

Integrated Skills of English

(Teacher's Book)

3

综合英语教程

(教师用书)

总主编 虞苏美 黄源深

主 编 邹为诚

高等教育出版社

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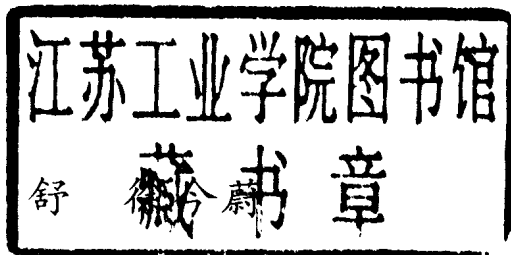
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内 容 提 要

本册是与《综合英语教程3》(学生用书)配套的教师用书。本册共15单元,主要包括:每单元的教学目标、教学方法建议、练习的设计思想、课文和练习中的难点注释以及练习答案等。

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前 言

本教材系受教育部委托编写而成。基础阶段共4册，每册由学生用书、教师用书和录音磁带组成。本教材的编写参照了《师范高等专科学校英语教育专业教学大纲》和《高等学校英语专业基础阶段英语教学大纲》，供师范院校英语专业学生使用，也可供教育学院及社会上英语自学者学习使用。

根据我国目前高校英语教学的实际情况，基础教学应以语言基本功训练为主要途径，以培养语言交际能力为主要目的。本书编者力图通过循序渐进的方式，使学生逐步掌握系统的英语基础知识，并把所学到的知识应用于各种交际性任务，包括教师技能训练任务中去。为了鼓励学生在学习语言的同时努力了解英语国家社会文化，编者还为学生提供了丰富的英语国家文化知识。在融语言知识、交际技能和教学技巧于一体方面，本教材作了大胆尝试。

本书是《综合英语教程》（教师用书）第三册。内容包括：每单元的教学目标、教学方法建议、练习的设计思想、课文和练习中的难点注释以及练习答案等。

听写短文时，建议教师读四遍，第一和第四遍用正常的语速，第二、第三遍用慢速。

编 者

1999年4月

于华东师范大学

Contents

Unit 1	My Father	1
	Part I Listening and Speaking Activities	1
	Part II Reading Comprehension and Language Activities	4
	Part III Extended Activities	7
Unit 2	Why My Great-uncle Gave Up the Ministry	9
	Part I Listening and Speaking Activities	9
	Part II Reading Comprehension and Language Activities	11
	Part III Extended Activities	14
Unit 3	Saved by Mistakes	17
	Part I Listening and Speaking Activities	17
	Part II Reading Comprehension and Language Activities	19
	Part III Extended Activities	22
Unit 4	Glue	25
	Part I Listening and Speaking Activities	25
	Part II Reading Comprehension and Language Activities	27
	Part III Extended Activities	31
Unit 5	Learning a Language	34
	Part I Listening and Speaking Activities	34
	Part II Reading Comprehension and Language Activities	36
	Part III Extended Activities	41
Unit 6	Bargains	44
	Part I Listening and Speaking Activities	44
	Part II Reading Comprehension and Language Activities	46
	Part III Extended Activities	50
Unit 7	Out of Mists	53
	Part I Listening and Speaking Activities	53
	Part II Reading Comprehension and Language Activities	54
	Part III Extended Activities	58

Unit 8	Genius Sacrificed for Failure	61
Part I	Listening and Speaking Activities	61
Part II	Reading Comprehension and Language Activities	63
Part III	Extended Activities	67
Unit 9	Biotechnology	70
Part I	Listening and Speaking Activities	70
Part II	Reading Comprehension and Language Activities	72
Part III	Extended Activities	75
Unit 10	A Horse and Two Goats	78
Part I	Listening and Speaking Activities	78
Part II	Reading Comprehension and Language Activities	80
Part III	Extended Activities	84
Unit 11	The Two Roads	87
Part I	Listening and Speaking Activities	87
Part II	Reading Comprehension and Language Activities	89
Part III	Extended Activities	92
Unit 12	The Danger of Market Forces	97
Part I	Listening and Speaking Activities	97
Part II	Reading Comprehension and Language Activities	99
Part III	Extended Activities	103
Unit 13	Creating a Caribbean Spring Festival	105
Part I	Listening and Speaking Activities	105
Part II	Reading Comprehension and Language Activities	108
Part III	Extended Activities	112
Unit 14	My First Class	114
Part I	Listening and Speaking Activities	114
Part II	Reading Comprehension and Language Activities	116
Part III	Extended Activities	121
Unit 15	Are You a Workaholic?	129
Part I	Listening and Speaking Activities	129
Part II	Reading Comprehension and Language Activities	131
Part III	Extended Activities	135

1

My Father

Teaching Objectives

1. **Topic:** Understanding the different values held by the young and the old and the generation gap
2. **Grammar Points:** Contrast uncountable mass nouns with related countable nouns, such as: *bread — a loaf*
3. **Vocabulary:** *easy to get along with, be pleased to do ... (adj. + to do something), vain, easy-going, keep oneself to oneself, be out of touch with, come first, be off somewhere doing something, be proud of something, show off, let somebody down, settle down, not see much of somebody, in the wrong / right clothes, be opposed to, humble*

Part I Listening and Speaking Activities

1 Brainstorming

The thematic topic of **Unit One** is *understanding the different values different people hold*. The first activity **Brainstorming** is designed as a vocabulary preparation for the listening and speaking activities. The suggested method is to proceed from known words / expressions to new ones. To begin with, put the students into small groups, telling them to think of as many expressions in a particular category as possible. Then, ask one group representative to put their findings on the blackboard. The teacher can make comments on the list and add new expressions if necessary. To elicit enough vocabulary from the students and also provide a chance for the students to learn from each other, the activity can be modified into a team competition. First, arrange two groups to work on the same task and inform them that they will be invited to put their lists of expressions on the blackboard. Next, the representatives from any two of the competing teams are asked to write their work on the blackboard. And finally, comment on the two lists and correct mistakes, if any, or add more vocabulary, if necessary. To make the activity more lively, select the teams at random so that every group has an opportunity to win!

Expressions for reference (NB: The following lists are by no means exhaustive.)

1. Adjectives for describing personality / character:

- Positive adjectives: *easy-going, honest, open-minded, humorous, interesting, pleasant, pleasurable, frank, sympathetic, helpful, loyal*
- Negative adjectives: *arrogant, dishonest, difficult, narrow-minded, boring, loathsome, unpleasant, selfish, rude, cowardly*
- Neutral adjectives: *complicated, reserved, silent, quiet, talkative, sophisticated, ambitious, aggressive, timid, impulsive, sociable / unsociable*

2. Expressions for personal appearance / one's looks (most of these expressions describe the physical features of a person):
 - Size: thin, skinny, slim, slender, big, large, small, little, stout, plump, fat, robust, athletic, muscular
 - Age: old, young, look old / young, doesn't look one's age, youngish, elderly, middle-aged, in one's thirties / forties ...
 - Resemblance: look like somebody, resemble, take after somebody, have someone's eyes / nose / hair ...
3. Expressions for likes and dislikes:
 - love, like, enjoy, be crazy / mad about, be keen on, be interested in
 - dislike, feel sick about, hate, be indifferent to, don't care for, be disgusted with
4. Expressions for managing relationships:
 - Improving relations: get along with, have a good or friendly relationship with, be on good terms with, live happily with, be kind / nice / agreeable to, compliment, praise, appreciate one's help / advice
 - Hurting relations: laugh at, criticise, ridicule, quarrel with, split with, break up with, look down upon, interfere with one's affairs, have a bad relationship with, there is bad blood between ... and ..., be difficult / hard on somebody
 - Neutral: cope with, keep in touch with, be in / out of contact with
5. Expressions for people we know or meet:
 - friends, strangers, acquaintances, colleagues, classmates, schoolmates, roommates, fellow students, fellow workers, neighbours, alumnus (*pl.* alumni)
 - employer — employee, superior — inferior / subordinate, teacher — student, doctor — patient, salesman — customer, etc.

2 Listening

I have a brother

Listening script

Interviewer: Excuse me, I'm doing a survey, and I'm interested in how brothers or sisters relate to each other. Have you any brothers or sisters? How are you getting on?

Charlie: Well, I have a brother, an elder brother. He's three years older than me, but a little shorter. He, er, he's well-built, and looks very strong. We are both married and get on quite all right now, but we were very hostile to each other in our early teens. In fact, I was very afraid of him. He was too demanding. He used to ask me to do this or that for him. If I refused or didn't do well, he would either hit me, or threaten not to take me to places I wanted very much to go to. You can't be very independent if you have an elder brother or sister, you know what I mean? You would follow them around, they take you here and there. They're

sometimes kind enough to do things for you, perhaps they want to show off. But you become more dependent on them, and you appear “weak”, you see what I mean?

Interviewer: Yes. Er ... how did you manage your relations? Did you just accept the fact, or did you try to do something to change the situation?

Charlie: Mmm ... I used to hate my brother for, as I said earlier, he liked to order me about and I was left with no say about anything. There were many “clashes” between us, and we looked upon each other as enemies, or at least I felt that way. He was my ... um ... my “arch enemy”, if you like. I had never thought that things would change, but then one thing happened and our hostility disappeared. Once, I was ... er ... when I was thirteen, I remember, I was bullied by a classmate, and I cried my way back home. He saw me crying, and urged me to tell the truth, and I did. He was so enraged to hear my words that he went out immediately to find the boy, and beat the boy up. Since then, he’s never quarrelled with me again. Strange, wasn’t it?

Interviewer: Yes, but it happens sometimes. A little thing may change the whole situation altogether. Your story is most helpful. Thank you very much indeed ...

Answers to the questions

1. Charlie’s brother was very demanding. He used to ask Charlie to do things for him. If Charlie refused or didn’t do well, he would hit Charlie or threaten not to take him to places he wanted to go to.
2. He or she will become dependent (on the elder brother or sister) and appear “weak”.
3. His brother used to order him about, and there were many “clashes” between them, so he looked upon his brother as his enemy.
4. Once he was bullied by a classmate. His brother saw him crying, and became very angry after he told him the truth. His brother then taught the bully a lesson. Since then, they have never quarrelled again.

3 Speaking

A How nice it is to have a good friend!

Students take turns asking and answering questions. It is advisable for them to talk to at least two people within a group. The teacher should keep a close watch on the discussion and give prompt help when necessary. Encourage the students to use the words and phrases produced during the brainstorming session. The teacher should not expect a big story from the students at this stage. Most likely, the story at this stage is only a brief narrative or a short dialogue composed of a few sentences.

B It’s important to be a nice person.

At this stage, the students are required to produce a relatively longer piece of discourse than that in Activity 3. It is suggested that the teacher set a time limit for each student’s presentation so that more students can get a chance to have a show. This exercise emphasises efficiency of communication in terms of completeness of message, coverage of vocabulary, effective grammar control, intelligible pronunciation, and some degree of fluency.

C Look at the following pictures and speculate on ...

As the last activity of the first part of the unit, this task is the most demanding because of its speculative nature. To tell a story from one's own experience may not be very difficult, but to speculate on what might have happened according to the given pictures is highly demanding for the students. So allow them more freedom in improvising and show greater tolerance of language mistakes. However this doesn't mean that glaring mistakes can be overlooked.

Part II Reading Comprehension and Language Activities**Text****Notes:**

1. This passage is written from a personal viewpoint. It is a daughter's view on her relationship with her father. Passages like this usually include a number of facts, which are interpreted by the narrator from how he / she feels about them. Probably, others may have different, even opposite, views on the same facts. Readers should be aware of the subjectivity of the views expressed in this passage.
2. It was incredibly boring: It was extremely boring. The adverb *incredibly* is an intensifier, denoting a high degree. The use of intensifiers is a common feature of spoken language. Similar intensifiers include "terribly", "awfully", etc. Here are two examples: *I am awfully glad to see you. It was terribly cold outside.*
3. You had to sit there for hours: The pronoun *you* is used here to refer to people in general, denoting a colloquial style.
4. I didn't want to go there in the first place: I had no intention to go there from the very beginning. The phrase *in the first place* can also (a) introduce or draw attention to the illustration of a series of points or reasons, e.g. *Now, in the first place, what made you leave so suddenly, and in the second place, why did you leave no message?* (b) denote a very important point or reason, e.g. *In the first place, I must define some terms.*
5. ... settle down in them: apply oneself seriously to or concentrate on some work, e.g. *They settled down to full-time study.* Note some of the other meanings of the phrasal verb: (1) *In his thirties, the man found a job, got married and settled down in a small town* (to start living a stable life, ready to shoulder responsibilities of work and family). (2) *He waited for the audience to settle down before he spoke* (to become quiet and calm).
6. As a family, we're not that close: The word *that* in the sentence is an adverb to emphasise the degree of a feeling or quality (=so). Here is another example from the text: *I'm not that interested.* More examples: *The baby cannot stay up that late. You can't have eaten that much.*

1 Comprehension work**A Summarise the story**

In the article, the narrator presents her personal impression about her father from two perspectives: first, she describes her father's character, which is completely different from hers; second, she tells the reader that she and her father have different interests. So, they are not very close.

B Summarise the paragraphs

- The second paragraph: The narrator cites a number of examples to support her statement that her father is quite self-centred and a little bit vain.
- The third paragraph: The narrator tells of her school experience to show that her father is not aware of what she really needs and how she really feels.
- The fourth paragraph: The narrator examines the different interests she and her father have and tells of the gap between them.

C Study the story

Discuss the following questions.

1. The narrator does not feel close to her father. In her opinion, her father is not easy to get on with. He is quite self-centred and unapproachable in some ways. Besides, her father is not aware of how she really feels.
2. She doesn't remember much about her father because he wasn't at home much when she was a child. Her father has always been slightly out of touch with family life.
3. Her father is an actor. He is quite devoted to his work and successful in his career for he has won several awards and was made an MBE.
4. She thinks her father is a little bit vain. He loves being asked for his autograph, loves to be recognised, and shows off his awards to whoever comes to his house.
5. She was asked to leave school because of her total lack of interest and non-attendance. It was her father who got her into the school in the first place. She herself didn't want to go there.
6. She tried several jobs but she couldn't settle down in them because they were not challenging enough.
7. They have little in common in their personal interests. While she is interested in quiet country life, her father is into books, music and, above all, opera.
8. Her father was totally opposed to her marriage. He thought that her husband was too humble and she should have married someone famous. She thinks that her father wishes that they would break up.
9. She is not going to have children even though her father keeps talking about wanting grandchildren.
10. They don't see much of each other these days because they are not that close, either emotionally or geographically.

2 Language work**A In other words**

- | | | | |
|-------------------|---------------|----------------|----------|
| 1. unapproachable | 2. incredibly | 3. humble | 4. vain |
| 5. rehearsed | 6. autograph | 7. challenging | 8. ideal |

B Work with sentences

1. I chose the car for its speed, comfort and, above all, for its reliability.

2. A good teacher should help his / her students earnestly instead of showing off his / her knowledge.
3. Examinations are a nightmare to some students, for they could not settle down in revision.
4. The boy quarrelled bitterly with his girlfriend and I am afraid they will break up sooner or later.
5. Why won't that telephone ring? He promised to call me and he would not let me down.
6. She is a very sociable girl and gets on well with her colleagues.
7. Soon after the satellite was launched into space, it was out of touch with the scientists on the earth.
8. Doctors tell us that an easy-going person is less likely to get ulcers.

C Word study

This exercise is to get the students to use the listed words and expressions in relation to the given sentence structure. The teacher needs to be open-minded and resourceful in directing this part of training. Each prompt can induce a variety of responses from the students and usually there is no standard answer for each item. The correct sentences are the ones which are clear in meaning and correct in grammar. However, in cases where the students could not think out appropriate responses, the teacher should offer some ideas to help.

(For reference)

1. a. The boy kept himself to himself both in class and after class. He felt very lonely in this new environment.
b. A person who always keeps himself to himself is very likely to have psychological problems.
c. Being too shy, the little girl kept herself to herself watching other kids playing on the lawn.
2. a. She was a family type and naturally her family came first in her life.
b. In Japanese culture career and work always come first for a man.
c. When you look for a girl / boy friend, what comes first in your consideration, appearance or personality?
3. a. It seems a tradition in this country that men are off somewhere earning money while their wives stay behind and look after the children.
b. Grown-up children are always off somewhere pursuing their own careers but will be back to visit their parents at the Spring Festival.
c. The mother was worried that her son was off somewhere making trouble again.
4. a. Parents are pleased to watch their children growing up healthily.
b. Mr. Johnson was pleased to marry a widow with three lovely children.
c. He was pleased to know that his student was awarded a college scholarship.
5. a. You can't make someone study just because you didn't have a chance when you were young.
b. You can't say that all Americans are wealthy just because the one American you know has three cars.

- c. You can't criticise your students for being lazy just because they didn't do well in an examination.

Part III Extended Activities

1 Dictation

A generation ago, children in many Western countries would like to move out of home when they left school for work or college study. They would rent a room or share a flat with other teenagers. But today's young adults are not in such a hurry to leave. It is often more comfortable to live at home than to rough it in cheap accommodation. There are two reasons for this change. The first reason is the depressed job market, which makes it more and more difficult for young school-leavers to get a good job. Besides, many governments have made severe cuts in educational funding. Students are required to pay fees or part of the fees for college education. The second reason is a change of attitude toward life. Today's young people have more spending power than their parents and they are more prepared to use it. They tend to live for the present rather than prepare themselves for the future.

2 Read more

True / False / Not mentioned

1. T 2. F 3. T 4. F 5. T 6. F 7. NM 8. F

Questions for discussion

These questions are meant to help the students to relate the reading to their own experiences. Encourage them to find the clues in the text about parental expectations of the narrator. For example, the parents sent her to the public school, which was expensive. Advise students to think about what their parents expect of them and how.

3 Grammar work

1. jewel 2. jewellery 3. machinery 4. machines 5. clothing
 6. garment 7. loaf 8. bread 9. luggage 10. suitcases
 11. laugh 12. Laughter 13. money, notes, coins

4 Vocabulary work

1. d 2. a 3. c 4. b 5. d 6. a 7. b

5 Translation

1. She doesn't seem to get along with her new classmates.
2. I'd been out of touch with Mary for years, but I managed to get in touch by phone yesterday.
3. The veteran enjoys showing off his medals to everyone who visits him.
4. Her husband seems very much opposed to her going abroad.

5. As Thomas couldn't settle down in his job, his parents were very worried.
6. I always have all kinds of bits and pieces in my pockets.
7. Her mother pulled a few strings to get her into the business circle.
8. I hope the food is to your liking.
9. I told the boys off for making so much noise.

6 Raise questions

(For reference)

1. What's your attitude towards her? Or: What do you think of her?
I see her as my best friend.
2. Under what circumstances would she come to you first? Or: When would she ...?
She'd always come to me first if she had a problem.
3. What are the similarities between you and your daughter? / What do you have in common with your daughter?
We have the same sense of humour, and share interests.
4. In what way do you differ from your daughter?
Our attitudes toward animals differ. I don't mind animals, but she's completely obsessed with them.
5. When were you and your daughter closest?
We were closest when she was about four.

7 Writing

Juxtaposing *subjective judgement and selected details from memory* in describing people.

In the text, when the narrator talks about her father, she gives her opinion first *My father isn't easy to get along with. He's quite unapproachable and a little bit vain.* Then, she recalls some important details from memory about her life with her father to support the statements. The narrator repeatedly draws on her innermost feelings in her description of her father, thus giving a very personal touch to the narrative. Similarly, in Text II the narrator is also concerned with a presentation of his genuine feelings toward the character he is describing.

2

Why My Great-uncle Gave Up the Ministry

Teaching Objectives

1. **Topic:** Describing people and their behaviour
2. **Grammar Points:** Expand a sentence with infinitive *to-* structure and the structure *for (doing) something* expressing "purpose".
3. **Vocabulary:** *jolly, beloved, concern, clumsy, inadvertently, panic (v.), devastated, bring oneself to do something, resolve to, retire, knock over, grope, in search for, retrace one's steps, smudge, crisp, mount, fixture, rip ... from, clutch, topple, rise to on feet, demolish, reverence*
4. **Writing:** Describing people

Part I Listening and Speaking Activities

1 Brainstorming

Expressions for reference

1. Expressions for describing general impressions of a person:

Positive expressions: polite, smart, cute, nice, a good leader, well-educated, gentle, charming, wise man

Negative expressions: clumsy, forgetful, rude, careless, stupid, a follower, (somebody) having more age than experience, wise guy (of someone who pretends to be smart, but actually behaves foolishly; cf. wise man)

Neutral expressions: funny (When used in a neutral way, the word means that someone's behaviour is laughable; but the expression can be slightly negative when it means that someone's behaviour is strange, abnormal, as in the saying: *funny ha-ha* or *funny peculiar*? This saying is used when someone says somebody is funny.) sensitive, forgetful

2. Expressions for describing someone's emotional changes:

Changes for the better: calm, cool, cheer up, feel better, be sympathetic with

Changes for the worse: get panicky, feel nervous, have butterflies in the stomach, get irritated / angry, become anxious, wear / have a questioning expression, be horrified, feel guilty, be embarrassed

3. Expressions of behaviour:

Silly behaviour: play the fool (e.g. to make people laugh), make a fool of oneself (unintentional), be up to no good / mischief (intentionally, usually in secret), mess / fool around (wasting one's time, behaving foolishly), behave badly, get into trouble

Good behaviour: be good / be as good as gold (of children, behaving very well), set a good example, turn over a new leaf, behave oneself

Neutral behaviour: behave, conduct oneself (behave in a particular way, such expressions are usually used with other qualifying expressions, e.g. conduct oneself *responsibly*; behave *very well*)

4. Expressions for social positions or titles:

headmaster, doctor, nurse, director, supervisor, head of department (HOD), chairman / chairwoman, professor, coach, president

5. Expressions for commenting on personalities:

can't stand, (can't) put up with, It takes all sorts (to make a world). To err is human, to forgive is divine. (someone's silly behaviour) almost brings down the house, arouse hilarious laughter, be disgusted at / with

2 Listening

Telling a story

Listening script

I've never paid much attention to old people, nor do I live with one, for I moved away from my grandparents when I was very young. So two months ago, when we were asked to write an article about an elderly person, any elderly person, I had no idea what to write, how to put my pen to paper. My writing teacher, Mr. Moore, gave me some advice. He said I could visit an old people's nursing home, where I might be able to find something to write about. I went to a nursing home a few weeks ago, but I became very nervous when I went into the office, as I'm kind of a timid person. It took me a long time to make myself understood. Fortunately, the director was a very nice woman, and very polite, too. She was obviously very interested in what I was going to do, and showed me a list of the old people who live there. She even recommended a few for me to visit. I decided to visit an old lady of 92. She moved in not long after she retired, some thirty years ago.

The door of her room was open, and I saw a tiny woman sitting in an armchair beside the bed, knitting something that didn't look like anything. "May I come in?" I asked. But she didn't look up. She obviously couldn't hear well. "May I come in?" I raised my voice this time. She turned towards the door and saw me. She looked at me for a while and then nodded her head and patted the bed. After I went in and sat down, she returned to her knitting. "What are you knitting?" I asked. "Nothing." She turned up her wrinkled face and answered. "Nothing? But why are you knitting then?" She didn't answer my last question. She continued knitting clumsily but diligently. I thought she was a bit crazy, so five minutes later I thanked her and left.

I went back to school and told Mr. Moore I hadn't found anything to write about. I haven't written the article to this day. But yesterday I received a package. I opened it and found a beautiful wool sweater just my size. There was a note attached to it. It was from the director of the nursing home. The note says:

Dear John,

The woman you met here asked that we send you this gift, and she wanted to thank you for visiting her. She died three days ago. She was very happy.

Answers to the questions

1. John had to write an essay. The essay would be about an elderly person, but John knew little about old people. John's teacher advised him to visit an old people's nursing home.
2. John felt nervous when he first entered the office, but the director was very nice to him. She showed him a list of the old people living there and helped him to choose an old lady to visit.
3. John found that the old lady was a bit deaf and clumsy, but that she was diligently knitting. She didn't speak very much, and didn't seem to know what she was doing. John decided that she was crazy.
4. John received a package in which he found a wool sweater. A note from the director of the nursing home said that it was given to him by the old lady as a gift for visiting her. The old lady was very happy when she died a few days before.

Part II Reading Comprehension and Language Activities

Text



Notes:

1. he was paying a pastoral call one day on a woman in Dillon: he was visiting a woman as a minister. Note the different prepositions after *call*, *call* (vi.) *at* somewhere; *call* (vt.) *on* somebody, *pay a call on* somebody; *pay a call at* somewhere. A pastoral visit is part of duties or activities in the Christian churches. It is related to the general needs of people rather than the spiritual or religious needs.
2. panicked and slipped the dead dog into his coat pocket: When the verb *panic* is used in its *-ed* form, the end-consonant *c* is changed to *-cked*. This rule is also applicable to some other words with *c* as last consonant, e.g. *picnic* (v.), *picnicked* (v.). *Slip* in this sentence means *put something away quickly in secret*. E.g. I saw him *slip* a note into her hand. But the word has a different meaning in the sentence *As he approached the landing, his foot slipped*, it means losing one's balance and fall or almost fall.
3. Although he was devastated he could not bring himself to tell the woman ... : Although he was conscience-stricken for his follies he could not make himself tell the woman. Bring oneself to do something: make oneself do something, usually used in a non-assertive sentence, such as a negative or question sentence, e.g. *I could never bring myself to associate with a person like that.* cf. *bring oneself to something* (in Book II). E.g. *Some teenagers cannot somehow bring themselves to an awful revision.*
4. so he could work on his sermon before retiring: before going to bed (formal), e.g. *She retired early*