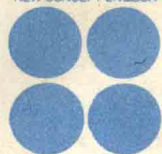


NEW CONCEPT ENGLISH



Mainline

SKILLS A

Students' Book

L. G. Alexander
R. H. Kingsbury
M. C. Vincent





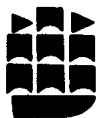
Mainline

SKILLS A

Students' Book

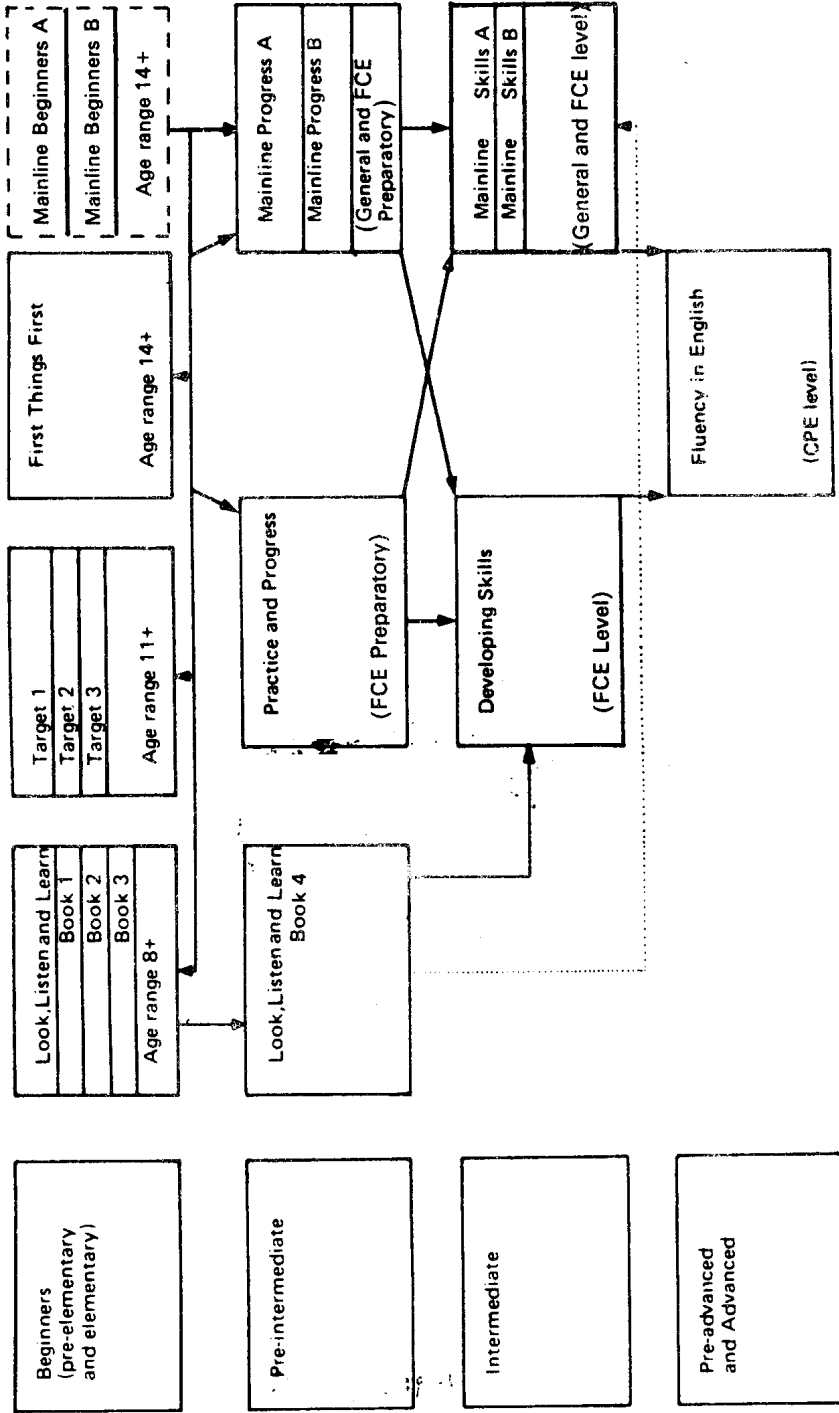
L. G. Alexander
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M. C. Vincent

Longman



Integration Table

Levels



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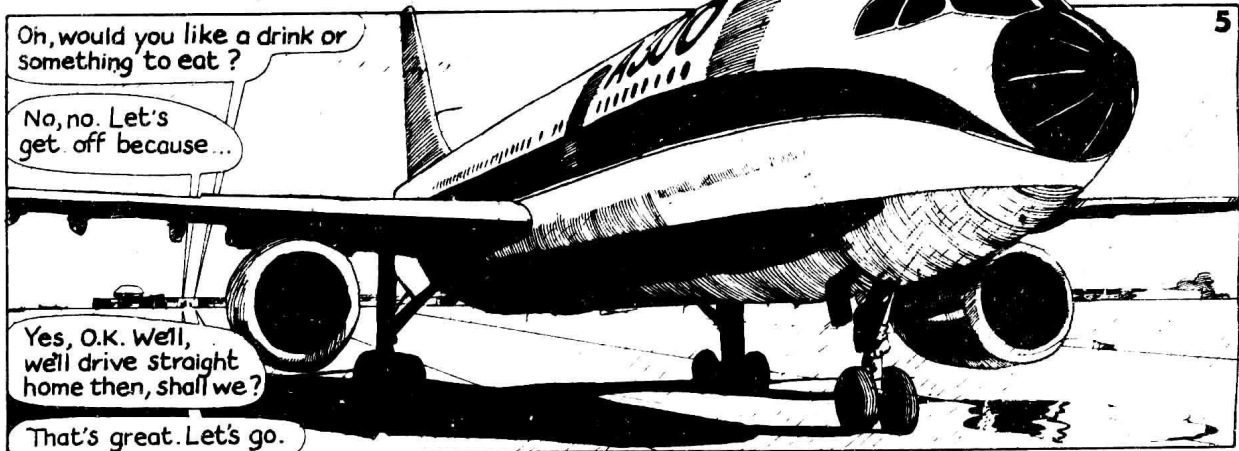
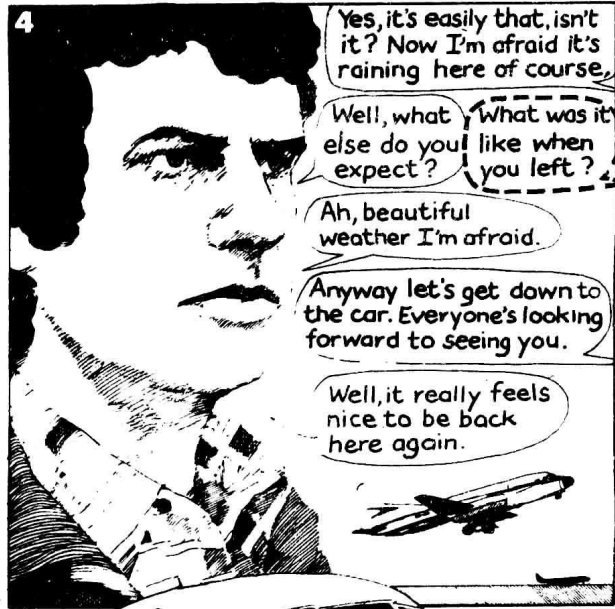
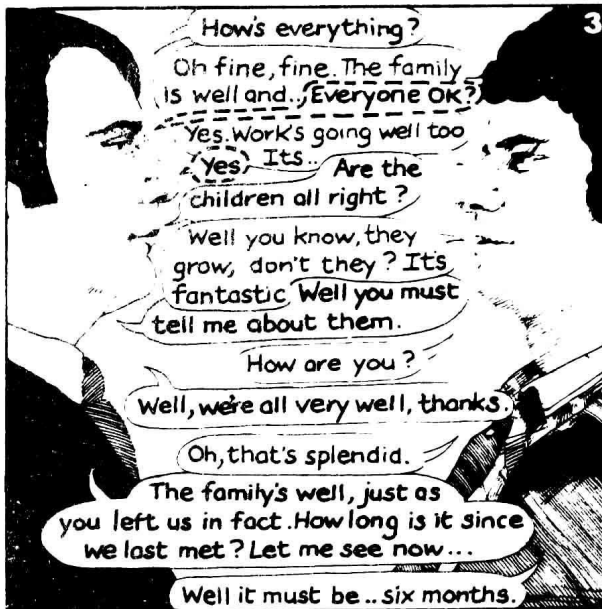
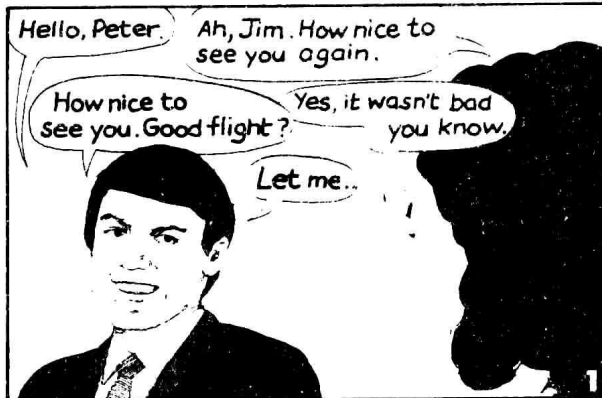
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1

Lesson 1

Reunion

Jim Beaton is at Heathrow airport to welcome his old friend Peter Dixon from Vancouver.



Oral Exercises: Guided Conversation

1

Presentation *Type I (Standard). (See Teacher's Book Introduction, page 15.)*

- Questions on the text**
- 1 Which country is Peter Dixon from?
 - 2 Did he travel by air or by sea?
 - 3 Who was waiting to meet him?
 - 4 Had Mr Dixon enjoyed his flight?
 - 5 The plane wasn't late, was it?
 - 6 What was Mr Dixon's comment on this?
 - 7 What did Mr Beaton offer to do?
 - 8 Why didn't he order a taxi?
 - 9 How was Mr Dixon's work going?
 - 10 Do you think his children are grown up? Why/why not?
 - 11 Did Mr Beaton want to hear about them?
 - 12 When did the two men last meet?
 - 13 Have there been any changes in the Beaton family since then?
 - 14 How did the weather in London compare with that in Vancouver?
 - 15 Was Mr Dixon pleased to be back in London?
 - 16 What did the Beaton family feel about his arrival?
 - 17 Did Mr Dixon want to stop for a drink or something to eat?
 - 18 Can you suggest why he wanted to go straight to the Beatons' house?

Asking questions on the text *Example: Teacher Ask if Peter Dixon's from Canada.*

S1 Is Peter Dixon from Canada? S2 Yes, he is.

T Where? . . . S2 Where's Peter Dixon from?

S3 He's from Canada. T Ask if . . .

- 1 Peter Dixon's from Canada. (Where)
- 2 he came to England by sea. (How)
- 3 Jim Beaton was waiting to meet him. (Who)
- 4 Jim Beaton offered to take Peter Dixon's bags. (What) (Who)
- 5 Jim Beaton had a taxi outside. (What)
- 6 it's six years since the two men last saw each other. (How long)
- 7 Peter Dixon felt glad to be back in London. (How) (Who)

Situations *Dialogue:* With a partner make up a conversation in which one of you welcomes the other to his home after a long car train journey. What questions will you ask each other? How will you reply?
Solo: You're going to meet a business colleague and will be travelling by train. At the station you see a notice saying that all trains are running two hours late because of a crash. Phone your colleague and explain what has happened.

- General questions**
- 1 What's the weather like today?
 - 2 Have you met any old friends lately?
 - 3 Where did you meet?
 - 4 What did you talk about?
 - 5 How did you feel?
 - 6 How long was it since you'd last seen each other?
 - 7 Which of your absent friends would you most like to see again? Why?
 - 8 When people talk about their children, what kind of things do they say?
 - 9 Have you been on a journey lately?
 - 10 Was it enjoyable? Why/why not?

- Talking points**
- 1 Describe the most pleasant/unpleasant journey you've ever had.
 - 2 On what occasions do all the members of a family and their friends come together for a reunion? What happens on these occasions? Describe one. What other kinds of reunion can you think of?
 - 3 Give your advice on how to make a visitor feel welcome.
 - 4 What's the best way to travel, in your opinion? Give your reasons.

Song *Sunday Afternoons: If I Were You.*

1

Lesson 2 Welcoming

Situation 1: S1 is welcoming an old friend, S2, who's just arrived at the airport, etc.

Register: Informal.

- | | |
|--|--|
| S1 How nice to see you again! | good • wonderful • marvellous |
| S2 It's nice to see you, too! | good • wonderful • marvellous |
| S1 How's the family ? | your wife • your husband • your son • your daughter etc. |
| S2 Pretty well , thank you. And yours? | Fine • OK |
| S1 We're all well , too, thanks. | fine • OK |
| Good trip? | crossing • flight • drive • journey |
| S2 Yes, very good . | excellent • wonderful • great • marvellous |
| OR No, not too good , I'm afraid. | a bit rough • a bit tiring • rather exhausting |
| S1 Here, let me take your things . | help you • carry your bag(s) |
| S2 Thanks. | |
| OR It's all right , really. I can manage. | OK • not necessary |

FURTHER PRACTICE: Adapt the dialogue to suit the following situation: you've just met a friend whose arrival has been greatly delayed. Possible additional exchanges you can use:

- S2 Sorry to keep you waiting so long.
 S1 That's all right. I . . . (*Say how you spent the time.*) What happened to you?
 S2 Well, we . . .
 S1 How awful/boring/terrible! Now how about a drink/something to eat?
 S2 Yes . . . OR: No, thanks. Let's . . .

Situation 2: S1 is welcoming someone (he) has never met before, S2. **Register:** Formal.

- | | |
|---|--------------------------------------|
| S1 Mr/Mrs/Miss ()? | |
| S2 Yes. | |
| S1 It's very nice to meet you. | I'm delighted • I'm glad |
| My name's (). | |
| S2 How do you do? It's very nice of you to meet me. | good • kind |
| S1 It's a pleasure . Did you have a good trip ? | crossing • flight • drive • journey |
| S2 Yes, very good indeed, thank you. | nice • smooth • pleasant • enjoyable |
| OR Well, I must say, it was a little rough . | tiring • exhausting • tedious |
| S1 Do let me take your things . | help you • carry your bag(s) |
| S2 Would you? That's very kind of you. | good • nice |
| OR That's very kind of you, but I can manage, thank you. | good • nice |

FURTHER PRACTICE: Adapt the dialogue as in Situation 1. Possible additional exchanges:

- S2 I'm sorry to have kept you waiting all this time.
 S1 That's quite all right, I . . . (*Say how you spent the time.*) What caused the delay by the way?
 S2 Well, we . . .
 S1 I'm sorry to hear that. Would you care for something to drink/eat?
 S2 Yes . . . OR: No, thank you. Let's . . .

LANGUAGE REVIEW: Study these impersonal constructions with: IT + BE + adj. + TO-infinitive:
 IT + BE + adj. + OF + pro(n) + TO-infinitive:

- a) It's nice to meet you. *General* statement (i.e. "Meeting you is nice.").
 b) It's kind of you to help me. *Particular* statement (i.e. "You are kind . . .").

PRACTICE

- a) Make *general* statements with the following: good; nice; easy; hard; difficult; convenient; wonderful; marvellous; possible; strange.
 b) Make *particular* statements with the following: good; nice; kind; clever; careless; wonderful; wrong; stupid; thoughtful; considerate.

Reading and Writing Exercises

1

Reading comprehension

Read this passage about apes. Then choose the best answer in each exercise.

Mutual hand-clasping is not used as a form of greeting, but appears sometimes as a spontaneous expression of joy and sympathy on special occasions. Thus, it has happened that two of the apes, as they sit opposite one another and in front of two great heaps of greenstuff, chewing their food with indescribable gusto, seize each other's hands in their enthusiasm at the delicious feast. There is one form of greeting which appears to have a special emotional value. An arm is extended with the hand flexed inwards and towards the ape himself, so that the back of the hand is toward the person greeted, and the fact that a human friend is especially often greeted in this way seems to give this greeting a special character. I am not absolutely sure about the significance of this gesture, but one may perhaps guess that it is meant to reassure. 10

—adapted from: *The Mentality of Apes* by Wolfgang Kohler.

- 1 According to the passage, apes shake hands
 - a only when greeting each other
 - b because they have seen humans do it.
 - c as an expression of pleasure
- 2 During a meal, apes have been seen to
 - a smile and pass each other food.
 - b chew food for each other.
 - c stop eating and shake hands.
- 3 One form of greeting seems to have a special value because
 - a apes use it when eating greenstuff.
 - b it tells us something about humans.
 - c apes greet humans this way.
- 4 The writer . . . that the particular gesture is meant to reassure.
 - a has an idea
 - b doesn't really know
 - c will not dare say

Guided summary

Describe, in one paragraph of not more than 90 words, the meeting between Jim Beaton and Peter Dixon at Heathrow Airport.

Points

- 1 Peter Dixon's flight—Vancouver—dead on time—Heathrow Airport
- 2 had not seen each other—six months
- 3 a lot to talk about
- 4 weather in Vancouver—beautiful—left
- 5 not surprised—raining—London
- 6 glad to be back
- 7 Jim suggested—drink—something to eat
- 8 Peter—not very keen
- 9 agreed—drive straight—Jim's home

Connections

- He and Jim Beaton
so
Although . . . when
Peter/that
In spite of that, . . .
When . . .
so

Composition

- 1 Imagine you have just arrived in a foreign country for a short stay. You were met at the airport by friends. Write a short letter (about 150 words) to an English friend telling him/her about the journey and the meeting at the airport.
- 2 An English friend who is going to stay with you for a week arrived at the station/airport earlier today. Write, in dialogue form, the conversation which took place between you when you met. Use the text (and model dialogues on page 3) as a guide. The dialogue should be about 150 words in length.

Game

What was the trip like? TB1.

2

Lesson 3

To go or not to go ...

POST  OFFICE
TELEGRAM

B W ROBINSON FLAT 1 36 VICTORIA ROAD
LONDON W9 1 PU

PROMOTION STOP TWO YEARS PARIS OFFICE
STOP BIG RISE STOP SUGGEST MARRY
JUNE 1975 STOP LOVE JOHN STOP

2.

the biggest problem is Mother. She thinks the new job sounds marvellous and is saying that of course we must get married this year and go to Paris together, but I can tell she's worried about us living abroad. Now Bill's at college she's alone in the house a lot and I can hardly go on seeing her at weekends if I'm in France. She's made some friends here and is getting out more, but she's still not really settled. It's only a year since she left Birmingham after Dad

Rose Cottage,
Whitehorse Lane,
Epping,
Essex.

10th January, 1975.

My dear Bill,

I'm so glad to hear Terry's going well. I expect Barbara's already told you about John's new job - promotion to the Paris office. He wants them to get married in June, a year earlier than planned - no problems about money now - but the silly girl is hesitating. I do hope she's not worried about me. I've completely recovered from that operation and am quite my old self again. Any more I have to say...

2

Oral Exercises: Guided Conversation

2

Presentation Type 1 (Standard). (See Teacher's Book Introduction, page 15.)

- Questions on the text**
- 1 Did John send Barbara a letter or a telegram?
 - 2 Where did he send it from?
 - 3 What did it say?
 - 4 What's Barbara's address?
 - 5 Does she live with her mother?
 - 6 What relation is Bill to Barbara?
 - 7 What do you think could have happened to Barbara's father?
 - 8 When had John and Barbara planned to get married?
 - 9 Why do you think they were waiting to get married?
 - 10 Why do you think John suggested an earlier wedding?
 - 11 Why was Barbara hesitating?
 - 12 Do you think she needed to worry about her mother? Why/why not?

Asking questions on the text Example: *Teacher Ask if Barbara is Bill's fiancée. S1 Is Barbara Bill's fiancée? S2 No, she isn't. T Whose. S2 Whose fiancée is she? S3 (She's) John's (fiancée). T Ask if . . .*

- 1 Barbara is Bill's fiancée. (Whose)
- 2 Barbara and John were planning to get married in 1974. (When)
- 3 John has been offered a post in Berlin. (Where)
- 4 he wants to get married a year earlier than planned. (What)
- 5 Barbara's mother thinks this is a good idea. (Who) (What)
- 6 Barbara is worried about her brother. (Who)
- 7 Barbara goes home to Epping every weekend. (How often)
- 8 her mother has lived at Rose Cottage for three years. (How long)
- 9 she used to live in Bristol. (Where)
- 10 she's alone a lot because her son's at college. (Why)

Oral composition Stating a case. Here are some possible courses of action. Argue the case for or against each one. Can you suggest any other solutions?

- 1 John should turn down his firm's offer of promotion and stay in England.
- 2 Barbara and John should get married the following year as planned.
- 3 Barbara and John should get married a year earlier than planned and go to live in Paris.
- 4 Barbara and John should get married a year later than planned, when John returns from Paris.
- 5 Bill should leave college, get a job near home and live with his mother.

- General questions**
- 1 Have you ever worked abroad? If so, when and where? Did you like it?
 - 2 If you haven't worked abroad, would you like to? Why/why not?
 - 3 How do visitors to this country like the climate, the food etc.?
 - 4 Would you ever refuse promotion? Why/why not?
 - 5 Would you rather work in a small firm or a large one? Why?
 - 6 How long have you lived in your present home? How would you feel if you had to move?
 - 7 Is it easy to make friends in a strange place? Why/why not?
 - 8 Do you think people with elderly parents should work abroad? Why/why not?
 - 9 Is it a good idea for young couples to wait to get married? Why/why not?

Situation *Solo:* A colleague has been promoted to another department. You are presenting a small gift to him/her on behalf of your department at a party. What do you say?

- Talking points**
- 1 Describe the capital or any other big city of this country and say what it would be like for a foreigner to work in.
 - 2 Describe a civil or religious wedding ceremony.
 - 3 What advice would you give someone who wants to succeed in his career?
 - 4 Give some helpful hints for a happy marriage.
 - 5 "Young couples should lead their own lives and not worry about their parents." Discuss.

Listening comprehension *The Other End of the Line.* TB1.

2

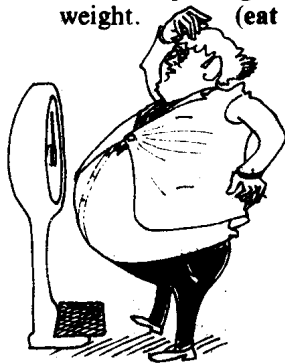
Lesson 4

Expressing personal worries and giving advice/declining to give advice

Situation: S1 expresses a personal worry; S2 advises or declines to advise.

EXAMPLE

S1 I've been putting on weight. (eat less)



How to give positive advice

S2 Well, why don't you eat less?
I think you really ought to eat less.
I'd advise you to eat less.
Well, if I were you, I'd eat less.

How to give tentative advice

S2 Well, it might be a good idea to eat less.
Perhaps you should eat less.
You could consider eating less.

How to decline to give advice

S2 I'm afraid I can't really help you. I've been putting on weight too.
I wish I could suggest something, but I can't.
I don't know what to advise, I'm afraid.

1 HEALTH

I've been putting on/losing weight. (eat less/more)

I haven't been sleeping well. (get some tablets)

2 MONEY

I just can't make ends meet (do a part-time job)
My salary's very low. (ask for a rise)

3 WORK

I find my job boring. (do something else)
I've got too much to do. (complain about it)

4 TV

I hardly read at all. (watch less TV)
I think we watch too much television. (sell it)

5 HOLIDAYS

I don't know what to do (go camping)
this year.

I can't afford a holiday this year (stay at home)

6 EXAMS

I don't think I'll pass. (work harder)
I'm losing sleep over this exam. (stop worrying)

7 HABITS

I can't stop smoking. (try harder)
I always oversleep. (get an alarm clock)

8 DOMESTIC

I hate housework. (get some help)
I seem to spend hours at the kitchen sink. (buy a dishwasher)

FURTHER PRACTICE: Express worries and give advice/decline to give advice about the following:

ACCOMMODATION: e.g. haven't got enough space; hate living in the city; etc.

SOCIAL: e.g. always saying the wrong thing; don't know what to wear; etc.

THE OPPOSITE SEX: e.g. (she's) getting tired of me; would like to meet (her); etc.

THE FAMILY: e.g. always quarrelling; don't see much of them; etc.

LANGUAGE REVIEW: SHOULD and OUGHT TO

These two modal verbs can be used in the same way when you are talking about the following notions: advice; duty; desirability; obligation.

The Present

S1 I'm putting on weight.

S2 You should eat/ought to eat less.
You shouldn't eat/oughtn't to eat so much.

The Past

S1 I don't feel well.

S2 You should have/ought to have eaten less.
You shouldn't have/oughtn't to have eaten so much.

PRACTICE: Respond appropriately to the following using *should/shouldn't*, etc.:

a) I feel ill. b) I caught a cold yesterday. c) I failed my exam. d) I'm tired. e) I'm hungry. f) I was late for work this morning. g) I missed the bus last night.

Reading and Writing Exercises

2

Multiple choice

Refer to Lesson 3. Then choose the best answer in each exercise.

Structure:

- 1 In his telegram, John suggests to Barbara . . . in June 1975.
a) to marry b) marrying c) that they marry d) they will marry
- 2 John . . . to the Paris office for two years.

Vocabulary:

- a) promotes b) is promoting c) is promoted d) has been promoted
- 3 Barbara's mother is . . . in the house now that Bill is at college.
a) lonely b) beside herself c) on her own d) single e) her old self
- 4 Barbara says it will be impossible to . . . seeing her mother at weekends.
a) go for b) keep on c) go back d) keep to e) keep up
- 5 Barbara's mother . . . that Barbara has already told Bill John's news.
a) assumes b) wonders c) hopes d) fears e) pretends
- 6 Barbara's mother has . . . the operation she had.
a) come over b) been over c) gone over d) run over e) got over

Use of English

Refer to Lesson 4 and give advice to the people who say the following, using "Well, perhaps you should/shouldn't (do)" or "You should/shouldn't have (done)".

- | | |
|---|---|
| 1 I didn't sleep very well last Saturday night. | 6 I don't have enough to do at work. |
| 2 The car's not going very well. | 7 I'm getting thinner and thinner. |
| 3 The meal we had at that restaurant was very poor. | 8 We haven't got any money left this month. |
| 4 The children next door keep breaking the windows with their football. | 9 I missed the meeting last night. |
| 5 I caught a very bad cold last week. | 10 My eyes are getting bad. |
| | 11 The children didn't do very well in their exams again this term. |

Guided summary

In one paragraph of not more than 95 words give an account of the problem facing Barbara as a result of John's being offered promotion.

Points

- 1 John—promoted—Paris office—two years
- 2 has suggested—he and Barbara get married—June—a year earlier than planned
- 3 Barbara—not know what to do
- 4 biggest problem—mother
- 5 moved—Epping—year ago—alone in the house
- 6 Barbara's brother, Bill—now—college
- 7 made friends—getting out more
- 8 also—operation—recently
- 9 Barbara feels—she—still not settled

Connections

and

From her point of view.

and

because

Although . . . and

and

Composition

1. Imagine a friend of yours is in the same situation as Barbara (Lesson 3) and has asked your advice. You know she is worried about her mother, but you also know how her mother feels. Write a short letter (about 100 words) to the friend advising her what to do.
- 2 "It's easy to give advice: it's not so easy to take it." Write a short paragraph (about 100 words) saying why you agree or disagree with this statement.

Dictation

TB1.

3

Lesson 5

Breaking the ice

1349

what you say before me, Captain, I shan't be shocked. I should hear your story."

The doctor was a man of sixty with thin grey hair, a grey moustache and small bright blue eyes. He was a silent, bitter man, and however hard Miss Reid tried to bring him into the conversation it was almost impossible to get a word out of him. But she wasn't a woman who would give in without a struggle, and one morning when they were at sea and she saw him sitting on deck with a book, she brought her chair next to his and sat down beside him.

"Are you fond of reading, Doctor?" she said brightly.

"Yes."

"So am I. And I suppose like all Germans you're musical."

"I'm fond of music."

"So am I. The moment I saw you I thought you looked clever."

He gave her a brief look and pursing his lips went on reading.

Miss Reid was not disconcerted.

"But of course one can always read. I always prefer a good talk to a good book. Don't you?"

"No."

"How very interesting. Now do tell me why?"

"I can't give you a reason."

"That's very strange, isn't it? But then I always think human nature is strange. I'm terribly interested in people, you know. I always like doctors, they know so much about human nature, but I could tell you some things that would surprise even you. You learn a great deal about people if you run a tea-shop like I do, that's to say if you keep your eyes open."

The doctor got up.

"I must ask you to excuse me, Miss Reid. I have to go and see a patient."

"Anyhow I've broken the ice now," she thought, as he walked away. "I think he was only shy."

day or two later the doctor was not feeling at all well. He had an internal malady that troubled him now and then, but he was used to it and disinclined to talk about it. When he had one of his attacks he only wanted to be left alone. His cabin was small and stuffy, so he settled himself on a long chair on deck and lay with his eyes closed. Miss Reid was walking up and down to get the half-hour's exercise she took morning and evening. He thought that if he pretended to be asleep she would not disturb

Oral Exercises: Guided Conversation

3

Presentation *Type 4 (Silent Reading). (See Teacher's Book Introduction, page 17.)*

- | | | |
|-------------------------------------|---|---|
| Asking questions on the text | <p>Ask if</p> <ol style="list-style-type: none"> 1 this conversation took place on a train. (Where) 2 the doctor was sixty. (How old) 3 he had thin grey hair. (What colour) 4 he had bright blue eyes. (What sort of) 5 he was a friendly, cheerful man. (What kind of) 6 Miss Reid saw him sitting in the bar. (Where) | <ol style="list-style-type: none"> 7 Miss Reid was fond of reading. (What) 8 the doctor was fond of music. (Who) 9 Miss Reid thought the doctor looked clever. (What) 10 Miss Reid preferred reading books to talking to people. (What) 11 the doctor answered Miss Reid politely. (How) 12 Miss Reid ran a bookshop. (What) 13 Miss Reid liked doctors. (Who) |
|-------------------------------------|---|---|

- | | | |
|-----------------------|---|--|
| Interpretation | <ol style="list-style-type: none"> 1 Do you think Miss Reid had tried to talk to the doctor before? Why? 2 How did Miss Reid try to flatter the doctor? 3 How did the doctor respond? 4 Why didn't Miss Reid give up trying to talk to the doctor? 5 Can you suggest why Miss Reid wanted to talk to the doctor? | <ol style="list-style-type: none"> 6 Do you think the doctor really had to go and see a patient? Why/why not? 7 Do you think Miss Reid knew much about human nature? 8 How old do you think Miss Reid was? 9 Do you think she was an interesting, lively person? Why/why not? 10 Can you suggest why the doctor wouldn't talk to Miss Reid? |
|-----------------------|---|--|

- | | |
|-------------------------|--|
| Oral composition | <p>Describing people.</p> <ol style="list-style-type: none"> 1 Describe the man whose notes are given below.
Surname: Cook. First names: John Steven. Marital status: Single. Age: 27.
Height: 5' 11". Build: Medium. Eyes: hazel. Hair: dark brown. Profession: Solicitor.
Character: friendly, lively. Interests: swimming, golf. 2 a) Describe yourself. b) Describe one of your class without giving his/her name.
Ask the others to guess who it is. |
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| General questions | <ol style="list-style-type: none"> 1 Have you ever gone up to a stranger and started a conversation? How? 2 How would you bring a shy person into a conversation? 3 Are you fond of reading? What about music? What other interests have you got? 4 What do you like doing best? 5 How would you spend your time on a long sea voyage? 6 How would you excuse yourself if you wanted to get away from someone? 7 What is the best way to learn about other people? 8 In which jobs do you learn most about human nature? Why? |
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Situation *Dialogue:* Imagine you have been asked to help a newcomer to your town/place of work/school to settle down happily. What questions might you ask him? What questions might he ask you?

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| Talking points | <ol style="list-style-type: none"> 1 How can a man introduce himself to an attractive woman he has seen at a party? What about a woman he sees at work, on a bus, in a shop? 2 What can women do when they want to get to know a good-looking man? 3 Describe the most interesting/boring person you have ever met. 4 Describe an occasion when a stranger was very friendly/unfriendly to you. 5 Are customs and manners changing in your country? If so, how? 6 What advice would you give to someone travelling alone? 7 "Shyness is a form of selfishness." Discuss. |
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Song Sunday Afternoons: *If I Were You.*

Describing a person

DEFINITE INFORMATION	SPECULATIVE INFORMATION
black hair	tall? short?
a short beard	tidy?
chess	hardworking?
football	music? sport?
tennis	plays: chess/
books	football/the
	guitar (well)?
	types well?

Frank Myers, student

... and respond

<p>AGE AND APPEARANCE</p> <p>What's Frank Myers like to look at?</p> <p>CHARACTER</p> <p>What's Frank like as a person?</p> <p>INTERESTS</p> <p>S1 What sort of thing is he interested in?</p> <p>What sort of thing does he enjoy?</p> <p>SKILLS</p> <p>What can he do? What's he good at?</p>	<p>DEFINITE INFORMATION</p> <p>is . . . He isn't . . .</p> <p>likes/enjoys . . .</p> <p>SPECULATIVE INFORMATION</p> <p>is probably . . . I don't think he is . . .</p> <p>S2 He may be . . . He may not be . . .</p> <p>might be . . . He might not be . . .</p> <p>must be . . . He can't be . . .</p> <p>seems to be . . . He doesn't seem to be . . .</p> <p>may/might/must/ He may not/might not/ seems to (like) . . . can't/doesn't seem to (like) . . .</p>
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AGE: about (20)? young? middle-aged? elderly? old?

APPEARANCE: fat? thin? tall? short? athletic? good-looking? plain? ugly? etc.

CHARACTER: charming? intelligent? reliable? shy? patient? kind? lazy? hard-working? temperamental?
happy? serious? etc.

INTERESTS: art? sport? politics? food? cooking? men/women? tennis? golf? chess? etc.

SKILLS: speaks/swims/acts/plays/drives/dances/writes/organizes things well? etc.

The modal verbs **MAY** and **MIGHT** are used to express degrees of possibility. The modal verbs **MUST** and **CAN'T** can be used to express deduction.

He may/might be intelligent/a student, etc.
He may/might like other sports.
He must be about 20/He can't be more than 25.

He may/might have been an active child.
He may/might have studied music.
He must have been popular at school/He can't have saved much money.

PRACTICE: Make statements about Frank Myers using MAY/MIGHT/MUST/CAN'T with the following:

- a) + BE/BEEN + adj.: nice; interesting; intelligent; stupid; English; Japanese.
b) + BE/BEEN + noun: a student; an actor; an Englishman; a Frenchman; a pianist.
c) + BE/BEEN + phrase: in his study; in the garden; with a friend; at the cinema.
d) + verb: like/have liked; play/have played; read/have read.

Multiple choice Structure

Refer to Lesson 5. Then choose the best answer in each exercise.

- 1 ... it was almost impossible to get a word out of the doctor, Miss Reid did not give in. (11.3-4) a) *However* b) *Even* c) *Whether* d) *Although*
- 2 Even you ... by some things I could tell you. (1.24) a) *would surprise* b) *were surprised* c) *would be surprising* d) *would be surprised*
- 3 Miss Reid wasn't a woman who would ... without a struggle. (1.5) a) *give over* b) *give up* c) *give back* d) *give out* e) *give in to*
- 4 She asked the doctor if he was ... on reading. (1.9) a) *eager* b) *anxious* c) *keen* d) *preferable* e) *interested*
- 5 Miss Reid said she always thought human nature was. ... (11.21-22) a) *weird* b) *odd* c) *foreign* d) *unfamiliar* e) *humorous*
- 6 At home Miss Reid ... a tea-shop. (1.25) a) *directs* b) *controls* c) *leads* d) *conducts* e) *manages*

Use of English

Rewrite the following in Direct Speech. Then refer to Lesson 5.

When Miss Reid asked the doctor brightly if he was fond of reading, he said "yes". She said she was, too; and she supposed that like all Germans he was musical. Again he simply said that he was fond of music. Miss Reid said she was, too. She added that from the moment she saw him she thought he looked clever. Although the doctor said nothing, Miss Reid was not disconcerted. She said one could always read, of course, but she always preferred a good talk to a good book; she wondered if he did, too. When he simply said "no", Miss Reid thought that was very interesting and wanted him to tell her why. He said he couldn't give her a reason. Miss Reid thought that was very strange, but then, as she said, she had always thought human nature was strange.

Guided summary

In one paragraph of not more than 95 words, give an account of the conversation between Miss Reid and the doctor after she had sat down beside him.

Points

- 1 Miss Reid—doctor—two or three questions
- 2 doctor—short answers
- 3 Miss Reid—prefer talk—read—doctor didn't agree
- 4 She wanted—know why—couldn't give—reason
- 5 Miss Reid thought—very interesting
- 6 went on talking—people and human nature
- 7 doctor—up suddenly—politely excused himself
- 8 said—had to see—patient
- 9 he had said very little—Miss Reid quite pleased
- 10 had "broken the ice"

Connections

- | | |
|---|------------------------|
|] | <i>to which</i> |
|] | <i>When ... said</i> |
|] | <i>but</i> |
|] | <i>and</i> |
|] | <i>and</i> |
|] | <i>Even though ...</i> |
|] | <i>because</i> |

Composition

- 1 Study the information about Frank Myers on page 11. Then write a description of yourself or a friend in the same way according to age, appearance, character, interests and skills. Write the description as if for a prospective employer. Be as objective as you can!
- 2 From the brief scene in Lesson 5, write short descriptions of Miss Reid and the doctor as you imagine them. (Some of your description will clearly be speculative.) (Write 80-90 words about each.)

Game

Consequences. TB2.