办公室窗内开了一枪。准得很呢，不

是吗？幸运的是，我当时没戴帽子。如果我戴了，我就不能回家吃中午饭了。”

注 释

1. set the Embassy on fire ，放火烧大使馆。
2. break out “爆发”，一般指火灾、战争等。

生词和短语

fantasy ['fæntəsi] *n.* 幻想
ambassador [æm'bæsədə] *n.* 大使
pale [peil] *a.* 苍白的，灰白的，暗淡的
mess [mes] *n.* 一团糟
fire-extinguisher ['faiə-iks'tiŋgwiʃə] *n.* 灭火器
Embassy ['embəsi] *n.* 大使馆
definitely ['definitli] *ad.* 肯定地，明确地

Précis

In not more than 80 words write an account of what had happened at the Escalopian Embassy. Write two different paragraphs using the points and connections given below.

CONNECTIONS	POINTS	CONNECTIONS
While	1. Ambassador, Escalopia—in office.	
	2. Students—basement—fire.	*when*
When	3. Ambassador—went to investigate.	*After*
	4. Man called Horst—fire-extinguisher.	
because	5. Thought Ambassador on fire.	*under the impression*
Moreover	6. Hole—Ambassador's hat.	*In addition to this*
which	7. Made when someone fired shot—window.	*It*
	8. Ambassador lucky.	
for	9. Not wearing it.	*that*

Composition

In about 150 words, write an imaginary account of the scene in the basement when the Ambassador went down to investigate. Use the ideas given below:
The Ambassador shouted—Horst explained: the Ambassador *was* on fire—the Ambassador denied it—Horst insisted—aimed the fire-extinguisher at him—the Ambassador very angry—will send Horst to the South Pole—Horst explained that

Escalopia has broken off diplomatic relations with the South Pole—the Ambassador went out angrily—Horst was pleased with himself.

Letter-writing

Write a letter to a friend inviting him or her to come to a party. Supply a suitable Introduction and Conclusion. Use the following ideas to write your *Purpose*: the reason for the party—time and place—many old friends will be there.

Key Structures

Review of verb-forms. KS 149, 167.

Exercises

A. Imagine that you are writing a newspaper report of the conversation that took place between the Ambassador and his wife. Write the passage again using the notes given below:

Lines 5–11 When she asked what . . . and how . . ., the Ambassador answered drily that a fire-extinguisher had been responsible. He then told her that . . .

Lines 12–13 His wife was most surprised and asked him where . . .

Lines 14–17 The Ambassador answered that he . . . When the fire broke out . . . he . . . Omit: 'of course'.

Lines 17–18 Horst thought the Ambassador . . . The Ambassador said that he must . . .

Lines 19–21 . . . big hole in her husband's hat and asked him how . . .

Line 22 Omit: 'Oh, that,' The Ambassador said that someone had . . .

Line 23 The shot was accurate, but fortunately he had not been wearing his hat at the time. If he . . .

B. Give the correct form of the verbs in brackets:

'We just (receive) a report,' (say) the radio announcer, 'that rioting (break) out in Umgolia. Students, who (demonstrate) outside the Escalopian Embassy during the day, (break) into the building last night and (set) it on fire. The students (protest) against the new tax on beer mugs which recently (impose) by the Escalopian government. A spokesman (say) that the beer mug industry in Umgolia seriously (affect). The Escalopian Ambassador, who (say) to have been slightly injured, bravely (defend) by his servant, Mr Flugel Horst. Mr Horst (keep) off the students with a fire-extinguisher. The Premier of Umgolia (announce) this evening that, in future, steps (take) to prevent further incidents.'

C. Give the correct form of the verbs in brackets. Do not refer to the passage until you finish the exercise:

1. 'What (happen)?' she asked. 'How . . . your clothes (get) into such a mess?'
2. 'Oh, that,' said the Ambassador. 'Someone (fire) a shot through my office window. Accurate, . . . n't you think? Fortunately, I not (wear) it at the time. If I had been, I not (able) to get home for lunch.

96 The Dead Return 亡灵归来



a cheerful occasion

A Festival for the Dead is held once a year in Japan. This festival is a cheerful occasion, for on this day, the dead are said to return to their homes and they are welcomed by the living. As they are expected to be hungry after their long journey, food is laid out for them. Specially-made lanterns are hung outside each house to help the dead to find their way. All night long, people dance and sing. In the early morning, the food that had been laid out for the dead is thrown into a river or into the sea as it is considered unlucky for anyone living to eat it. In towns that are near the sea, the tiny lanterns which had been hung in the streets the night before, are placed into the water when the festival is over. Thousands of lanterns slowly drift out to sea guiding the dead on their return journey to the other world. This is a moving spectacle, for crowds of people stand on the shore watching the lanterns drifting away until they can be seen no more.

日本每年举行一次“亡灵节”。这个节日是个欢乐的日子，因为在这一天，据说死人要回家的，而且是受活人欢迎的。因为活人料到他们经过长途旅行后会饿的，所以为他们摆出了食物。家家户户门口都挂着特制的灯笼，帮助死者看清道路。人们彻夜唱歌跳舞。一大早，就要把为死人摆设的食物扔到江河或海洋中去，因为任何活人吃了是被认为不吉利的。在临海的城镇中，头天晚上挂在大街上的小灯笼，在节日过后便要放到海中去。数千只灯笼慢慢向大海中漂去，给死人返回阴间指明道路。这是个动人的场面，因为一簇簇的人群站在海岸上，看着灯笼漂去，直到看不见为止。

注 释

1. 注意两个不规则动词：

lie，	lay，	lain，	lying	躺，放；
lay，	laid，	laid，	laying	放，安置，摆。

2. hang 有两种变化：

hang，　hung，　hung，　hanging，　悬挂；

hang，　hanged，　hanged，　hanging，　绞死。

3. be considered unlucky 中 unlucky 为主语补足语。

4. a moving spectacle 是"动人的场面"，不是"活动着的场面"。We are moved. 我们被感动了。The story is moving. 这故事很动人。

生词和短语

festival ['festəvəl] *n.* 节日
the dead 死者
lantern ['læntən] *n.* 灯笼
the living 活着的人
hang [hæŋ] *vt.* (hung [hʌŋ], hung) 吊，悬，挂
tiny ['taini] *a.* 极小的，微小的
spectacle ['spektəkl] *n.* 景物，场面

Précis

In not more than 80 words give an account of the Festival for the Dead. Write two different paragraphs using the points and connections given below.

CONNECTIONS	POINTS	CONNECTIONS
	1. Japanese annual festival—cheerful occasion.	
As	2. Dead return home.	*for*
	3. Food laid out.	*Food is not only*
and	4. Lanterns lit—guide them.	*but . . . as well*
	5. People dance, sing all night.	*while*
and	6. Uneaten food—sea, river, next morning.	
	7. Some places: lanterns: sea.	
and	8. People watch—shore.	
until	9. Drift out of sight.	*as*

Composition

Imagine witnessing the sort of festival described in the passage. Write two paragraphs in about 150 words using the ideas given below:

1. Preparations: the making of the lanterns; preparing food—description of the streets at night; people dancing and singing.
2. The following morning—food was thrown away—lanterns on the sea—people watching—the lanterns disappeared—the sun rose.

Letter-writing

Write a letter to a friend refusing an invitation to a party. Supply a suitable Introduction and Conclusion. Use the following ideas to write your *Purpose*: you regret you cannot

come—reason why—you bought tickets for a play a month ago—you have arranged to go with several friends.

Special Difficulties

Review SD 188–222.

Exercises

A. Words Often Confused.

Choose the correct words in the following sentences:

1. He came to see me yesterday as (usually) (usual). (SD 192a)
2. There was no one I knew (between) (among) those present. (SD 192b)
3. The (headmaster) (manager) of this store is kept very busy. (SD 192c)
4. Children's (cloths) (clothes) are difficult to choose. (SD 202a)
5. He never (greets) (salutes) anyone in the morning. (SD 202b)
6. Your hands are not very (clean) (clear), are they? (SD 202c)
7. Mary's in the kitchen. She's (washing) (washing up) the plates. (SD 204b)
8. If you lose your (temper) (mood) you will regret it. (SD 206)
9. This problem is (enough) (too) difficult for me. (SD 210)
10. He is (enough) (fairly) good at his work. (SD 212a)
11. He is trying hard but his work is still not good (enough) (fairly). (SD 212a)
12. It will be more expensive to run a car now that (benzine) (petrol) has gone up. (SD 212b)
13. Young people should remain (free) (single) for a few years before they marry. (SD 218a)
14. There was a long (row) (queue) at the bus-stop. (SD 218b)

B. *Get* (SD 188a); *keep* (SD 196); *take* (SD 198); *run* (SD 216); *make* (SD 222).

Complete these sentences by adding any of the following words: into, in, after, out, out of, down, up, away, for, over, from.

1. His lies would not take . . . anybody but a fool.
2. The explorers returned because they had run . . . . . food.
3. He is very good at making . . . stories for children.
4. It took him a long time to get . . . his illness.
5. Mrs Jones told her daughter to keep . . . . . the stove.
6. During the storm, the ship made . . . the nearest harbour.
7. Has this car been run . . . yet?
8. The bird accidentally flew into the room and couldn't get . . .
9. I don't believe that children should be kept . . . after school.
10. He spoke so quickly, I didn't have time to take . . . what he said.
11. Though we all ran . . . the thief, we could not catch him.
12. I hadn't seen him for years and I accidentally ran . . . him in the street this morning.
13. Ronald will take . . . the family business now that his father has died.
14. Can you make . . . the address on this envelope?
15. I've taken . . . painting in my spare time.

To the Student

This section contains exercises based on the stories in the book. There is one set of exercises for each story. Each set contains twelve questions. Four choices follow each question from which you are asked to choose THE BEST POSSIBLE ANSWER.

Each set of exercises is in four parts:

1 COMPREHENSION

Questions 1 and 2 deal with the meaning of the story as a whole.

2 STRUCTURE

Questions 3 to 7 deal with the way we express ourselves in English. They are about grammatical problems.

3 VOCABULARY

Questions 8 to 12 deal with the meaning of words.

4 SENTENCE STRUCTURE

This exercise will help you to practise writing sentences in English.

HOW TO WORK

1 Read the passage in the book very carefully.

2 Choose the best possible answer to each question. Think very carefully when making your choice. Refer to the passage as often as you like and use a good English-English dictionary if you want to.

3 Check your answers against the Key to Exercises at the end of this book

To the Teacher

The exercises are all in multiple choice form. The student is always presented with four choices and is asked to select the *best possible answer*. (It should be noted that there are no repeated instructions on every page.) The distractors in each exercise are by no means arbitrary. They are based on an analysis of errors most frequently made in classes of students of mixed nationality. The answers are clear-cut, on the whole, though the teacher may occasionally find that he disagrees with a particular answer noted as correct in the Key to Exercises at the end of the book.

Each set of exercises is in four parts:

1 COMPREHENSION

The student is required to select two correct answers (Questions 1 and 2) which are designed to test his understanding of the text. The aim is to find out whether the student has understood the *main point* of each story.

2 STRUCTURE

There are five exercises (Questions 3–7) based on structural words and grammatical problems which occur in the text. The exercises in this section are not confined to the 'Key Structures' contextualized in the passage, but deal with a wide variety of difficulties. The emphasis throughout is on *usage*. The distractors usually include errors which the student is most likely to make.

3 VOCABULARY

There are five exercises (Questions 8–12) dealing with lexical items. The emphasis throughout is on the *meaning of content words*—though, inevitably, there is a certain amount of overlap with the previous section regarding items that cannot be clearly defined as 'structural' or 'lexical'. The choice of distractors usually consists of 'false friends' and anticipates likely sources of student error.

4 SENTENCE STRUCTURE

In this final exercise the student is usually required to rewrite or join sentences which have been taken from the passage. After completing the exercise the student can immediately find out whether his answer is correct by referring to the passage.

These exercises should *not* be regarded as a set of tests. The multiple choice form of exercise is used here wholly for *teaching* purposes, the aim being to train students to read intensively, extend their command of patterns and increase their vocabulary range. Students should be encouraged to use a good English-English dictionary while working and should only refer to the Key when completing a set of exercises. The Key has been included to relieve the teacher of the burden of correction, to guide the student who is working on his own, and—in the last resort!—to help settle arguments in the classroom regarding particular choices. Teachers who set these exercises as homework may find it useful and illuminating subsequently to work through them in class with their students.

1 A Private Conversation

COMPREHENSION

1 The writer turned round. He looked at the man and the woman angrily
(a) and they stopped talking. (c) but they didn't notice him.
(b) but they didn t stop talking. (d) but they looked at him rudely.

2 The young man said, 'It's none of your business.'
(a) He was talking to the young woman.
(b) He was talking about the play.
(c) He thought the writer was trying to listen to his conversation with the young woman.
(d) He thought the writer was asking him a question.

STRUCTURE

3 Last week the writer went to the theatre. He was . . . the theatre.
(a) to (b) at (c) into (d) on

4 The young man and young woman were sitting behind him. He was sitting . . . them.
(a) before (b) above (c) ahead of (d) in front of

5 . . . did the writer feel? Angry.
(a) Where (b) Why (c) How (d) When

6 He looked at the man and the woman angrily. He looked at . . . angrily.
(a) them (b) they (c) their (d) us

7 The young man and the young woman paid . . . attention to the writer.
(a) none (b) any (c) not any (d) no

VOCABULARY

8 He had a good seat. He was sitting in a good
(a) chair (b) place (c) armchair (d) class

9 He was a young man. He wasn't very
(a) old (b) big (c) tall (d) large

10 The writer looked at the man and the woman angrily. He was very
(a) sad (b) unhappy (c) cross (d) pleased

11 The writer could not bear it. He could not . . . it.
(a) carry (b) suffer (c) stand (d) lift

12 The young man spoke rudely. He wasn't very
(a) clever (b) rude (c) polite (d) kind

SENTENCE STRUCTURE

Arrange these words in their right order, then check your answer against the text:

a me young behind man sitting and were a woman young (lines 3–5)

2 Breakfast or Lunch?

COMPREHENSION

1 **When Aunt Lucy telephoned**
(*a*) the writer was asleep.
(*b*) the writer was still in bed.
(*c*) the writer had already got up.
(*d*) the writer was having lunch.

2 **Aunt Lucy was surprised because**
(*a*) the writer was having lunch.
(*b*) it was one o'clock.
(*c*) it was late.
(*d*) the writer was having breakfast at lunch time.

STRUCTURE

3 **He sometimes . . . in bed until lunch time.**
(*a*) stay (*b*) is staying (*c*) stays (*d*) staying

4 **He stayed in bed until lunch time. He went . . . bed late last night.**
(*a*) in (*b*) into (*c*) to (*d*) at

5 **He doesn't get up early on Sundays. He gets up**
(*a*) late (*b*) lately (*c*) slowly (*d*) hardly

6 **. . . did aunt Lucy come? By train.**
(*a*) When (*b*) How (*c*) Why (*d*) Where

7 **The writer can't see aunt Lucy . . . He's having breakfast.**
(*a*) still (*b*) now (*c*) often (*d*) always

VOCABULARY

8 **He . . . out of the window and saw that it was raining.**
(*a*) looked (*b*) saw (*c*) remarked (*d*) watched

9 **Just then, the telephone rang. It rang**
(*a*) at once (*b*) immediately (*c*) again (*d*) at that moment

10 **She was his aunt, so he was her**
(*a*) son (*b*) grandson (*c*) nephew (*d*) niece

11 **Breakfast is the first . . . of the day.**
(*a*) food (*b*) dinner (*c*) lunch (*d*) meal

12 **Aunt Lucy said, 'Dear me' because she was**
(*a*) angry (*b*) surprised (*c*) tired (*d*) pleased

SENTENCE STRUCTURE

Rewrite this sentence, then check your answer against the text:

I arrived by train a moment ago.
I've ..... (lines 7–8)

3 Please Send Me a Card

COMPREHENSION

1 **The writer**
(*a*) doesn't like buying postcards.
(*b*) doesn't like receiving postcards.
(*c*) doesn't like writing postcards.
(*d*) doesn't like postcards.

2 **What was the writer's 'big decision'?**
(*a*) He decided to write postcards to his friends.
(*b*) He decided to spend the whole day in his room.
(*c*) He decided to buy a lot of postcards.
(*d*) He decided not to write a single card.

STRUCTURE

3 **Last summer he went to Italy. He was . . . Italy last summer.**
(*a*) at (*b*) to (*c*) in (*d*) on

4 **. . . him a few words of Italian? The waiter.**
(*a*) Who taught (*b*) Who did teach (*c*) What did he teach (*d*) Whom did he teach

5 **He was a friendly waiter. He spoke to the writer . . .**
(*a*) friendly (*b*) as friends (*c*) like friends (*d*) in a friendly way

6 **The writer . . . a few lines, but he didn't understand a word.**
(*a*) reads (*b*) read (*c*) red (*d*) reading

7 **He spent the whole day in his room. He was in his room . . . day.**
(*a*) the hole (*b*) the all (*c*) all (*d*) all of

VOCABULARY

8 **A waiter usually works in a**
(*a*) public garden (*b*) shop (*c*) restaurant (*d*) private house

9 **The waiter lent him a book. He . . . a book from the waiter.**
(*a*) lent (*b*) borrowed (*c*) took (*d*) stole

10 **On the last day he made a big decision. It was the . . . day of his holiday.**
(*a*) final (*b*) end (*c*) latest (*d*) bottom

11 **He made a big decision. He**
(*a*) thought about it (*b*) made up his mind (*c*) changed his mind (*d*) made a wish

12 **He didn't write a single card. So he**
(*a*) wrote only one (*b*) didn't write even one (*c*) wrote just one (*d*) wrote all the cards except one

SENTENCE STRUCTURE

Rewrite this sentence, then check your answer against the text:

I did not send my friends any cards.
I did not send any ..... (lines 8–9)

4 An Exciting Trip

COMPREHENSION

1 **Only one of these statements is true. Which one?**
(*a*) The writer has been in Australia for six months.
(*b*) Tim is a mechanic and he's working in Australia.
(*c*) Tim is working for an Austrian firm.
(*d*) Tim is working for a big firm as an engineer.

2 **Only one of these statements is true. Which one?**
(*a*) Tim has been in Darwin for six months.
(*b*) It's the first time Tim has ever been to another country.
(*c*) Perth is in the centre of Australia.
(*d*) Tim's brother has never been abroad before.

STRUCTURE

3 **Tim is in Australia. He went . . . Australia six months ago.**
(*a*) to (*b*) in (*c*) at (*d*) into

4 **Tim is in Australia. How long . . . there?**
(*a*) is he (*b*) has he been (*c*) has he (*d*) was he

5 **Tim has been in Australia for six months. His brother hasn't seen him . . . January.**
(*a*) for (*b*) since (*c*) from (*d*) by

6 **He has just bought an Australian car. He bought one**
(*a*) a short time ago (*b*) a long time ago (*c*) last year (*d*) six months ago

7 **He has just gone to Alice Springs. He has never . . . there before.**
(*a*) went (*b*) being (*c*) been (*d*) was

VOCABULARY

8 **Tim is working for a big firm. He is working for a big**
(*a*) society (*b*) company (*c*) factory (*d*) store

9 **He has visited a great number of different places. He hasn't stayed in . . . place.**
(*a*) the only (*b*) a similar (*c*) the same (*d*) alike

10 **Alice Springs is a small town. A town is usually**
(*a*) bigger than a village but smaller than a city (*b*) bigger than a city
(*c*) the same size as a city (*d*) the same size as a village

11 **He will soon visit Darwin. He will visit Darwin**
(*a*) quickly (*b*) for a short time (*c*) shortly (*d*) in a hurry

12 **He will fly to Perth. He will go there**
(*a*) with air (*b*) in air (*c*) by air (*d*) through air

SENTENCE STRUCTURE

Rewrite this sentence, then check your answer against the text:

Because my brother has never been abroad before he is finding this trip very exciting.

My brother has never been abroad before.....(lines 11–13)

5 No Wrong Numbers

COMPREHENSION

1 Mr Scott hasn't got a telephone in his new garage because
(*a*) it isn't far from his old garage, so he doesn't need one.
(*b*) he has twelve pigeons.
(*c*) he can't get one.
(*d*) it's too expensive.

2 Mr Scott keeps pigeons because
(*a*) he uses them to send messages.
(*b*) it's his hobby.
(*c*) he has two garages.
(*d*) he likes them.

STRUCTURE

3 Mr Scott has a garage. The garage is
(*a*) to him (*b*) of him (*c*) of his (*d*) his

4 Mr Scott cannot get a telephone for his garage. . . . he has just bought twelve pigeons.
(*a*) That's so (*b*) That's why (*c*) Because (*d*) For

5 He has just bought ten pigeons. When did he . . . them?
(*a*) bought (*b*) buys (*c*) buy (*d*) buying

6 What's the distance from Pinhurst to Silbury? How . . . is Pinhurst . . . Silbury?
(*a*) long ago . . . until (*b*) long . . . away (*c*) away . . . till (*d*) far . . . from

7 The pigeon flew from one garage to the other . . . three minutes.
(*a*) in (*b*) into (*c*) with (*d*) on

VOCABULARY

8 Mr Scott has a garage in Silbury. His . . . garage is in Pinhurst.
(*a*) another (*b*) other (*c*) else (*d*) different

9 Mr Scott can't get a telephone. Telephones are hard to
(*a*) take (*b*) receive (*c*) obtain (*d*) find

10 He has sent requests for spare parts. He has . . . spare parts.
(*a*) asked (*b*) asked for (*c*) begged (*d*) pleased

11 Urgent messages are important, so they must be sent
(*a*) quickly (*b*) slowly (*c*) by hand (*d*) largely

12 Mr Scott's 'telephone service' is private. It isn't
(*a*) general (*b*) national (*c*) international (*d*) public

SENTENCE STRUCTURE

Join these sentences together with but *and* so. ***Then check your answer against the text:***

Pinhurst is only five miles from Silbury. Mr Scott cannot get a telephone for his new garage. He has just bought twelve pigeons. (lines 3–6)

6 Percy Buttons

COMPREHENSION

1 **Percy Buttons stood on his head and sang songs because**
(*a*) he wanted a piece of cheese.
(*b*) he liked doing this.
(*c*) he was a beggar.
(*d*) he wanted to 'pay' for his meal in this way.

2 **The writer didn't know about Percy Buttons because**
(*a*) she was new to the neighbourhood. (*c*) he was a beggar.
(*b*) he had never called at that house before. (*d*) he didn't live near her.

STRUCTURE

3 **The writer has just moved to a new house. She was . . . yesterday.**
(*a*) at house (*b*) to the house (*c*) at home (*d*) in the home

4 **She gave**
(*a*) to him a meal (*b*) a meal for him (*c*) him to a meal (*d*) a meal to him

5 **A neighbour told me about him. He . . . Percy Buttons was a beggar.**
(*a*) told (*b*) said me (*c*) told to me (*d*) said

6 **Everybody knows him. . . . know him.**
(*a*) They all (*b*) Each (*c*) Every (*d*) All they

7 **. . . does he call? Once a month.**
(*a*) How seldom (*b*) How long (*c*) How soon (*d*) How often

VOCABULARY

8 **A beggar is a person who**
(*a*) asks for money but doesn't work (*b*) asks for food (*c*) works hard (*d*) is out of work

9 **You can have a meal**
(*a*) only in the morning (*b*) at any time (*c*) only at midday (*d*) only in the evening

10 **She gave him a piece of cheese. He put the . . . of cheese in his pocket.**
(*a*) bit (*b*) bar (*c*) block (*d*) packet

11 **He calls at every house in the street. He . . . everyone.**
(*a*) shouts at (*b*) calls (*c*) cries out at (*d*) visits

12 **A street is usually . . . a road.**
(*a*) quieter than (*b*) not as quiet as (*c*) longer than (*d*) as long as

SENTENCE STRUCTURE

Arrange these groups of words in the right order, then check your answer against the text:

and a glass of beer/he calls/for a meal/at every house/and always asks/in the street/once a month (lines 11–13)

7 Too Late

COMPREHENSION

1 The detectives were at the airport
(*a*) to meet a plane.
(*b*) to prevent a robbery.
(*c*) to watch the building.
(*d*) because the plane was late.

2 The detectives
(*a*) found the diamonds.
(*b*) didn't open the parcel.
(*c*) didn't prevent the robbery.
(*d*) caught the thieves.

STRUCTURE

3 . . . were detectives waiting? At the airport.
(*a*) Why (*b*) When (*c*) Where (*d*) What

4 . . . were they expecting? A valuable parcel of diamonds.
(*a*) Why (*b*) When (*c*) Where (*d*) What

5 Someone had told the police that thieves would try to steal the diamonds. This happened . . . the plane arrived.
(*a*) before (*b*) after (*c*) when (*d*) as soon as

6 The detectives went into the building and waited
(*a*) in (*b*) into (*c*) inside (*d*) for

7 Two men took the parcel off the plane. They
(*a*) took off it (*b*) it took off (*c*) took off (*d*) took it off

VOCABULARY

8 The detectives were . . . a valuable parcel of diamonds.
(*a*) expecting (*b*) waiting (*c*) expecting for (*d*) expecting to

9 The parcel was valuable. It was
(*a*) worth (*b*) worthy (*c*) precious (*d*) value

10 The thieves wanted to . . . the diamonds.
(*a*) rob (*b*) steal (*c*) take from (*d*) take to

11 The detectives waited inside the main building. This was the . . . building.
(*a*) most important (*b*) smallest (*c*) first (*d*) greatest

12 Someone had filled the parcel with stones and sand. It was . . . stones and sand.
(*a*) full with (*b*) full of (*c*) full by (*d*) full in

SENTENCE STRUCTURE

Arrange these groups of words in the right order, then check your answer against the text:

into the Customs House/two men/and carried it/took the parcel/off the plane (lines 10–12)

8 The Best and the Worst

COMPREHENSION

1 One of these sentences is true. Which one?
(*a*) Bill Frith's garden is the best and Joe Sanders' is the worst.
(*b*) Joe Sanders' garden is the best and Bill Frith's is the worst.
(*c*) The writer's garden is the best and Joe Sanders' is the worst.
(*d*) Joe Sanders' garden is the best and the writer's is the worst.

2 One of these sentences is true. Which one?
(*a*) The writer doesn't like gardens.
(*b*) The writer likes gardens, but he is lazy.
(*c*) The writer never enters for the competition.
(*d*) The writer never wins a prize.

STRUCTURE

3 Bill Frith's garden is larger than Joe's. It is
(*a*) larger garden (*b*) a large garden (*c*) large garden (*d*) largest garden

4 Bill is a hard worker. He works . . . than Joe.
(*a*) harder (*b*) more hard (*c*) more hardly (*d*) hardier

5 Joe's garden is more interesting . . . Bill's.
(*a*) by (*b*) for (*c*) than (*d*) from

6 The writer is fond of gardens.
(*a*) They like him (*b*) They like to him (*c*) He likes them (*d*) To him they like

7 Joe's garden is the best in the town. It's the best . . . them all.
(*a*) in (*b*) of (*c*) for (*d*) by

VOCABULARY

8 Joe wins every time. He always . . . Bill Frith.
(*a*) wins (*b*) beats (*c*) gains (*d*) earns

9 Joe grows more flowers. More flowers . . . in his garden.
(*a*) grow (*b*) grow tall (*c*) grow up (*d*) grow big

10 Joe's garden is interesting. Joe is . . . in gardening.
(*a*) interesting (*b*) interest (*c*) interestingly (*d*) interested.

11 The writer doesn't like hard work. It's . . . to look after a garden.
(*a*) a hard work (*b*) a hard job (*c*) hard job (*d*) hardly a job

12 Every year the writer enters for the garden competition
(*a*) very (*b*) also (*c*) and (*d*) to

SENTENCE STRUCTURE

Rewrite this sentence, then check your answer against the text:
Joe's garden is not as large as Bill Frith's.
Bill Frith's..... (lines 4–5)

9 A Cold Welcome

COMPREHENSION

1 The crowd gathered under the clock because
(*a*) it was twenty to twelve.
(*b*) it was Wednesday evening.
(*c*) they wanted to welcome the New Year.
(*d*) the clock had stopped.

2 They realized the clock had stopped
(*a*) before midnight.
(*b*) after midnight.
(*c*) at midnight.
(*d*) just in time.

STRUCTURE

3 They went to the Town Hall on Wednesday evening. They went
(*a*) the evening (*b*) on the evening (*c*) evening (*d*) in the evening

4 The people . . . under the Town Hall clock.
(*a*) were (*b*) was (*c*) is (*d*) be

5 . . . will it strike? In twenty minutes' time.
(*a*) When (*b*) How long (*c*) How long ago (*d*) How much

6 What time did it stop? . . . five to twelve.
(*a*) On (*b*) At (*c*) In (*d*) During

7 Did . . . happen? No, nothing happened.
(*a*) nothing (*b*) anything (*c*) any (*d*) a thing

VOCABULARY

8 How many times did the clock . . . ?
(*a*) hit (*b*) beat (*c*) knock (*d*) strike

9 It was fifteen minutes . . . eleven.
(*a*) pass (*b*) past (*c*) passed (*d*) pasted

10 A clock usually has two hands, a minute hand and . . . hand.
(*a*) a second (*b*) an hour (*c*) a time (*d*) a big

11 Most people wear or carry
(*a*) an alarm clock (*b*) an alarm (*c*) a clock (*d*) a watch

12 It refused to welcome the New Year. It
(*a*) denied it (*b*) wanted to (*c*) didn't want to (*d*) wished to

SENTENCE STRUCTURE

Join these two sentences, then check your answer against the text:

It was Wednesday evening. We went to the Town Hall.

On ..... (lines 1–2)

10 Not for Jazz

COMPREHENSION

1 **The old musical instrument**
(*a*) has been in the family for a long time.
(*b*) was bought recently.
(*c*) was sold recently.
(*d*) was repaired recently.

2 **How did the visitor damage the clavichord?**
(*a*) She played jazz on it.
(*b*) She played it.
(*c*) She cut the strings.
(*d*) She hit the keys too hard.

STRUCTURE

3 **Our clavichord is kept in the living-room. That's where we . . . it**
(*a*) kept (*b*) have kept (*c*) are keeping (*d*) keep

4 **It has belonged to our family. It's the**
(*a*) families (*b*) families' (*c*) family's (*d*) familys'

5 **The family have had the clavichord . . . many years.**
(*a*) since (*b*) for (*c*) from (*d*) by

6 **Who . . . it? Grandfather did.**
(*a*) buy (*b*) was bought (*c*) bought (*d*) did buy

7 **We are not allowed to touch it. We . . . touch it.**
(*a*) mustn't (*b*) mustn't to (*c*) haven't to (*d*) don't have to

VOCABULARY

8 **What's it . . . ? A clavichord.**
(*a*) told (*b*) said (*c*) called (*d*) spoken

9 **It's kept in the living-room. That's where we . . . it.**
(*a*) have (*b*) hold (*c*) lift (*d*) carry

10 **The visitor damaged it. She . . . it.**
(*a*) hurt (*b*) pained (*c*) broke (*d*) destroyed

11 **Recently it was damaged. She damaged it**
(*a*) late (*b*) lastly (*c*) lately (*d*) finally

12 **A friend of my father's is . . . the clavichord.**
(*a*) mending (*b*) making (*c*) doing (*d*) building

SENTENCE STRUCTURE

Rewrite this sentence, then check your answer against the text:

It was my grandfather who bought the instrument many years ago.
The instrument ..... (lines 5–7)

11 One Good Turn Deserves Another

COMPREHENSION

1 Harry sat at the same table as the writer and
(*a*) borrowed some money from him.
(*b*) lent some money to him.
(*c*) paid back some money to him.
(*d*) begged for some money.

2 Harry wants the writer to pay for his dinner because
(*a*) he gave him £2.
(*b*) the writer hasn't ever lent him any money before.
(*c*) the writer has never borrowed any money from Harry before.
(*d*) he hasn't any money.

STRUCTURE

3 Harry Steele . . . into the restaurant when the writer was having dinner.
(*a*) was going (*b*) went (*c*) has gone (*d*) did go

4 Harry is working at a bank
(*a*) at the moment (*b*) a year ago (*c*) since last year (*d*) for a year

5 . . . he has never borrowed any money from the writer.
(*a*) Last week (*b*) Up till now (*c*) Since (*d*) A week ago

6 . . . did he ask for? £2.
(*a*) How many (*b*) How (*c*) How much (*d*) How few

7 I have never borrowed any money from you. I . . . lend me some money.
(*a*) want to (*b*) want (*c*) want you to (*d*) you want to

VOCABULARY

8 He gets a good salary. His salary is very
(*a*) good (*b*) well (*c*) fine (*d*) beautiful.

9 Harry usually gets his salary at the end of the
(*a*) day (*b*) year (*c*) month (*d*) week

10 Harry must pay the money back. He must
(*a*) pay it again (*b*) pay it (*c*) repay it (*d*) pay it once more

11 Harry sat at the same table. He didn't sit at . . . one.
(*a*) other (*b*) a different (*c*) extra (*d*) another

12 He gave him the money immediately. He gave him the money
(*a*) soon (*b*) in a hurry (*c*) once more (*d*) at once

SENTENCE STRUCTURE

Rewrite this sentence, then check your answer against the text:

I was surprised when he gave me the money immediately.

To ..... (lines 10–11)

12 Goodbye and Good Luck

COMPREHENSION

1 'Topsail' is famous because
(*a*) it is a little boat.
(*b*) it belongs to Captain Alison.
(*c*) it is a little boat which has sailed across the Atlantic many times.
(*d*) it will sail from Portsmouth tomorrow.

2 'Topsail'
(*a*) will win the race across the Atlantic.
(*b*) has won the race across the Atlantic.
(*c*) will be in the race across the Atlantic.
(*d*) was in the race across the Atlantic.

STRUCTURE

3 **Our neighbour, . . . name is Charles Alison, will sail tomorrow.**
(*a*) whose (*b*) whose his (*c*) his (*d*) of whom

4 **He will sail from Portsmouth. He is . . . Portsmouth now.**
(*a*) to (*b*) from (*c*) on (*d*) at

5 **His boat, . . . is 'Topsail', is famous.**
(*a*) whose the name (*b*) the whose name (*c*) of whom the name (*d*) the name of which

6 **We shall have plenty of time. There will be . . . time to see him.**
(*a*) enough (*b*) almost enough (*c*) less than enough (*d*) hardly enough

7 **We shall**
(*a*) say him goodbye (*b*) tell him goodbye (*c*) tell goodbye to him (*d*) say goodbye to him

VOCABULARY

8 **He's our neighbour so he lives . . . us.**
(*a*) near (*b*) a long way from (*c*) in a different town from (*c*) next door to

9 **It has sailed across the Atlantic many times. It has sailed across the Atlantic**
(*a*) sometimes (*b*) always (*c*) often (*d*) usually

10 **He will set out at eight o'clock. That's when**
(*a*) the trip ends (*b*) the journey ends (*c*) the voyage stops (*d*) the journey begins

11 **He will take part in a race. He will . . . in it.**
(*a*) be (*b*) take place (*c*) act (*d*) do

12 **The Atlantic is**
(*a*) an ocean (*b*) a sea (*c*) a river (*d*) a lake

SENTENCE STRUCTURE

Arrange these groups of words in the right order, then check your answer against the text:

him/we shall meet/early/in the morning/at the harbour (lines 2–4)

13 The Greenwood Boys

COMPREHENSION

1 The popular singers will attract . . . in the town.
(*a*) all the people (*c*) only the old people
(*b*) mainly the young people (*d*) no one

2 The police will be there
(*a*) because there will be trouble.
(*b*) because the singers are popular.
(*c*) because there will be a lot of young people there.
(*d*) in case there will be trouble.

STRUCTURE

3 Most of the young people will be there. . . . the young people will be there.
(*a*) A lot (*b*) Nearly all (*c*) Some (*d*) Many

4 How . . . staying? For five days.
(*a*) long they will be (*b*) they will be (*c*) long will they be (*d*) long they be

5 During this time they will give five performances. That's what they'll do . . . this time.
(*a*) at (*b*) on (*c*) for (*d*) while

6 The police will have a difficult time
(a) as usually (*b*) as usual (*c*) than usual (*d*) from usual

7 The police . . . expecting the singers to arrive soon.
(*a*) is (*b*) are (*c*) will (*d*) was

VOCABULARY

8 They are popular singers. So
(*a*) they are folk singers (*b*) they are public singers (*c*) everyone likes them (*d*) no one likes them

9 At present they are visiting all parts of the country. They are doing this
(*a*) now (*b*) for a short time (*c*) in future (*d*) all the time

10 They are visiting all parts of the country. So they will go
(*a*) to cities, towns and villages (*b*) only to villages (*c*) only to towns (*d*) only to cities

11 The Greenwood Boys will give five performances. They will give five
(*a*) recitals (*b*) executions (*c*) plays (*d*) songs

12 It's always the same on these occasions. It's always the same at . . . like this.
(*a*) situations (*b*) conditions (*c*) places (*d*) times

SENTENCE STRUCTURE

Read this sentence:

They will be coming and the young people will be meeting them.

Now add the following phrases: *at the station, in the town, most of* and *by train.* Check your answer against the text (lines 4–7)

14 Do You Speak English?

COMPREHENSION

1 The young man stopped the writer because
(*a*) he wanted to speak to him.
(*b*) he wanted a free ride in the car.
(*c*) he recognized him.
(*d*) he spoke French.

2 The two men didn't speak to each other during the journey because
(*a*) neither of them spoke French.
(*b*) neither of them spoke English.
(*c*) they each thought the other was French.
(*d*) they each thought the other was English.

STRUCTURE

3 Where did he . . . ?
(*a*) drive (*b*) drove (*c*) driven (*d*) driving

4 As soon as he had got into the car, I said good morning. I said good morning . . . he had got into the car.
(*a*) before (*b*) a long time after (*c*) just after (*c*) a moment before

5 'Good morning,' I
(*a*) spoke (*b*) talked (*c*) told (*d*) said

6 I speak a few words of French. I don't know . . . French.
(*a*) many (*b*) much (*c*) plenty of (*d*) a little

7 Neither of us spoke. We
(*a*) neither spoke (*b*) either spoke (*c*) both didn't speak (*d*) neither didn't speak

VOCABULARY

8 On the way, a young man waved to me. This happened
(*a*) before the writer's journey (*b*) during the writer's journey (*c*) after the writer's journey (*d*) a long time ago

9 The young man waved to the writer. He . . . him.
(*a*) saluted (*b*) greeted (*c*) signalled to (*d*) nodded

10 He asked for a lift. He was a
(*a*) tramp (*b*) hitch-hiker (*c*) passenger (*d*) foreigner

11 He replied in French. He . . . the writer in French.
(*a*) responded (*b*) answered (*c*) returned (*d*) remarked

12 The writer had . . . reached the town when the young man spoke.
(*a*) often (*b*) almost (*c*) sometimes (*d*) just as

SENTENCE STRUCTURE

Rewrite this sentence, then check your answer against the text:

I know no French at all.

I do not..... (lines 9–10)

15 Good News

COMPREHENSION

1 **The writer felt nervous because**
(*a*) Mr Harmsworth wanted to see him.
(*b*) the secretary told him that Mr Harmsworth wanted to see him.
(*c*) business was very bad.
(*d*) he thought he would lose his job

2 **The writer**
(*a*) expected to receive some extra money.
(*b*) was surprised to receive some extra money.
(*c*) wanted to receive some extra money.
(*d*) asked for some extra money.

STRUCTURE

3 **'Mr Harmsworth . . . see you,' the secretary said.**
(*a*) would (*b*) shall (*c*) will (*d*) could

4 **. . . did he feel? Very nervous.**
(*a*) What (*b*) How (*c*) How much (*d*) Which

5 **The firm couldn't pay . . . large salaries.**
(*a*) so (*b*) such a (*c*) such (*d*) a such

6 **. . . turn is it? It's your turn.**
(*a*) Which (*b*) To whom (*c*) Whom (*d*) Whose

7 **'Mr Harmsworth,' I said . . . a weak voice.**
(*a*) in (*b*) with (*c*) on (*d*) under

VOCABULARY

8 **Mr Harmsworth wanted to see me. He wanted to . . . me.**
(*a*) watch (*b*) look at (*c*) look for (*d*) speak to

9 **I felt nervous because I felt**
(*a*) angry (*b*) cross (*c*) afraid (*d*) ill

10 **It's your turn.**
(*a*) It's your line (*b*) It's your row (*c*) You're next (*d*) It's your chance

11 **Don't interrupt! Don't**
(*a*) speak (*b*) talk (*c*) talk while I'm talking (*d*) cut off

12 **The writer would receive an extra £100 a year. He would get £100 a year**
(*a*) less (*b*) more (*c*) over (*d*) up

SENTENCE STRUCTURE

Rewrite this sentence, then check your answer against the text:
The firm hadn't the money to pay such large salaries.
The firm couldn't..... (lines 6–8)

16 A Polite Request

COMPREHENSION

1 Traffic police are
(*a*) occasionally very polite.
(*b*) never very polite.
(*c*) always very polite.
(*d*) seldom very polite.

2 In Sweden, the writer
(*a*) parked his car in the wrong place and received a polite note from the police.
(*b*) parked his car in the wrong place and received a ticket from the police.
(*c*) parked his car in the wrong place and paid a fine.
(*d*) parked his car in the wrong place and quarrelled with a policeman.

STRUCTURE

3 If you park your car in the right place you . . . receive a ticket.
(*a*) willn't (*b*) wouldn't (*c*) didn't (*d*) won't

4 Traffic police never let you . . . without a ticket.
(*a*) go (*b*) to go (*c*) going (*d*) have gone

5 We welcome you to our city. You . . . to our city.
(*a*) welcome (*b*) are welcome (*c*) have welcomed (*d*) are welcoming

6 'No Parking' means
(*a*) don't leave your car here (*b*) without parking (*c*) don't stop (*d*) there's no room to park here

7 This note is only a reminder. It's
(*a*) nothing (*b*) no one (*c*) nothing extra (*d*) nothing more

VOCABULARY

8 This is a 'No Parking' area. Cars aren't allowed in this
(*a*) district (*b*) country (*c*) surrounding (*d*) kingdom

9 You will enjoy your stay. It will . . . you.
(*a*) amuse (*b*) enjoy (*c*) laugh at (*d*) please

10 You will enjoy your stay. How long will you . . . here?
(*a*) rest (*b*) prevent (*c*) sit (*d*) remain

11 This note is only a reminder. It will help
(*a*) you remind (*b*) your souvenir (*c*) your remembrance (*d*) you to remember

12 You cannot fail to obey it. You can't . . . to do this.
(*a*) refuse (*b*) deny (*c*) resist (*d*) withdraw

SENTENCE STRUCTURE

Rewrite this sentence, then check your answer against the text:

Park your car in the wrong place and a traffic policeman will soon find it.
If ..... (lines 1–2)

17 Always Young

COMPREHENSION

1 **The story about Jennifer suggests that**
(*a*) she is not too old to appear on stage as a young girl.
(*b*) she is too young to appear on stage as a young girl.
(*c*) she is the right age to appear on stage as a young girl.
(*d*) she is too old to appear on stage as a young girl.

2 **One of these statements is true. Which one?**
(*a*) We know exactly how old Jennifer is.
(*b*) We do not know exactly how old Jennifer is.
(*c*) Jennifer is thirty-five years old.
(*d*) Jennifer is over thirty-five years old.

STRUCTURE

3 **She must be at least thirty-five years old. In my opinion she**
(*a*) has (*b*) is (*c*) can (*d*) must

4 **. . . is she? At least thirty-five years old.**
(*a*) How (*b*) How big (*c*) How much (*d*) How old

5 **She must appear in a bright red dress. She will be dressed . . . red.**
(*a*) with (*b*) on (*c*) in (*d*) by

6 **She must appear in a bright red dress. That's what she**
(*a*) has done (*b*) have to do (*c*) has to do (*d*) had done

7 **She had to wear short socks. It was . . . for her to wear them.**
(*a*) certain (*b*) necessary (*c*) important (*d*) impossible

VOCABULARY

8 **She often appears as a young girl. She . . . on the stage as a young girl.**
(*a*) is presented (*b*) points (*c*) shows (*d*) seems

9 **We went to the theatre to see a**
(*a*) play (*b*) game (*c*) toy (*d*) match

10 **Jennifer will take part in the play. She . . . it.**
(*a*) will write (*b*) won't be in (*c*) will be in (*d*) will produce

11 **Men usually wear**
(*a*) socks instead of stockings (*b*) stockings instead of socks
(*c*) either socks or stockings (*d*) neither socks nor stockings

12 **She is grown up. She is**
(*a*) very old (*b*) an adolescent (*c*) a teenager (*d*) an adult

SENTENCE STRUCTURE

Rewrite this sentence, then check your answer against the text:

People sometimes ask her how old she is, but she never tells them.
If anyone ..... (Compare lines 10–12)

18 He Often Does This!

COMPREHENSION

1 **The writer**
(*a*) didn't have her bag with her when she went to the inn.
(*b*) had her bag with her when she went to the inn.
(*c*) lost her bag on the way to the inn.
(*d*) lost her bag after she left the inn.

2 **The inn-keeper**
(*a*) was angry because the writer couldn't pay her bill.
(*b*) was sorry that the writer couldn't pay her bill.
(*c*) knew that the writer couldn't pay her bill.
(*d*) knew that the writer could pay her bill.

STRUCTURE

3 **After I had had lunch . . . After I had . . . it . . .**
(*a*) paid for (*b*) eaten (*c*) kept (*d*) bought

4 **She couldn't find her bag. It wasn't**
(*a*) their (*b*) theirs (*c*) they're (*d*) there

5 **. . . I was looking for it, the inn-keeper came in.**
(*a*) Because (*b*) While (*c*) But (*d*) Even if

6 **I haven't got a bag. I don't . . . one.**
(*a*) get (*b*) buy (*c*) own (*d*) owe

7 **My dog had taken it into the garden. It was . . . the garden.**
(*a*) to (*b*) into (*c*) at (*d*) in

VOCABULARY

8 **I looked for my bag. I . . . it.**
(*a*) tried to look after (*b*) tried to look at (*c*) tried to find (*d*) tried to see

9 **I had left it on the chair. That's where I . . . it.**
(*a*) put (*b*) let (*c*) allowed (*d*) permitted

10 **The chair was beside the door. It was . . . it.**
(*a*) near (*b*) far from (*c*) next to (*d*) besides

11 **The inn-keeper returned with my bag. He . . . quickly.**
(*a*) turned (*b*) turned back (*c*) came back (*d*) turned round

12 **He gave it back to me. He . . . to me.**
(*a*) turned it (*b*) returned it (*c*) turned it back (*d*) turned it round

SENTENCE STRUCTURE

Write the words he actually spoke, then check your answer against the text:

He asked me if I had had a good meal.

..... ?' he asked. (line 6)

19 Sold Out

COMPREHENSION

1 The writer couldn't get tickets for the performance that evening because
(*a*) they had all been sold.
(*b*) there were only a few left.
(*c*) there was no one at the ticket-office.
(*d*) the girl at the ticket-office wouldn't give him any.

2 The writer
(*a*) was very pleased to get tickets for next Wednesday's performance.
(*b*) didn't buy tickets for next Wednesday's performance.
(*c*) didn't want tickets for next Wednesday's performance.
(*d*) wasn't too pleased to get tickets for next Wednesday's performance.

STRUCTURE

3 The play may begin at any moment. It
(*a*) has begun (*b*) won't begin for a long time (*c*) hasn't begun yet (*d*) began a long time ago

4 May I have two tickets please? . . . two tickets please?
(*a*) You must give me (*b*) You have got to give me (*c*) Could I have (*d*) You may give me

5 May I have two tickets? Please let me . . . two tickets.
(*a*) having (*b*) to have (*c*) had (*d*) have

6 The performance . . . next Wednesday.
(*a*) was (*b*) will be (*c*) shall be (*d*) has been

7 I might as well have them. I am . . . to have them.
(*a*) very pleased (*b*) very glad (*c*) not very glad (*d*) delighted

VOCABULARY

8 I hurried to the ticket-office. I
(*a*) went there (*b*) went there quickly (*c*) went there slowly (*d*) didn't go there

9 'What a pity!' Susan exclaimed. Susan was
(*a*) pleased (*b*) glad (*c*) sorry (*d*) amused

10 Can I return these tickets? I want to
(*a*) give them back (*b*) give them in (*c*) give them up (*d*) give them off

11 'Certainly,' the girl said. '. . .' the girl said.
(*a*) Off course (*b*) Course (*c*) Of course (*d*) Surely not

12 Do you still want them? Do you want them . . .?
(*a*) yet (*b*) even (*c*) now (*d*) more

SENTENCE STRUCTURE

Rewrite this sentence, then check your answer against the text:

I don't really want them, but I'll have them.
I might ..... (line 19)

20 One Man in a Boat

COMPREHENSION

1 The writer
(*a*) always catches something.
(*b*) never catches anything.
(*c*) sometimes pulls up old boots and rubbish.
(*d*) never goes home with an empty bag.

2 The writer enjoys
(*a*) catching fish.
(*b*) fishing.
(*c*) doing nothing.
(*d*) swimming in the river

STRUCTURE

3 . . . is your favourite sport? Fishing.
(*a*) Who (*b*) Which (*c*) Whom (*d*) Whose

4 He doesn't catch anything. He never catches
(*a*) nothing (*b*) anything (*c*) something (*d*) everything

5 I am even less lucky. I am . . . lucky.
(*a*) more (*b*) as (*c*) not so (*d*) so

6 His bag is empty. He has
(*a*) a empty bag (*b*) an empty bag (*c*) empty bag (*d*) one empty bag

7 I am only interested in doing nothing. That's . . . I'm interested in.
(*a*) only (*b*) the one (*c*) all (*d*) the only

VOCABULARY

8 Fishing is my favourite sport. It is
(*a*) the one I like best (*b*) prefer (*c*) my best (*d*) the best

9 A fisherman usually . . . fish.
(*a*) buys (*b*) sells (*c*) tries to catch (*d*) keeps

10 He never . . . any fish.
(*a*) holds (*b*) takes hold of (*c*) catches (*d*) takes

11 He always goes . . . with an empty bag.
(*a*) to home (*b*) to house (*c*) to the house (*d*) home

12 You must give up fishing. You must
(*a*) stop (*b*) begin (*c*) surrender (*d*) end

SENTENCE STRUCTURE

Join these two sentences with without, *then check your answer against the text:*

I often fish for hours. I don't catch anything. (lines 1–2)

21 Mad or Not?

COMPREHENSION

1 The airport
(*a*) has been used since the war. (*c*) came into use recently.
(*b*) has never been used. (*d*) has just come into use.

2 The writer
(*a*) will be leaving his house soon.
(*b*) has accepted a lot of money for his house.
(*c*) likes the noise of passing planes.
(*d*) has refused to leave his house.

STRUCTURE

3 Passing planes can be heard night and day. You . . . them all the time.
(*a*) can heard (*b*) can to hear (*c*) can hear (*d*) can be heard

4 It couldn't be used then. It wasn't . . . to use it.
(*a*) able (*b*) allowed (*c*) impossible (*d*) possible

5 Over a hundred people must have been driven away. . . . they were.
(*a*) I think (*b*) I'm sure (*c*) I'm certain (*d*) Of course

6 I am one of the few people left. So there
(*a*) are none left (*b*) is one left (*c*) are some left (*d*) are a lot left

7 How much . . . ? A large sum of money.
(*a*) you have been offered (*b*) have you been offered (*c*) you have offered (*d*) they offered you

VOCABULARY

8 I have been offered some money. They want to . . . me some money.
(*a*) serve (*b*) give (*c*) take (*d*) make

9 I have been offered a large . . . of money.
(*a*) amount (*b*) number (*c*) some (*d*) piece

10 I am determined to stay here. I . . . stay here.
(*a*) am will to (*b*) want to (*c*) may (*d*) am going to

11 Everyone says I must be mad and they are probably right. . . . they are.
(*a*) Of course (*b*) It's certain (*c*) Perhaps (*d*) It's sure

12 Everyone says I must be mad and they are probably . . .
(*a*) just (*b*) fair (*c*) correct (*d*) equal

SENTENCE STRUCTURE

Rewrite this sentence, then check your answer against the text:

They built the airport during the war, but for some reason they couldn't use it then.

The airport....., but for some reason it..... (lines 3–5)

22 A Glass Envelope

COMPREHENSION

1 Jane never dreamed of receiving a letter from a girl in Holland because
(*a*) it is a long way away.
(*b*) she has never been abroad.
(*c*) no one in Holland knows her address.
(*d*) she didn't expect anyone to find the bottle.

2 Both girls
(*a*) meet regularly now.
(*b*) correspond in the normal way now.
(*c*) send notes to each other in bottles.
(*d*) travel regularly now.

STRUCTURE

3 Jane never dreamed . . . a letter.
(*a*) to receive (*b*) to receiving (*c*) of receive (*d*) that she would receive

4 She received a letter from a girl of her own age. The girl is . . . she is.
(*a*) the same age with (*b*) the same age (*c*) as old (*d*) the same age as

5 Did she . . . the bottle into the sea?
(*a*) threw (*b*) throw (*c*) thrown (*d*) throwing

6 She never thought . . . it again.
(*a*) for (*b*) to (*c*) at (*d*) about

7 The girls write . . . regularly now.
(*a*) to one another (*b*) the one to the other (*c*) each to other (*d*) to other

VOCABULARY

8 We were travelling across the Channel. We went on a . . . across the Channel.
(*a*) sail (*b*) travel (*c*) trip (*d*) run

9 Jane wrote her name and address on a . . . of paper.
(*a*) lump (*b*) bar (*c*) tube (*d*) sheet

10 Both girls write to each other regularly. They write
(*a*) frequently (*b*) occasionally (*c*) sometimes (*d*) now and again

11 You can buy . . . at the post-office.
(*a*) sweets (*b*) stamps (*c*) apples (*d*) sugar

12 They will travel faster. They will travel
(*a*) sooner (*b*) more quickly (*c*) hurriedly (*d*) shorter

SENTENCE STRUCTURE

Join these statements together to make one sentence. Then check your answer against the text:

Last year we were travelling across the Channel. Jane put a piece of paper into a bottle. It had her name and address on it. (lines 3–6)

23 A New House

COMPREHENSION

1 The writer's sister will be surprised
(*a*) when she sees the writer's new house.
(*b*) when she comes to England.
(*c*) when she sees the writer.
(*d*) when she leaves Nigeria.

2 Some people will find the house strange because
(*a*) it is modern.
(*b*) it is new.
(*c*) it is large.
(*d*) it is old.

STRUCTURE

3 If she . . . she will get a surprise.
(*a*) comes (*b*) came (*c*) has come (*d*) will come

4 I like my sister's house. It's a
(*a*) new beautiful house (*b*) beautiful house new (*c*) beautiful new house (*d*) new house beautiful

5 The house . . . five months ago.
(*a*) has completed (*b*) completed (*c*) was completed (*d*) has been completed

6 I told her she could stay with us. That's what I
(*a*) said to her (*b*) said her (*c*) told to her (*d*) told

7 The house has many large rooms. . . . many large rooms.
(*a*) They have (*b*) They are (*c*) There have (*d*) There are

VOCABULARY

8 I had a letter yesterday. I . . . one.
(*a*) sent (*b*) took (*c*) wrote (*d*) received

9 She will come to England . . . year.
(*a*) last (*b*) next (*c*) the other (*d*) the last

10 Our house is in the country. It's not in
(*a*) Nigeria (*b*) the city (*c*) England (*d*) France

11 Work on it had begun before my sister left. My sister left . . . it had begun.
(*a*) after (*b*) without (*c*) behind (*d*) soon

12 It is a very modern house. It was built
(*a*) lastly (*b*) late (*c*) latest (*d*) recently

SENTENCE STRUCTURE

Rewrite this sentence, then check your answer against the text:

'You can stay with us,' I told her.
I told her that ..... (lines 8–9)

24 It Could be Worse

COMPREHENSION

1 The writer thought
(*a*) he had lost his money.
(*b*) someone had stolen his money.
(*c*) the manager had the money.
(*d*) the girl had stolen the money.

2 What had really happened?
(*a*) The writer had lost the money.
(*b*) The girl had stolen the money.
(*c*) The manager had taken the money.
(*d*) Someone had stolen the money.

STRUCTURE

3 The money . . . in his room.
(*a*) was (*b*) were (*c*) are (*d*) has

4 He could do nothing. He couldn't do
(*a*) something (*b*) nothing (*c*) anything (*d*) everything

5 A knock at the door . . . him.
(*a*) interrupted (*b*) was interrupted (*c*) interrupting (*d*) was interrupting

6 Where did she find the money? . . . the room.
(*a*) Outside (*b*) Out of (*c*) Out (*d*) Without

7 . . . room was it? This gentleman's.
(*a*) To whom (*b*) Who (*c*) Whose (*d*) Of whom

VOCABULARY

8 The writer had lost his money. He felt upset. He must have been
(*a*) sick (*b*) ill (*c*) worried (*d*) tired

9 The manager was sympathetic.
(*a*) Everyone liked him (*b*) He liked everyone (*c*) He was sorry for the writer (*d*) He liked the writer

10 He lost his money. His money was
(*a*) losing (*b*) missing (*c*) going away (*d*) disappearing

11 You can't post this letter without
(*a*) an envelope (*b*) a packet (*c*) some string (*d*) a pen

12 The girl returned the money. She was very
(*a*) honourable (*b*) honest (*c*) honoured (*d*) trusting

SENTENCE STRUCTURE

Rewrite this sentence, then check your answer against the text:

When he started to complain about this wicked world, he was interrupted by a knock at the door.

He started ..... (lines 7–9)

25 Do the English Speak English?

COMPREHENSION

1 **Why couldn't the writer understand the porter?**
(*a*) The writer didn't know any English.
(*b*) The porter didn't speak English.
(*c*) The writer couldn't understand the porter's English.
(*d*) The writer was a foreigner.

2 **The writer**
(*a*) didn't think the porter was English.
(*b*) expected everyone in England to speak like his teacher.
(*c*) doesn't think the English speak English.
(*d*) thinks that the English speak many different languages.

STRUCTURE

3 **English . . . not a difficult language.**
(*a*) are (*b*) is (*c*) was (*d*) has

4 **. . . did you repeat your question? Several times.**
(*a*) How many times (*b*) How many (*c*) How much (*d*) How

5 **He didn't speak slowly and he didn't speak clearly**
(*a*) neither (*b*) either (*c*) too (*d*) nor

6 **The porter and I looked at each other. . . . both smiled.**
(*a*) I (*b*) He (*c*) We (*d*) They

7 **He said something and I understood it. He said something . . . I understood.**
(*a*) who (*b*) whose (*c*) whom (*d*) which

VOCABULARY

8 **I repeated my question several times. I repeated it . . . times.**
(*a*) much (*b*) a number of (*c*) only a few (*d*) three

9 **At last he understood. He understood**
(*a*) in the end (*b*) at least (*c*) lastly (*d*) at the finish

10 **I am a foreigner. I am**
(*a*) an alien (*b*) a stranger (*c*) overseas (*d*) abroad

11 **My teacher . . . me English.**
(*a*) learnt (*b*) trained (*c*) instructed (*d*) taught

12 **'You'll soon learn English,' he said. I wonder. I**
(*a*) am not sure (*b*) am sure (*c*) wander (*d*) know

SENTENCE STRUCTURE

Rewrite this sentence, then check your answer against the text:

Because I did not know the way to my hotel, I asked a porter.

I . . . . . (lines 2–4)

26 The Best Art Critics

COMPREHENSION

1 **The writer thinks**
(*a*) you can't always 'explain' modern pictures.
(*b*) you can always 'explain' modern pictures.
(*c*) modern pictures are always about something.
(*d*) we can use modern pictures as curtain material.

2 **The writer's sister**
(*a*) paints pictures.
(*b*) didn't like her brother's picture.
(*c*) didn't see her brother's picture.
(*d*) noticed that her brother had made a mistake.

STRUCTURE

3 **Many people pretend that they . . . modern art.**
(*a*) understood (*b*) are understanding (*c*) understand (*d*) understands

4 **What is it about? Tell me**
(*a*) what is it about (*b*) what it is about (*c*) what about it is (*d*) what about is it

5 **She tells me . . . my pictures are good or not.**
(*a*) weather (*b*) that (*c*) if (*d*) unless

6 **Do you like my picture? It's**
(*a*) a new (*b*) one new (*c*) new one (*d*) a new one

7 **I looked at it again. She . . . right! It was!**
(*a*) had (*b*) has (*c*) is (*d*) was

VOCABULARY

8 **We like them . . . we like pretty curtain material.**
(*a*) just as (*b*) the same (*c*) just the same (*d*) so

9 **This curtain material is very good**
(*a*) clothes (*b*) cloth (*c*) substance (*d*) matter

10 **Young children often appreciate modern pictures. They . . . them.**
(*a*) estimate (*b*) esteem (*c*) value (*d*) understand and enjoy

11 **They notice more. They . . . more.**
(*a*) remark (*b*) observe (*c*) say (*d*) take care

12 **It's upside-down. It isn't**
(*a*) up (*b*) down (*c*) the right way down (*d*) the right way up

SENTENCE STRUCTURE

Rewrite this sentence, then check your answer against the text:

Are my pictures good or not?
Please tell me ..... (Compare lines 12–13)

27 A Wet Night

COMPREHENSION

1 **The boys went to bed because**
(*a*) it was late.
(*b*) they had sung songs.
(*c*) it began to rain.
(*d*) it had begun to rain and they felt tired.

2 **The boys**
(*a*) had a good night's sleep.
(*b*) stayed in their tent all night.
(*c*) had camped in the path of a stream.
(*d*) had camped beside a stream.

STRUCTURE

3 **Where did they . . . ?**
(*a*) it put up (*b*) their tent put up (*c*) put up it (*d*) put their tent up

4 **. . . this was done, they cooked a meal over an open fire.**
(*a*) As soon (*b*) Just as (*c*) Until (*d*) Just after

5 **They cooked a meal because**
(*a*) they had hunger (*b*) they had hungry (*c*) they were hunger (*d*) they felt hungry.

6 **They sang songs by the camp fire. They sang songs . . . the camp fire.**
(*a*) close (*b*) near (*c*) besides (*d*) at

7 **Where did the stream . . . ?**
(*a*) flow (*b*) flowed (*c*) flew (*d*) fly

VOCABULARY

8 **They cooked a meal because they wanted to**
(*a*) sing songs (*b*) tell stories (*c*) play (*d*) eat

9 **The boys put out the camp fire. The fire wasn't**
(*a*) switched on (*b*) on fire (*c*) on (*d*) alight

10 **They crept into their tent, so they**
(*a*) made a lot of noise (*b*) ran quickly (*c*) were very quiet (*d*) were very noisy

11 **The boys slept comfortably. Their sleeping-bags were**
(*a*) a comfort (*b*) in comfort (*c*) comfortable (*d*) comfortably

12 **They slept soundly. They slept**
(*a*) noisily (*b*) fast (*c*) deeply (*d*) good

SENTENCE STRUCTURE

Rewrite this sentence, then check your answer against the text:
As soon as they did this, they cooked a meal over an open fire.
As soon as this..... **(lines 2–4)**

28 No Parking!

COMPREHENSION

1 Jasper White
(*a*) doesn't like motorists.
(*b*) doesn't like cars.
(*c*) is angry with motorists who park in front of his house.
(*d*) can't get his car out of his garage.

2 Jasper White has put Medusa's head over his gate because
(*a*) she turns motorists to stone.
(*b*) she is ugly.
(*c*) she is made of stone.
(*d*) he believes in ancient myths.

STRUCTURE

3 How many people . . . in ancient myths?
(*a*) believes (*b*) believe (*c*) are believing (*d*) believing

4 He has just bought a new house. He has been in it . . . a short time.
(*a*) since (*b*) for (*c*) about (*d*) ago

5 There is always a car outside his gate. . . . he can't get into his garage.
(*a*) For this (*b*) Because (*c*) That's why (*d*) Because of

6 It is one of the ugliest faces I have ever seen. I've never seen
(*a*) an ugly one (*b*) an ugliest one (*c*) the ugliest one (*d*) an uglier one

7 . . . of them has been turned to stone.
(*a*) No one (*b*) Not one (*c*) No (*d*) Even one

VOCABULARY

8 The myth is an ancient one. Jasper himself isn't
(*a*) an ancient (*b*) ancient (*c*) an old (*d*) old

9 He is a rare person. You . . . meet such people.
(*a*) often (*b*) never (*c*) seldom (*d*) sometimes

10 Not all motorists are good
(*a*) guides (*b*) conductors (*c*) leaders (*d*) drivers

11 You can see some . . . outside his gate. They say 'No Parking'.
(*a*) labels (*b*) notices (*c*) signals (*d*) notes

12 The signs haven't had any effect. They haven't . . . anyone.
(*a*) affected (*b*) effected (*c*) resulted in (*d*) imposed

SENTENCE STRUCTURE

Rewrite this sentence, then check your answer against the text:

'What is it?' I asked.

I asked him what..... (line 14)

29 Taxi!

COMPREHENSION

1 **The most remarkable thing about the 'Pilatus Porter' is that**
(*a*) it can be used as a taxi.
(*b*) it doesn't need a runway to land on.
(*c*) it can carry seven passengers.
(*d*) it is a Swiss aeroplane.

2 **Captain Fawcett**
(*a*) is prepared to fly passengers anywhere.
(*b*) flies passengers anywhere.
(*c*) will fly passengers anywhere except very dangerous places.
(*d*) will fly passengers anywhere except Rockall.

STRUCTURE

3 **The 'taxi' is a small Swiss aeroplane . . . called a 'Pilatus Porter'.**
(*a*) who is (*b*) whom is (*c*) which is (*d*) whose is

4 **This is the most surprising thing about it. It is . . . than anything.**
(*a*) most surprising (*b*) more surprising (*c*) more surprised (*d*) most surprised

5 **He flew a doctor to a Welsh village. . . . he has flown to many unusual places.**
(*a*) From then (*b*) By then (*c*) By that time (*d*) Since that time

6 **He was asked . . . a businessman to fly to Rockall and he refused.**
(*a*) from (*b*) by (*c*) with (*d*) out of

7 **The man wanted to fly to Rockall. . . . to take him there.**
(*a*) He wanted the pilot (*b*) He wanted (*c*) The pilot he wanted
(*d*) The pilot the man wanted

VOCABULARY

8 **It's an unusual taxi. It isn't very**
(*a*) accustomed (*b*) common (*c*) usually (*d*) used to

9 **The ploughed field is ready for**
(*a*) sewing (*b*) sowing (*c*) seeding (*d*) growing

10 **It's a lonely village. It is**
(*a*) far (*b*) far from anywhere (*c*) alone (*d*) the only one

11 **Captain Fawcett has flown passengers to many unusual**
(*a*) parts (*b*) pieces (*c*) spots (*d*) sections

12 **The car park was deserted. It was**
(*a*) a desert (*b*) empty (*c*) abandoned (*d*) wasted

SENTENCE STRUCTURE

Join these sentences, then check your answer against the text:

Captain Fawcett's first passenger was a doctor. The doctor flew from Birmingham to a lonely village. (lines 8–11)

30 Football or Polo?

COMPREHENSION

1 **The writer**
(*a*) likes sitting on the bank of the river when it's fine.
(*b*) rarely goes to the river.
(*c*) likes sitting on the bank of the river all the time.
(*d*) likes sitting on the bank of the river on Sundays.

2 **One of these statements is true. Which one?**
(*a*) Some people tried to warn the man about the ball.
(*b*) Some people shouted to the writer, but he didn't hear them.
(*c*) The children laughed when they realized what had happened.
(*d*) The man was angry with the children and kept their ball.

STRUCTURE

3 **There is a river near the writer's home. It is called**
(*a*) a Wayle (*b*) Wayle (*c*) this Wayle (*d*) the Wayle

4 **It cuts across the park. It goes . . . it.**
(*a*) through (*b*) over (*c*) round (*d*) along

5 **Why did they kick the ball so . . . ?**
(*a*) hardly (*b*) hard (*c*) hardy (*d*) hardily

6 **The ball went towards a passing boat. It went . . . of a passing boat.**
(*a*) forwards (*b*) forward (*c*) in the direction (*d*) in direction

7 **There weren't any in sight. They**
(*a*) couldn't see (*b*) hadn't seen (*c*) couldn't be seen (*d*) weren't seen

VOCABULARY

8 **The man was rowing, so he was using**
(*a*) rows (*b*) sticks (*c*) oars (*d*) rudders

9 **Some people on the bank . . . the man.**
(*a*) cried (*b*) cried with (*c*) cried for (*d*) cried to

10 **The man in the boat didn't . . . anyone shouting.**
(*a*) hear (*b*) listen to (*c*) mind (*d*) take care of

11 **The ball . . . him very hard.**
(*a*) knocked at (*b*) beat (*c*) bounced (*d*) hit

12 **They had run away, so they had**
(*a*) dismissed (*b*) disturbed (*c*) displaced (*d*) disappeared

SENTENCE STRUCTURE

Join these sentences, then check your answer against the text:

The ball struck him hard. He nearly fell into the water.
The ball struck him so ..... (lines 12–14)

31 Success Story

COMPREHENSION

1 **When he was a young man, Frank**
(*a*) owned a small shop.
(*b*) made spare parts for aeroplanes.
(*c*) made spare parts for bicycles.
(*d*) worked hard and saved his money.

2 **Frank has been very successful**
(*a*) and he still repairs bicycles for a living.
(*b*) but he might occasionally repair a bicycle.
(*c*) and he would never repair a bicycle now.
(*d*) and he is only interested in aeroplanes.

STRUCTURE

3 **Frank used to work in a small shop. He**
(*a*) doesn't any more (*b*) still does (*c*) is now (*d*) has never done anything else

4 **He used to work fourteen hours a day. He did this . . . day.**
(*a*) one (*b*) some (*c*) each (*d*) a

5 **He had a shop of his own. It was . . . shop.**
(*a*) his own (*b*) his's (*c*) his' own (*d*) his'

6 **At the end of the war, 728 people . . . in the shop.**
(*a*) were employed (*b*) employed (*c*) are employed (*d*) employ

7 **. . . this bicycle? Their son's.**
(*a*) Who's is (*b*) Whoses (*c*) Who's (*d*) Whose is

VOCABULARY

8 **Frank is the . . . of a business company.**
(*a*) director (*b*) headmaster (*c*) superior (*d*) leader

9 **He saved money, so he had to**
(*a*) spare it (*b*) economise (*c*) keep it (*d*) rescue it

10 **Spare parts for aeroplanes are made in Frank's**
(*a*) industry (*b*) fabric (*c*) factory (*d*) work-house

11 **He employed over seven hundred people.**
(*a*) They worked for him (*b*) He worked for them (*c*) They employed him (*d*) They were in charge.

12 **He was still smiling when the door opened and his wife**
(*a*) went in (*b*) entered in (*c*) entered (*d*) entered into

SENTENCE STRUCTURE

Rewrite this sentence, then check your answer against the text:

She asked him if he would repair their son's bicycle.

She wanted ..... **(line 18)**

32 Shopping Made Easy

COMPREHENSION

1 **The detective saw the woman**
(*a*) every Monday.
(*b*) pay the assistant for the dresses.
(*c*) buy a few things.
(*d*) put the dresses in her bag.

2 **It was easy for the woman to steal because**
(*a*) she was clever.
(*b*) no one ever saw her.
(*c*) she was related to one of the assistants.
(*d*) an assistant wrapped her parcels.

STRUCTURE

3 **People are not so honest as they once were. They are . . . honest.**
(*a*) as (*b*) so (*c*) less (*d*) fewer

4 **There were fewer people in the shop than usual. There were**
(*a*) as many as usual (*b*) not as many as usual (*c*) as few as usual
(*d*) more than usual

5 **The woman bought a few small articles. She bought**
(*a*) a little (*b*) some (*c*) one (*d*) three

6 **Which dress did she . . . ?**
(*a*) chosen (*b*) chose (*c*) choose (*d*) choosing

7 **It was one of the most expensive dresses . . . the shop.**
(*a*) in (*b*) of (*c*) from (*d*) to

VOCABULARY

8 **A detective recently watched a well-dressed woman. He . . . her.**
(*a*) looked (*b*) looked for (*c*) looked after (*d*) looked at

9 **The woman first bought a few small articles. She bought some small**
(*a*) things (*b*) pieces (*c*) bits (*d*) parts

10 **The assistant wrapped it. She . . . it.**
(*a*) packed (*b*) turned (*c*) enveloped (*d*) made a parcel of

11 **She was arrested. She**
(*a*) escaped (*b*) was caught (*c*) was stopped (*d*) was seen

12 **The dress was free. It**
(*a*) was priceless (*b*) was worthless (*c*) cost nothing (*d*) was grateful

SENTENCE STRUCTURE

Join these sentences, then check your answer against the text:

One Monday, there were fewer people in the shop than usual. **The** woman came in. It was easier for the detective to watch her. (lines 7–10)

33 Out of the Darkness

COMPREHENSION

1 The girl was in the boat
(*a*) all day.
(*b*) all night.
(*c*) for about ten hours.
(*d*) for about four hours.

2 The girl woke up in hospital a day later
(*a*) and explained what had happened to her.
(*b*) but some time passed before she could explain what had happened to her.
(*c*) and at once remembered what had happened to her.
(*d*) but never remembered what had happened to her.

STRUCTURE

3 What . . . to her?
(*a*) did happen (*b*) was happened (*c*) happening (*d*) happened

4 She swam to the shore . . . the night in the water.
(*a*) having spent (*b*) having spending (*c*) when spending (*d*) had spent

5 How . . . was the shore? Eight miles.
(*a*) away far (*b*) far from (*c*) far away (*d*) long

6 That was all she remembered. She couldn't remember
(*a*) some more (*b*) any more (*c*) no more (*d*) none more

7 She was taken . . . hospital.
(*a*) to the (*b*) to (*c*) in (*d*) in the

VOCABULARY

8 She was caught in a storm. The weather was
(*a*) fine (*b*) warm and sunny (*c*) very rough (*d*) wet

9 She saw a light ahead. The light was . . . her.
(*a*) behind (*b*) beside (*c*) in front of (*d*) above

10 Cliffs are usually
(*a*) narrow (*b*) wide (*c*) steep (*d*) sharp

11 She struggled up the cliff. It wasn't
(*a*) easy (*b*) hard (*c*) difficult (*d*) long

12 That was all she remembered. She couldn't . . . very much.
(*a*) remind (*b*) memorise (*c*) recollect (*d*) mind

SENTENCE STRUCTURE

Rewrite this sentence, then check your answer against the text:

When she arrived at the shore, the girl struggled up the cliff.
On ..... (lines 12–14)

34 Quick Work

COMPREHENSION

1 Ted was worried because
(*a*) he received a letter.
(*b*) the police wanted him.
(*c*) he went to the station yesterday.
(*d*) he didn't know why the police wanted him.

2 Ted
(*a*) had probably forgotten all about his bicycle.
(*b*) probably expected to find his bicycle again.
(*c*) probably expected to get a letter from the police.
(*d*) was probably sorry to learn that his bicycle had been found.

STRUCTURE

3 Ted has been worried all week and he's . . . worried.
(*a*) even (*b*) still (*c*) yet (*d*) any more

4 The police . . . Ted's bicycle.
(*a*) had been finding (*b*) had been found (*c*) had found (*d*) have been finding

5 . . . was the bicycle picked up? In a small village.
(*a*) Where (*b*) Why (*c*) What (*d*) When

6 He never expected that . . . find the bicycle.
(*a*) to (*b*) to be (*c*) they (*d*) they would

7 Someone . . . it twenty years ago.
(*a*) stolen (*b*) has stolen (*c*) stole (*d*) was stolen

VOCABULARY

8 All the police at the station are . . . men.
(*a*) topical (*b*) local (*c*) native (*d*) neighbourly

9 The police wanted Ted to call at the station. They wanted him to call . . . them.
(*a*) at (*b*) in (*c*) on (*d*) up

10 The bicycle was picked up four hundred miles away. It was . . . by a policeman.
(*a*) picked (*b*) found (*c*) dropped (*d*) lifted

11 Ted was amused. He must have
(*a*) shouted (*b*) cried (*c*) laughed (*d*) clapped

12 The bicycle was stolen. Ted was
(*a*) robbed (*b*) stolen (*c*) taken (*d*) stealing

SENTENCE STRUCTURE

Rewrite this sentence, then check your answer against the text:

They are now sending it to his home by train.

It ..... (lines 12–13)

35 Stop Thief!

COMPREHENSION

1 **Roy Trenton**
(*a*) prefers driving a bus to driving a taxi.
(*b*) prefers driving a taxi to driving a bus.
(*c*) is sorry he isn't a taxi-driver.
(*d*) is glad he didn't change his job.

2 **Because of Roy's action**
(*a*) the thieves were never caught.
(*b*) the thieves' car was damaged, but they were never caught.
(*c*) it was impossible for the police to catch the thieves.
(*d*) it was easy for the police to catch the thieves.

STRUCTURE

3 **Roy Trenton used to drive a taxi. This means he . . . a taxi.**
(*a*) has stopped driving (*b*) is used to driving (*c*) got used to driving (*d*) still drives

4 **He noticed two thieves . . . out of a shop.**
(*a*) to come (*b*) are coming (*c*) in coming (*d*) come

5 **Which thief got a fright? . . . with the money.**
(*a*) He (*b*) Him (*c*) That (*d*) The one

6 **He got such a fright. He was . . . frightened.**
(*a*) so (*b*) such (*c*) such a (*d*) a so

7 **The car was easy to recognize, so it wasn't . . . difficult for the police to catch the thieves.**
(*a*) much (*b*) very (*c*) many (*d*) too

VOCABULARY

8 **He hasn't regretted it. He . . . it.**
(*a*) isn't sorry about (*b*) doesn't pity (*c*) isn't pleased with (*d*) doesn't laugh about

9 **It's very . . . to drive a bus.**
(*a*) excited (*b*) exciting (*c*) excite (*d*) excitedly

10 **Roy drove the bus . . . at the thieves.**
(*a*) directly (*b*) immediately (*c*) at once (*d*) soon

11 **The thief dropped the bag. He**
(*a*) let it (*b*) left it (*c*) fell it (*d*) let it fall

12 **The thieves' car was battered because Roy**
(*a*) saw it (*b*) rang the police (*c*) recognized it (*d*) hit it

SENTENCE STRUCTURE

Join these sentences, then check your answer against the text:

He was driving along Catford Street recently. He saw two thieves. They rushed out of a shop. They ran towards a waiting car.

(lines 5–7)

36 Across the Channel

COMPREHENSION

1 One of these statements is true. Which one?

(*a*) Both Erna's parents are very interested in their daughter's attempt to swim the Channel.

(*b*) Only Erna's father is interested in his daughter's attempt.

(*c*) Only Erna's mother is interested in her daughter's attempt.

(*d*) Erna's mother and father aren't interested in their daughter's attempt to swim the Channel.

2 Erna

(*a*) will only eat solid food during the swim.

(*b*) will not drink anything during the swim.

(*c*) will swim across the Channel without stopping.

(*d*) will stop at intervals during the swim.

STRUCTURE

3 She is sure to succeed. Many people feel sure . . . it.

(*a*) to (*b*) for (*c*) in (*d*) of

4 He will be watching her anxiously . . . she swims the long distance to England.

(*a*) though (*b*) meanwhile (*c*) while (*d*) during

5 . . . does she intend to take short rests? Every two hours.

(*a*) Since when (*b*) How long (*c*) How much (*d*) How often

6 Erna's friends will be on the coast. That's where . . . of them will be.

(*a*) more (*b*) the most (*c*) most (*d*) the more

7 Erna's mother will be . . . the crowd.

(*a*) between (*b*) beside (*c*) among (*d*) around

VOCABULARY

8 Erna hopes to . . . a new world record.

(*a*) do (*b*) make (*c*) build (*d*) fix

9 She is sure to succeed. She's sure to be

(*a*) successful (*b*) success (*c*) succession (*d*) a succession

10 Mr Hart has trained her. He's her

(*a*) leader (*b*) guide (*c*) trainee (*d*) instructor

11 He'll be watching anxiously. He'll feel

(*a*) sad (*b*) unhappy (*c*) worried (*d*) thoughtful

12 She'll take short rests every two hours. She will . . . every two hours.

(*a*) stay (*b*) remain (*c*) relax (*d*) sleep

SENTENCE STRUCTURE

Arrange these groups of words in the right order, then check your answer against the text:

from the French coast/she/in the morning/is going to/at five o'clock/set out (lines 2–4)

37 The Olympic Games

COMPREHENSION

1 **Because of the Olympic Games**
(*a*) there has been a lot of new building.
(*b*) a lot of new building was completed.
(*c*) a lot of new building has been planned.
(*d*) there was a lot of new building.

2 **The Olympic Games**
(*a*) have just been held in this country.
(*b*) have never been held before in this country.
(*c*) are held in this country every four years.
(*d*) were held in this country four years ago.

STRUCTURE

3 **Workers will have completed the new roads by the end of this year. They**
(*a*) have already finished (*b*) haven't finished yet (*c*) finished a long time ago (*d*) are finishing now

4 **By the end of next year they will have finished the new stadium. This means they will finish it . . . the end of next year.**
(*a*) at (*b*) before (*c*) after (*d*) long before

5 **The buildings have been designed by Kurt Gunter, so the designs**
(*a*) are not complete yet (*b*) are now complete (*c*) will be completed soon (*d*) haven't been completed yet

6 **We are all very excited. . . . are very excited.**
(*a*) All we (*b*) Us all (*c*) All us (*d*) All of us

7 **We are looking forward to the Olympic Games, . . . they have never been held before in this country.**
(*a*) for (*b*) why (*c*) because of (*d*) due to

VOCABULARY

8 **How often do we . . . the Olympic Games?**
(*a*) make (*b*) do (*c*) have (*d*) play

9 **It will be an immense stadium. It will be**
(*a*) tall (*b*) wide (*c*) high (*d*) huge

10 **A motorway is a**
(*a*) street (*b*) road (*c*) avenue (*d*) high street

11 **Kurt Gunter designed the buildings. He is probably**
(*a*) an engineer (*b*) an architect (*c*) a builder (*d*) a mechanic

12 **We are looking forward to the games. So we will be . . . when they begin.**
(*a*) pleased (*b*) unhappy (*c*) sorry (*d*) impatient

SENTENCE STRUCTURE

Rewrite this sentence, then check your answer against the text:

Kurt Gunter has designed the fine modern buildings.
The fine modern buildings.....(lines 14–15)

38 Everything Except the Weather

COMPREHENSION

1 What was Harrison looking forward to doing?
(*a*) Complaining about the weather.
(*b*) Spending his old age in England.
(*c*) Buying a house somewhere.
(*d*) Living in the Mediterranean.

2 Harrison probably couldn't stand the English climate because
(*a*) it rained continually.
(*b*) it was cold.
(*c*) he had spent so long in the Mediterranean, he had forgotten what it was like.
(*d*) he had never lived in England before.

STRUCTURE

3 Harrison had made plans . . . he returned to England.
(*a*) before (*b*) when (*c*) as soon as (*d*) after

4 He acted . . . he had never lived in England before.
(*a*) as though (*b*) like (*c*) as (*d*) even if

5 It was more than he could bear. He couldn't bear it
(*a*) more (*b*) longer (*c*) any longer (*d*) no more

6 He had hardly had time to settle down . . . . . he had settled down . . .
(*a*) No sooner (*b*) As soon as (*c*) Scarcely (*d*) Hardly

7 When did he . . . ? He left immediately.
(*a*) live (*b*) left (*c*) leaves (*d*) leave

VOCABULARY

8 Harrison retired in England. So . . . a job.
(*a*) he was going to get (*b*) he had (*c*) he would have (*d*) he didn't have

9 He wanted to settle down in the country. He wanted to
(*a*) rest there (*b*) live there permanently (*c*) live there for a while (*d*) go there for a visit

10 It rained continually. It
(*a*) stopped occasionally (*b*) never stopped (*c*) hardly rained at all (*d*) never rained

11 He . . . as if he had never lived in England before.
(*a*) made (*b*) did (*c*) conducted (*d*) behaved

12 It was more than he could bear. He couldn't . . . it.
(*a*) suffer (*b*) put up (*c*) carry (*d*) stand

SENTENCE STRUCTURE

Join these two sentences with no sooner . . . than. *Then check your answer against the text.*

He returned. He bought a fine house and went to live there. (lines 5–7)

39 Am I All Right?

COMPREHENSION

1 John Gilbert wanted a bedside telephone
(*a*) to telephone the nurses.
(*b*) to ring the hospital exchange.
(*c*) to make outside calls.
(*d*) to find out about his operation.

2 Dr Millington answered the questions on the phone because he probably thought the caller
(*a*) was a relative of John Gilbert.
(*b*) was the patient.
(*c*) was the patient's father.
(*d*) was another doctor.

STRUCTURE

3 John Gilbert was in hospital. He was taken . . . hospital last week.
(*a*) at (*b*) in (*c*) to (*d*) on

4 The doctor refused to . . . about his operation.
(*a*) say him (*b*) tell to him (*c*) speak him (*d*) speak to him

5 . . . ? A bedside telephone.
(*a*) For what did he ask (*b*) What did he ask (*c*) For what did he ask for (*d*) What did he ask for

6 When will he be allowed to go home? When will they . . . ?
(*a*) let him go (*b*) let him to go (*c*) leave him to go (*d*) leave him

7 He will have to stay in hospital. That's what he
(*a*) has done (*b*) must do (*c*) must be doing (*d*) must have done

VOCABULARY

8 A . . . usually performs operations.
(*a*) surgeon (*b*) doctor (*c*) nurse (*d*) matron

9 The following day he asked for a telephone. He did this the . . . day.
(*a*) other (*b*) followed (*c*) next (*d*) after

10 John Gilbert was a patient. He was
(*a*) a sick (*b*) an ill (*c*) a sick man (*d*) not in a hurry

11 He was alone. He was
(*a*) on his own (*b*) lonely (*c*) with himself (*d*) unique

12 He inquired about a patient. He wanted
(*a*) informations (*b*) information (*c*) knowledges (*d*) knowledge

SENTENCE STRUCTURE

Join the following sentences. Make any changes you like, but do not alter the sense. Then check your answer against the text:

John Gilbert was in hospital. Had his operation been successful? He asked his doctor. The doctor refused to tell him.

While ..... (lines 1–4)

40 Food and Talk

COMPREHENSION

1 The writer asked questions because
(*a*) he wanted to find out about Mrs Rumbold.
(*b*) he wanted to know if Mrs Rumbold was going abroad.
(*c*) he wanted to be sociable.
(*d*) he always talks too much.

2 Which word best describes Mrs Rumbold? She was
(*a*) hungry.
(*b*) polite.
(*c*) rude.
(*d*) talkative.

STRUCTURE

3 The writer sat next to Mrs Rumbold . . . the dinner-party.
(*a*) on (*b*) during (*c*) in (*d*) along

4 She asked me to sit next to Mrs Rumbold. '. . . next to her,' she said.
(*a*) Please to sit (*b*) To sit (*c*) Please sit (*d*) Please sitting

5 I took my seat beside her. I . . . beside her.
(*a*) sat (*b*) seated (*c*) was sitted (*d*) was seating

6 A new play is coming to 'The Globe' soon. It
(*a*) hasn't come yet (*b*) is here (*c*) has already come (*d*) came

7 I asked her . . . she was enjoying her dinner.
(*a*) weather (*b*) in case (*c*) if (*d*) unless

VOCABULARY

8 The opposite of 'tight' is
(*a*) lose (*b*) loose (*c*) loses (*d*) loosen

9 Her eyes were fixed on the plate. She . . . it.
(*a*) was glancing at (*b*) was staring at (*c*) was thinking about (*d*) was stuck to

10 'The Globe' must be a
(*a*) circus (*b*) theatre (*c*) play (*d*) night club

11 Mrs Rumbold won't go abroad. She rarely goes
(*a*) outside (*b*) overseas (*c*) out (*d*) foreign

12 Are you enjoying your dinner? Is it . . . ?
(*a*) enjoying you (*b*) amusing you (*c*) entertaining you (*d*) giving you pleasure

SENTENCE STRUCTURE

Join these sentences, then check your answer against the text:

Please eat more and talk less. We will both enjoy our dinner.

If you ate ..... (lines 19–20)

41 Do You Call That a Hat?

COMPREHENSION

1 The writer probably
(*a*) didn't like the hat his wife had chosen.
(*b*) liked the hat his wife had chosen.
(*c*) chose a hat for his wife.
(*d*) chose the hat that looked like a lighthouse.

2 The writer was sorry he made rude remarks because
(*a*) his wife reminded him that he had bought a terrible tie
(*b*) he has a lot of ties.
(*c*) his wife has a lot of hats.
(*d*) his wife bought the hat.

STRUCTURE

3 Do you have to buy this hat? No, I . . . It isn't necessary.
(*a*) musn't (*b*) won't (*c*) needn't (*d*) don't need

4 She is still in front of the mirror. She hasn't moved
(*a*) still (*b*) even (*c*) also (*d*) yet

5 We mustn't buy things we
(*a*) needn't (*b*) need not (*c*) don't need (*d*) haven't need

6 . . . do you find it? Beautiful.
(*a*) What (*b*) How (*c*) How much (*d*) Where

7 A man can never have too many ties. It's
(*a*) unable (*b*) impossible (*c*) improbable (*d*) incapable

VOCABULARY

8 She looked in the mirror and saw her
(*a*) reflection (*b*) idol (*c*) imagination (*d*) picture

9 I needn't remind you of that terrible tie. You don't want me to . . . . that terrible tie.
(*a*) recall you (*b*) remember you (*c*) memorise you (*d*) make you remember

10 They walked out together. . . . walked out.
(*a*) They both (*b*) They all (*c*) Some of them (*d*) Neither of them

11 His wife was wearing a hat. She
(*a*) was dressing it (*b*) was putting it on (*c*) had it on (*d*) was carrying it

12 It looked like a lighthouse. It . . . a lighthouse.
(*a*) appeared similar (*b*) resembled (*c*) matched (*d*) likened

SENTENCE STRUCTURE

Rewrite this sentence, then check your answer against the text:

It's impossible for a woman to have too many hats.

A woman ..... (line 18)

42 Not Very Musical

COMPREHENSION

1 **They stopped at a square because**
(*a*) they noticed a snake-charmer.
(*b*) there was a market.
(*c*) a snake-charmer was playing a pipe.
(*d*) they were tired.

2 **The snake probably 'danced'**
(*a*) by listening to the Indian music.
(*b*) by listening to the jazz.
(*c*) by looking at the snake-charmer.
(*d*) by following the movements of the snake-charmer's pipe.

STRUCTURE

3 **We stopped at a square . . . have a rest.**
(*a*) so to (*b*) in order (*c*) in order that (*d*) in order to

4 **We went to have a look at him. We wanted to . . . him.**
(*a*) have (*b*) see (*c*) look (*d*) have seen

5 **Did it . . . out of the basket?**
(*a*) rose (*b*) rise (*c*) raise (*d*) risen

6 **We were very much surprised. We were . . . surprised.**
(*a*) more (*b*) many (*c*) most (*d*) the most

7 **It could not tell the difference between Indian music and jazz. It**
(*a*) might not (*b*) may not (*c*) must not (*d*) wasn't able to

VOCABULARY

8 **It was covered with coins. There were coins . . . it.**
(*a*) in (*b*) over (*c*) under (*d*) all over

9 **He began to play a tune. It was a nice**
(*a*) melody (*b*) music (*c*) echo (*d*) harmony

10 **We had our first glimpse of the snake. We**
(*a*) saw it (*b*) looked at it (*c*) saw it for a moment (*d*) stared at it

11 **The songs are popular. . . . like them.**
(*a*) The people (*b*) The country people (*c*) The folk (*d*) Many people

12 **The snake, however, continued to dance. . . . the snake continued to dance.**
(*a*) But (*b*) So (*c*) Though (*d*) Even

SENTENCE STRUCTURE

Join these sentences, then check your answer against the text:

He saw us. He picked up a long pipe. It was covered with coins. He opened one of the baskets.

As ..... (lines 7–9)

43 Over the South Pole

COMPREHENSION

1 R. E. Byrd was the first man
(*a*) to go to the South Pole.
(*b*) to fly over the South Pole.
(*c*) to go to the North Pole.
(*d*) to take photographs of the South Pole.

2 Byrd succeeded in flying over the mountains
(*a*) because his plane rose 400 feet.
(*b*) by making his plane lighter.
(*c*) because there were heavy sacks in the plane.
(*d*) because they were under 10,000 feet high.

STRUCTURE

3 Did the mountains . . . far below?
(*a*) lie (*b*) lay (*c*) laid (*d*) lain

4 It could only get over the mountains if it rose to 10,000 feet. This means it . . . over the mountains.
(*a*) would succeed in getting (*b*) got (*c*) was able to get (*d*) had got

5 The plane was then able to rise. This means it
(*a*) could rise (*b*) might rise (*c*) might succeed in rising (*d*) rose

6 Byrd knew that he would be able to reach the South Pole. It would be
(*a*) impossible (*b*) necessary (*c*) able (*d*) possible

7 He would be able to reach the Pole . . . was 300 miles away.
(*a*) which (*b*) who (*c*) it (*d*) which it

VOCABULARY

8 They soon . . . serious trouble.
(*a*) ran after (*b*) followed (*c*) had (*d*) ran

9 Byrd at once ordered them to do this. He ordered them to do this
(*a*) once (*b*) soon (*c*) immediately (*d*) quickly

10 The plane cleared the mountains. It . . . them.
(*a*) covered (*b*) cleaned (*c*) emptied (*d*) flew over

11 Byrd now knew he would be able to . . . the South Pole.
(*a*) arrive at (*b*) arrive (*c*) reach at (*d*) reach in

12 There were no more mountains in sight. They
(*a*) were blind (*b*) couldn't see (*c*) couldn't be seen (*d*) were sightless

SENTENCE STRUCTURE

Rewrite this sentence, then check your answer against the text:

'Throw out two heavy food sacks at once!' Byrd told his men.
Byrd at once ordered ..... (lines 11–13)

44 Through the Forest

COMPREHENSION

1 The thieves
(a) found it easy to steal Mrs Sterling's bag.
(b) found a bag.
(c) found it hard to steal the bag.
(d) didn't steal the bag.

2 Mrs Sterling
(a) caught the thieves.
(b) followed the thieves and got her handbag back.
(c) never got her handbag back.
(d) stayed with her children.

STRUCTURE

3 She was soon out of breath, but she continued
(a) run (b) ran (c) running (d) in running

4 They were going through the contents of the bag. . . . she ran straight at them.
(a) For this (b) That's because (c) That's why (d) That's so

5 They got such a fright. They were
(a) so frightful (b) such frightened (c) so frightened (d) such fright

6 The strap needs mending. It
(a) has mended (b) has to be mended (c) has been mended (d) has been mending

7 They didn't steal anything. They stole
(a) anything (b) not anything (c) not nothing (d) nothing

VOCABULARY

8 She took a risk. What she did was
(a) dangerous (b) brave (c) clever (d) stupid

9 She was at the edge of the forest. She was . . . the forest.
(a) inside (b) near (c) at the end of (d) at the tip of

10 They tried to steal her handbag. They tried to . . . her of her handbag.
(a) rob (b) steal (c) be robbed (d) be stolen

11 She was out of breath. She
(a) wasn't breathing (b) was breathing with difficulty (c) couldn't breathe (d) stopped breathing

12 The bag contains money. Let me see the . . . of the bag.
(a) contains (b) containing (c) contenting (d) contents

SENTENCE STRUCTURE

Join these two sentences, then check your answer against the text:

Mrs Sterling got angry. She ran after them.

Mrs Sterling got so..... (lines 9–10)

45 A Clear Conscience

COMPREHENSION

1 **Someone**
(*a*) had stolen Sam's wallet.
(*b*) had found Sam's wallet and kept it.
(*c*) had lost Sam's wallet.
(*d*) had taken the wallet from Sam's pocket.

2 **The thief**
(*a*) kept Sam's money.
(*b*) returned 50 per cent of the money.
(*c*) returned 75 per cent of the money.
(*d*) returned all the money.

STRUCTURE

3 **Sam was taking his savings to the post-office . . . he lost his wallet.**
(*a*) when (*b*) while (*c*) as (*d*) just as

4 **He was taking his savings to the post-office. He keeps his savings . . . the post-office.**
(*a*) to (*b*) at (*c*) on (*d*) into

5 **The wallet was found . . . one of the villagers.**
(*a*) from (*b*) by (*c*) out of (*d*) of

6 **. . . had it been wrapped up in? A newspaper.**
(*a*) Where (*b*) Who (*c*) How (*d*) What

7 **Some more money was sent to Sam. Sam . . . some more money.**
(*a*) sent (*b*) has sent (*c*) was sent (*d*) had sent

VOCABULARY

8 **We usually keep . . . in a wallet.**
(*a*) coins (*b*) notes (*c*) cheques (*d*) photographs

9 **The thief had . . . the wallet in newspaper.**
(*a*) wound (*b*) rolled (*c*) wrapped (*d*) bound

10 **How much did it contain? How much . . . ?**
(*a*) did it consist (*b*) was there in it (*c*) did it include (*d*) had it

11 **Sam read the thief's note. In this sentence, 'note' means**
(*a*) money (*b*) a coin (*c*) a cheque (*d*) a message

12 **. . . all Sam's money was returned.**
(*a*) At times (*b*) After a time (*c*) With the times (*d*) A long time

SENTENCE STRUCTURE

Join these sentences, then check your answer against the text:

The wallet must have been found by one of the villagers. Sam was sure of it. It was not returned to him.

Sam was sure ..... (lines 4–7)

46 Expensive and Uncomfortable

COMPREHENSION

1 The man was discovered because
(*a*) a worker opened the box.
(*b*) the box was heavy.
(*c*) the box contained woollen goods, but was very heavy.
(*d*) he had hidden in the box.

2 The man had hidden in the box
(*a*) to get to Sydney.
(*b*) because it contained woollen goods.
(*c*) to avoid paying the fare from London to Sydney.
(*d*) because no one would find him.

STRUCTURE

3 Workers began . . . a number of wooden boxes.
(*a*) unload (*b*) to unloading (*c*) unloaded (*d*) unloading

4 Which boxes contained clothing?
(*a*) The wooden (*b*) The wood (*c*) The woody ones (*d*) The wooden ones

5 It occurred to him to open it. He thought . . . it.
(*a*) of opening (*b*) to open (*c*) to have opened (*d*) opening

6 What did he find? He was surprised at what
(*a*) did he find (*b*) he did find (*c*) he found (*d*) he has found

7 . . . a ticket to Sydney? £230.
(*a*) How many is (*b*) How much is (*c*) How much has (*c*) How much costs

VOCABULARY

8 The boxes contained clothing. They contained
(*a*) cloths (*b*) cloth (*c*) clothes (*d*) dresses

9 No one could account for it. They couldn't . . . it.
(*a*) explain (*b*) estimate (*c*) interpret (*d*) describe

10 The man was lying on top of a . . . of woollen goods.
(*a*) carpet (*b*) column (*c*) bag (*d*) heap

11 He admitted hiding in the box. He . . . it.
(*a*) announced (*b*) described (*c*) confessed (*d*) declared

12 He had been confined to the box, so he
(*a*) couldn't move (*b*) could move (*c*) couldn't sleep (*d*) couldn't eat

SENTENCE STRUCTURE

Join these sentences, then check your answer against the text:

He was surprised. He was discovered. He didn't even try to run away. (lines 10–12)

47 A Thirsty Ghost

COMPREHENSION

1 Mr Thompson wants to sell his inn because
(*a*) he heard a strange noise coming from the bar.
(*b*) he found the doors had been blocked by chairs.
(*c*) he found five empty whisky bottles.
(*d*) he thinks it's visited by a ghost.

2 Mr Thompson
(*a*) believes in ghosts.
(*b*) thinks the villagers are playing a trick.
(*c*) thinks the villagers drank the whisky.
(*d*) wants to give the inn away.

STRUCTURE

3 Mr Ian Thompson . . . a public house a short time ago.
(*a*) has bought (*b*) bought (*c*) was bought (*d*) is bought

4 He's going to sell it. That's what he . . . to do.
(*a*) intends (*b*) will (*c*) shall (*d*) going

5 He told me he couldn't go to sleep. That's what he
(*a*) said me (*b*) talked to me (*c*) told to me (*d*) said to me

6 He heard a noise . . . coming from the bar.
(*a*) which was (*b*) who was (*c*) that is (*d*) which is

7 The ghost must have drunk the whisky. In Mr Thompson's opinion, the ghost . . . whisky.
(*a*) must drink (*b*) has got to drink (*c*) has to drink (*d*) should drink

VOCABULARY

8 Mr Thompson is selling his inn. His inn is
(*a*) sold (*b*) to let (*c*) for selling (*d*) for sale

9 Before he went to bed, Mr Thompson . . . the lights.
(*a*) closed (*b*) turned on (*c*) closed up (*d*) switched off

10 The lights were . . . in the morning.
(*a*) open (*b*) alight (*c*) on (*d*) on fire

11 Mr Thompson shook his head. This meant
(*a*) no (*b*) perhaps (*c*) yes (*d*) I don't know

12 They will not . . . the inn even if he gives it away.
(*a*) receive (*b*) agree to (*c*) agree to take (*d*) allow

SENTENCE STRUCTURE

Rewrite this sentence, then check your answer against the text:

Mr Thompson had turned the lights off before he went to bed, but they were on in the morning.

Though ..... (lines 9–12)

48 Did You Want to Tell Me Something?

COMPREHENSION

1 The writer couldn't speak because
(*a*) the dentist had just pulled one of his teeth out.
(*b*) the dentist was talking all the time.
(*c*) there was something in his mouth.
(*d*) he had a toothache.

2 Why was the writer worried?
(*a*) He thought the dentist had pulled out more than one tooth.
(*b*) He thought the dentist had pulled out the wrong tooth.
(*c*) He had had a tooth out.
(*d*) His tongue was busy searching out the hole where the tooth had been.

STRUCTURE

3 It is impossible for him to answer. He . . . answer.
(*a*) might not (*b*) could not (*c*) cannot (*d*) may not

4 He told me to rest for a while. '. . . for a while,' he said.
(*a*) To rest (*b*) Rest (*c*) Do you rest (*d*) Resting

5 He asked me how my brother was. 'How . . . ?' he asked.
(*a*) is your brother (*b*) your brother was (*c*) your brother is (*d*) was your brother

6 . . . your new job in London?
(*a*) It likes you (*b*) Does it like you (*c*) Do you like (*d*) Like you

7 He answered these questions by . . . his head.
(*a*) to nod (*b*) nodding (*c*) nod (*d*) to nodding

VOCABULARY

8 He told me to rest for a while. He told me to rest
(*a*) quietly (*b*) for a short time (*c*) while he spoke to me (*d*) for a long time

9 I have a very good . . . of birds' eggs.
(*a*) assembly (*b*) gathering (*c*) congregation (*d*) collection

10 I nodded. This means I
(*a*) agreed (*b*) said no (*c*) shouted (*d*) whispered

11 Meanwhile my tongue was busy—. . . my tongue was busy—
(*a*) However (*b*) In the mean time (*c*) Nevertheless (*d*) Although

12 He removed the cotton-wool from my mouth. He
(*a*) took it off (*b*) took it in (*c*) took it out (*d*) took it up

SENTENCE STRUCTURE

Rewrite this sentence, then check your answer against the text:

Dentists always ask questions when you are unable to answer.
Dentists always ask questions when it.....(lines 1–2)

49 The End of a Dream

COMPREHENSION

1 **Which statement best describes what happened?**
(*a*) The bed was blown off the roof.
(*b*) The man was not hurt.
(*c*) The bed was smashed to pieces.
(*d*) The bed was blown off the roof, but the man was not hurt.

2 **When the man discovered that his bed had been smashed**
(*a*) he went back to sleep soon afterwards.
(*b*) he couldn't sleep at all that night.
(*c*) he tried to fix the bed.
(*d*) he stayed where he was and immediately went back to sleep.

STRUCTURE

3 **. . . the hot weather, he couldn't sleep indoors.**
(*a*) Because (*b*) Because of (*c*) As (*d*) For

4 **Where did he . . . his bed?**
(*a*) carry (*b*) carries (*c*) carried (*d*) carrying

5 **How . . . did he sleep?**
(*a*) good (*b*) well (*c*) goodly (*d*) nice

6 **Where was the courtyard?**
(*a*) Down (*b*) Under (*c*) Below (*d*) Bottom

7 **He looked at the bits of wood and metal . . . around him.**
(*a*) laying (*b*) laid (*c*) lying (*d*) lied

VOCABULARY

8 **A gust of wind swept the bed off the roof. The wind blew very**
(*a*) hard (*b*) fast (*c*) quickly (*d*) soon

9 **The bed crashed into the courtyard. It . . . the courtyard.**
(*a*) smashed (*b*) knocked (*c*) struck (*d*) exploded

10 **It was smashed to pieces. It**
(*a*) was struck (*b*) was cracked (*c*) was destroyed (*d*) was damaged

11 **He glanced at the bits of wood and metal. He . . .** the bits of wood and metal.
(*a*) looked quickly at (*b*) had a glimpse of (*c*) stared at (*d*) watched

12 **He promptly went to sleep again. He went to sleep**
(*a*) straight away (*b*) after a while (*c*) after a time (*d*) late

SENTENCE STRUCTURE

Rewrite this sentence, then check your answer against the text:

The bed was swept off the roof by a gust of wind.

A gust of wind.....(lines 10–11)

COMPREHENSION

1 Why did the writer ask the conductor to help him?
(*a*) He didn't know where he was going.
(*b*) He didn't know where to get off.
(*c*) He had lost his way.
(*d*) He was the only passenger on the bus.

2 Which word best describes the conductor? He was
(*a*) helpful. (*c*) rude.
(*b*) lazy. (*d*) forgetful.

STRUCTURE

3 . . . in the country is something he loves.
(*a*) Travelling (*b*) Travel (*c*) The travelling (*d*) To travelling

4 The trip took him longer than he expected. He didn't expect it to last
(*a*) longer (*b*) as long (*c*) so long (*d*) such a long

5 'Where . . . get off?' I asked. 'I'll tell you where to get off,' answered the conductor.
(*a*) to (*b*) for (*c*) shall I (*d*) in order to

6 I was the only passenger. There weren't . . . more.
(*a*) any (*b*) many (*c*) lots (*d*) a few

7 This is as far as we go. We don't go
(*a*) any further (*b*) more far (*c*) further more (*d*) so far

VOCABULARY

8 A bus-conductor usually
(*a*) drives a bus (*b*) inspects the tickets (*c*) buys tickets (*d*) collects fares

9 The writer got on the bus,but he didn't know where to
(*a*) get down (*b*) get off (*c*) get out of (*d*) get over

10 There was a good . . . of the countryside from the front of the bus.
(*a*) sight (*b*) view (*c*) scene (*d*) scenery

11 'It doesn't matter,' I said.'I
(*a*) don't remember (*b*) don't know (*c*) don't mind (*d*) don't matter

12 I prefer to stay on the bus. That's
(*a*) my favourite (*b*) my best (*c*) beloved (*d*) what I'd like to do best

SENTENCE STRUCTURE

Write the words that were actually spoken by the conductor. Then check your answer against the text.

The conductor said that I would have to get off there. This was as far as they went.

'You.....,' the conductor said. 'This .....' (lines 15–16)

51 Reward for Virtue

COMPREHENSION

1 The writer's friend, Herbert, decided to go on a diet
(*a*) and he lost a little weight.
(*b*) but he didn't lose any weight at all.
(*c*) but he didn't lose much weight.
(*d*) and he lost a lot of weight.

2 Herbert
(*a*) has avoided eating chocolates and sweets.
(*b*) has kept to a strict diet.
(*c*) hasn't kept to a strict diet.
(*d*) has been very strict with himself.

STRUCTURE

3 My friend, Herbert, has always been fat. He still . . . fat.
(*a*) was (*b*) has (*c*) has been (*d*) is

4 How long ago . . . his diet?
(*a*) will he begin (*b*) has he begun (*c*) was he beginning (*d*) did he begin

5 Most of the things he loves were included . . . the list.
(*a*) into (*b*) on (*c*) with (*d*) in

6 Where did he . . . the parcel?
(*a*) hide (*b*) hidden (*c*) hid (*d*) hiding

7 He smiled guiltily. He felt
(*a*) guilt (*b*) guiltily (*c*) guiltless (*d*) guilty

VOCABULARY

8 The foods were forbidden. He wasn't . . . to eat them.
(*a*) left (*b*) let (*c*) allowed (*d*) aloud

9 I paid him a visit. I
(*a*) visited him (*b*) made him a visit (*c*) did him a visit (*d*) paid for a visit

10 He led me into his room. He . . . me into his room.
(*a*) steered (*b*) guided (*c*) drove (*d*) showed

11 He was very embarrassed. He felt
(*a*) shy (*b*) shameful (*c*) hot (*d*) uncomfortable

12 He had to reward himself occasionally. He had to reward himself
(*a*) again and again (*b*) now and again (*c*) once again (*d*) over and over again

SENTENCE STRUCTURE

Join these sentences, then check your answer against the text:

I asked him what he was doing. He smiled guiltily. Then he put the parcel on the desk. (lines 14–16)

52 A Pretty Carpet

COMPREHENSION

1 **The writer owns over a thousand books so**
(*a*) he can't get in and out of his room.
(*b*) he is finding it difficult to get his room in order.
(*c*) his sister can't get into his room.
(*d*) he can't get them on to his bookcases.

2 The writer's sister thinks
(*a*) the books look untidy.
(*b*) the bookcases aren't big enough.
(*c*) the books make a nice carpet.
(*d*) he needs more bookcases than he has.

STRUCTURE

3 **He has been working hard all morning and he . . . hard.**
(*a*) still works (*b*) has still worked (*c*) is still working (*d*) still worked

4 **He's been trying to get his room in order. He wants to**
(*a*) make it tidy (*b*) keep it tidy (*c*) made order (*d*) keep order

5 **His room is rather small. It's . . . room.**
(*a*) a small enough (*b*) a fairly small (*c*) an enough small (*d*) a much smaller

6 **She helped him . . . one of his old bookcases up the stairs.**
(*a*) carrying (*b*) to carrying (*c*) for carrying (*d*) carry

7 **The writer . . . bookcases.**
(*a*) needn't (*b*) needs not (*c*) doesn't need (*d*) isn't needing

VOCABULARY

8 **He has temporarily put his books on the floor. They won't be there**
(*a*) for a short time (*b*) long (*c*) for a few days (*d*) for a few hours

9 **The books cover every inch of floor space. They take up a lot of**
(*a*) room (*b*) place (*c*) area (*d*) spaces

10 **He actually has to walk on them. He can't do**
(*a*) else (*b*) different (*c*) otherwise (*d*) other

11 **She gazed at the carpet for some time. She . . . it.**
(*a*) watched (*b*) stared at (*c*) glanced at (*d*) had a glimpse of

12 **You can sit here in your spare time. You can sit here when you're**
(*a*) working (*b*) studying (*c*) not working (*d*) reading

SENTENCE STRUCTURE

Rewrite this sentence, then check your answer against the text:

What makes matters worse is that the room is rather small.

To ..... (lines 5-6)

53 Hot Snake

COMPREHENSION

1 **Firemen examined the ground carefully because they**
(*a*) were looking for cigarette ends.
(*b*) were looking for broken glass.
(*c*) wanted to find out what had caused the fire.
(*d*) were looking for a snake.

2 **The fire had been caused by**
(*a*) a bird which flew on to the wires.
(*b*) a snake which climbed on to the wires.
(*c*) a bird which was eating a snake.
(*d*) a snake which had been dropped on to the wires by a bird.

STRUCTURE

3 **The firemen have been examining the ground . . . yesterday.**
(*a*) since (*b*) for (*c*) ago (*d*) by

4 **Broken glass often . . . fires.**
(*a*) is causing (*b*) has caused (*c*) causes (*d*) is caused by

5 **They were quite sure it wasn't a cigarette end. They were**
(*a*) almost certain (*b*) fairly certain (*c*) completely certain (*d*) nearly certain

6 **He was able to solve the mystery. He**
(*a*) could if he wanted to (*b*) could but he didn't want to (*c*) succeeded in solving it (*d*) didn't succeed in solving it

7 **The bird had snatched the snake from the ground. The snake had been . . . the ground.**
(*a*) at (*b*) from (*c*) over (*d*) on

VOCABULARY

8 **Firemen have put out the fire. They have**
(*a*) controlled it (*b*) checked it (*c*) extinguished it (*d*) turned it off

9 **Firemen discovered the cause**
(*a*) today morning (*b*) today in the morning (*c*) in the morning today (*d*) this morning

10 **They discovered the cause of the fire accidentally. They discovered it**
(*a*) by chance (*b*) chancily (*c*) fortunately (*d*) luckily

11 **In this way he was able to solve the mystery. . . . he did it.**
(*a*) That's so (*b*) Like this (*c*) That's how (*d*) So

12 **The bird had snatched up the snake from the ground. It had . . . it**
(*a*) taken (*b*) pulled (*c*) seized (*d*) carried

SENTENCE STRUCTURE

Rewrite this sentence, then check your answer against the text:

In doing so, it sent sparks down to the ground.

When..... (lines 18–19)

54 Sticky Fingers

COMPREHENSION

1 The telephone rang
(*a*) at a convenient time.
(*b*) when the house was empty.
(*c*) when the tarts were in the oven.
(*d*) at an inconvenient time.

2 Everything got into a mess because
(*a*) the writer was making pastry.
(*b*) the writer was interrupted several times while making pastry.
(*c*) the writer answered the telephone.
(*d*) the writer opened the front door.

STRUCTURE

3 . . . breakfast is the first meal of the day.
(*a*) The (*b*) A (*c*) This (*d*) —

4 She returned home. She was . . . home all morning.
(*a*) to (*b*) at (*c*) in (*d*) on

5 Nothing could have been more annoying. It was . . . annoying thing that could have happened.
(*a*) the more (*b*) more (*c*) most (*d*) the most

6 Whose voice did she recognize? Mrs
(*a*) Bate's (*b*) Bates' (*c*) Bates (*d*) Bate

7 She had hardly got back to the kitchen . . . the doorbell rang.
(*a*) when (*b*) than (*c*) as (*d*) as soon as

VOCABULARY

8 She was busy mixing butter and flour. She was
(*a*) joining them (*b*) uniting them (*c*) unifying them (*d*) putting them together

9 Pastry is as sticky as
(*a*) ink (*b*) water (*c*) glue (*d*) flour

10 She was dismayed when she heard Mrs Bates. She felt
(*a*) pity (*b*) sorry (*c*) ill (*d*) tired

11 She hung up the receiver. This means she
(*a*) let it hang (*b*) didn't put it back (*c*) held it (*d*) put it back in its place

12 She has just . . . up the receiver.
(*a*) hanged (*b*) hang (*c*) hanging (*d*) hung

SENTENCE STRUCTURE

Join these sentences, then check your answer against the text:

I picked up the receiver between two sticky fingers. I was dismayed. I recognized the voice of Mrs Bates. (lines 11–14)

55 Not a Gold Mine

COMPREHENSION

1 **The search party was looking for**
(*a*) gold.
(*b*) a gold mine.
(*c*) pirates.
(*d*) a tin trunk.

2 **The search for gold proved that 'The Revealer'**
(*a*) works very well.
(*b*) doesn't work well.
(*c*) is quite useless.
(*d*) isn't very good.

STRUCTURE

3 **'The Revealer' has been used for . . . gold.**
(*a*) to detect (*b*) detecting (*c*) detect (*d*) detected

4 **Pirates used to hide gold there—**
(*a*) and they always do (*b*) and they still do (*c*) and they still do sometimes (*d*) that's what they would do

5 **They hoped to find buried treasure. They hoped they . . . it.**
(*a*) would find (*b*) had found (*c*) will find (*d*) are going to find

6 **Where did they . . . the hole?**
(*a*) dig (*b*) digging (*c*) dug (*d*) have dug

7 **How . . . was the hole?**
(*a*) deeply (*b*) depth (*c*) deep (*d*) down.

VOCABULARY

8 **'The Revealer' is a very good**
(*a*) machine (*b*) engine (*c*) machinery (*d*) mechanic

9 **The leader of the party was examining the soil. He was**
(*a*) testing it (*b*) looking at it carefully (*c*) watching it (*d*) trying it

10 **The coin was almost worthless. So it was of small**
(*a*) worthy (*b*) honour (*c*) price (*d*) value

11 **They searched the cave thoroughly. They searched it**
(*a*) completely (*b*) across (*c*) inside (*d*) finally

12 **Some people are confident. They . . . the machine will be useful.**
(*a*) confide (*b*) believe (*c*) confuse (*d*) confess

SENTENCE STRUCTURE

Join these sentences, then check your answer against the text:

A search party was armed with the new machine. They went into the cave. They hoped to find buried treasure.

Armed ..... (lines 10–12)

56 Faster than Sound!

COMPREHENSION

1 What was unusual about the car race?
(*a*) The Rolls-Royce Silver Ghost.
(*b*) The Benz which was built in 1885.
(*c*) All the cars were old.
(*d*) There were many loud explosions.

2 A lot of cars took part in the race,
(*a*) but only a few completed the course.
(*b*) and they all completed the course.
(*c*) and most of them completed the course.
(*d*) but only one of them completed the course.

STRUCTURE

3 A lot of cars entered for this race. There were . . . cars in it.
(*a*) much (*b*) lot of (*c*) lots of (*d*) plenty

4 . . . in 1885, so it was the oldest car in the race.
(*a*) It built (*b*) Built (*c*) It was built (*d*) Having built

5 It was the oldest car taking part. There wasn't . . . older.
(*a*) an older (*b*) the oldest (*c*) an elder (*d*) the eldest

6 It reached a speed of forty miles an hour. It . . . forty miles an hour.
(*a*) ran at (*b*) ran with (*c*) went at (*d*) drove with

7 It was different from modern cars. It wasn't . . . modern cars.
(*a*) the same as (*b*) the same with (*c*) same with (*d*) same as

VOCABULARY

8 One of the most handsome cars was a Rolls-Royce. It was a . . . car.
(*a*) pretty (*b*) beautiful (*c*) seemly (*d*) nice

9 The most unusual car was a Benz. It wasn't a . . . car.
(*a*) used (*b*) common (*c*) vulgar (*d*) accustomed

10 There were many loud explosions. There were many loud
(*a*) knocks (*b*) hits (*c*) bangs (*d*) thumps

11 Many of the cars broke down. They
(*a*) were in pieces (*b*) were broken up (*c*) couldn't go (*d*) were spoilt

12 It went faster than any of its rivals. It went faster than its
(*a*) opponents (*b*) enemies (*c*) competitors (*d*) partners

SENTENCE STRUCTURE

Rewrite this sentence, then check your answer against the text:

As it was speeding downhill at the end of the race its driver had a lot of trouble trying to stop it.

It ..... (lines 16–17)

57 Can I Help You, Madam?

COMPREHENSION

1 The assistant refused to help the woman because he
(*a*) didn't approve of the way she was dressed.
(*b*) approved of the way she was dressed.
(*c*) liked the way she was dressed.
(*d*) noticed the way she was dressed.

2 The woman got her revenge by
(*a*) buying a dress.
(*b*) putting the assistant to a lot of trouble.
(*c*) complaining to the manager.
(*d*) asking for something in the window.

STRUCTURE

3 The woman stood at the window. She stood . . . it.
(*a*) in front (*b*) in front of (*c*) front (*d*) ahead of

4 The assistant . . . her did not like the way she was dressed.
(*a*) served (*b*) serving (*c*) who serving (*d*) was serving

5 After . . . out the rude assistant she asked for the same dress.
(*a*) she was seeking (*b*) she had sought (*c*) sought (*d*) when she sought

6 . . . who she was, the assistant was eager to serve her this time.
(*a*) Not to realize (*b*) Without to realize (*c*) Except realizing (*d*) Without realizing

7 She bought the dress . . . she had first asked for.
(*a*) who (*b*) what (*c*) that (*d*) whom

VOCABULARY

8 He glanced at her scornfully. He . . . her.
(*a*) mocked (*b*) teased (*c*) laughed at (*d*) despised

9 She returned the following day. She returned the day
(*a*) other (*b*) next (*c*) after (*d*) else

10 She sought out the rude assistant. He had been . . . polite.
(*a*) un (*b*) im (*c*) in (*d*) dis

11 He was eager to serve her. He was . . . to serve her.
(*a*) prompt (*b*) quick (*c*) nervous (*d*) anxious

12 He brought almost everything in the window. He brought . . . everything.
(*a*) nearly (*b*) scarcely (*c*) hardly (*d*) already

SENTENCE STRUCTURE

Rewrite this sentence, then check your answer against the text:

On seeing it, the woman said she did not like it.

As .....(line 18)

58 A Blessing in Disguise?

COMPREHENSION

1 The vicar has refused to have the tree cut down because
(*a*) it is cursed.
(*b*) it earns money.
(*c*) he is afraid.
(*d*) he is superstitious.

2 One of these statements is true. Which one?
(*a*) Tourists are afraid to pick leaves off the tree.
(*b*) Tourists are afraid to cut their names on the tree-trunk.
(*c*) Tourists who have picked leaves have died.
(*d*) Tourists who have picked leaves haven't died.

STRUCTURE

3 . . . that Frinley has a cursed tree.
(*a*) They say (*b*) It said (*c*) Said (*d*) It is saying

4 If anyone picked the leaves, he . . . die.
(*a*) would (*b*) will (*c*) shall (*d*) would have

5 Tourists have been coming from all parts of the country. They haven't stopped coming
(*a*) still (*b*) even (*c*) yet (*d*) more

6 . . . all that has been said, the tourists have been picking leaves.
(*a*) Although (*b*) Despite (*c*) Even (*d*) Even if

7 So far . . . of them has been struck down by sudden death.
(*a*) no one (*b*) nobody (*c*) not any (*d*) none

VOCABULARY

8 Frinley is a tiny village. It is very
(*a*) big (*b*) great (*c*) small (*d*) famous

9 The number of visitors has increased. The number has
(*a*) grown (*b*) grown up (*c*) overgrown (*d*) grown old

10 It has . . . an evil reputation.
(*a*) won (*b*) beaten (*c*) profited (*d*) earned

11 It has gained an evil reputation. It has a bad
(*a*) fame (*b*) name (*c*) rumour (*d*) report

12 He has pointed out that it's a source of income. He's . . . this to the villagers.
(*a*) shown (*b*) pointed (*c*) noted (*d*) explained.

SENTENCE STRUCTURE

Rewrite this sentence, then check your answer against the text:

Although the tree was planted near a church fifty years ago, it is only in recent years that it has gained an evil reputation.

The tree ..... (lines 5–8)

59 In or Out?

COMPREHENSION

1 The writer's husband trained Rex to open the gate because
(*a*) Rex couldn't get in.
(*b*) Rex needed help.
(*c*) Rex enjoyed opening the gate.
(*d*) Rex barked a lot and disturbed the neighbours.

2 One of these statements is true. Which one?
(*a*) Rex only learnt to open the gate from the inside.
(*b*) Rex only learnt to open the gate from the outside.
(*c*) Rex never learnt to open the gate.
(*d*) Rex doesn't like opening the gate.

STRUCTURE

3 He would bark until someone opened the gate. That's what he
(*a*) is used to doing (*b*) used (*c*) is used to (*d*) used to do

4 The neighbours complained . . . the noise.
(*a*) for (*b*) to (*c*) concerning (*d*) about

5 The writer went . . . last week.
(*a*) for shopping (*b*) for shop (*c*) to shopping (*d*) shopping

6 He was barking . . . let him in.
(*a*) for someone to (*b*) in case someone (*c*) so someone to (*d*) so that someone

7 As soon as he . . . the gate from the outside he comes into the garden.
(*a*) will open (*b*) opens (*c*) is opening (*d*) has been opening

VOCABULARY

8 My husband spent weeks . . . him to press his paw on the latch.
(*a*) teaching (*b*) guiding (*c*) leading (*d*) conducting

9 Rex became an expert. He was very
(*a*) crafty (*b*) sly (*c*) cunning (*d*) skilful

10 I . . . him in the garden.
(*a*) observed (*b*) looked (*c*) remarked (*d*) took care of

11 He has developed another bad
(*a*) habit (*b*) custom (*c*) use (*d*) usefulness

12 My husband removed the gate. He
(*a*) took it in (*b*) took it away (*c*) took it on (*d*) took it up

SENTENCE STRUCTURE

Join these sentences, then check your answer against the text:
Then he sits. He barks. Someone lets him out. (lines 16–17)

6 The Future

COMPREHENSION

1 **Madam Bellinsky could only tell the writer's future when**
(*a*) he asked her.
(*b*) he paid her.
(*c*) she looked into the crystal ball.
(*d*) he showed her his palm.

2 **Madam Bellinsky**
(*a*) foretold the future correctly.
(*b*) told him a lot of nonsense.
(*c*) was a bad fortune-teller.
(*d*) was a liar.

STRUCTURE

3 **A relation of yours is coming to see you. She . . . soon.**
(*a*) comes (*b*) came (*c*) will be coming (*d*) will have come

4 **She intends to stay for a few days. That's what she . . . to do.**
(*a*) is about (*b*) plans (*c*) is due (*d*) hopes

5 **When he . . . this tent he will get a surprise.**
(*a*) will leave (*b*) leave (*c*) leaves (*d*) is leaving

6 **You will get a surprise. You**
(*a*) will surprise (*b*) will be surprised (*c*) surprise (*d*) will be surprising

7 **'Where have you been hiding?' she asked. She asked me where . . . hiding.**
(*a*) I had been (*b*) had I been (*c*) had been I (*d*) had I being

VOCABULARY

8 **I decided to visit a fortune-teller. That's what I . . . to do.**
(*a*) made up (*b*) made up my mind (*c*) minded (*d*) cared

9 **Crystal is like**
(*a*) glass (*b*) metal (*c*) wood (*d*) plastic

10 **A relation of yours is coming. A . . . is coming.**
(*a*) friend (*b*) colleague (*c*) relative (*d*) acquaintance

11 **A woman you know well will rush towards you. She will**
(*a*) be in a hurry (*b*) be slow (*c*) be tired (*d*) be angry

12 **She was impatient. She**
(*a*) was angry (*b*) was cross (*c*) didn't speak (*d*) didn't like waiting

SENTENCE STRUCTURE

Join these sentences, then check your answer against the text:

First I gave her some money. Then she looked into a crystal ball.
After I ..... (lines 4–5)

61 Dangerous Descent

COMPREHENSION

1 **What was the purpose of Astra's flight into space?**
(*a*) Scientists wanted to know if astronauts could go up 300 miles.
(*b*) Scientists wanted to know if men could travel to the planets.
(*c*) Scientists wanted to know if astronauts could leave their spaceship and return.
(*d*) Scientists wanted to know if men could fly without a spaceship.

2 **The results of the trip**
(*a*) were very successful. (*c*) are not yet available.
(*b*) will be successful. (*d*) are now available.

STRUCTURE

3 **The ability to do this will be necessary. They . . . be able to do it.**
(*a*) will must (*b*) will have to (*c*) had to (*d*) will be having to

4 **They are trying to discover if this is possible. They want to know if it**
(*a*) can do (*b*) can have done (*c*) can become (*d*) can be done

5 **They will know it has been successful when they . . . a message.**
(*a*) have received (*b*) will receive (*c*) will have received (*d*) will be receiving

6 **The radio message . . . received yet.**
(*a*) hasn't been (*b*) has been (*c*) hasn't being (*d*) has being

7 **The first message is expected at 7.0. That's when it's . . . to arrive.**
(*a*) about (*b*) due (*c*) owing (*d*) planning

VOCABULARY

8 **They will attempt to leave. That's what they'll . . . to do.**
(*a*) taste (*b*) make (*c*) experiment (*d*) try

9 **The spaceship will be stationary. It will be**
(*a*) stationery (*b*) still (*c*) mobile (*d*) unmoved

10 **This is an experiment. The astronauts will be**
(*a*) trying something on (*b*) trying something out (*c*) trying something in (*d*) trying something with

11 **We won't know whether it will be successful. We won't know whether there will be good**
(*a*) events (*b*) results (*c*) effects (*d*) causes

12 **It will have circled the earth a great many times. It will have . . . it.**
(*a*) surrounded (*b*) embraced (*c*) gone round (*d*) cycled

SENTENCE STRUCTURE

Join these sentences, then check your answer against the text:

Will the experiment be successful? We shall not know. We haven't received a radio message yet.

We shall not know whether.....(lines 13–15)

62 After the Fire

COMPREHENSION

1 Grass seed had to be planted quickly
(*a*) to prevent flooding.
(*b*) because it was late in the season.
(*c*) to save the trees.
(*d*) because the trees had been growing for centuries.

2 Planes were used because
(*a*) there had been a fire.
(*b*) the hills were bare.
(*c*) there weren't any trees.
(*d*) this was the quickest way to plant huge quantities of seed.

STRUCTURE

3 . . . had they been fighting the forest fire? For nearly three weeks.
(*a*) How much (*b*) How often (*c*) What time (*d*) How long

4 The hills threatened the surrounding villages with destruction. The villages
(*a*) were destroyed (*b*) had destroyed (*c*) might be destroyed (*d*) could destroy

5 If it rained heavily there . . . floods.
(*a*) will be (*b*) can be (*c*) had been (*d*) would be

6 The planes . . . nearly a month to plant the seed.
(*a*) did (*b*) made (*c*) took (*d*) had

7 The trees had been there
(*a*) since centuries (*b*) before centuries (*c*) for centuries (*d*) centuries long

VOCABULARY

8 Heavy rain would wash away the soil. It would
(*a*) clean it (*b*) carry it away (*c*) wash it (*d*) wet it

9 Large . . . of seed were used.
(*a*) weights (*b*) measures (*c*) tons (*d*) amounts

10 The seed had already taken root. It had begun to
(*a*) grow (*b*) root (*c*) grow up (*d*) increase

11 Patches of green had begun to appear. There was green grass
(*a*) everywhere (*b*) only in one or two places (*c*) in one place (*d*) here and there

12 The grass had begun to appear in the soil. It had begun to
(*a*) point (*b*) show (*c*) seem (*d*) point out

SENTENCE STRUCTURE

Rewrite this sentence, then check your answer against the text:

After having at last put out the fire, the forest authorities ordered several tons of special grass seed.

When the fire ..... (lines 11–14)

63 She was not Amused

COMPREHENSION

1 Geoffrey is very popular because
(*a*) he makes speeches.
(*b*) he tells stories.
(*c*) he loves wedding-receptions.
(*d*) he's an amusing person.

2 Geoffrey's daughter, Jenny, failed to realize that
(*a*) the wedding reception hadn't finished.
(*b*) everyone had been laughing at Geoffrey's stories, not at Geoffrey.
(*c*) it was a party.
(*d*) Geoffrey had finished his speech.

STRUCTURE

3 Everybody admires him because . . . a fine sense of humour.
(*a*) he's got (*b*) he is (*c*) he got (*d*) has he

4 . . . Jenny, everyone admires him for his fine sense of humour.
(*a*) Except for (*b*) Apart (*c*) Except (*d*) Unless

5 Geoffrey . . . making speeches.
(*a*) is loving (*b*) loves (*c*) has been loving (*d*) was loving

6 It was a great success. He succeeded . . . everyone laugh.
(*a*) to make (*b*) for making (*c*) in make (*d*) in making

7 Geoffrey was a little disappointed. He was . . . disappointed.
(*a*) little (*b*) somehow (*c*) enough (*d*) somewhat

VOCABULARY

8 Everyone admires him. They . . . him.
(*a*) think highly of (*b*) laugh at (*c*) estimate (*d*) esteem

9 Recently he was invited to a reception. He was invited to a reception
(*a*) lastly (*b*) at last (*c*) lately (*d*) at least

10 He made a speech at a wedding reception. He spoke during the
(*a*) wedding (*b*) marriage (*c*) ceremony (*d*) party

11 This is the sort of thing he loves. It's the . . . of thing he loves.
(*a*) species (*b*) category (*c*) kind (*d*) class

12 He included some funny stories. He
(*a*) put them in (*b*) consisted of them (*c*) contained them (*d*) comprised them

SENTENCE STRUCTURE

Rewrite this sentence, then check your answer against the text:

After preparing the speech carefully, he went to the wedding with Jenny.
He ..... (lines 9–10)

64 The Channel Tunnel

COMPREHENSION

1 William Low's idea was better than de Gamond's because
(*a*) it was cheaper.
(*b*) there were no chimneys in his plan.
(*c*) his tunnel would be better-ventilated.
(*d*) it wouldn't be necessary to build a platform in the centre of the Channel.

2 Work on the Channel Tunnel
(*a*) began immediately after William Low outlined his plan.
(*b*) never began.
(*c*) began a long time after William Low put up his plan.
(*d*) began recently when William Low put up his plan.

STRUCTURE

3 It would be possible to build a platform. A platform
(*a*) could build (*b*) would be built (*c*) could be built (*d*) would build

4 He suggested . . . a double railway tunnel.
(*a*) to build (*b*) build (*c*) building (*d*) that building

5 This would solve the problem. That's how the problem . . . solved.
(*a*) would been (*b*) would be (*c*) would have been (*d*) had been

6 If a train . . . this tunnel, it will draw in fresh air behind it.
(*a*) would enter (*b*) enters (*c*) will enter (*d*) entered

7 People are . . . the idea of a Channel Tunnel.
(*a*) interesting in (*b*) interested for (*c*) interested in (*d*) interesting for

VOCABULARY

8 The tunnel would be well-ventilated. It would have good
(*a*) air (*b*) airing (*c*) ventilation (*d*) circulation

9 A plan was put forward by William Low. He . . . it.
(*a*) suggested (*b*) intended (*c*) aimed at (*d*) planned

10 The British feared invasion. They were . . . it.
(*a*) in favour of (*b*) afraid of (*c*) happy about (*d*) ready for

11 It would have been completed. It would have been
(*a*) finished (*b*) stopped (*c*) prevented (*d*) ended

12 It will connect Britain and Europe. Britain and Europe will be
(*a*) mixed (*b*) joined together (*c*) rejoined (*d*) combined

SENTENCE STRUCTURE

Make two *sentences of the following, then check your answer against the text:*

In 1860, a better plan was put forward by an Englishman, William Low, who suggested that a double railway tunnel should be built. (lines 10–13)

65 Jumbo versus the Police

COMPREHENSION

1 **Jimmy wouldn't have been stopped if**
(*a*) he had gone down a side-street.
(*b*) he hadn't ridden an elephant.
(*c*) he had gone down the main street.
(*d*) he hadn't dressed up as Father Christmas.

2 **One of these statements is true. Which one?**
(*a*) Jumbo was arrested.
(*b*) Jimmy was arrested.
(*c*) The police were not amused by what had happened.
(*d*) The police had a difficult time getting Jumbo off the main street.

STRUCTURE

3 **Jimmy . . . Father Christmas.**
(*a*) seemed as (*b*) looked like (*c*) looked as (*d*) seemed

4 **He should have known the police wouldn't allow it**
(*a*) and he did (*b*) but he didn't (*c*) but he couldn't (*d*) but he had

5 **He ought to have gone along a side-street. That's what he**
(*a*) should do (*b*) should be doing (*c*) should have done (*d*) should

6 **Jumbo must weigh a few tons. Jumbo . . . a few tons.**
(*a*) probably weighs (*b*) has to weigh (*c*) ought to weigh (*d*) should weigh

7 **. . . to carry him?**
(*a*) Did they have (*b*) had they (*c*) Must they (*d*) Have they

VOCABULARY

8 **He set off down the main street. He**
(*a*) ran (*b*) walked (*c*) rode (*d*) started his journey

9 **Jumbo was holding up the traffic. He had . . . cars.**
(*a*) picked up some (*b*) sat on some (*c*) stopped the (*d*) held on to the

10 **Jimmy agreed to go at once, but Jumbo . . . to move.**
(*a*) denied (*b*) resisted (*c*) refused (*d*) negated

11 **It was fortunate we didn't have to carry him. It was our**
(*a*) good chance (*b*) good luck (*c*) fortune (*d*) fate

12 **The police let him off. They . . . him.**
(*a*) allowed (*b*) permitted (*c*) didn't forbid (*d*) didn't punish

SENTENCE STRUCTURE

Join these statements to make one sentence, then check your answer:

He was dressed up as Father Christmas. He was accompanied by a 'guard of honour' of six pretty girls. He set off down the main street of the city. He was riding a baby elephant called Jumbo.

Dressed up ..... (lines 3–7)

66 Cycling through the Air

COMPREHENSION

1 The Hatfield Puffin can't fly very far because
(*a*) it is really a bicycle.
(*b*) it depends on man-power.
(*c*) it hasn't been tested thoroughly.
(*d*) it crashed on an airfield.

2 Since 1963 Mr Wimpenny has improved the performance of the plane by
(*a*) using champion cyclists.
(*b*) increasing the wing-span.
(*c*) teaching cyclists to fly.
(*d*) making it fly long distances.

STRUCTURE

3 He is finding it difficult . . . it off the ground.
(*a*) get (*b*) getting (*c*) to getting (*d*) for getting

4 It is . . . a plane, but a bicycle as well.
(*a*) not only (*b*) neither (*c*) not even (*d*) both

5 He has had the plane built. This means
(*a*) someone else built it for him. (*b*) he built it himself (*c*) he is building it now (*d*) he has just finished building it

6 It was the first man-powered aircraft . . . half a mile.
(*a*) who ever fly (*b*) which ever fly (*c*) which ever flew (*d*) that ever fly

7 It . . . flown by a champion cyclist when it crashed.
(*a*) was been (*b*) has been (*c*) has being (*d*) was being

VOCABULARY

8 A plane cannot get into the air without some kind of
(*a*) strength (*b*) power (*c*) force (*d*) weight

9 The pilot was an amateur cyclist. He wasn't a . . . cyclist.
(*a*) skilled (*b*) good (*c*) bad (*d*) professional

10 The wings are 93 feet
(*a*) long (*b*) length (*c*) high (*d*) deep

11 He may eventually get across the Channel. He may do this
(*a*) next (*b*) after (*c*) finally (*d*) even

12 It is . . . whether they will ever cycle across the Atlantic.
(*a*) uncertain (*b*) doubtless (*c*) doubt (*d*) without doubt

SENTENCE STRUCTURE

Rewrite this sentence using so that, *then check your answer against the text:*

Since he has had the length of the wings increased they now measure 93 feet.

He has had.....(lines 13–15)

67 Volcanoes

COMPREHENSION

1 Tazieff went to the Congo
(*a*) to observe Lake Kivu.
(*b*) to take photographs.
(*c*) to name a new volcano.
(*d*) to observe a new volcano.

2 Kituro erupted violently.
(*a*) and Tazieff had to leave but he returned later.
(*b*) so Tazieff had to leave and couldn't return.
(*c*) so Tazieff couldn't take photographs.
(*d*) so Tazieff couldn't measure temperatures.

STRUCTURE

3 He managed to take a number of photographs. This means he . . . them.
(*a*) might have taken (*b*) could have taken (*c*) should have taken (*d*) succeeded in taking

4 He escaped just in time. He . . . escaped.
(*a*) just only (*b*) only (*c*) soon (*d*) only just

5 He waited until the volcano became quiet. He waited . . . quiet.
(*a*) until the volcano to become (*b*) the volcano to become (*c*) the volcano became (*d*) for the volcano to become

6 He was able to return. This means he
(*a*) could if he wanted to (*b*) might (*c*) could have (*d*) did

7 He has been able to tell us a lot . . . volcanoes.
(*a*) around (*b*) about (*c*) for (*d*) referring

VOCABULARY

8 Tazieff is a Polish scientist. He comes from
(*a*) Pole (*b*) Poland (*c*) Polish (*d*) the Pole

9 He named it Kituro. That's what he . . . it.
(*a*) called (*b*) shouted (*c*) cried (*d*) screamed

10 The rock was in a liquid state. It wasn't
(*a*) firm (*b*) stable (*c*) whole (*d*) solid

11 He wanted to measure temperatures. He wanted to . . . them.
(*a*) count (*b*) make (*c*) do (*d*) take

12 He has told us more than any . . . person.
(*a*) alive (*b*) lively (*c*) lifeless (*d*) living

SENTENCE STRUCTURE

Make two *sentences of the following, then check your answer against the text:*

Tazieff noticed that a river of liquid rock, which threatened to surround him completely, was coming towards him, but he managed to escape just in time. (lines 11–15)

68 Persistent

COMPREHENSION

1 **Elizabeth greeted Bert Dykes**
(*a*) because she likes him.
(*b*) out of politeness.
(*c*) because she likes his company.
(*d*) because he waved to her.

2 **Which word best describes Bert Dykes? He is**
(*a*) funny.
(*b*) insensitive.
(*c*) stupid.
(*d*) cruel.

STRUCTURE

3 **He came running towards her. He went . . . after her.**
(*a*) run (*b*) to running (*c*) running (*d*) ran

4 **It was no use pretending that she had not seen him. It wasn't worth**
(*a*) to do (*b*) do (*c*) done (*d*) doing

5 **Bert Dykes never has anything to do. He always**
(*a*) has to do nothing (*b*) has nothing to do (*c*) nothing has to do (*d*) to do nothing has

6 **He insisted . . . with her.**
(*a*) to go (*b*) that he should go (*c*) to going (*d*) in going

7 **She didn't mind . . . going with her.**
(*a*) — (*b*) him (*c*) he (*d*) himself

VOCABULARY

8 **Elizabeth wanted to . . . meeting him.**
(*a*) prevent (*b*) prevent from (*c*) avoid (*d*) escape from

9 **She didn't pretend she hadn't seen him. She didn't . . she hadn't.**
(*a*) make as if (*b*) do as if (*c*) act as if (*d*) conduct as if

10 **She waved to him. She . . . him.**
(*a*) shook (*b*) saluted (*c*) greeted (*d*) called

11 **Fancy meeting you here! . . . !**
(*a*) Imagine (*b*) Think (*c*) Consider (*d*) Contemplate

12 **She lied to him. What she said was**
(*a*) false (*b*) true (*c*) lie (*d*) wrong

SENTENCE STRUCTURE

Rewrite this sentence, then check your answer against the text:

It doesn't matter whether you are busy or not, he always insists on coming with you.

No .. .. (lines 6–7)

69 But Not Murder!

COMPREHENSION

1 Mr Eames felt confident because
(*a*) he was sure he hadn't failed this time.
(*b*) he had driven in heavy traffic.
(*c*) he had driven out of town.
(*d*) the examiner smiled.

2 Mr Eames probably failed his test because
(*a*) he ran over a child.
(*b*) he didn't stop quickly enough.
(*c*) he pressed the brake pedal too hard.
(*d*) he and the examiner were thrown forward.

STRUCTURE

3 Mr Eames was being tested. The examiner . . . him.
(*a*) was being testing (*b*) was been testing (*c*) was testing (*d*) was tested

4 The examiner must have been pleased. He . . . pleased.
(*a*) had to be (*b*) was probably (*c*) was certainly (*d*) should be

5 Let us suppose that a child suddenly crosses the road. Imagine it
(*a*) would happen (*b*) happening (*c*) had been happening (*d*) will have happened

6 I want the car to be stopped. I . . . the car.
(*a*) want to stop (*b*) want stop (*c*) want you stop (*d*) want you to stop

7 Mr Eames continued
(*a*) to driving (*b*) drive (*c*) to drive (*d*) to have been driving

VOCABULARY

8 When you have a driving licence, you are allowed to
(*a*) drive a car (*b*) buy a car (*c*) sell a car (*d*) keep a car

9 He began to acquire confidence. He gradually . . . confident.
(*a*) became (*b*) came (*c*) obtained (*d*) took

10 He was instructed by the examiner to drive out of town. He was . . . to do this.
(*a*) taught (*b*) told (*c*) trained (*d*) prepared

11 The examiner must have been pleased with my performance. He was pleased with my
(*a*) act (*b*) behaviour (*c*) efforts (*d*) doings

12 The examiner spoke in a mournful voice. His voice was
(*a*) lamentable (*b*) sorry (*c*) pitiful (*d*) sorrowful

SENTENCE STRUCTURE

Rewrite this sentence, then check your answer against the text:

I had been instructed to drive out of town and I began to acquire confidence.

After ..... (lines 4–6)

70 Red for Danger

COMPREHENSION

1 **The drunk went into the ring**
(*a*) but the bull didn't notice him.
(*b*) and the matador asked him to leave.
(*c*) and threw something at the bull.
(*d*) and attracted the bull's attention.

2 **The drunk spent some time in the ring**
(*a*) but the bull didn't notice him.
(*b*) before he was removed.
(*c*) and was badly hurt.
(*d*) and annoyed the crowd.

STRUCTURE

3 **The bull charged at the drunk. It ran straight . . . him.**
(*a*) to (*b*) against (*c*) at (*d*) for

4 **The drunk was sure of himself. He was sure . . . be all right.**
(*a*) he will (*b*) that he will (*c*) he would (*d*) he may

5 **The drunk stepped aside and let the bull**
(*a*) passing (*b*) to pass (*c*) in passing (*d*) pass

6 **. . . however, three men had come into the ring.**
(*a*) Up till that time (*b*) By then (*c*) So far (*d*) Until then

7 **It looked on before . . . its attention to the matador.**
(*a*) turn (*b*) to turn (*c*) it turned (*d*) it was turning

VOCABULARY

8 **The drunk was unaware of the danger. He wasn't . . . it.**
(*a*) conscious of (*b*) sensitive to (*c*) knowledgeable about (*d*) sensible about

9 **The crowd suddenly grew quiet. It . . . quiet.**
(*a*) increased (*b*) began (*c*) became (*d*) behaved

10 **He stepped aside. He got . . . the way.**
(*a*) in (*b*) on (*c*) this (*d*) out of

11 **It looked on sympathetically. It . . . him.**
(*a*) liked (*b*) loved (*c*) sympathised (*d*) felt sorry for

12 **The bull had been . . . the drunk.**
(*a*) taking care of (*b*) looking after (*c*) paying attention to (*d*) minding

SENTENCE STRUCTURE

Rewrite this sentence, then check your answer against the text:

The bull was apparently sensitive to criticism, so it forgot all about the matador and charged at the drunk.

Apparently ..... (lines 8–10)

71 A Famous Clock

COMPREHENSION

1 Big Ben was built
(*a*) for the B.B.C.
(*b*) after a fire.
(*c*) in honour of Sir Benjamin Hall.
(*d*) long before 1834.

2 Accuracy is maintained
(*a*) by microphones in the clock tower.
(*b*) by workmen.
(*c*) because the clock is at Greenwich Observatory.
(*d*) by officials who check the clock frequently.

STRUCTURE

3 Big Ben is one of the first sights you will see when you . . . London.
(*a*) will visit (*b*) visit (*c*) have visited (*d*) will be visiting

4 Big Ben is the . . . clock in London.
(*a*) famousest (*b*) most famous (*c*) more famous (*d*) famouser

5 It is . . . very big and very accurate.
(*a*) and (*b*) also (*c*) both (*d*) together

6 How often . . . it checked?
(*a*) have they it (*b*) they have it (*c*) do they have it (*d*) they do have it

7 A painter . . . working on the tower hung a pot of paint on one of the hands.
(*a*) who (*b*) had been (*c*) had (*d*) —

VOCABULARY

8 The clock was erected after 1834. That's when it was put
(*a*) in (*b*) up (*c*) off (*d*) down

9 Sir Benjamin Hall was responsible. It was his . . . to see to it.
(*a*) responsible (*b*) duty (*c*) charge (*d*) control

10 It is of immense size. It is
(*a*) great (*b*) large (*c*) huge (*d*) big

11 You can hear it when it is actually striking. You can hear it . . . it is striking.
(*a*) the hour (*b*) the moment (*c*) really (*d*) indeed

12 The clock slowed down. It
(*a*) was slow (*b*) was behind (*c*) went back (*d*) went slowly

SENTENCE STRUCTURE

Rewrite this sentence with if . . . not, *then check your answer against the text:*

The Houses of Parliament had been burned down and that's why the great clock was erected.

If ..... (lines 4–7)

72 A Car called 'Bluebird'

COMPREHENSION

1 One of these statements is true. Which one?
(*a*) There was some doubt whether Sir Malcolm had maintained an average speed of 301 miles per hour.
(*b*) Sir Malcolm set up a new world record recently.
(*c*) Sir Malcolm's average speed was 299 miles per hour.
(*d*) Sir Malcolm's car had a 250 horse-power engine.

2 One of these statements is true. Which one?
(*a*) No one has ever driven faster than Sir Malcolm Campbell.
(*b*) Donald Campbell couldn't beat his father's record.
(*c*) More than one racing driver has driven faster than 300 miles per hour since Sir Malcolm set up his record.
(*d*) Donald Campbell drove at 400 miles an hour.

STRUCTURE

3 He was the first man to drive at over 300 miles an hour. No one had done this
(*a*) before (*b*) ago (*c*) since (*d*) again

4 . . . was it? 30 feet.
(*a*) How long ago (*b*) Which length (*c*) How length (*d*) How long

5 . . . to control the car.
(*a*) It was difficulty for him (*b*) It was difficult for him (*c*) It was difficulty (*d*) He was difficult

6 How fast did he drive? . . . 301 miles an hour.
(*a*) At (*b*) With (*c*) To (*d*) By

7 Since that time, racing drivers have driven . . . 400 miles per hour.
(*a*) further (*b*) beyond (*c*) farther (*d*) up

VOCABULARY

8 He set up a new world record. He . . . a new record.
(*a*) did (*b*) played (*c*) created (*d*) found

9 It was over 30 feet in length. That's how . . . it was.
(*a*) length (*b*) tall (*c*) large (*d*) long

10 It reached a speed of over 301 miles per hour. That's how . . . it went.
(*a*) speed (*b*) fast (*c*) soon (*d*) rapid

11 He was disappointed to learn this. He felt
(*a*) sorry (*b*) hopeless (*c*) despair (*d*) desperate

12 They had made a mistake. They had been
(*a*) mistake (*b*) correct (*c*) right (*d*) wrong

SENTENCE STRUCTURE

Rewrite this sentence, then check your answer against the text:

Sir Malcolm's son, Donald, followed his father's footsteps many years later and also set up a world record.

Following ..... (lines 18–19)

73 The Record-holder

COMPREHENSION

1 **How did the boy get to Dover?**
(*a*) He walked.
(*b*) He went by train.
(*c*) Someone gave him a lift.
(*d*) He went in a lorry.

2 The boy
(*a*) didn't expect to be taken to Perpignan.
(*b*) decided to go to Perpignan.
(*c*) went to Paris.
(*d*) wanted to go to Spain.

STRUCTURE

3 **. . . did he travel? 1,600 miles.**
(*a*) How long (*b*) How long ago (*c*) How much further (*d*) How far

4 **How did he get to Dover?**
(*a*) By hitch-hiking (*b*) With hitch-hike (*c*) Hitch-hiking (*d*) With hitch-hiking

5 **He wasn't noticed by . . . as he crept off the boat.**
(*a*) no one (*b*) none (*c*) anyone (*d*) not one

6 **The driver gave him a few biscuits. . . . was given a few biscuits.**
(*a*) To him (*b*) Him (*c*) For him (*d*) He

7 **After . . . by a policeman, he was sent back to England.**
(*a*) *being picked up* (*b*) *he picked up* (*c*) been picked up (*d*) picking up

VOCABULARY

8 **Little boys who play truant don't go to school**
(*a*) because they are ill (*b*) because they have left (*c*) because they are not allowed to (*d*) on purpose

9 They are unimaginative. **They haven't much**
(*a*) imagination (*b*) fantasy (*c*) imaginary (*d*) fantasia

10 **They have been put to shame by a boy. They should feel**
(*a*) ashamed (*b*) shy (*c*) shyness (*d*) shameful

11 **He was picked up by a policeman. A policeman . . . him.**
(*a*) gathered (*b*) collected (*c*) assembled (*d*) found

12 **Thousands of boys dream of evading school. They dream of . . . it.**
(*a*) escaping (*b*) avoiding (*c*) preventing (*d*) running away

SENTENCE STRUCTURE

Rewrite this sentence, then check your answer against the text:

On waking up next morning, he discovered that the boat had, in the meantime, travelled to Calais.

When ..... (lines 10–12)

74 Out of the Limelight

COMPREHENSION

1 **The actors disguised themselves**
(*a*) to have a picnic.
(*b*) so that no one would know who they were.
(*c*) so that the sheriff wouldn't recognize them.
(*d*) because they were famous.

2 **The sheriff**
(*a*) knew that they were famous actors.
(*b*) believed that they were famous actors.
(*c*) was an actor himself.
(*d*) didn't believe that they were famous actors.

STRUCTURE

3 **Disguises can be too perfect. This means they can be**
(*a*) perfect (*b*) quite perfect (*c*) more perfect than is necessary (*d*) almost perfect

4 **This is a wonderful place. . . . wonderful place!**
(*a*) How (*b*) What (*c*) What a (*d*) How a

5 **Why don't we come more often? We . . . come more often.**
(*a*) could (*b*) would (*c*) might (*d*) should

6 **'No Camping' means**
(*a*) there isn't any (*b*) it's without camping (*c*) you aren't allowed to camp (*d*) you needn't camp

7 **It says 'No Camping' . . . you can't read.**
(*a*) if (*b*) providing that (*c*) whether (*d*) in the situation

VOCABULARY

8 **They were dressed in old clothes. They were wearing old**
(*a*) cloth (*b*) cloths (*c*) clothing (*d*) dresses

9 **Which of these objects would make a good disguise? A**
(*a*) typewriter (*b*) mask (*c*) bus (*d*) train

10 **A film fan is a person who . . . films.**
(*a*) makes (*b*) sees (*c*) enjoys seeing (*d*) possesses

11 **Do you see that notice? Do you see that . . . ?**
(*a*) sign (*b*) label (*c*) signal (*d*) board

12 **'Oh is it?' said the sheriff with a sneer. He was**
(*a*) pleased (*b*) scornful (*c*) teasing them (*d*) mocking them

SENTENCE STRUCTURE

In two sentences write the actual words spoken by Rockwall Slinger.

Rockwall asked the sheriff not to be too hard on them. He said he was Rockwall Slinger and he introduced Merlin Greeves.

'Look, sheriff,' said Rockwall, '.....' (lines 21–22)

75 SOS

COMPREHENSION

1 The plane crashed because
(*a*) it was a light passenger plane.
(*b*) the pilot was killed.
(*c*) it wasn't flying in the right direction.
(*d*) it was the middle of winter.

2 The next morning a pilot flying overhead
(*a*) must have seen the letters 'SOS' in the snow.
(*b*) must have seen the woman.
(*c*) must have seen the wrecked plane.
(*d*) must have seen the children.

STRUCTURE

3 She was a young woman. The woman was
(*a*) a youth (*b*) young (*c*) a young (*d*) youth

4 Did the snow . . . thick on the ground?
(*a*) lay (*b*) laid (*c*) lain (*d*) lie

5 It was too small. It wasn't
(*a*) enough big (*b*) big enough (*c*) fairly big (*d*) rather big

6 She heard planes . . . overhead.
(*a*) pass (*b*) to pass (*c*) to passing (*d*) in passing

7 It was not long before a helicopter arrived. It arrived
(*a*) after (*b*) soon afterwards (*c*) behind (*d*) much later

VOCABULARY

8 It was a light plane. It wasn't
(*a*) dark (*b*) heavy (*c*) black (*d*) deep

9 It got terribly cold. The cold was
(*a*) frightening (*b*) horrifying (*c*) shocking (*d*) frightful

10 She wondered how she could send a signal. She wanted to send
(*a*) a letter (*b*) a sign (*c*) a signature (*d*) a message

11 She probably stamped out the letters 'SOS' with her
(*a*) hands (*b*) head (*c*) feet (*d*) knees

12 The survivors were
(*a*) live (*b*) lively (*c*) alive (*d*) in life

SENTENCE STRUCTURE

Join these sentences, then check your answer against the text:

It grew dark. She turned a suitcase into a bed. She put the children inside it. She covered them with all the clothes she could find.

When ..... (lines 8–12)

76 April Fools' Day

COMPREHENSION

1 Macaroni
(*a*) grows in Calabria.
(*b*) grows in fields.
(*c*) must be harvested before the September rains.
(*d*) is man-made.

2 What was the intention behind the television broadcast?
(*a*) To show viewers how macaroni is grown.
(*b*) To play a trick on viewers.
(*c*) To provide useful information about macaroni.
(*d*) To introduce viewers to conditions in Calabria.

STRUCTURE

3 Giuseppe Moldova and Riccardo Brabante . . . they have been expecting a splendid crop.
(*a*) tell (*b*) tell that (*c*) say to me (*d*) say

4 Harvesting has begun earlier than usual. It . . . yet.
(*a*) hasn't finished (*b*) didn't finish (*c*) hadn't finished (*d*) isn't finishing

5 They must gather the crop before it rains . . . September.
(*a*) in (*b*) on (*c*) the (*d*) at

6 How long has she been helping her husband? . . . she was a young woman.
(*a*) From then (*b*) Since (*c*) For (*d*) By then

7 Where . . . ?
(*a*) the crop is processed (*b*) is the crop processed (*c*) is processed the crop (*d*) processed is the crop

VOCABULARY

8 To end our bulletin— To . . . our bulletin—
(*a*) conclude (*b*) stop (*c*) prevent (*d*) halt

9 It has been grown for over six hundred years. That's more than six
(*a*) sentries (*b*) ages (*c*) centuries (*d*) eras

10 They've been expecting a splendid crop. That's what they've been
(*a*) waiting (*b*) waiting for (*c*) waiting to (*d*) waiting on

11 They have been gathering this year's crop. They have been
(*a*) assembling it (*b*) picking it up (*c*) collecting it (*d*) bringing it in

12 He is the manager of the factory. He's . . . it.
(*a*) charged with (*b*) in the charge of (*c*) charged (*d*) in charge of

SENTENCE STRUCTURE

Make two sentences of the following, adding the words 'in this area' to the second sentence. Then check your answer against the text:

We are taking you to the macaroni fields of Calabria where macaroni has been grown for over six hundred years. (lines 2–5)

77 A Successful Operation

COMPREHENSION

1 **Doctors operated on the mummy**
(*a*) to find out what the woman had died of.
(*b*) to find out what was inside it.
(*c*) to remove a small wax figure of the god, Duamutef.
(*d*) because the woman died of a rare disease.

2 The doctors
(*a*) found out what they were looking for.
(*b*) couldn't prevent the mummy from falling to pieces.
(*c*) haven't yet found out what they were looking for.
(*d*) expected to find the small wax figure inside the mummy.

STRUCTURE

3 **What did the woman die of? . . . did the woman die?**
(*a*) How (*b*) Where (*c*) What (*d*) When

4 **The only way to do this— There was only one way . . . doing this**
(*a*) in (*b*) of (*c*) by (*d*) to

5 **The operation proved to be very difficult. It proved to be . . operation.**
(*a*) difficult (*b*) the difficult (*c*) a difficult (*d*) difficult the

6 **It was difficult because of the hard resin . . . the skin.**
(*a*) covered (*b*) which covering (*c*) in covering (*d*) covering

7 **They haven't decided yet. They are . . . undecided.**
(*a*) even (*b*) yet (*c*) more (*d*) still

VOCABULARY

8 **An operation is usually performed by a**
(*a*) doctor (*b*) dentist (*c*) scientist (*d*) surgeon

9 **There were strange . . . on the X-ray plates.**
(*a*) markings (*b*) notes (*c*) signs (*d*) messages

10 **They wanted to know if the woman had died of a rare**
(*a*) illness (*b*) pain (*c*) ache (*d*) hurt

11 **The operation lasted for over four hours. That's how long it**
(*a*) went (*b*) went on (*c*) went over (*d*) went off

12 **There was a small wax figure in it. It was**
(*a*) a carving (*b*) a shape (*c*) a number (*d*) a body

SENTENCE STRUCTURE

Join these sentences, then check your answer against the text:

The operation lasted for over four hours. It proved to be very difficult. Hard resin covered the skin. (lines 10–12)

78 The Last One?

COMPREHENSION

1 **What prompted the writer to give up smoking?**
(*a*) Something he had read.
(*b*) His health.
(*c*) Something he had heard.
(*d*) Something his wife said.

2 **The writer**
(*a*) succeeded in giving up smoking for good.
(*b*) began smoking again to please his wife.
(*c*) only gave up smoking for a short time.
(*d*) started smoking again because he didn't like sweets.

STRUCTURE

3 **Did he . . . a cigarette?**
(*a*) lit (*b*) light (*c*) lighted (*d*) lighting

4 **He smoked with concentration. He concentrated . . . it.**
(*a*) with (*b*) on (*c*) in (*d*) for

5 **He had an enormous appetite. He**
(*a*) had hungry (*b*) had hunger (*c*) was hungry (*d*) hungered

6 **They kept on offering him cigarettes. They**
(*a*) continued to do this (*b*) did so (*c*) kept them (*d*) held them

7 **Everybody around him was smoking. . . . smoking.**
(*a*) They was all (*b*) They all was (*c*) They were all (*d*) All of them was

VOCABULARY

8 **He had a bad temper. He was in a bad**
(*a*) spirit (*b*) mood (*c*) feeling (*d*) disposition

9 **They made no effort to hide their amusement. They**
(*a*) didn't try to (*b*) didn't afford to (*c*) couldn't afford to (*d*) didn't have a trial

10 **I produced a packet of sweets from my pocket. I took one**
(*a*) off (*b*) out (*c*) out of (*d*) from

11 **Brian urged me to accept a cigarette. He tried to . . . me to have one.**
(*a*) make (*b*) pursue (*c*) persuade (*d*) do

12 **He urged me to accept a cigarette. He wanted me to . . . one.**
(*a*) take (*b*) agree to (*c*) receive (*d*) undertake

SENTENCE STRUCTURE

Join these sentences, then check your answer against the text:

They made no effort to hide their amusement. I produced a packet of sweets from my pocket. (lines 12–14)

79 By Air

COMPREHENSION

1 **The aeroplane had to return**
(*a*) a long time after it had taken off.
(*b*) shortly after it had taken off.
(*c*) just before landing.
(*d*) the next day.

2 **The plane had to return because**
(*a*) there was a very important person on board.
(*b*) everyone was worried.
(*c*) the air-hostess said so.
(*d*) there was fear of an explosion.

STRUCTURE

3 **I used to travel a great deal when I was a boy. I still . . . a great deal today.**
(*a*) use to travel (*b*) used to travel (*c*) travel (*d*) am used to travelling

4 **I used to travel a great deal. I used to travel**
(*a*) very many (*b*) a great number (*c*) very much (*d*) lots

5 **. . . have you been travelling? Since I was a boy.**
(*a*) Since when (*b*) When (*c*) For when (*d*) How much

6 **I used to fly to South America . . . the holidays.**
(*a*) on (*b*) to (*c*) at (*d*) during

7 **I felt frightened. It was . . . experience.**
(*a*) frightening (*b*) a frightening (*c*) the frightening (*d*) one frightening

VOCABULARY

8 **I used to travel by air. I always went on a long**
(*a*) trip (*b*) travel (*c*) way (*d*) distance

9 **She would take charge of me. She was**
(*a*) dutiful (*b*) commanding (*c*) charging (*d*) responsible

10 **I am used to travelling by air. I am . . . to it.**
(*a*) accustomed (*b*) habitual (*c*) customary (*d*) inhabited

11 **She told us to keep calm. She told us not to be**
(*a*) nervous (*b*) angry (*c*) irritated (*d*) annoyed

12 **We were curious to find out. We**
(*a*) were strange (*b*) were odd (*c*) wanted to know (*d*) were peculiar

SENTENCE STRUCTURE

Rewrite this sentence, then check your answer against the text:

I have only ever felt frightened on one occasion.
Only on one occasion.....(lines 7–8)

80 The Crystal Palace

COMPREHENSION

1 The Crystal Palace differed from all other buildings at the time because
(*a*) it was very big.
(*b*) it was in an exhibition.
(*c*) it was made of unusual materials.
(*d*) it was in Hyde Park.

2 The Great Exhibition of 1851 was
(*a*) a failure. (*c*) not very profitable.
(*b*) highly successful. (*d*) spoilt by a fire.

STRUCTURE

3 When was the Great Exhibition? . . . 1851.
(*a*) Of (*b*) On (*c*) At (*d*) In

4 A great many goods were sent. There were
(*a*) quite a few (*b*) quite a little (*c*) not too many (*d*) very much

5 Travelling was not as easy as it is today. It wasn't so easy . . . in those days.
(*a*) for travelling (*b*) in travelling (*c*) in order to travel (*d*) to travel

6 On arriving in England— . . . they arrived in England—
(*a*) On (*b*) Why (*c*) When (*d*) Where

7 It was one of the most famous buildings in the world. It was one of the most famous . . . all buildings.
(*a*) of (*b*) from (*c*) by (*d*) than

VOCABULARY

8 It was an extraordinary building. It was quite
(*a*) extreme (*b*) funny (*c*) big (*d*) exceptional

9 Goods were sent from various parts of the world. They came from . . . parts.
(*a*) mixed (*b*) assorted (*c*) different (*d*) mixed up

10 There was a great deal of machinery. This means there
(*a*) was one big machine (*b*) was one big engine (*c*) were many machines (*d*) was one powerful machine

11 There were six million visitors in all. That was the
(*a*) all (*b*) whole (*c*) result (*d*) total

12 Museums were built with the profits. They were built with the
(*a*) benefits (*b*) earnings (*c*) winnings (*d*) excesses

SENTENCE STRUCTURE

Join these sentences, then check your answer against the text:

The Crystal Palace was different from all other buildings in the world. It was made of iron and glass. (lines 5–7)

81 Escape

COMPREHENSION

1 **The prisoner's escape**
(*a*) had not attracted any attention in the camp.
(*b*) had passed unnoticed.
(*c*) was never discovered.
(*d*) was soon discovered in the camp.

2 **The four officers must have thought the man was**
(*a*) a guard. (*c*) a prisoner.
(*b*) a driver. (*d*) an officer.

STRUCTURE

3 **When he had killed the guard he dragged him into the bushes. . . . the guard he dragged him into the bushes.**
(*a*) On having killed (*b*) When killing (*c*) When having killed (*d*) On having been killed.

4 **A black car stopped at the gates. . . . officers inside it.**
(*a*) They had (*b*) There had (*c*) There was (*d*) There were

5 **He saluted as they passed. He saluted**
(*a*) while they had passed (*b*) while they were passing (*c*) though they were passing (*d*) because they had passed

6 **He was rather elderly. He was**
(*a*) very old (*b*) quite old (*c*) too old (*d*) old enough

7 **There was nothing else he could do. That was**
(*a*) the whole (*b*) complete (*c*) every (*d*) all

VOCABULARY

8 **He dragged him into the bushes. He**
(*a*) carried him (*b*) lifted him (*c*) pulled him along the ground (*d*) took him

9 **He changed into the dead man's clothes. He . . . them.**
(*a*) changed (*b*) wore (*c*) dressed (*d*) put

10 **He marched boldly. He was**
(*a*) timid (*b*) bald (*c*) strong (*d*) brave

11 **Lights were blazing. They were**
(*a*) gleaming (*b*) shining (*c*) reflecting (*d*) being burnt

12 **He knocked him down with a sharp blow. He**
(*a*) beat him (*b*) blew him over (*c*) knocked him (*d*) struck him

SENTENCE STRUCTURE

Join these sentences, then check your answer against the text:

The officers got out. The prisoner stood to attention. He saluted. They passed. (lines 14–16)

82 Monster or Fish?

COMPREHENSION

1 **The monsters which fishermen sometimes claim to have seen**
(*a*) are probably unusual fish.
(*b*) are not fish at all.
(*c*) exist in deep water.
(*d*) are often washed up on the shore.

2 **The creature that was caught in Madagascar by a fisherman was**
(*a*) a monster.
(*b*) an unusual fish.
(*c*) half horse, half fish.
(*d*) a common fish.

STRUCTURE

3 **They claim . . . monsters in the sea.**
(*a*) that they have seen (*b*) have seen (*c*) to be seen (*d*) to being seen

4 **People often laugh at stories . . . told by seamen.**
(*a*) which (*b*) which have (*c*) which have being (*d*) which have been

5 **When . . . that this was no ordinary fish, he tried not to damage it.**
(*a*) realizing (*b*) having realized (*c*) he realized (*d*) he has realized

6 **. . . eventually brought to the shore, it was found to be very long.**
(*a*) Been (*b*) When being (*c*) On being (*d*) When it was being

7 **It had a head like a horse. . . . head was like that of a horse.**
(*a*) It (*b*) It's (*c*) Its' (*d*) Its

VOCABULARY

8 **Fishermen claim to have seen monsters. They . . . that they have.**
(*a*) state (*b*) own (*c*) owe (*d*) persist

9 **People have often laughed at these stories. They**
(*a*) haven't taken them seriously (*b*) enjoyed them (*c*) teased them (*d*) mocked them

10 **'Monsters' have at times been sighted. They have been**
(*a*) viewed (*b*) glanced at (*c*) seen (*d*) caught

11 **The fish was powerful. It was**
(*a*) dynamic (*b*) strong (*c*) forceful (*d*) wilful

12 **Such creatures have rarely been seen. They have . . . been seen.**
(*a*) never (*b*) unusually (*c*) always (*d*) seldom

SENTENCE STRUCTURE

Join these two sentences, then check your answer against the text:

The fish is called an oarfish. It has since been sent to a museum. It is being examined by a scientist. (lines 18–19)

83 After the Elections

COMPREHENSION

1 If Mr Wentworth Lane had won the recent election
(*a*) he would probably have gone abroad.
(*b*) he would probably have become Prime Minister.
(*c*) he would probably have returned from abroad.
(*d*) he would probably have given up politics.

2 Crawley kept asking about the former Prime Minister
(*a*) because he was so pleased that Mr Lane had been defeated.
(*b*) because he wanted information.
(*c*) because he wanted to annoy the policeman.
(*d*) because he didn't understand what the policeman had told him.

STRUCTURE

3 He has always been a fanatical opponent and he still
(*a*) has been (*b*) was (*c*) is (*d*) has

4 He has been an opponent. He has been opposed . . . it.
(*a*) against (*b*) for (*c*) to (*d*) from

5 He asked if Mr Lane lived there. He didn't know . . . Mr Lane lived there.
(*a*) whether (*b*) that (*c*) unless (*d*) providing that

6 The policeman was suspicious . . . Crawley.
(*a*) to (*b*) of (*c*) for (*d*) from

7 He has gone to live abroad. He . . . abroad for some time now.
(*a*) has gone (*b*) went (*c*) has been (*d*) did go

VOCABULARY

8 Mr Lane was the former Prime Minister. He was the . . . one.
(*a*) first (*b*) previous (*c*) latter (*d*) before

9 He was defeated in the elections. He was
(*a*) conquered (*b*) won (*c*) beaten (*d*) destroyed

10 Crawley has always been a fanatical opponent. He is . . . him.
(*a*) opposite (*b*) anti (*c*) at (*d*) against

11 The policeman lost his temper. He
(*a*) got angry (*b*) was in a bad mood (*c*) lost his nerve (*d*) was in a bad humour

12 Mr Lane was defeated in the elections. He didn't get enough
(*a*) marks (*b*) votes (*c*) points (*d*) grades

SENTENCE STRUCTURE

Rewrite this sentence, then check your answer against the text:

Just as the same policeman was walking slowly past the entrance, Crawley asked the same question.

The same policeman ..... (lines 14–16)

84 On Strike

COMPREHENSION

1 **The busmen say they won't go back to work**
(*a*) until next Tuesday.
(*b*) until they agree about their holidays.
(*c*) until they have solved their problems.
(*d*) until the students stop driving the buses.

2 **What will be the main effect of the strike?**
(*a*) There won't be any buses on the road.
(*b*) Students will have to take a test.
(*c*) The trains will be crowded.
(*d*) There won't be many private cars on the road.

STRUCTURE

3 **The strike is due to begin on Tuesday. That's when it**
(*a*) is going to begin (*b*) began (*c*) has begun (*d*) will have begun

4 **How . . . ? No one knows.**
(*a*) long it will last (*b*) long will it last (*c*) it will last (*d*) it lasts

5 **The strike will last for a week. That's what . . . people believe.**
(*a*) most of (*b*) the most of (*c*) the more (*d*) most

6 **Before . . . any buses, they will have to take a special test.**
(*a*) to drive (*b*) drive (*c*) driving (*d*) they will drive

7 **One or two people have objected . . . the students.**
(*a*) at (*b*) for (*c*) to (*d*) against

VOCABULARY

8 **They will go on strike. So they**
(*a*) will be fighting (*b*) will be arguing (*c*) won't be working (*d*) won't be talking

9 **No one knows how long it will last. They don't know how long it will**
(*a*) keep (*b*) hold (*c*) carry (*d*) continue

10 **It will last for at least a week. So it might be . . . than a week.**
(*a*) more (*b*) less (*c*) much less (*d*) a good deal less

11 **They've volunteered to drive buses. That's what they're . . . to do.**
(*a*) eager (*b*) anxious (*c*) willing (*d*) impatient

12 **The public has expressed its gratitude. People are**
(*a*) annoyed (*b*) thankless (*c*) surprised (*d*) thankful

SENTENCE STRUCTURE

Rewrite this sentence, then check your answer against the text:
University students have volunteered to drive buses during the strike.
University students have volunteered to drive buses while... (lines 13–14)

85 Never too Old to Learn

COMPREHENSION

1 The pupils who will be signing their names in the album are those who
(*a*) are at the school now.
(*b*) used to go to the school.
(*c*) will attend the farewell dinner.
(*d*) have given money to buy the headmaster a present.

2 The headmaster
(*a*) believes it's too late to take up gardening.
(*b*) thinks that only young people should take up gardening.
(*c*) has no intention of taking up gardening.
(*d*) doesn't believe it's too late to take up gardening.

STRUCTURE

3 He will be retiring next week. He . . . be retiring next year.
(*a*) willn't (*b*) won't (*c*) shall not (*d*) shan't

4 We went so unwillingly to school. We were . . . unwilling pupils.
(*a*) such (*b*) so (*c*) so much (*d*) such an

5 The farewell dinner will be . . . Thursday.
(*a*) in (*b*) on (*c*) the (*d*) at

6 How long . . . teaching? Forty years.
(*a*) will he have been (*b*) he will have been (*c*) will have he been
(*d*) will have been he

7 One is never too old to learn. . . . are never too old to learn.
(*a*) We (*b*) You (*c*) They (*d*) Everyone

VOCABULARY

8 They informed me about it. That's the . . . I received.
(*a*) inform (*b*) informs (*c*) informations (*d*) information

9 They will put their . . . in an album.
(*a*) signs (*b*) signatures (*c*) signals (*d*) marks

10 He gave us encouragement. He was always
(*a*) courageous (*b*) helpful (*c*) helpless (*d*) thankful

11 We shall attend a farewell dinner to say . . . to him.
(*a*) hullo (*b*) something (*c*) our good wishes (*d*) goodbye

12 It's entirely new to him. It's . . . new to him.
(*a*) eventually (*b*) finally (*c*) completely (*d*) fully

SENTENCE STRUCTURE

Join these sentences, then check your answer against the text:

They have contributed towards the gift. They will sign their names in a large album. It will be sent to the headmaster's home.

All those ..... (lines 6–9)

86 Out of Control

COMPREHENSION

1 **The men were thrown into the water**
(*a*) when the steering-wheel came away.
(*b*) when the boat struck the buoy.
(*c*) when the man tried to swing the speed-boat round.
(*d*) because they had been water-skiing.

2 **While they were in the water the men thought that**
(*a*) the speed-boat was moving in a circle.
(*b*) the speed-boat was going out to sea.
(*c*) the speed-boat was going to hit them.
(*d*) the speed-boat was going to stop.

STRUCTURE

3 **. . . did he wave to? His companion.**
(*a*) Who (*b*) Whose (*c*) Which (*d*) What

4 **Both men realized what was happening. . . . could do anything about it.**
(*a*) They neither (*b*) Neither of them (*c*) Neither they (*d*) Either of them

5 **They had hardly begun to swim towards the shore . . . they noticed the boat.**
(*a*) than (*b*) when (*c*) as (*d*) so

6 **How fast did it go? . . . tremendous speed.**
(*a*) With (*b*) At (*c*) In (*d*) From

7 **It had slowed down considerably. It had slowed down**
(*a*) much (*b*) many (*c*) very (*d*) a lot

VOCABULARY

8 **The man tried to swing the boat round. He tried to**
(*a*) circle it (*b*) twist it (*c*) make it turn (*d*) wind it

9 **He waved desperately. He waved**
(*a*) in despair (*b*) helplessly (*c*) desperate (*d*) with despair

10 **It roared past them. It . . . them.**
(*a*) past (*b*) passed (*c*) pasted (*d*) passing

11 **It came straight towards them. It came . . . towards them.**
(*a*) in direction (*b*) directly (*c*) in the way (*d*) on the way

12 **The boat drifted across the water. It . . . across the water.**
(*a*) stopped (*b*) ran (*c*) floated slowly (*d*) wondered

SENTENCE STRUCTURE

Join these sentences, then check your answer against the text:

It had passed. They swam on as quickly as they could. They knew that the boat would soon return. (lines 16–18)

87 A Perfect Alibi

COMPREHENSION

1 **The man thought his alibi was perfect because**
(*a*) he caught the eight o'clock train.
(*b*) he was at the station at 7.50.
(*c*) he arrived at work on time.
(*d*) his employer knew he always caught the eight o'clock train.

2 **The eight o'clock train broke down that morning**
(*a*) when the man was on it.
(*b*) and it arrived late.
(*c*) and the man knew this very well.
(*d*) so the inspector knew the man was lying.

STRUCTURE

3 **He was travelling to London. He works . . . London.**
(*a*) at (*b*) to (*c*) in (*d*) on

4 **He catches an early train. He . . . every day.**
(*a*) uses to (*b*) used to (*c*) is accustomed to (*d*) always does

5 **The man wasn't telling the truth. He was . . . a lie.**
(*a*) telling (*b*) saying (*c*) talking (*d*) speaking

6 **He didn't catch the train that leaves . . . eight o'clock.**
(*a*) on (*b*) — (*c*) at (*d*) in

7 **It broke down so the man . . . it.**
(*a*) can't catch (*b*) mightn't catch (*c*) couldn't have caught
(*d*) mightn't have caught

VOCABULARY

8 **'Of course I do,' . . . the man.**
(*a*) replied (*b*) responded (*c*) returned (*d*) told

9 **My employer will . . . that I was there on time.**
(*a*) assure (*b*) be sure (*c*) make sure (*d*) certify

10 **He didn't notice anything unusual. He didn't notice anything**
(*a*) out of the ordinary (*b*) unused (*c*) unaccustomed (*d*) inquisitive

11 **'And you didn't notice anything unusual?' '. . . not.'**
(*a*) Certainly (*b*) Surely (*c*) Doubtlessly (*d*) Truly

12 **He didn't catch the eight o'clock train. He . . . it.**
(*a*) lost (*b*) didn't find (*c*) escaped (*d*) missed

SENTENCE STRUCTURE

Rewrite this sentence; then check your answer against the text:

In my opinion you are not telling the truth.
I suggest ..... (line 20)

88 Trapped in a Mine

COMPREHENSION

1 They are drilling through the hard rock. This is the . . . way to rescue the men.
(*a*) easiest (*c*) safest
(*b*) quickest (*d*) most dangerous

2 Rescue operations are proving difficult
(*a*) but it is certain the men will be saved.
(*b*) so it is not certain that the men will be saved.
(*c*) so it is certain the men will not be saved.
(*d*) so it is certain the men will die.

STRUCTURE

3 They have been trapped for seventeen hours. They tried to come up seventeen hours
(*a*) since (*b*) ago (*c*) for (*d*) since then

4 . . . they are brought to the surface they may lose their lives.
(*a*) Except (*b*) Without (*c*) Unless (*d*) Whether

5 It's proving difficult . . . the men.
(*a*) for rescuing (*b*) to rescuing (*c*) to rescue (*d*) in rescuing

6 Vibrations will cause the roof to collapse. They will . . . collapse.
(*a*) make it (*b*) make it to (*c*) do it to (*d*) do it

7 They would have completed the job in a few hours . . . the hard layer of rock.
(*a*) except (*b*) but for (*c*) if not (*d*) unless

VOCABULARY

8 The roof might collapse. It might
(*a*) explode (*b*) fall down (*c*) fall over (*d*) blow up

9 The microphone enabled them to keep in touch. It made it . . . for them to keep in touch.
(*a*) able (*b*) capable (*c*) possible (*d*) probable

10 They are running out of food. They
(*a*) have none (*b*) have a lot (*c*) haven't much (*d*) can't eat it

11 The men are cheerful. They are in good
(*a*) temper (*b*) mood (*c*) spirits (*d*) disposition

12 They may lose heart. They may . . . in despair.
(*a*) give (*b*) give up (*c*) give off (*d*) give over

SENTENCE STRUCTURE

Rewrite this sentence, then check your answer against the text:

They didn't know how difficult it was to drill through the hard rock, otherwise they would lose heart.

If ..... (lines 20–21)

89 A Slip of the Tongue

COMPREHENSION

1 There was a big demand for tickets because
(*a*) they didn't cost any money.
(*b*) there were many famous artistes in the show.
(*c*) the show was presented by the P. and U. Bird Seed Company.
(*d*) the show was very funny.

2 The audience
(*a*) enjoyed the advertiser's opening remarks.
(*b*) enjoyed the show.
(*c*) enjoyed the advertisements.
(*d*) enjoyed the performance by the artistes.

STRUCTURE

3 People will do anything to see a free show—even if it is
(*a*) badly (*b*) bad one (*c*) a bad (*d*) bad

4 'How long . . . queue?
(*a*) did they have to (*b*) they had to (*c*) had they to (*d*) they did have to

5 There must have been several hundred people present.
(*a*) there had to be (*b*) there must be (*c*) it was necessary to be (*d*) I think there were

6 Many of the artistes who . . . did not come.
(*a*) ought to appear (*b*) should appear (*c*) had to appear (*d*) ought to have appeared

7 He stood awkwardly . . . the microphone.
(*a*) in front of (*b*) ahead of (*c*) on top of (*d*) instead of

VOCABULARY

8 A variety show is usually very
(*a*) serious (*b*) different (*c*) unusual (*d*) light

9 We had to queue. We had to wait our
(*a*) queue (*b*) turn (*c*) row (*d*) line

10 The show was dull. It was
(*a*) disinterested (*b*) uninterested (*c*) interesting (*d*) uninteresting

11 He was nervous. He felt
(*a*) angry (*b*) bad-tempered (*c*) annoyed (*d*) anxious

12 Everyone burst out laughing. There was a lot of
(*a*) laughs (*b*) laughter (*c*) laughings (*d*) laugh

SENTENCE STRUCTURE

Rewrite this sentence, then check your answer against the text:

Unfortunately, we have never seen a duller show.

Unfortunately, the show ..... (lines 9–11)

90 Brasilia

COMPREHENSION

1 **The new capital, Brasilia, was built inland**
(*a*) because Rio was not suitable any more.
(*b*) because Lucio Costa suggested it.
(*c*) to speed up the development of Brazil.
(*d*) because Brazil is one of the richest countries in the world.

2 **Brasilia must be a wonderful city to live in because**
(*a*) it is new.
(*b*) it is 600 miles inland.
(*c*) it is designed for modern living.
(*d*) there are wide roads.

STRUCTURE

3 **It was mainly for this reason they decided to do it. . . . they decided to do it.**
(*a*) For this (*b*) That's why (*c*) Because (*d*) In this way

4 **Why . . . a new city built?**
(*a*) they have (*b*) have they (*c*) they did have (*d*) did they have

5 **Children do not have to cross busy streets . . . go to school.**
(*a*) for (*b*) for to (*c*) in order that (*d*) in order to

6 **The idea . . . having the capital moved will have a great effect.**
(*a*) to (*b*) of (*c*) for (*d*) in

7 **It will have a great effect. Brazil . . . affected.**
(*a*) will (*b*) will have (*c*) will be (*d*) will have been

VOCABULARY

8 **It was mainly for this reason. It was . . . for this reason.**
(*a*) only (*b*) entirely (*c*) chiefly (*d*) completely

9 **The roads in Brasilia are wide. They are not**
(*a*) thin (*b*) fine (*c*) tight (*d*) narrow

10 **Children don't have to cross busy streets which are full of**
(*a*) circulation (*b*) movement (*c*) traffic (*d*) buses

11 **Housewives can do their shopping**
(*a*) on foot (*b*) to foot (*c*) with the feet (*d*) on feet

12 **The capital is inland. It is . . . the sea.**
(*a*) far from (*b*) beside (*c*) near (*d*) by

SENTENCE STRUCTURE

Join these sentences, then check your answer against the text:

There are wide roads. They can take fourteen lanes of traffic. They have been kept away from living areas.

Its ..... (lines 11–13)

91 Three Men in a Basket

COMPREHENSION

1 The officer in the control tower was angry because
(*a*) he thought the men in the balloon were spies.
(*b*) one of the men in the balloon was taking photographs.
(*c*) the balloon was over the Royal Air Force Station.
(*d*) he was worried about aircraft safety.

2 The officer in the control tower wouldn't have been angry
(*a*) if he had seen the balloon himself.
(*b*) if he had known his Commanding Officer had arranged the trip.
(*c*) if the balloon had gone away.
(*d*) if the balloon had landed on an airfield.

STRUCTURE

3 A pilot noticed a balloon . . . for a Royal Air Force Station.
(*a*) make (*b*) to make (*c*) making (*d*) in making

4 He informed the station . . . the balloon.
(*a*) for (*b*) about (*c*) of (*d*) from

5 He was angry when he heard the news. He was angry . . . the news.
(*a*) with hearing (*b*) in hearing (*c*) on hearing (*d*) for hearing

6 He heard the news. The news . . . bad.
(*a*) were (*b*) are (*c*) had (*d*) was

7 The balloon contained two MPs. . . . two MPs in it.
(*a*) They were (*b*) There were (*c*) They had (*d*) There had

VOCABULARY

8 The Royal Air Force Station was nearby. It was . . . them.
(*a*) quite far (*b*) quite close to (*c*) beside (*d*) rather far from

9 He was ordered to keep track of it. He was ordered to . . . it.
(*a*) record (*b*) control (*c*) follow (*d*) check

10 He could make out three men. That's how many he could
(*a*) find (*b*) see (*c*) follow (*d*) watch

11 One of them was holding field-glasses. He was holding
(*a*) spectacles (*b*) glasses (*c*) binoculars (*d*) a telescope

12 The balloon landed near an airfield. It
(*a*) came along (*b*) came down (*c*) came over (*d*) came off

SENTENCE STRUCTURE

Make two *sentences from the following, then check your answer against the text:*

The pilot who noticed a balloon which seemed to be making for a Royal Air Force Station nearby informed the station at once, but no one there was able to explain the mystery.

A pilot ..... (lines 1–5)

92 Asking for Trouble

COMPREHENSION

1 The policeman
(*a*) believed the writer was going to clean the windows.
(*b*) suspected that the writer was a thief.
(*c*) arrested the writer.
(*d*) interrupted the writer when he was busy working.

2 None of this would have happened if the writer
(*a*) hadn't been rude.
(*b*) hadn't fallen off the ladder.
(*c*) had remembered his key.
(*d*) hadn't shouted at the policeman.

STRUCTURE

3 I don't think the windows need cleaning. They don't need
(*a*) to clean (*b*) to be clean (*c*) to be cleaning (*d*) to be cleaned

4 I regretted answering like that. I was sorry . . . so.
(*a*) to do (*b*) in doing (*c*) to have done (*d*) to be doing

5 Excuse my interrupting you. Excuse . . . you.
(*a*) me to interrupt (*b*) me for interrupting (*c*) me for interrupt (*d*) me in interrupting

6 Would you mind coming with me? I'd like
(*a*) you to come (*b*) to come (*c*) coming (*d*) you coming

7 I'd prefer to stay here. That's what I'd
(*a*) do (*b*) rather do (*c*) have done (*d*) do best

VOCABULARY

8 She was fast asleep. She was . . . asleep.
(*a*) deeply (*b*) sound (*c*) quick (*d*) soon

9 I got a ladder from the shed. I . . . one.
(*a*) fetched (*b*) took (*c*) brought (*d*) carried

10 He spoke in a sarcastic voice. He spoke in a . . . voice.
(*a*) funny (*b*) laughing (*c*) despicable (*d*) mocking

11 I nearly fell off the ladder. I nearly
(*a*) fell in (*b*) fell over (*c*) fell down (*d*) fell away

12 Fortunately, the shouting woke my wife. . . . it woke her up.
(*a*) Luckily (*b*) By chance (*c*) By accident (*d*) On purpose

SENTENCE STRUCTURE

Rewrite this sentence, then check your answer against the text:

I think it was about two in the morning when I returned home.
It must ..... (lines 1–2)

93 A Noble Gift

COMPREHENSION

1 The Statue of Liberty was first put up
(*a*) in 1886.
(*b*) at the entrance of New York Harbour.
(*c*) in Paris.
(*d*) on a pedestal at the entrance of New York Harbour.

2 The Statue of Liberty was presented to the American people
(*a*) by Eiffel who was the sculptor.
(*b*) by Bartholdi who made the metal framework.
(*c*) by the French Premier.
(*d*) by the sculptor Bartholdi.

STRUCTURE

3 Who was the statue presented . . . ? The people of France.
(*a*) from (*b*) by (*c*) to (*d*) at

4 It took him ten years to complete it. That's how long . . . to do it.
(*a*) he took (*b*) him took (*c*) took him (*d*) he was taken

5 It was made . . . copper.
(*a*) by (*b*) from (*c*) of (*d*) in

6 It was Eiffel . . . constructed the metal framework.
(*a*) whom (*b*) which (*c*) who (*d*) whose

7 A site had to be found for it. It was necessary . . . for it.
(*a*) a site to be found (*b*) for to be found a site (*c*) for a site to be found
(*d*) to be found a site

VOCABULARY

8 Copper is a kind of
(*a*) stone (*b*) marble (*c*) wood (*d*) metal

9 It was especially constructed by Eiffel. It was constructed
(*a*) in particular (*b*) particularly (*c*) for a special purpose (*d*) on purpose

10 A site had to be found for it. . . . had to be found.
(*a*) A land (*b*) A plot of land (*c*) A property (*d*) An estate

11 It was erected in 1884. That's when it was
(*a*) put off (*b*) put over (*c*) put in (*d*) put up

12 It's a symbol of liberty. It . . . liberty.
(*a*) replaces (*b*) stands for (*c*) is a representative of (*d*) is an agent for

SENTENCE STRUCTURE

Join these sentences, then check your answer against the text:

The Statue of Liberty is one of the most famous monuments in the world. It was presented to the United States of America in the nineteenth century by the people of France.

One ..... (lines 1–5)

94 Future Champions

COMPREHENSION

1 **One of these statements is true. Which one?**
(*a*) Children can learn to swim much earlier than is commonly supposed.
(*b*) Babies are unwilling to enter the water.
(*c*) All Los Angeles children learn to swim when they are very young.
(*d*) Children can only learn to swim after they have learnt to walk.

2 **One of these statements is true. Which one?**
(*a*) None of the children can cover the length of the pool without coming up for air.
(*b*) Not all the children ride their tricycles during the underwater race.
(*c*) The children don't like picking up weights.
(*d*) These children will certainly become Olympic champions one day.

STRUCTURE

3 **Children can be instructed in swimming. They can be**
(*a*) learnt to swim (*b*) learnt swimming (*c*) taught how to swim (*d*) learnt how to swim

4 **They can be instructed in swimming . . . they are very young.**
(*a*) in spite (*b*) in spite of the fact that (*c*) in spite of (*d*) despite

5 **They are accustomed to swimming. They . . . swimming.**
(*a*) are used to (*b*) are used (*c*) used to (*d*) used

6 **. . . is the pool? Seven feet.**
(*a*) How deeply (*b*) How tall (*c*) How high (*d*) What depth

7 **They compete**
(*a*) against one another (*b*) the one against the other (*c*) each against the other (*d*) against each one

VOCABULARY

8 **They are not reluctant to enter the water. They are**
(*a*) unwilling to (*b*) not ready to (*c*) willing to (*d*) slow to

9 **The game is popular.**
(*a*) It is common (*b*) It is well known (*c*) It is pleasing (*d*) They like it very much

10 **A tricycle has**
(*a*) three wheels (*b*) two wheels (*c*) four wheels (*d*) one wheel

11 **Perhaps they will . . . future champions.**
(*a*) begin as (*b*) grow into (*c*) get into (*d*) happen to be

12 **Some of us are gasping for air. We are soon**
(*a*) without breath (*b*) breathing (*c*) out of breath (*d*) coughing

SENTENCE STRUCTURE

Rewrite this sentence, then check your answer against the text:

They are soon accustomed to swimming.
It is not long ..... (Compare lines 8–9)

95 A Fantasy

COMPREHENSION

1 **The Ambassador got into a mess**
(*a*) while trying to put out the fire.
(*b*) while fighting the students.
(*c*) because he was on fire.
(*d*) because Horst thought he was on fire.

2 **Which word best describes the Ambassador? He was very**
(*a*) calm.
(*b*) angry.
(*c*) worried.
(*d*) upset.

STRUCTURE

3 **His wife got a shock. She**
(*a*) has shocked (*b*) was shocked (*c*) was shocking (*d*) shocked

4 **They set the Embassy on fire. They tried . . . it.**
(*a*) to burn (*b*) burning (*c*) for burning (*d*) in burning

5 **'Where were you?' His wife wanted to know where**
(*a*) he was (*b*) was (*c*) was he (*d*) he had been

6 **I must get that fellow posted. I must**
(*a*) post him (*b*) have posted him (*c*) have him posted (*d*) have got him posted

7 **Fortunately I wasn't wearing it. He was lucky**
(*a*) to be not (*b*) to not be (*c*) to don't be (*d*) not to be

VOCABULARY

8 **His clothes were in a mess, so they were**
(*a*) inside out (*b*) upside down (*c*) dirty (*d*) back to front

9 **A fire-extinguisher is used to put . . . a fire.**
(*a*) out (*b*) in (*c*) off (*d*) over

10 **They tried to set the Embassy on fire. They tried to**
(*a*) fire it (*b*) shoot it (*c*) burn it down (*d*) light it up

11 **The fire broke out in the basement. That's where it**
(*a*) burst (*b*) burst out (*c*) set out (*d*) began

12 **Horst will be posted. He will be**
(*a*) dismissed (*b*) sent by air (*c*) sent to another place (*d*) shot

SENTENCE STRUCTURE

This was the Ambassador's answer to his wife's question: 'A fire-extinguisher, my dear.' *Write the question, then consult the text:*

'How ..... ?' (lines 6–7)

96 The Dead Return

COMPREHENSION

1 **The festival is a cheerful occasion because**
(*a*) of the lanterns.
(*b*) food is laid out for the dead.
(*c*) people stay up all night.
(*d*) the dead are welcomed home by the living.

2 **What is the purpose of the lanterns?**
(*a*) They are nice decorations.
(*b*) They can be thrown into the sea.
(*c*) They are supposed to help the dead to find their way.
(*d*) They help the living to find their way.

STRUCTURE

3 **. . . a year is the festival held? Only once a year.**
(*a*) How much (*b*) How many (*c*) How many times (*d*) Which times

4 **The dead are said to return. . . . they return to their homes.**
(*a*) It is saying (*b*) People say (*c*) People are said (*d*) It said

5 **All night long people dance and sing. They do this**
(*a*) during the whole night (*b*) in all the night (*c*) the night long
(*d*) in the night

6 **If anyone . . . the food he will be unlucky.**
(*a*) would eat (*b*) will eat (*c*) had eaten (*d*) eats

7 **Lanterns which had been hung in the streets . . . are placed into the water.**
(*a*) since the night (*b*) a night ago (*c*) the previous night (*d*) before the night

VOCABULARY

8 **It's a cheerful occasion. It's a cheerful**
(*a*) situation (*b*) condition (*c*) place (*d*) event

9 **The food is thrown into the river. It is thrown**
(*a*) away (*b*) off (*c*) out (*d*) down

10 **The lanterns are placed into the water when the festival is over. This happens . . . the festival.**
(*a*) during (*b*) after (*c*) before (*d*) at the same time as

11 **The lanterns guide the dead to the other world. They**
(*a*) drive them (*b*) steer them (*c*) show them the way (*d*) instruct them

12 **It's a moving spectacle. It's a wonderful**
(*a*) view (*b*) sight (*c*) vision (*d*) viewpoint

SENTENCE STRUCTURE

Rewrite this sentence, then check your answer against the text:

It's expected that they will be hungry after their long journey, so food is laid out for them.

As they ..... (lines 5-7)

Key to Exercises

1 A Private Conversation
1(*b*) 2(*c*) 3(*b*) 4(*d*) 5(*c*) 6(*a*) 7(*d*) 8(*b*) 9(*a*) 10(*c*) 11(*c*) 12(*c*)

2 Breakfast or Lunch?
1(*c*) 2(*d*) 3(*c*) 4(*c*) 5(*a*) 6(*b*) 7(*b*) 8(*a*) 9(*d*) 10(*c*) 11(*d*) 12(*b*)

3 Please Send Me a Card
1(*c*) 2(*a*) 3(*c*) 4(*a*) 5(*d*) 6(*b*) 7(*c*) 8(*c*) 9(*b*) 10(*a*) 11(*b*) 12(*b*)

4 An Exciting Trip
1(*d*) 2(*b*) 3(*a*) 4(*b*) 5(*b*) 6(*a*) 7(*c*) 8(*b*) 9(*c*) 10(*a*) 11(*c*) 12(*c*)

5 No Wrong Numbers
1(*c*) 2(*a*) 3(*d*) 4(*b*) 5(*c*) 6(*d*) 7(*a*) 8(*b*) 9(*c*) 10(*b*) 11(*a*) 12(*d*)

6 Percy Buttons
1(*d*) 2(*a*) 3(*c*) 4(*d*) 5(*d*) 6(*a*) 7(*d*) 8(*a*) 9(*b*) 10(*a*) 11(*d*) 12(*a*)

7 Too Late
1(*b*) 2(*c*) 3(*c*) 4(*d*) 5(*a*) 6(*c*) 7(*d*) 8(*a*) 9(*c*) 10(*b*) 11(*a*) 12(*b*)

8 The Best and the Worst
1(*d*) 2(*b*) 3(*b*) 4(*a*) 5(*c*) 6(*c*) 7(*b*) 8(*b*) 9(*a*) 10(*d*) 11(*b*) 12(*b*)

9 A Cold Welcome
1(*c*) 2(*b*) 3(*d*) 4(*a*) 5(*a*) 6(*b*) 7(*b*) 8(*d*) 9(*b*) 10(*b*) 11(*d*) 12(*c*)

10 Not for Jazz
1(*a*) 2(*d*) 3(*d*) 4(*c*) 5(*b*) 6(*c*) 7(*a*) 8(*c*) 9(*a*) 10(*c*) 11(*c*) 12(*a*)

11 One Good Turn Deserves Another
1(*b*) 2(*b*) 3(*b*) 4(*a*) 5(*b*) 6(*c*) 7(*c*) 8(*a*) 9(*c*) 10(*c*) 11(*d*) 12(*d*)

12 Goodbye and Good Luck
1(*c*) 2(*c*) 3(*a*) 4(*d*) 5(*d*) 6(*a*) 7(*d*) 8(*a*) 9(*c*) 10(*d*) 11(*a*) 12(*a*)

13 The Greenwood Boys
1(*b*) 2(*d*) 3(*b*) 4(*c*) 5(*a*) 6(*b*) 7(*b*) 8(*c*) 9(*a*) 10(*a*) 11(*a*) 12(*d*)

14 Do You Speak English?
1(*b*) 2(*c*) 3(*a*) 4(*c*) 5(*d*) 6(*b*) 7(*c*) 8(*b*) 9(*c*) 10(*b*) 11(*b*) 12(*b*)

15 Good News
1(*d*) 2(*b*) 3(*c*) 4(*b*) 5(*c*) 6(*d*) 7(*a*) 8(*d*) 9(*c*) 10(*c*) 11(*c*) 12(*b*)

16 A Polite Request
1(*a*) 2(*a*) 3(*d*) 4(*a*) 5(*b*) 6(*a*) 7(*d*) 8(*a*) 9(*d*) 10(*d*) 11(*d*) 12(*a*)

17 Always Young
1(*d*) 2(*b*) 3(*b*) 4(*d*) 5(*c*) 6(*c*) 7(*b*) 8(*a*) 9(*a*) 10(*c*) 11(*a*) 12(*d*)

18 He Often Does This!
1(*b*) 2(*d*) 3(*b*) 4(*d*) 5(*b*) 6(*c*) 7(*d*) 8(*c*) 9(*a*) 10(*c*) 11(*c*) 12(*b*)

19 Sold Out
1(*a*) 2(*d*) 3(*c*) 4(*c*) 5(*d*) 6(*b*) 7(*c*) 8(*b*) 9(*c*) 10(*a*) 11(*c*) 12(*c*)

20 One Man in a Boat
1(*b*) 2(*c*) 3(*b*) 4(*b*) 5(*c*) 6(*b*) 7(*c*) 8(*a*) 9(*c*) 10(*c*) 11(*d*) 12(*a*)

21 Mad or Not?
1(*c*) 2(*d*) 3(*c*) 4(*d*) 5(*a*) 6(*c*) 7(*b*) 8(*b*) 9(*a*) 10(*d*) 11(*c*) 12(*c*)

22 A Glass Envelope
1(*d*) 2(*b*) 3(*d*) 4(*d*) 5(*b*) 6(*d*) 7(*a*) 8(*c*) 9(*d*) 10(*a*) 11(*b*) 12(*b*)

23 A New House
1(*a*) 2(*a*) 3(*a*) 4(*c*) 5(*c*) 6(*a*) 7(*d*) 8(*d*) 9(*b*) 10(*b*) 11(*a*) 12(*d*)

24 It Could be Worse
1(*b*) 2(*a*) 3(*a*) 4(*c*) 5(*a*) 6(*a*) 7(*c*) 8(*c*) 9(*c*) 10(*b*) 11(*a*) 12(*b*)

25 Do the English Speak English?
1(*c*) 2(*b*) 3(*b*) 4(*a*) 5(*b*) 6(*c*) 7(*d*) 8(*b*) 9(*a*) 10(*a*) 11(*d*) 12(*a*)

26 The Best Art Critics
1(*a*) 2(*d*) 3(*c*) 4(*b*) 5(*c*) 6(*d*) 7(*d*) 8(*a*) 9(*b*) 10(*d*) 11(*b*) 12(*d*)

27 A Wet Night
1(*d*) 2(*c*) 3(*d*) 4(*d*) 5(*d*) 6(*b*) 7(*a*) 8(*d*) 9(*d*) 10(*c*) 11(*c*) 12(*c*)

28 No Parking!
1(*c*) 2(*d*) 3(*b*) 4(*b*) 5(*c*) 6(*d*) 7(*b*) 8(*d*) 9(*c*) 10(*d*) 11(*b*) 12(*a*)

29 Taxi!
1(*b*) 2(*c*) 3(*c*) 4(*b*) 5(*d*) 6(*b*) 7(*a*) 8(*b*) 9(*b*) 10(*b*) 11(*c*) 12(*b*)

30 Football or Polo?
1(*a*) 2(*a*) 3(*d*) 4(*a*) 5(*b*) 6(*c*) 7(*c*) 8(*c*) 9(*d*) 10(*a*) 11(*d*) 12(*d*)

31 Success Story
1(*d*) 2(*b*) 3(*a*) 4(*c*) 5(*a*) 6(*a*) 7(*d*) 8(*a*) 9(*b*) 10(*c*) 11(*a*) 12(*c*)

32 Shopping Made Easy
1(*c*) 2(*c*) 3(*c*) 4(*b*) 5(*b*) 6(*c*) 7(*a*) 8(*d*) 9(*a*) 10(*d*) 11(*b*) 12(*c*)

33 Out of the Darkness
1(*d*) 2(*b*) 3(*d*) 4(*a*) 5(*c*) 6(*b*) 7(*b*) 8(*c*) 9(*c*) 10(*c*) 11(*a*) 12(*c*)

34 Quick Work
1(*d*) 2(*a*) 3(*b*) 4(*c*) 5(*a*) 6(*d*) 7(*c*) 8(*b*) 9(*c*) 10(*b*) 11(*c*) 12(*a*)

35 Stop Thief!
1(*a*) 2(*d*) 3(*a*) 4(*d*) 5(*d*) 6(*a*) 7(*d*) 8(*a*) 9(*b*) 10(*a*) 11(*d*) 12(*d*)

36 Across the Channel
1(*a*) 2(*d*) 3(*d*) 4(*c*) 5(*d*) 6(*c*) 7(*c*) 8(*b*) 9(*a*) 10(*d*) 11(*c*) 12(*c*)

37 The Olympic Games
1(*c*) 2(*b*) 3(*b*) 4(*b*) 5(*b*) 6(*d*) 7(*a*) 8(*c*) 9(*d*) 10(*b*) 11(*b*) 12(*a*)

38 Everything Except the Weather
1(*b*) 2(*c*) 3(*a*) 4(*a*) 5(*c*) 6(*b*) 7(*d*) 8(*d*) 9(*b*) 10(*a*) 11(*d*) 12(*d*)

39 Am I All Right?
1(*d*) 2(*a*) 3(*c*) 4(*d*) 5(*d*) 6(*a*) 7(*b*) 8(*a*) 9(*c*) 10(*c*) 11(*a*) 12(*b*)

40 Food and Talk
1(*c*) 2(*c*) 3(*b*) 4(*c*) 5(*a*) 6(*a*) 7(*c*) 8(*b*) 9(*b*) 10(*b*) 11(*b*) 12(*d*)

41 Do You Call that a Hat?
1(*a*) 2(*a*) 3(*c*) 4(*d*) 5(*c*) 6(*c*) 7(*b*) 8(*a*) 9(*d*) 10(*a*) 11(*c*) 12(*b*)

42 Not Very Musical
1(*d*) 2(*d*) 3(*d*) 4(*b*) 5(*b*) 6(*c*) 7(*d*) 8(*d*) 9(*a*) 10(*c*) 11(*d*) 12(*a*)

43 Over the South Pole
1(*b*) 2(*b*) 3(*a*) 4(*a*) 5(*d*) 6(*d*) 7(*a*) 8(*c*) 9(*c*) 10(*d*) 11(*a*) 12(*c*)

44 Through the Forest
1(*c*) 2(*b*) 3(*c*) 4(*c*) 5(*c*) 6(*b*) 7(*d*) 8(*a*) 9(*b*) 10(*a*) 11(*b*) 12(*d*)

45 A Clear Conscience
1(*b*) 2(*d*) 3(*a*) 4(*b*) 5(*b*) 6(*d*) 7(*c*) 8(*b*) 9(*c*) 10(*b*) 11(*d*) 12(*b*)

46 Expensive and Uncomfortable
1(*a*) 2(*c*) 3(*d*) 4(*d*) 5(*a*) 6(*c*) 7(*b*) 8(*c*) 9(*a*) 10(*d*) 11(*c*) 12(*a*)

47 A Thirsty Ghost
1(*d*) 2(*a*) 3(*b*) 4(*a*) 5(*d*) 6(*a*) 7(*a*) 8(*d*) 9(*d*) 10(*c*) 11(*a*) 12(*c*)

48 Did you Want to Tell Me Something?
1(*c*) 2(*b*) 3(*c*) 4(*b*) 5(*a*) 6(*c*) 7(*b*) 8(*b*) 9(*d*) 10(*a*) 11(*b*) 12(*c*)

49 The End of a Dream
1(*d*) 2(*a*) 3(*b*) 4(*a*) 5(*b*) 6(*c*) 7(*c*) 8(*a*) 9(*c*) 10(*c*) 11(*a*) 12(*a*)

50 Taken for a Ride
1(*b*) 2(*d*) 3(*a*) 4(*c*) 5(*c*) 6(*a*) 7(*a*) 8(*d*) 9(*b*) 10(*b*) 11(*c*) 12(*d*)

51 Reward for Virtue
1(*b*) 2(*c*) 3(*d*) 4(*d*) 5(*d*) 6(*a*) 7(*d*) 8(*c*) 9(*a*) 10(*d*) 11(*d*) 12(*b*)

52 A Pretty Carpet
1(*b*) 2(*c*) 3(*c*) 4(*a*) 5(*b*) 6(*d*) 7(*c*) 8(*b*) 9(*a*) 10(*c*) 11(*b*) 12(*c*)

53 Hot Snake
1(*c*) 2(*d*) 3(*a*) 4(*c*) 5(*c*) 6(*c*) 7(*d*) 8(*c*) 9(*d*) 10(*a*) 11(*c*) 12(*c*)

54 Sticky Fingers
1(*d*) 2(*b*) 3(*d*) 4(*b*) 5(*d*) 6(*b*) 7(*a*) 8(*d*) 9(*c*) 10(*b*) 11(*d*) 12(*d*)

55 Not a Gold Mine
1(*a*) 2(*a*) 3(*b*) 4(*d*) 5(*a*) 6(*a*) 7(*c*) 8(*a*) 9(*b*) 10(*d*) 11(*a*) 12(*b*)

56 Faster than Sound!
1(*c*) 2(*a*) 3(*c*) 4(*c*) 5(*a*) 6(*c*) 7(*a*) 8(*b*) 9(*b*) 10(*c*) 11(*c*) 12(*c*)

57 Can I Help You, Madam?
1(*a*) 2(*b*) 3(*b*) 4(*b*) 5(*b*) 6(*d*) 7(*c*) 8(*d*) 9(*c*) 10(*b*) 11(*d*) 12(*a*)

58 A Blessing in Disguise?
1(*b*) 2(*d*) 3(*a*) 4(*a*) 5(*c*) 6(*b*) 7(*d*) 8(*c*) 9(*a*) 10(*d*) 11(*b*) 12(*d*)

59 In or Out?
1(*d*) 2(*b*) 3(*d*) 4(*d*) 5(*d*) 6(*a*) 7(*b*) 8(*a*) 9(*d*) 10(*a*) 11(*a*) **12(*b*)**

60 The Future
1(*b*) 2(*a*) 3(*c*) 4(*b*) 5(*c*) 6(*b*) 7(*a*) 8(*b*) 9(*a*) 10(*c*) 11(*a*) **12(*d*)**

61 Dangerous Descent
1(*c*) 2(*c*) 3(*b*) 4(*d*) 5(*a*) 6(*a*) 7(*b*) 8(*d*) 9(*b*) 10(*b*) 11(*b*) **12(*c*)**

62 After the Fire
1(*a*) 2(*d*) 3(*d*) 4(*c*) 5(*d*) 6(*c*) 7(*c*) 8(*b*) 9(*d*) 10(*a*) 11(*d*) **12(*b*)**

63 She was not Amused
1(*d*) 2(*b*) 3(*a*) 4(*a*) 5(*b*) 6(*d*) 7(*d*) 8(*a*) 9(*c*) 10(*d*) 11(*c*) **12(*a*)**

64 The Channel Tunnel
1(*c*) 2(*c*) 3(*c*) 4(*c*) 5(*b*) 6(*b*) 7(*c*) 8(*c*) 9(*a*) 10(*b*) 11(*a*) **12(*b*)**

65 Jumbo versus the Police
1(*a*) 2(*d*) 3(*b*) 4(*b*) 5(*c*) 6(*a*) 7(*a*) 8(*d*) 9(*c*) 10(*c*) 11(*b*) **12(*d*)**

66 Cycling through the Air
1(*b*) 2(*b*) 3(*b*) 4(*a*) 5(*a*) 6(*c*) 7(*d*) 8(*b*) 9(*d*) 10(*a*) 11(*c*) **12(*a*)**

67 Volcanoes
1(*d*) 2(*a*) 3(*d*) 4(*d*) 5(*d*) 6(*d*) 7(*b*) 8(*b*) 9(*a*) 10(*d*) 11(*d*) **12(*d*)**

68 Persistent
1(*b*) 2(*b*) 3(*c*) 4(*d*) 5(*b*) 6(*b*) 7(*b*) 8(*c*) 9(*c*) 10(*c*) 11(*a*) **12(*a*)**

69 But Not Murder!
1(*a*) 2(*b*) 3(*c*) 4(*b*) 5(*b*) 6(*d*) 7(*c*) 8(*a*) 9(*a*) 10(*b*) 11(*c*) **12(*d*)**

70 Red for Danger
1(*d*) 2(*b*) 3(*c*) 4(*c*) 5(*d*) 6(*b*) 7(*c*) 8(*a*) 9(*c*) 10(*d*) 11(*d*) **12(*c*)**

71 A Famous Clock
1(*b*) 2(*d*) 3(*b*) 4(*b*) 5(*c*) 6(*c*) 7(*d*) 8(*b*) 9(*b*) 10(*c*) 11(*b*) **12(*a*)**

72 A Car called 'Bluebird'
1(*a*) 2(*c*) 3(*a*) 4(*d*) 5(*b*) 6(*a*) 7(*b*) 8(*c*) 9(*d*) 10(*b*) 11(*a*) **12(*d*)**

73 The Record-holder
1(*c*) 2(*a*) 3(*d*) 4(*a*) 5(*c*) 6(*d*) 7(*a*) 8(*d*) 9(*a*) 10(*a*) 11(*d*) **12(*b*)**

74 Out of the Limelight
1(*b*) 2(*d*) 3(*c*) 4(*c*) 5(*d*) 6(*c*) 7(*a*) 8(*c*) 9(*b*) 10(*c*) 11(*a*) **12(*b*)**

75 SOS
1(*c*) 2(*a*) 3(*b*) 4(*d*) 5(*b*) 6(*a*) 7(*b*) 8(*b*) 9(*d*) 10(*d*) 11(*c*) **12(*c*)**

76 April Fools' Day
1(*d*) 2(*b*) 3(*d*) 4(*a*) 5(*a*) 6(*b*) 7(*b*) 8(*a*) 9(*c*) 10(*b*) 11(*d*) **12(*d*)**

77 A Successful Operation
1(*a*) 2(*c*) 3(*a*) 4(*b*) 5(*c*) 6(*d*) 7(*d*) 8(*d*) 9(*a*) 10(*a*) 11(*b*) **12(*a*)**

78 The Last One?
1(*a*) 2(*c*) 3(*b*) 4(*b*) 5(*c*) 6(*a*) 7(*c*) 8(*b*) 9(*a*) 10(*b*) 11(*c*) **12(*a*)**

79 By Air

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

80 The Crystal Palace

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

81 Escape

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

82 Monster or Fish?

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

83 After the Elections

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

84 On Strike

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

85 Never too Old to Learn

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

86 Out of Control

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

87 A Perfect Alibi

1(*c*) 2(*d*) 3(*c*) 4(*d*) 5(*a*) 6(*c*) 7(*c*) 8(*a*) 9(*d*) 10(*a*) 11(*a*) 12(*d*)

88 Trapped in a Mine

1(*c*) 2(*b*) 3(*b*) 4(*c*) 5(*c*) 6(*a*) 7(*b*) 8(*b*) 9(*c*) 10(*c*) 11(*c*) 12(*b*)

89 A Slip of the Tongue

1(*a*) 2(*a*) 3(*d*) 4(*a*) 5(*d*) 6(*d*) 7(*a*) 8(*d*) 9(*b*) 10(*d*) 11(*d*) 12(*b*)

90 Brasilia

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

91 Three Men in a Basket

1(*d*) 2(*b*) 3(*c*) 4(*b*) 5(*c*) 6(*d*) 7(*b*) 8(*b*) 9(*c*) 10(*b*) 11(*c*) 12(*b*)

92 Asking for Trouble

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

93 A Noble Gift

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

94 Future Champions

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

95 A Fantasy

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

96 The Dead Return

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

Key to Pre-unit Test 1

A

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

B Put in *a, some* or *any*

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

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

D 1 bought 2 aired 3 lost 4 listened 5 emptied

E 1
Q. Did he buy a new car?
Q. What did he buy?
N. He didn't buy a new car.

2
Q. Can she come tomorrow?
Q. When can she come?
N. She can't come tomorrow.

3
Q. Were they here yesterday?
Q. When were they here?
N. They weren't here yesterday.

4
Q. Must he leave early?
Q. Why must he leave early?
N. He mustn't leave early.

5
Q. Did he give you a pen?
Q. What did he give you?
N. He didn't give you a pen.

6
Q. Does he live next door?
Q. Where does he live?
N. He doesn't live next door.

7
Q. Do you know him well?
Q. How well do you know him?
N. You don't know him well.

8
Q. Has he found his pen?
Q. What has he found?
N. He hasn't found his pen.

9
Q. Did you see that film?
Q. When did you see that film?
N. You didn't see that film.

10
Q. Did he arrive at two o'clock?
Q. When did he arrive?
N. He didn't arrive at two o'clock.

F 1 He read the phrase slowly. 2 He worked lazily. 3 He cut himself badly. 4 He worked carefully. 5 The door opened suddenly.

G 1 He'll . . . 2 She'll . . . 3 I'll . . . 4 He won't . . . 5 We shan't . . .

H 1 his 2 mine 3 hers 4 theirs 5 yours

I

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

J

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

K Put in *at, in* or *on*

1 at 2 on 3 in 4 in 5 on

L Put in *across, over, between, off, along, in, on, into, out of* or *under*

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

M Put in *Who* or *Which*

1 Whioh 2 Who 3 Which 4 Who 5 Which

N Use *who, whom* or *which*

1 This is the car *which* the mechanic repaired yesterday.
2 He is the man *whom* I invited to the party.
3 These are the things *which* I bought yesterday.
4 He is the man *who* came here last week.
5 He is the policeman *who* caught the thieves.
6 She is the nurse *who* looked after me.
7 She is the woman *whom* I met yesterday.
8 I am the person *who* wrote to you.
9 They are the people *whom* I saw yesterday.
10 They are the trees *which* we cut down yesterday.

O 1 knives 2 boxes 3 shelves 4 wives 5 dishes

P

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

Key to Pre-Unit Test 2

A Word Order in Simple Statements

a 1 I enjoyed the film yesterday. 2 My mother went to market. 3 (This morning) the children asked questions continuously in class (this morning). 4 (On Sundays) we stay at home (on Sundays) 5 (This morning) I borrowed a book from the library (this morning).

b 1 She *rarely* answers my letters. 2 The shops *always* close on Saturday afternoons. 3 We *never* work after six o'clock. 4 We *sometimes* spend our holidays abroad. 5 Do you *ever* buy gramophone records?

B Verbs

a *are playing . . . play . . . is kicking . . . is running*

b *died . . . left . . . spent . . . bought . . . went . . . stayed . . . listened . . . lent . . . kept . . . lost*

c I *have* just *received* . . . He *has been* there . . . he *has* already *visited* . . . He *has* just *bought* . . . and *has gone*

d 1 What *did you buy* yesterday? 2 Up till now, he *has never lent* me anything. 3 *Have you burnt* those old papers yet? 4 He *fought* in Flanders in the First World War. 5 We *have just won* the match.

e 1 *was leaving/left . . . arrived* 2 *was working/worked . . . was sitting/sat* 3 *was walking/walked . . . met* 4 *was reading . . . heard* 5 *dropped*

f I *shall go* to the theatre . . . Reg and I *shall/will see* the first performance . . . the producer *will give* a short speech. He *will speak* to . . . The play *will be* very successful and I think a great many people *will enjoy* it very much.

g 1 *shall be ironing* 2 *will be arriving* 3 *We'll be seeing* 4 *shall be watching* 5 *will be correcting*

h 1 After she had written the letter, she went to the post-office.
2 After he had had dinner, he went to the cinema.
3 When I had fastened my seat belt, the plane took off.
4 We did not disturb him until he had finished work.
5 As soon as he had left the room, I turned on the radio.

i The Taj Mahal *was built* in the seventeenth century . . . A few years after he *became/had become* ruler, his wife . . . *died*. The Taj Mahal *was built* in her honour. Experts *were called* in from many parts of the world . . . The Taj Mahal, which *was begun* in 1632 and (*was*) *completed* in 1654, *cost* a fortune. Up to the present day, it *has been visited* by millions of people.

j 1 *told . . . would come/would be coming* 2 *said . . . (had) cut* 3 *told . . . had never played* 4 *did he say . . . had done/would do* 5 *did he tell . . . (had) bought/would buy*

k 1 *rains* 2 *will* never *pass* 3 *is* 4 *will get* 5 *enjoys*

l *Fishing . . . catching . . . catching . . . having spent . . . fishing . . . fishing . . . sitting . . . doing*

C Must, Have, Can and May

a 1 *You must/will have to* see a doctor. 2 *Must you/Do you have to* make so much noise? 3 She said we *must/would have to/had to* stay here. 4 *I must/have to* have some help. 5 *He had to* go out last night.

b 1 *He must be* a fool. 2 *He must be* mad. 3 *She must be* over forty.

c 1 *Can/May I* use your telephone? 2 *He may* telephone tomorrow. 3 *Can/May I* have two tickets please? 4 *The play may have* begun already. 5 *Can/May I* leave the table please?

D A, The and Some

a *some* soap, *a* picture, *some* milk, *some* money, *a* woman, *a* window, *a* bus, *some* sand, *some* rice, *a/some* newspaper, *some* water, *a* cloud, *a* son, *some* coal, *a* secretary, *some* oil.

b . . . to *a* house in Bridge Street. Yesterday *a* beggar . . . for *a* meal and *a* glass of beer. In return for this, *the* beggar . . . and sang (*some*) songs. I gave him *a* meal. He ate *the* food and drank *the* beer. Then he put *a* piece of cheese . . . Later *a* neighbour . . . His name is Percy Buttons . . . in *the* street once *a* month . . . asks for *a* meal and *a* glass of beer.

E The best and the worst

1 It is the most unusual film I have ever seen. 2 Mr Jones is a better teacher than Mr Brown. 3 This book is more interesting than that one. 4 She is the laziest pupil in the class. 5 The weather today is worse than it was yesterday.

F When did you arrive? I arrived at ten o'clock

1 *in* 2 *On* 3 *during/in* 4 *at* 5 *on . . . in* 6 *in* 7 *at . . . in*

G Verbs followed by *of, from, in* and *on*

1 *in* 2 *from* 3 *on* 4 *of* 5 *in* 6 *of*

Special Difficulties

a Words often confused.

1 By the way
2 borrowed
3 ask
4 grown
5 Besides
6 its
7 yet
8 desk
9 It is
10 home

b Knock, Give and Be.

1 *at* 2 *up* 3 *on* 4 *out . . . back* 5 *out*

c 1 Who knocked this vase *over*? 3 Put your jacket *on*. 5 The thieves woke the night-watchman *up*.

d 1 The officer ordered the men to fire at the enemy. 2 He wants his wife to wear this dress. 3 She wants us to explain it. 4 I cannot allow him to enter the room. 5 She taught her son to read.

e 1 She made me this dress. 2 I lent him my typewriter. 3 I showed George the letter. 4 Pass your mother that cup. 5 Johnny gave his sister the doll.

Key to Pre-Unit Test 3

Key Structures

A Word Order in Compound Statements

1 He read the book *and* returned it to the library.
2 The boy climbed the tree *and* picked some apples.
3 I opened the door *and* he came into the hall.
4 He looked for his pen *but* (he) could not find it.
5 She called to him *but* he did not answer her.
6 Everyone was out *so* I left a message.
7 He plays *both* soccer *and* rugby.
8 *Both* children *and* adults enjoy holidays.
9 He must be *either* very clever *or* very foolish.
10 *Neither* George *nor* John plays football.
11 George plays *neither* soccer *nor* rugby.
12 He *neither* knows *nor* cares.
13 He *not only* forgot to take his umbrella *but* he forgot to take his briefcase *as well.*

B Verbs

a believe . . . are joking . . . do not know . . . know . . . believe . . . forget . . . looked . . . Are you trying . . . believed . . . think . . . do you live . . . do not know

b put . . . cooked . . . smelt . . . told . . . sang . . . began . . . felt . . . put . . . crept

c has begun . . . was . . . flew . . . has flown . . . landed . . . landed . . . has just refused . . . wanted . . . did not take . . . was

d was telling/told . . . used to work . . . was . . . used to work . . . saved . . . bought . . . used to make/made . . . had . . . employed . . . smiled . . . remembered . . . was still smiling . . . opened . . . came . . . wanted

e 1 We *are going to* leave at six o'clock. 2 I *am going to* pay these bills tomorrow. 3 *Are you going to* write to him? 4 She *is not going to* look for a new job. 5 When *are you going to* buy a new car?

f will be held . . . will be visiting . . . will be building/will build . . . will also be building/will also build . . . will be held . . . will be called . . . will have completed . . . will have finished

g found . . . had run . . . had spent . . . took . . . saw . . . burst . . . said . . . had never run

h was asked . . . was wanted . . . was told . . . had been picked up . . . is now being sent . . . to be found . . . was stolen

i 1 He said (that) he was very tired. 2 She asked if I was tired. 3 Tom asked if Jack would arrive tomorrow. 4 Tom asked when Jack would arrive. 5 Mary asked if I'd (had) ever been abroad. 6 Jane asked why I hadn't (had not) written to her.

j 1 he's (is) 2 don't (do not) hurry 3 you'd (would) enjoy 4 were

k 1 to see 2 ironing 3 to leave/leaving 4 arguing/to argue 5 seeing 6 waiting 7 working 8 going

C Must, Need, Have, Can and Able to

a 1 mustn't 2 needn't 3 needn't 4 mustn't

b 1 *Have a look* at this. 2 He *had a wash* before going out. 3 I *had a swim* in the sea this morning. 4 She is *having a rest.*

c 1 Could 2 was able to 3 could 4 was able to

D A, The, Some and Any.

The Wayle . . . *a* small river . . . *the* park . . . *the* Wayle . . . *the* river bank . . . *Some* children . . . games . . . *the* bank . . . *some* people . . . *the* river . . . *the* children . . . *a* ball . . . *a* passing boat . . . *Some* people . . . *the* bank . . . *the* man in *the* boat . . . *The* ball . . . *the* water . . . *the* children . . . *any*

E Little and Few

1 There's *little* I can do to help him.
2 There aren't many apples on the tree, but you can pick *a few* if you want to.
3 He has *less* work to do *than* I have.
4 There isn't much whisky in this bottle, but you can have *a little* if you want it.
5 He has *fewer* books *than* I have.
6 There were *few* people in the shop.

F Where did he go? He went to the cinema.

1 to 2 out of/from 3 (up) to 4 at 5 into

G Verbs Followed by *to, at, for* and *with*

1 with . . . to 2 for 3 for 4 with 5 at

Special Difficulties

a 1 too 2 denied 3 jobs 4 passed 5 other 6 looked at 7 so 8 such 9 continuously 10 robbed 11 one 12 notice

b 'Haven't you finished this book yet?' he asked.
'I haven't even started it,' I answered.
'Why not?' he asked. 'It's an exciting story.'
'Perhaps it is,' I answered, 'but it's too difficult for me. I spend more time looking up the dictionary than reading the book.'

c 1 out 2 up 3 with 4 up 5 back

d 1 made 2 make 3 does 4 make 5 do 6 makes

Key to Pre-Unit Test 4

Key Structures

A Word Order in Complex Statements

1 He missed the train *because* he did not hurry.
2 *Although* he ran fast, he failed to win the race.
3 I was *so* tired *that* I went to sleep immediately.
4 My neighbour, *who* went to Tokyo for a holiday, could not return home *because* he did not have enough money.
5 *Finding* the door unlocked, I went into the kitchen.
6 I bought a picture *which* was very valuable.
7 He walked quietly down the corridor *so that* no one would hear him.
8 They cleared the ground *to* build a house.

B Composition (sample answer)

One day, a workman who was digging in a field accidentally struck a 6,000 volt electricity cable with his spade. Although he was thrown twenty feet, he was unhurt. However, that night the neighbouring town was in darkness and no one knew what had happened.

C Verbs

a *I'd* (would) prefer . . . don't understand . . . doesn't matter . . . does *that word* mean . . . don't know . . . is bringing

b got . . . decided . . . began . . . wrote . . . included . . . paid . . . rang . . . was not surprised . . . led . . . hid . . . was embarrassed

c looked . . . arrived . . . have been waiting . . . said . . . answered . . . Were . . . went . . . said . . . got . . . weren't . . . came . . . said . . . waited . . . didn't come . . . have *you* been doing . . . asked . . . have *just* been . . . answered

d came . . . was used . . . used to hide . . . would *often* bury/buried . . . (would) fail/failed . . . went . . . was examining . . . showed . . . was . . . dug . . . found

e is setting out/will set out . . . will send . . . receive . . . receive/have received . . . will try . . . locate/have located . . . will fire . . . will carry . . . will pour . . . will be sent

f will be travelling/will travel . . . will stop . . . will attempt . . . shall not know . . . receive/have received . . . will have been flying . . . will have circled . . . have been received . . . will be announced

g (had) discovered . . . appeared . . . had taken . . . died . . . happened . . . claimed . . . had died . . . had been searching . . . had been found

h was being tested . . . had been asked . . . having been instructed . . . must have been pleased . . . be stopped . . . could be heard . . . were *both* thrown

i

1 He told me to keep quiet.
2 He suggested (that) I should send him a telegram (*or* He suggested sending him . . .).
3 He insisted (that) I should ask him about it (*or* He insisted on my asking him . . .).
4 He told me not to worry about it.

j

1 I wonder if he can wait a few minutes longer.
2 I wonder when he will arrive.
3 I wonder if he has passed his examination.
4 I wonder where he is.

k 1 had listened 2 had written 3 would have had

l meeting . . . running . . . pretending . . . meeting . . . coming . . . preventing . . . following . . . meeting . . . doing . . . coming . . . speaking

D Other Verbs

a 1 *should/ought to* come 2 *had to* do 3 *should have/ought to have* come 4 *should have/ought to have* asked

b

1 He *is having* a new house *built.*
2 She *will have* a new dress *made.*
3 I *had* my hair *cut* yesterday.
4 We *must have* this tree *cut* down.

c

1 I *did not manage to* get into town this morning.
2 They *did not manage to* find the boy who had run away.
3 He *did not manage to* find a new job.
4 I *did not manage to* translate the passage into English.

E A, The and Some

breakfast . . . *the* children . . . school . . . (*the*) market . . . *The* children . . . school . . . work . . . *the* house . . . *some* tarts for tea . . . *a* short time . . . butter and flour . . . sticky pastry . . . *the* telephone . . . *the receiver* . . . two sticky fingers . . . *the* voice . . . *the* receiver . . . *a* mess . . . pastry . . . *the* telephone . . . *the* door-knobs . . . *the* kitchen . . . *the* door-bell . . . *the* dead . . . *the* postman . . . *a* registered letter

F A lot of cars entered for the race

of . . . deal . . . most . . . most . . . oldest . . . many . . . Many . . . more . . . few . . . than . . . lot of . . . deal . . . from . . . less

G

1 in . . . at . . . in . . . in
2 at . . . out of
3 to . . . in . . . with . . . in . . . in

H 1 with 2 at 3 of 4 for 5 to 6 for 7 of 8 to

Special Difficulties

a 1 loose 2 rise 3 laid 4 hard 5 won 6 quiet 7 used to 8 dropped 9 at 10 pick 11 grown 12 invented 13 let 14 part 15 reason 16 amused 17 checking 18 advise

b (sample sentences)

If you promise not to mention it to anyone else, I'll *tell* you *a secret.*
Have you *said your prayers* tonight, Johnny?
He *told* me *a lie.*
She *said nothing* to me or to anyone else.
I always *tell* the children *a story* before they go to bed.
'Are they really coming tonight?' – 'Of course. They *said so.*'

c

1 *Our school dining-room* is very large.
2 He told us a *ghost story.*
3 She gave me a *birthday present.*
4 We stopped at a *village inn.*
5 *The party leader* made a speech.