

Mainline

PROGRESS A

Students' Book

L.G. Alexander



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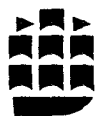
When I was 20
I knew that men were linked together
in one province.

When I was 30
I knew that they were linked together
in one nation.

When I was 40
I knew that they were linked together
in one world of five continents.

Shozan Sakuma, 1854

Longman



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1

Lesson 1 Introducing strangers

We are at a party at a private house in London. There are a lot of young people there from different parts of the world. The host is Mr Ronald Jackson. A young English couple, Jane and Frank Sterling, have just arrived.

Mr Jackson: Good evening, 'Jane. Good evening, 'Frank.

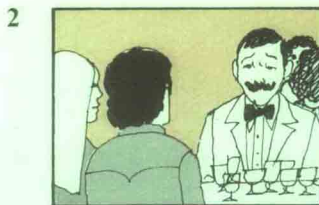
Jane and Frank: Good evening, Mr 'Jackson.

Mr Jackson: How 'nice to see you 'both.
Come in 'please.



Mr Jackson: 'Have a glass of wine 'first,
'then let me intro'duce you
to 'some of my guests.

Jane and Frank: **Thank** you.



Mr Jackson: 'This is 'Kurt **Schmidt**.
Jane and 'Frank **Sterling**.
(They shake hands.)

Kurt: **How** d'you 'do!

Jane and Frank: **How** d'you 'do!



Mr Jackson
(to Jane and
Frank):

'Kurt's a 'student from **Germany**.
He's 'visiting **Britain**.

(to Kurt): 'Jane and 'Frank are **English**.
They're both in **advertising**.



Mr Jackson: And 'this is 'Selma da **Silva**
and her 'husband, **Carlos**—from Rio.
Jane and **Frank** **Sterling**.
(They shake hands.)

Neither 'Selma nor 'Carlos speaks **English**.

Jane and Frank: And **we** don't speak **Portuguese**, **either**.



Mr Jackson: 'Jane and **Frank**. Re'peat after **me**: Saude! [sɐ'udʒi]

Jane and Frank: Saude!

Mr Jackson: **Good**. You've 'learnt your 'first 'word of **Portuguese**.
'Selma and **Carlos**. Re'peat after **me**: **Cheers**!

*Selma and
Carlos:*

Cheers!

Mr Jackson: **Good**. You've 'learnt your 'first 'word of **English**.
The most **important** 'word in **any** 'language.



Presentation *Audio-Visual. (Teacher's Book Introduction.)*

Questions on the text *Question Where's this party?*

- 1 Where's this party?
- 2 It's at a private house, isn't it?
- 3 Is the house in London?
- 4 Are there any young people there?
- 5 Who's the host?
- 6 Who's just arrived?
- 7 Are Jane and Frank German?
- 8 What nationality are they?
- 9 What does Mr Jackson say to them when he opens the door?
- 10 What does he offer them?

Answer At a private house.

- 11 What do Kurt and the Sterlings say to each other?
- 12 What do they do at the same time?
- 13 Where's Kurt from?
- 14 What do the Sterlings do for a living?
- 15 Where do Selma and Carlos come from?
- 16 Do they speak English?
- 17 Do the Sterlings speak Portuguese?
- 18 What's the first English word Selma and Carlos learn? etc.

Asking questions on the text *Teacher Ask me if the party's at a private house.*

Student Is the party at a private house?

Teacher Where . . . ? Student Where's the party?

- | | |
|--|---|
| 1 the party's at a private house. (Where) | 5 they shake hands. (What . . . do) |
| 2 the host is Mr Jackson. (Who) | 6 Kurt is from Germany. (Where . . . from) |
| 3 Jane and Frank will have some wine. (What) (Who) | 7 Jane and Frank are English. (What nationality) |
| 4 Mr Jackson introduces them to Kurt. (Who) | 8 Selma and Carlos speak Portuguese. (What language) etc. |

Acting the scene *Number of students at a time: 7.
Props: a tray and wine-glasses.*

General questions

- | | |
|--|---|
| 1 Have you been to a party lately? | 9 What did you have to drink? |
| 2 Who was the host or hostess? | 10 What do you say when you introduce strangers to each other in English? |
| 3 What sort of people were there? | 11 What do you say and do when you are introduced to a stranger? |
| 4 How many new people did you meet? | 12 When do you say "Cheers"? |
| 5 Were there any people there you knew? | 13 How long should a party last? |
| 6 Who was the most interesting person you met? | 14 Should you take a present to the host or hostess? |
| 7 What did (he) do for a living? | 15 Do you like cocktail parties? etc. |
| 8 What did you have to eat? | |

Asking questions *Imagine you have just been introduced to a stranger at a party.
What questions would you ask him? What questions would he ask you?*

- Talking points**
- 1 Describe the last party you went to.
 - 2 Say something about interesting or uninteresting people you've met at parties you've been to.
 - 3 What are your views about parties in general?
 - 4 What are your views about cocktail parties in particular?
 - 5 What's the purpose of having parties?

Song *Here We Are Again. TB1/SB1. Or: Mr Monday: Present Continuous Baby.*

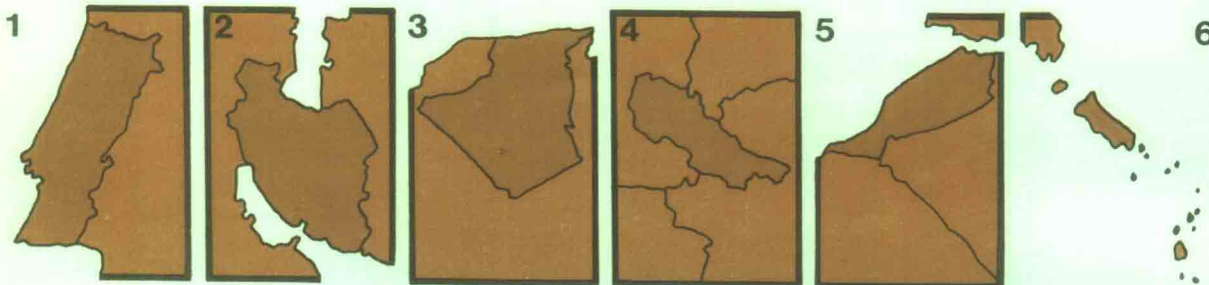
A

- 1 Where are Frank and Jane?
 *2 Where did Frank and Jane go?
 *3 Both Frank and Jane have been to Portugal.
 4 So they're not *both* going to Portugal.
 *5 Neither Frank nor Jane will be in Portugal,
 as far as I know.

B

Frank's in Portugal and I think Jane is too.
 They both went to Portugal.
 So I hear.
 No. Either Frank's going or Jane is.
 I don't know who.
 Oh! I thought they were *both* going there.

Getting around . . .



Portugal

Iran

Algeria

Czechoslovakia Morocco

Puerto Rico

A

- *1 Doesn't he speak both English and French?
 *2 I hear you're learning two languages.
 3 She can't speak English.
 4 Don't they understand English?
 *5 Which foreign language does he speak?

B

That's right. He not only speaks French but English as well.
 That's right. I'm learning both English and French.
 And she can't speak French either—as far as I know.
 They understand neither English nor French.
 Either English or French—I can't remember which.

Communicating

7

français

English

English and French

8

中国

日本語

Chinese and Japanese

9

español

Português

Spanish and Portuguese

10

Ελληνικά

русский

Greek and Russian

11

اللغة العربية

Türkçe

Arabic and Turkish

12

हिन्दी

اردو

Hindi and Urdu

Patterns	Refer to the oral exercises in Lesson 2. Write out in full No. 5 (frames 1–6) and No. 1 (frames 7–12).	
Multiple choice	Refer to Lesson 1, then choose the best answer in each exercise.	
	<ol style="list-style-type: none"> The people at the party . . . a) <i>are all students.</i> b) <i>are all in advertising.</i> c) <i>come from various countries.</i> d) <i>probably know each other.</i> Mr Jackson probably speaks . . . a) <i>both English and Portuguese.</i> b) <i>English but not Portuguese.</i> c) <i>Portuguese but not English.</i> d) <i>neither English nor Portuguese.</i> . . . introduce you to some of my guests. (frame 2) a) <i>Should I</i> b) <i>May I</i> c) <i>Permit me</i> d) <i>Leave me</i> Selma doesn't speak English and Carlos doesn't . . . (f.5) a) <i>neither.</i> b) <i>nor.</i> c) <i>even.</i> d) <i>either.</i> . . . to see you both. (f.1) a) <i>I'm glad</i> b) <i>I'm sorry</i> c) <i>It's a surprise</i> d) <i>It's strange</i> . . . after me: Cheers! (f.6) a) <i>Tell</i> b) <i>Speak</i> c) <i>Talk</i> d) <i>Say</i> 	
Sentence structure	Join these sentences making any necessary changes, then refer to Lesson 1.	
	<ol style="list-style-type: none"> We are at a party. It's at a private house in London. (Intro.) There are a lot of young people there. They are from different parts of the world. (Intro.) Jane is English. Frank is English. (<i>and</i>) (f.4) 	<ol style="list-style-type: none"> Jane is in advertising. Frank is in advertising. (<i>They . . . both</i>) (f.4) This is Selma da Silva. This is her husband, Carlos. (<i>and</i>) (f.5) Selma doesn't speak English. Carlos doesn't speak English. (<i>Neither . . . nor</i>) (f.5)
Guided summary	Write complete answers to these questions so as to make one paragraph of not more than 55 words.	
	<ol style="list-style-type: none"> Did Jane and Frank go to a party or not? Did their host, Mr Jackson, introduce them to a German student or not? What was his name? Did he introduce them to a Portuguese couple or not? (<i>Then</i>) 	<ol style="list-style-type: none"> Could the English couple speak Portuguese? Could the Portuguese couple speak English? Who taught them the words "Cheers" and "Saude"? (<i>Because of this</i>)
Guided composition	<p><i>A Party. Imagine you are the host at a party. Write a conversation in 50–100 words between yourself and some of the guests. You may use any of the following expressions if you want to:</i></p> <p>How nice . . . Come in. Let me . . . This is . . .</p>	
Game	<p><i>Which languages do you speak? TB1.</i></p> <p>How d'you do? Have . . . Cheers!</p>	

DAY IN, DAY OUT

What do these people
do every day?
What are they doing
at the moment?

Here's a day in the life of a typical 20th century man. The details vary from country to country, but the routine is nearly always the same:

- It's 8.07. He's catching the train which he catches every day.
5 It's 8.55. He's arriving at work. It's the time when he usually arrives.
It's 11.0. He's drinking coffee. That's what he always does at 11.0.
It's 1.0. He's having lunch — just as he always does at this time.
It's 5.30. He's stopping work. That's when he stops work every day.

10

Then the journey home again
In the hot suburban train . . .
Home to supper and to bed.
Shall we be like this when we are dead?
(W. H. Auden)



What do you do every day?

What are you doing
at the moment?

Presentation	Audio-lingual. (See Teacher's Book Introduction.)	
Questions on the text	<p>Question Is this piece about a day in the life of a 20th century man?</p> <ol style="list-style-type: none"> Is this piece about a day in the life of a 20th century man? Is he a typical 20th century man? Do the details vary from country to country? What about the routine? It's 8.07. What's he doing? What does he do at 8.07 every day? It's 8.55. What's he doing? What does he do at 8.55 every day? 	<p>Answer Yes, it is.</p> <ol style="list-style-type: none"> It's 1.0. What's he doing? What does he do at 1.0 every day? It's 5.30. What's he doing? What does he do at 5.30 every day? He stops work, doesn't he? Does he travel home again? Does he take a suburban train? Which meal does he have at home? What does he do after that? What question does the poet ask? etc.
Asking questions on the text	<p>Teacher Ask me if this is about 20th century man. Student Is this about 20th century man? Teacher What . . . ? Student What is this about?</p> <ol style="list-style-type: none"> this is about 20th century man. (What) he is typical. (In what way) it's 8.07. (What time) he's catching the train. (Which) he catches it every day. (When) (What) he arrives at 8.55. (When) he's drinking coffee. (What) he drinks coffee at 11.0. (When) he's having lunch. (What) he always does this. (What) he's stopping work. (Why) he stops at 5.30 every day. (When) etc. 	
Oral composition	<ol style="list-style-type: none"> Day—life—20th c. man. Details vary—country—routine same. 8.07—catching—train—every day. 8.55—arriving—work—usually. 11.0—drinking coffee—always. 	<ol style="list-style-type: none"> 1.0—having lunch—always—time. 5.30—stopping work—every day. Journey home again. Hot suburban train. Supper—bed. Like this—dead?
General questions	<ol style="list-style-type: none"> Do you have a daily routine? What time do you get up? When do you have breakfast? When do you leave home? How do you get to your destination? What time do you begin work/school? Do you have a break during the day? What time? Are you having a break now? What are you doing now? You're having a lesson, aren't you? How often do you have English lessons? When do you usually have lunch? Do you ever have a rest in the afternoon? What time do you stop work? etc. 	
Asking questions	Imagine you are asking an overseas visitor questions about his/her daily routine. What questions would you ask him/her?	
Talking points	<ol style="list-style-type: none"> Describe a typical day in your life. Say how you usually spend the week-end. Describe any occasion when something unexpected has happened to interrupt your routine. What sorts of jobs <i>don't</i> have a fixed routine? "People only work effectively if they have a routine." What's your view? 	
Listening comprehension	Mrs Sullivan Has a Rest. TB1.	

/ɪŋ/ & /ɪn/

bring inthin thingwinningsrobbing robin

A

- *1 What's Miss Smith doing at the moment?
Does she always type letters at this time of the day?
- 2 What does Miss Smith usually do at this time of the day?
- *3 Look! Miss Smith's typing letters!
- 4 Miss Smith types letters at this time of the day.
- *5 When does Miss Smith usually type letters?
Is she typing letters at the moment?

Now and forever . . .

1



Miss Smith (a secretary)
typing letters
at this time of the day

2



Mr Ford (the boss)
dictating letters
during the morning

3



Mr Sims (a factory worker)
clocking in
early in the morning

4



Mr Bell (a dustman)
collecting our rubbish
on Wednesdays

5



Mr King (a postman)
delivering letters
every morning

6



Mrs Court (a housewife)
doing the shopping
once a week

7



Miss Hall (a shop-assistant)
serving at the counter
every day

8



Miss Ray (a telephone operator)
answering the phone
when it rings

9



Miss Jones (a teacher)
teaching 3A
after break

10



Johnny (a schoolboy)
watching TV
before bed-time

11



Mr Day (an executive)
catching a train
in the morning

12



Mr Wills (an office-worker)
finishing work
at 5.30

7

Patterns

Refer to the oral exercises in Lesson 4. Write out in full Nos. 2 and 4.

Multiple choice

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

- 1 This piece says that . . . a) everybody has a fixed routine every day. b) many people do the same things each day. c) regular hours are a good thing. d) the typical 20th century man is dull.
- 2 W. H. Auden implies that . . . a) the journey home is enjoyable. b) everybody goes to bed after their supper. c) trains are comfortably heated. d) this sort of life is very dull.
- 3 When . . . (lines 5–6) a) usually does he arrive? b) he usually arrives? c) does he usually arrive? d) he arrives usually?
- 4 Is this . . . we shall be when we are dead? (l.13) a) where b) what c) how d) who
- 5 The details vary. (l.1–2) They are . . . a) not the same. b) very small. c) the same. d) nearly the same.
- 6 A suburban train (l.11) is meant to serve people who . . . a) live in the centre of the town. b) travel underground. c) live outside the town centre. d) live in the country.

Sentence structure

Put in the missing words, then refer to Lesson 3.

- | | |
|---|---|
| 1 The details vary from country to country, . . . the routine is nearly always the same. (Intro.) | 4 He's drinking coffee. . . he always does at 11.0. (l.7) |
| 2 He's catching the train . . . he catches every day. (l.4) | 5 He's having lunch. . . he always does at this time. (l.8) |
| 3 It's the time . . . he usually arrives. (l.5–6) | 6 He's stopping work . . . he stops work every day. |
| | 7 Shall we be like this . . . we are dead? (l.13) |

Guided summary

Write complete answers to these questions so as to make one paragraph of not more than 70 words.

- | | |
|---|--|
| 1 Does the typical 20th century man usually follow the same routine each day, or a different one? | 4 What does he usually drink in the middle of the morning? |
| 2 Does he usually catch the same train every morning or a different one? | 5 What does he usually do in the middle of the day? |
| 3 Does he usually arrive at work at the same time each day or not? | 6 Does he usually finish work at the same time each day? |
| | 7 Where does he usually go after that? |

Guided composition

A Typical Day. Write one paragraph in 50–100 words describing a typical day in your life. Answer these questions if you want to:

- 1 When do you usually get up? 2 What do you do after you get up? 3 When do you leave home? 4 How do you go to school/work? 5 What time do you arrive? 6 What do you do at school/work? 7 When do you have a break? 8 When do you have lunch? 9 How do you spend the afternoon? 10 When do you finish school/work? 11 What do you do after that? 12 How do you spend the evening?

Dictation

TB1.

3 Lesson 5 SWEET MEMORY

When I was

3



My mother bought me a big raincoat and some boots and I played in the rain.

5



I had a big birthday party and all my friends came.

8



Daddy and I put together a model railway and daddy played with it all the time.

11



I visited the zoo with my sister. I made faces at a monkey and he made faces at me.

15



I went camping and learnt how to cook sausages over an open fire.

17



Dad gave me driving lessons in his car, but I wasn't a very good pupil!

Presentation *Audio-lingual. (See Teacher's Book Introduction.)*

Questions on the text	Question Who bought you a big raincoat?	Answer My mother did.
	1 Who bought you a big raincoat?	11 What did your Daddy do after he had put the railway together?
	2 How old were you then?	12 How old were you when you visited the zoo?
	3 Were you seven?	13 Who did you go with?
	4 You were three, weren't you?	14 What did you do to a monkey and what did he do to you?
	5 What else did she buy you?	15 When did you go camping?
	6 What did you do?	16 What did you learn to cook?
	7 When did you have a big birthday party?	17 Was it an open fire?
	8 Who came?	18 Who gave you driving lessons? etc.
	9 Who put together your model railway?	
	10 How old were you then?	

Asking questions on the text *Teacher Ask me if my mother bought me a big raincoat.*

Student Did your mother buy you a big raincoat?

Teacher What . . . ? Student What did your mother buy you?

- | | |
|--|--|
| 1 my mother bought me a big raincoat. (What) (Who) | 6 I visited the zoo. (When) |
| 2 I played in the rain. (Why) | 7 I went with my sister. (Who . . . with) |
| 3 I had a big birthday party. (When) | 8 I made faces at a monkey. (Why) |
| 4 my friends came. (How many of) | 9 I went camping. (When) |
| 5 Daddy and I put together a model railway. (What) (Who) | 10 I learnt how to cook sausages. (How) etc. |

- | | | |
|-------------------------|--|--|
| Oral composition | 1 3—mother bought—raincoat—big boots—played—rain. | 4 11—visited zoo—sister. Made faces—monkey—he made faces me. |
| | 2 5—big birthday party—friends. | 5 15—camping—sausages—open fire. |
| | 3 8—Daddy and I—model railway—daddy played—all the time. | 6 17—driving lessons—not good pupil. |

- | | | |
|--------------------------|--|--|
| General questions | 1 Have you got a photograph album? | 8 Can you remember when you were five? |
| | 2 How old were you in the earliest photo you have? | 9 Did you have many friends? |
| | 3 What were you doing? | 10 Can you remember any of them? |
| | 4 What were you wearing? | 11 Do you still know any of them? |
| | 5 Can you remember the first house you lived in? | 12 Did you go to the zoo as a child? |
| | 6 Do you still live in the same house? | 13 Did you enjoy it? Why/Why not? |
| | 7 Where is/was it? | 14 Did you have birthday parties? |
| | | 15 What were they like? |
| | | 16 Did you ever go camping? |
| | | 17 Did you ever have driving lessons? etc. |

Asking questions *Imagine asking an overseas visitor whom you know well questions about his or her childhood. What would you ask?*

- Talking points**
- 1 Describe your earliest memory.
 - 2 Describe some of the photos you like in your photograph album.
 - 3 Describe a childhood experience you remember well.
 - 4 Talk about your childhood friends.
 - 5 "Childhood is the best time of your life." What's your opinion?

Song *Strangest Dream: Verse 1. TB2/SB2. Or: Mr Monday: Present Continuous Baby.*

A

- *1 Tell me about when you were a child.
Do you ever go abroad now?
2 Did you ever go abroad when you were a child?
Do you ever go abroad these days?
*3 Did you go abroad when you were a child?
4 When you were a child you often went abroad.
What a pity!
*5 You often go abroad.

B

When I was a child I often went abroad.
Never!
Yes, I did. (Omit No. 12)
Hardly ever!
Yes, I did, but I don't any more.
Yes, but I don't go abroad any more, do I?

Yes, I do now, but I didn't often go abroad
when I was a child.

When I was a child I . . .

1



often went abroad

2



rode a horse

3



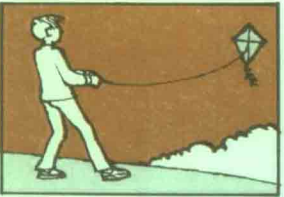
ran very fast

4



drank milk

5



flew a kite

6



wrote poetry

7



had plaits

8



got up early

9



made things out of
clay

10



ate things that
were good for me

11



drew very well

12



said my prayers
every night

See page 123 for irregular verbs used in this lesson.

Patterns

Refer to the oral exercises in Lesson 6. Write out No. 1 in full.

Multiple choice

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

- 1 The boy . . . a) *played with the model railway.* b) *put the model railway together.* c) *helped his father to put the railway together.* d) *and his father played with the railway.*
- 2 When he made faces at the monkey in the zoo the monkey . . . a) *ignored him.* b) *copied him.* c) *looked at his sister.* d) *looked at him.*
- 3 His mother bought a raincoat . . . him. (f.1) a) — b) *for* c) *to* d) *from*
- 4 . . . gave him driving lessons? Dad. (f.6) a) *Who* b) *Whose* c) *Whom* d) *What*
- 5 He played in the rain. The weather was . . . (f.1) a) *dry.* b) *cold.* c) *damp.* d) *wet.*
- 6 Dad gave him driving lessons. He . . . him to drive. (f.6) a) *showed* b) *pointed* c) *taught* d) *learnt*

Sentence structure

Rewrite these sentences, then refer to Lesson 5.

- | | |
|---|---|
| 1 The raincoat which mother bought me was big.
Mother bought me a (f.1) | 4 When I made faces at a monkey, he made faces at me.
I made faces (f.4) |
| 2 All my friends came to the big birthday party which I had.
I had (f.2) | 5 I learnt to cook when I went camping.
I went camping (f.5) |
| 3 Both Daddy and I put it together.
Daddy (f.3) | 6 Though Dad gave me driving lessons in his car. I wasn't a very good pupil!
Dad gave me (f.6) |

Guided summary

Write complete answers to these questions so as to make one paragraph of not more than 100 words.

- | | |
|---|-------------------------------------|
| 1 How many photographs are there in Lesson 5? | 7 What've he and his father done? |
| 2 Can we see a boy of 3 in the first or not? | 8 How old is he in the fourth? |
| 3 What is he wearing? | 9 Where is he? |
| 4 How old is the boy in the second? | 10 How old is he in the fifth? |
| 5 Is he having a birthday party or not? | 11 Is he camping or not? |
| 6 How old is he in the third photo? | 12 How old is he in the last photo? |
| | 13 What is his father doing? |

Guided composition

My Album. Write about 12 sentences describing six photographs of yourself (real or imaginary). Use the past tense. Begin like this: "When I was (3) I . . ." If you want to you can say where you lived, what your family was like, who your friends were, where you went, what you did, what happened to you, etc.

Game

A miming game. TB2.

Britt Lund and Anita Eggers are Swedish. They have been in Italy for nearly three months. Now they want an extension of stay and have gone to the Aliens' Department at a police station in Rome.

Official: 'Can I **help** you?
 Britt: **Yes.** We'd 'like per'mission
 to 'stay in 'Italy for an'other **month**.
 Official: 'May I see your **passports** please?
 Britt: **Certainly.**

Official: You've 'both been in **Italy**
 since 'January the seven'teenth.
 You've 'been here
 for 'nearly three **months**.
 Anita: 'That's **right**.

Official: 'What are you **doing** in 'Italy?
 Britt: We're 'studying **art**
 at 'Stockholm **University**—
 Anita: and we've come to **Italy**
 to see as **much** as we **can**.

Official: 'Have you been in 'Rome the 'whole **time**?
 Britt: **No.** We've been to **several** I'talian 'cities.
 Anita: **Florence, Siena, Bologna, Venice . . .**
 Official: 'When did you a'rrive in **Rome**?
 Britt: A **fortnight** a'go.

Official: 'How do you **like** our 'country?
 Britt: We **love** it.
 Official: 'All these **beautiful** 'cities.
 Official: 'Anything you **don't** like?
 Anita: **Yes.** The **traffic**.

Official: 'Fill in this **form** please
 and your 'passports will be 'valid for a'nother **month**.
 Is 'that **enough**?
 Britt: A **life-time** 'wouldn't be **enough**!

