

ENGLISH THROUGH PICTURES.

BOOK 2

Guided Composition for Lower Intermediate Students

English through Pictures

Book 2

Guided composition for lower intermediate students

Christian Kay

Frances Simmonds

Collins: Glasgow and London

Text © Christian Kay and Frances Simmonds 1979

Printed and published in Great Britain
William Collins Sons and Co Ltd
Glasgow G4 0NB

All rights reserved. No part of this book may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording or otherwise, without the prior permission of the Publisher.

First published in Collins English Library, 1979

ISBN 0 00 370016 X

Acknowledgments

The publishers and authors wish to thank the following for their permission to reproduce the cartoons used in this book:-

Beaverbrook Newspapers for Units 6, 12, 13 and 32; T L Green Agency for Units 27 and 29; Mirror Group Newspapers for Units 3, 4, 5, 7, 10, 11, 14, 17, 18, 20, 24, 31 and 35; Units 1, 2, 8, 9, 15, 16, 19, 25, 28, 30 and 34 were reproduced by permission of *Punch*; PWA Services Ltd. for Unit 26; David Simmonds for Units 21, 22 and 23; Dennis Taylor for Unit 33.

Contents

Introduction	4
Unit 1 The Last Laugh	6
Unit 2 The Sound of the Sea	8
Unit 3 Look Where You're Going!	10
Unit 4 A Nice Cup of Tea	12
Unit 5 Hungry for News	14
Unit 6 Who Needs a Bath?	16
Unit 7 Is Anybody There?	18
Unit 8 Pride Comes Before a Fall	20
Unit 9 Some Penguins Have No Sense of Humour	22
Unit 10 It's Warm Enough!	24
Unit 11 Look Out!	26
Unit 12 What a Clever Dog He Is!	28
Unit 13 It's All Your Fault!	30
Unit 14 Room for One	32
Unit 15 I Wonder What They're Saying	34
Unit 16 Never Take a Cake from an Elephant	36
Unit 17 Whose Paper Is It?	38
Unit 18 What Do You Think?	40
Unit 19 Leaving Home	42
Unit 20 What's He Like?	44
Unit 21 What a Lovely Hat!	46
Unit 22 Hard at Work	48
Unit 23 What's for Lunch?	50
Unit 24 An Accident at Lunch-time	52
Unit 25 The Art Class	53
Unit 26 Taxi!	54
Unit 27 Wake Up!	55
Unit 28 A Nice Cup of?	56
Unit 29 The Happy Gardener	57
Unit 30 Fire!	58
Unit 31 Daydreams	59
Unit 32 Let Me Out!	60
Unit 33 Crash!	61
Unit 34 May I Have Some Water?	62
Unit 35 Goodbye, Andy!	63
List of pattern sentences used in the units	64

English through Pictures

Book 2

Guided composition for lower intermediate students

Christian Kay

Frances Simmonds

Collins: Glasgow and London

Text © Christian Kay and Frances Simmonds 1979

Printed and published in Great Britain
William Collins Sons and Co Ltd
Glasgow G4 0NB

All rights reserved. No part of this book may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording or otherwise, without the prior permission of the Publisher.

First published in Collins English Library, 1979

ISBN 0 00 370016 X

Acknowledgments

The publishers and authors wish to thank the following for their permission to reproduce the cartoons used in this book:-

Beaverbrook Newspapers for Units 6, 12, 13 and 32; T L Green Agency for Units 27 and 29; Mirror Group Newspapers for Units 3, 4, 5, 7, 10, 11, 14, 17, 18, 20, 24, 31 and 32; Units 1, 2, 8, 9, 15, 16, 19, 25, 28, 30 and 34 were reproduced by permission of *Punch*; PWA Services Ltd. for Unit 26; David Simmonds for Units 21, 22 and 23; Dennis Taylor for Unit 33.

Contents

Introduction	4
Unit 1 The Last Laugh	6
Unit 2 The Sound of the Sea	8
Unit 3 Look Where You're Going!	10
Unit 4 A Nice Cup of Tea	12
Unit 5 Hungry for News	14
Unit 6 Who Needs a Bath?	16
Unit 7 Is Anybody There?	18
Unit 8 Pride Comes Before a Fall	20
Unit 9 Some Penguins Have No Sense of Humour	22
Unit 10 It's Warm Enough!	24
Unit 11 Look Out!	26
Unit 12 What a Clever Dog He Is!	28
Unit 13 It's All Your Fault!	30
Unit 14 Room for One	32
Unit 15 I Wonder What They're Saying	34
Unit 16 Never Take a Cake from an Elephant	36
Unit 17 Whose Paper Is It?	38
Unit 18 What Do You Think?	40
Unit 19 Leaving Home	42
Unit 20 What's He Like?	44
Unit 21 What a Lovely Hat!	46
Unit 22 Hard at Work	48
Unit 23 What's for Lunch?	50
Unit 24 An Accident at Lunch-time	52
Unit 25 The Art Class	53
Unit 26 Taxi!	54
Unit 27 Wake Up!	55
Unit 28 A Nice Cup of?	56
Unit 29 The Happy Gardener	57
Unit 30 Fire!	58
Unit 31 Daydreams	59
Unit 32 Let Me Out!	60
Unit 33 Crash!	61
Unit 34 May I Have Some Water?	62
Unit 35 Goodbye, Andy!	63
List of pattern sentences used in the units	64

Introduction

The main aim of this book is to develop fluency and confidence in written English composition. The book forms part of the Collins English Library, and complements the graded readers and comprehension books in the series by encouraging students to develop their own ability to write a variety of kinds of English. The structures in the book do not go beyond Level 4 of the Collins English Library scheme, and particular attention is paid to structures needed for writing at the intermediate level. As far as possible, Level 4 is also the upper limit for vocabulary; where outside words occur, they can usually be explained by reference to the pictures. Although linked to the Collins English Library scheme, *English through Pictures* can also be used independently of the readers.

There is plenty of scope for oral work and classroom discussion in the book. We would recommend, for example, that each lesson begins with a discussion of the pictures, and that the composition topics are discussed before written work is done. Conversation can often be developed from the topics of the units, or from speculation about ways in which the stories might end, while many of the exercises and dialogues can be used for group work and pair work. The book is not linked to any particular examination, but students preparing for certain public examinations, such as The Royal Society of Arts Stage 1, should find it useful because of the attention paid to tense sequence, prepositions, and other points often stressed by examiners.

English through Pictures consists of 35 units, each based on a cartoon. We chose cartoons because of their immediate appeal to students of all ages, and because we enjoy them and hope that users of the book will enjoy them too. The units become progressively more difficult, both in the structures practised and in the demands made on the students, but are relatively self-contained and can be taken out of sequence if the teacher wishes to reinforce a particular point. Units are designed to fill an average lesson, allowing for one or two sections being used for homework or revision.

Each unit begins with a list of useful words, generally those needed to describe the pictures and to complete exercise A, which is designed to ensure that the pictures have been fully understood. Although the comprehension questions of the first eight units are replaced by more structured exercises in later units, it is desirable to begin each lesson with a question and answer session on the pictures.

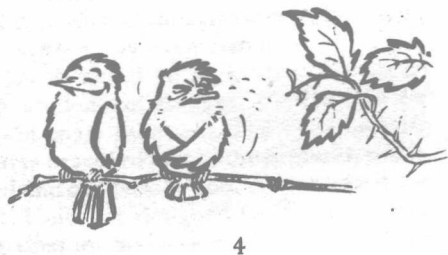
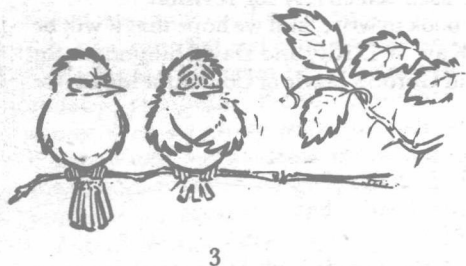
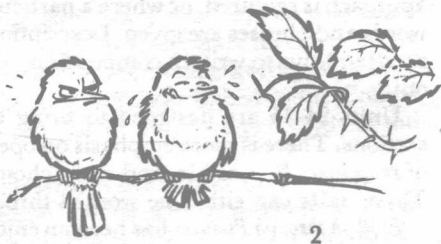
The core of each unit consists of a variety of exercises aimed at practising structures and notions and expanding vocabulary. In the first 22 units, a point of special difficulty is practised in an exercise based on a pattern sentence which the student has already encountered in context in a previous section. Other exercises are aimed at developing the skills needed for the three main types of composition covered in the book: narrative, description and dialogue. As a preparation for dialogue-writing, for example, students are introduced to question-tags and to comments and questions on everyday situations. So that the content of lessons can be varied, at least one of the core exercises is suitable

for oral work, often in the form of questions and answers based on key notions. Wherever possible, students should be encouraged to extend the exercise by making up their own questions.

The last exercise in each unit is an extended composition exercise which can usefully be done either as homework or in a follow-up lesson. In the early units, the emphasis is on narrative: retelling or expanding the story of the cartoon or of a similar incident in the student's own experience, sometimes in letter form. Where a more imaginative approach is required, or where a particular structural point is being reinforced, sample words and phrases are given. Description and dialogue are introduced in later units; as an alternative to written composition, dialogues can be built up in class and then acted out.

Units 24-35 are designed to bring together the skills acquired in the preceding sections. There is more emphasis on open-ended completion exercises, where a variety of responses is possible, and more choice is offered in the topics for free composition. These units can either be worked through or used selectively for revision.

English through Pictures has been an enjoyable book to write, and we hope that it will be enjoyable to use. We would like to thank John Kay, W D Kay and David Simmonds for their support and help with the illustrations, and Gordon Jarvie of Collins for his advice and encouragement.



1 The Last Laugh

Useful words: bush berry branch juicy rotten to race
tail long-tailed short-tailed greedy sick pleased angry to laugh

A Look at the pictures carefully and answer these questions:

- 1 Why are the birds racing in picture 1?
- 2 Where are the birds sitting in picture 2?
- 3 What has happened to the berry in picture 2?

- 4 How does the short-tailed bird feel in picture 2?
- 5 How does the long-tailed bird feel in picture 2?
- 6 What happens to the short-tailed bird in picture 3?
- 7 What does the long-tailed bird do in picture 4?

B Fill in the blanks in this story. Use the words below in the correct form. Use each word only once.

reach feel begin laugh fly wish eat

The two birds see a bush with a juicy berry on it. They race towards the berry. The short-tailed bird _____ (1) faster than the long-tailed bird and _____ (2) the berry first. He _____ (3) the berry and _____ (4) very pleased. Then he _____ (5) to feel sick because the berry was rotten. He _____ (6) he had not been so greedy. The long-tailed bird sits on the branch and _____ (7).

C Look at Exercise B again. Write out the story as if it happened yesterday. Begin like this: "The two birds saw a bush with a juicy berry on it. They raced ..."

D Feelings. The words below describe different kinds of feelings. Use them to answer the questions. You will need to use some of the words more than once.

pleased angry unhappy frightened surprised excited

- 1 How did you feel when you heard the bad news? I felt very u _____ .
- 2 How did you feel when you arrived in New York? I _____ very e _____ .
- 3 How did you feel when you met your old friend?
- 4 How did you feel when you saw the ghost?
- 5 How did you feel when you passed your exam?
- 6 How did you feel when the house went on fire?
- 7 How did you feel when your bag was stolen?
- 8 How did you feel when he laughed at you?

Practise asking and answering these questions with another student. Then think of more words for feelings and make up some new questions to ask.

E Pattern sentences: *He works harder than I do.*

She flew faster than he did.

Use the words given below to make up more sentences like these.

- 1 He lived _____ (long) than she _____ .
- 2 He runs _____ (fast) than she _____ .
- 3 You cook _____ (well) than I _____ .
- 4 He jumped _____ (high) than John _____ .
- 5 She sings _____ (badly) than you _____ .

F Look at the pictures again. Tell the story as if you were the long-tailed bird. Begin your story like this: "I saw a juicy berry on a bush ..."



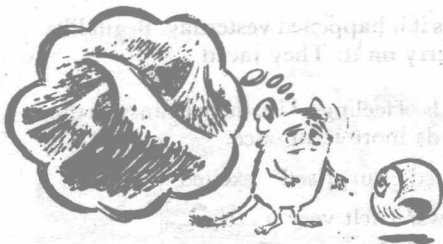
1



2



3



4



5

2 The Sound of the Sea

Useful words: mouse shell ground sea calm rough wave huge storm stormy sea-sick to pick up to throw down to imagine

A Look at the pictures carefully and answer these questions:

- 1 What happens in picture 1?
- 2 What is the mouse doing in picture 2?
- 3 What does he hear in the shell?
- 4 What kind of sea does the mouse imagine in picture 3?

- 5 What happens to the sea in picture 4?
- 6 What happens to the mouse in picture 4?
- 7 What does the mouse do with the shell?

B Fill in the blanks in this story using the words below. You will need to use some of the words more than once.

at on down to up of

The mouse sees a shell lying _____ (1) the ground. He bends _____ (2) and looks _____ (3) it. Then he picks it _____ (4) and puts it _____ (5) his ear. He listens _____ (6) the shell. He thinks that he can hear the sound _____ (7) the sea. _____ (8) first he imagines that the sea is calm. Then the sea begins _____ (9) get rough and stormy. The mouse feels sea-sick because _____ (10) the huge waves. He doesn't want _____ (11) listen any more, and throws the shell _____ (12) on the ground.

C Look at Exercise B again. Write out the story as if it happened yesterday. Begin like this: "The mouse saw a shell lying ..."

D In Unit 1 the short-tailed bird felt sick after he had eaten the berry. In this story the mouse feels sea-sick when he listens to the stormy sea. If someone looks ill, you can ask "What's the matter?" Here are some answers to this question. Practise asking and answering the question with another student.

What's the matter?

- | | |
|------------------------|---------------------------|
| 1 I feel ill. | 2 I feel sick. |
| 3 I've hurt my foot. | 4 My foot hurts. |
| 5 My back hurts. | 6 My back aches. |
| 7 My head aches. | 8 I've got a headache. |
| 9 I've got toothache. | 10 I've got earache. |
| 11 I've broken my arm. | 12 I've got a broken arm. |

E Pattern sentences: *He said that he felt ill.*

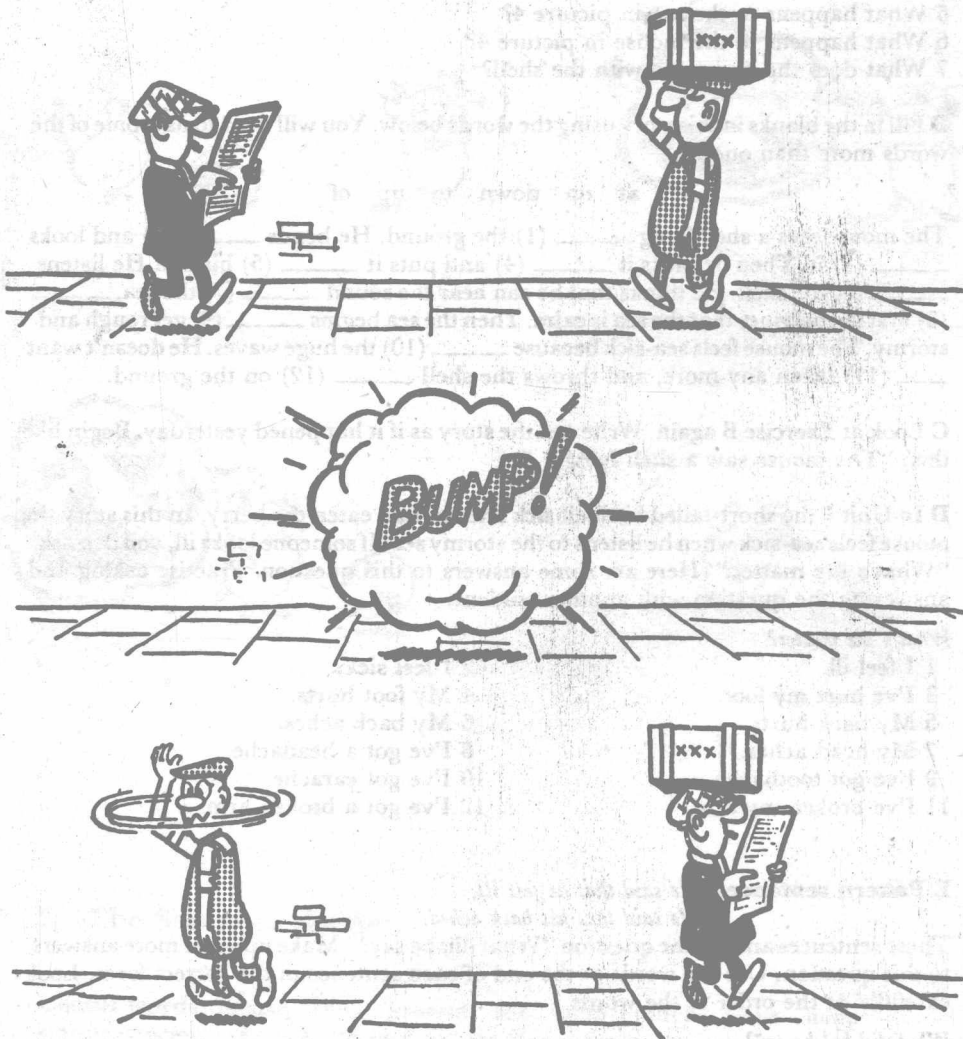
He said that his back ached.

These sentences answer the question "What did he say?" Make up some more answers to this question. Use the words at the end of each sentence in the correct form. Look carefully at the order of the words.

What did he/she say?

- | | |
|--------------------------------|----------------------------------|
| 1 He said...(feel, sick) | 2 She said...(feel, angry) |
| 3 He said...(know, answer) | 4 She said...(not feel, excited) |
| 5 She said...(can see, castle) | 6 He said...(have, headache) |
| 7 He said...(neck, ache) | 8 She said...(leg, hurt) |

F Write out the mouse's story. Begin like this: "I had a terrible experience yesterday. I was walking at the seaside and I saw a shell ..."



3 Look Where You're Going!

Useful words: street accident to bump into someone to change places puzzled

A Look at the pictures and answer these questions. The man who is reading the paper is called Andy. The other man is called Joe.

- 1 What is Andy doing in picture 1?
- 2 What is Joe doing in picture 1?
- 3 What happens to the two men in picture 2?
- 4 What happens to the box?
- 5 How does Joe look in picture 3?
- 6 What do you think the box contains?

B Fill in the blanks in this story, using the words below in the correct form. You will need to use some of the words more than once.

read walk change carry look bump

Andy is _____ (1) along the street _____ (2) his newspaper. He isn't _____ (3) where he is going. Joe is _____ (4) towards him _____ (5) a box on his head. The two men _____ (6) into each other. The box _____ (7) places. Andy is now _____ (8) the box on his head. Joe _____ (9) very puzzled, but Andy goes on _____ (10) his paper.

C Pattern sentences: *What was Andy doing when he bumped into Joe?*

He was walking along the street reading his paper.

Use the words given below to make up some sentences answering the question "What were you doing?" Practise asking and answering the questions with another student. Then make up some questions of your own and practise asking and answering them.

What were you doing when I phoned you?

- | | |
|-----------------------------|-----------------------|
| 1 sit/chair/watch/TV | 2 lie/floor/read/book |
| 3 stand/kitchen/talk/friend | 4 sit/table/eat/lunch |

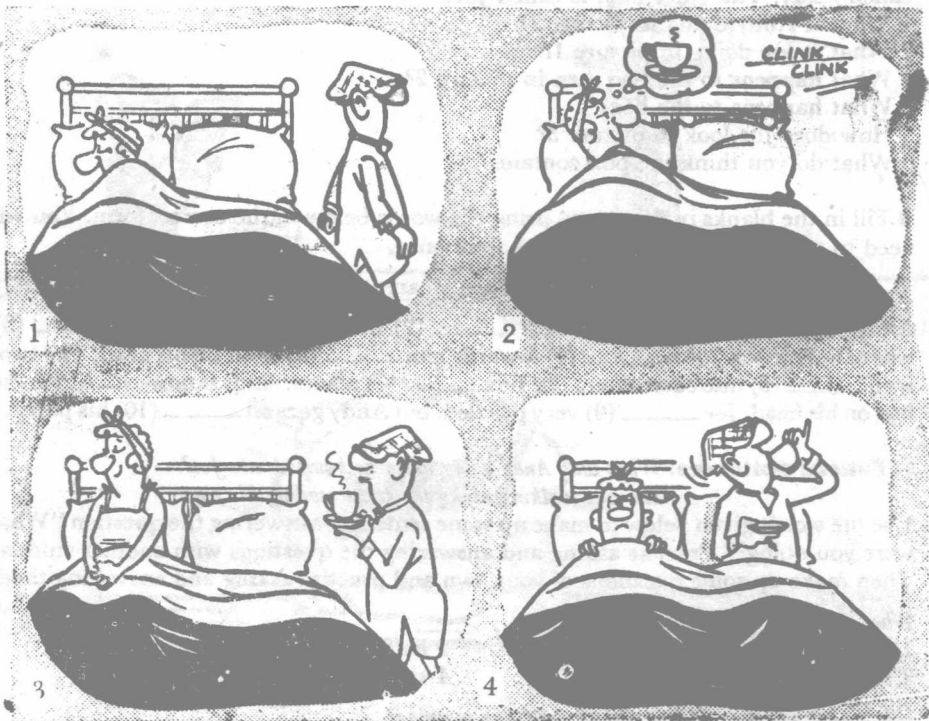
What were you doing at ten o'clock yesterday morning?

- | | |
|-------------------------------|---------------------------|
| 5 sit/classroom/study/English | 6 stand/bus stop/wait/bus |
| 7 walk/street/carry/parcel | 8 lie/bed/listen/radio |

D A lot of the stories in this book are about Andy and his wife Florrie. Joe and his wife Mary are their neighbours. Joe and Mary have two sons called John and Jim and a daughter called Anne. If you want to talk about Joe you can say: "This is Joe. Mary is his wife." Make up some more sentences like this one.

- | | |
|-------------------------------|------------------------------------|
| 1 This is Andy. Florrie | 2 This is Mary. Joe |
| 3 This is Joe. Anne | 4 This is Mary. John and Jim |
| 5 This is Anne. Mary | 6 This is Jim. Joe and Mary |
| 7 This is John. Anne | 8 This is Anne. John and Jim |

E Look at picture 3 again. What do you think happened next? What did Joe do? What did he say to Andy? Andy told Florrie the whole story when he got home. Write down what he said. Begin like this: "This afternoon I was walking along the street ..."



4 A Nice Cup of Tea

Useful words: bedclothes pillow asleep to wake up to sit up to get up
 bedroom kitchen ready disappointed selfish

A Look at the pictures and answer these questions:

- 1 What is Florrie doing in picture 1?
- 2 What has Andy just done in picture 1?
- 3 Where is Andy when Florrie wakes up?
- 4 What does Florrie think Andy is going to do?
- 5 Why does Florrie sit up in bed?

- 6 How does Florrie look in picture 3?
 7 What has Andy just done in picture 4?
 8 How does Florrie look in picture 4?
 9 What kind of person do you think Andy is?

B Pattern sentences: *Andy has just got up.*

Florrie has sat up in bed.

Fill in the blanks in these sentences, using the verbs given after the blanks. Make your verbs the same as the verbs in the pattern sentences.

It is eight o'clock. Florrie is still asleep but Andy _____ just _____ (1 wake) up. He _____ just _____ (2 get) out of bed. At ten past eight Florrie wakes up. She notices that Andy _____ already _____ (3 get) up. She thinks that he _____ (4 go) to the kitchen to make tea. At twenty past eight Florrie sits up in bed. Andy _____ just _____ (5 make) the tea. Florrie thinks that he _____ (6 bring) some tea for her. At twenty-five past eight Florrie lies down again. Andy _____ just _____ (7 get) back into bed. He _____ (8 begin) to drink his tea. Florrie is disappointed because Andy _____ not _____ (9 give) her any tea.

C Florrie thought that Andy was going to offer her some tea. She thought that he was going to say "Would you like a cup of tea?" Here are some ways of answering this question. Look at them carefully and then practise asking and answering the questions. Use as many different answers as you can.

Would you like a cup of tea?

yes please; yes please, I'd love one; yes please, I'm very thirsty; no thanks;
 no thanks, I'm not thirsty; no thanks, I don't like tea

- | | |
|-----------------------------------|--|
| 1 Would you like a glass of milk? | 2 Would you like an apple? |
| 3 Would you like some grapes? | 4 Would you like a slice of bread? |
| 5 Would you like a biscuit? | 6 Would you like a piece of chocolate? |
| 7 Would you like some soup? | 8 Would you like some potatoes? |

D In these pictures of the bedroom you can see only the bed. Fill in this description of the other things in the room.

Andy and Florrie sleep in a big d_____ b_____ (1). On the bed there are s_____s (2) and b_____s (3) and two p_____s (4). On the t_____ (5) beside the bed stand a reading l_____ (6) and an a_____ c_____ (7) which rings loudly every morning. On the floor of the bedroom there is a purple c_____ (8) and at the window there are pink c_____s (9). In the corner of the room there is a big c_____ (10) where Florrie hangs her dresses.

E Andy and Florrie are called Mr and Mrs Capp. (Andy even wears his cap in bed!) The Capps' neighbour Joe is much kinder to his wife than Andy is to Florrie. Write a story about Joe and his wife Mary. **Begin like this:** "It is seven o'clock in the morning. The alarm clock has just gone off. Mary is still asleep but Joe ..."