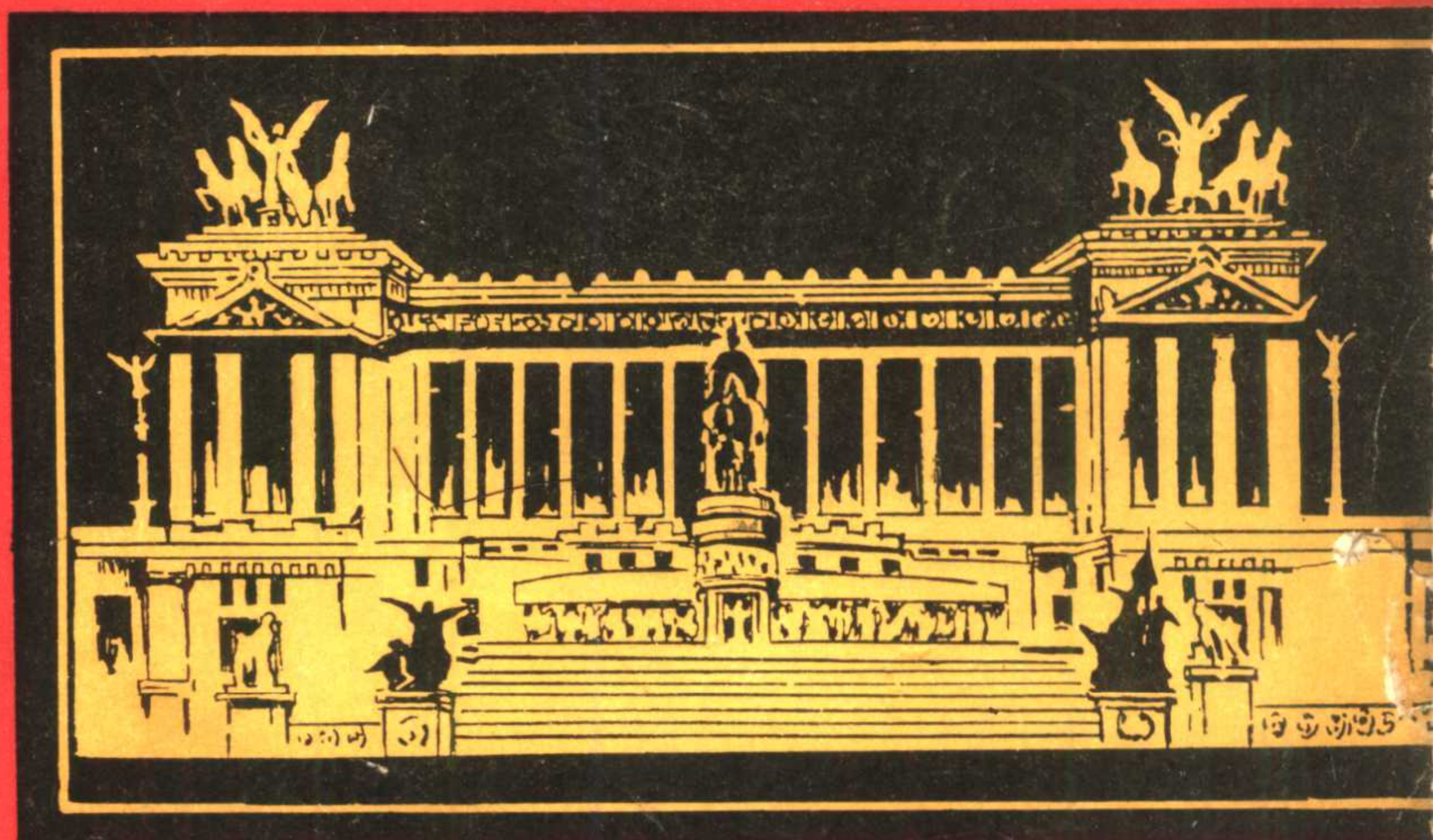


# Mainline

## SKILLS B

L. G. Alexander  
R. H. Kingsbury



# 主导英语

(英汉对照)

Book · 6 ·

复旦大学出版社



# Mainline

SKILLS B

Students' Book

L.G.Alexander

R. H. Kingsbury

## 主导英语

(第 六 册)

张德富 等 译注

张德富 等 校阅

郁明亮、陈雄尚 审校

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## 编辑说明

《主导英语》(Mainline: Students' Book)系英国著名语言学家L. G. Alexander所编《新概念英语》(New Concept English)系列教材的重要组成部分,全套六册,语言程度上循序渐进,体系严密,与同类教材相比,具有更多的优点,目前已为非英语国家广泛采用。课文汇集当今世界文学、艺术、科学和社会习俗等各方面的内容,采用新颖视听方法,创造模拟英语环境,培养学生实际会话、阅读和写作能力,是一套能在短期内突破听、说、读、写几关的理想教材。为了帮助国内各有关方面的同志学好英语,我们编译了这套英汉对照本,供教学和参考用。本教材既可作为大专院校英语教材,也适用于各种进修班、培训班和广大自学者。

本教材第一册(Beginners A)和第二册(Beginners B)的课文主要用于训练听觉能力和口语,为考虑教学效果起见,不译成汉文,仅将课文最后一部分阅读材料译出,供学生参考。第三册(Progress A)、第四册(Progress B)、第五册(Skill A)和第六册(Skills B)对原版书中的课文同步配置了译文,并对语言难点作了注释。

本册由张德富、高尔安、潘继福、张关俊、杜宏玫等译注,由张春江、张德富、宋国楷、王善齐、柴明、张为元、柴金声、张诚、古绪满、李永芳等校阅,并由复旦大学外文系郁明亮、陈雄尚审校。

1983年7月

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## 1

## Lesson 1



Situational dialogue



# What shall we do this week-end?

Two young couples, Diana and Keith, and Pam and Bret, are discussing where to go and what to do next week-end. They have already discussed the possibility of going out for the day on Saturday, and then going somewhere else on Sunday, but are now thinking of going away for the whole week-end.

**Diana:** ... if we're going to go away, why don't we go away properly?

**Keith:** Yes, if we're going away, we might as well go at least as far as the New Forest.

**Diana:** Well, the New Forest sounds { a good idea. And if it's fantastically sunny, }

**Bret:** { Where is the New Forest? Sorry. }

5 **Diana:** we can go down to the sea.

**Pam:** It's down towards—where is the New Forest?

**Keith:** It's in Hampshire, isn't it?

**Diana:** Bournemouth. Portsmouth Bournemouth area. Bournemouth's closer, isn't it?

**Pam:** Well the alternative is to go somewhere on the coast.

10 **Diana:** Well, I mean, why don't we—It seems to me the New Forest is quite a good compromise. (**Bret:** Yeah.) If it's fantastically sunny, then we *can* go to the coast from the New Forest.

**Bret:** Right. How much is it going to cost us to go to the—What's the cheapest way to go to the New Forest?

**Keith:** I should think we drive. It's a very easy drive.

15 **Bret:** How large is this New Forest?

**Keith:** Very very large. (**Diana:** Yes.) I mean, large enough to walk for four hours without ...

**Diana:** Large enough to get lost in.

**Keith:** I mean, it's quite a wild { forest as well, as against Hatfield Forest. }

**Pam:** { We ought to have a look at a map, don't you think? }

20 **Diana:** Have we got a map here?

**Keith:** Yes, there's one—here it is. You can see it's not far from Bournemouth. Not far to drive, either.

**Diana:** Well, how long are we going for? Both days?

**Bret:** Let's ... Well ... Well, we'll stay the night.

**Keith:** Yes. Well, we could do it in a day, in fact. It all depends on ...

25 **Diana:** Yes, but why not stay overnight?

**Keith:** All right. We'll stay around. So we ought to try and phone up somewhere and see if we can book in at this time of year.

**Bret:** Can we stay right in the Forest, or I mean, do they have guest houses there or something?

**Pam:** There are small villages. { And small hotels. }

30 **Diana:** { Oh, I think some of the pubs put people up, too. }

**Keith:** { There's a lovely place }

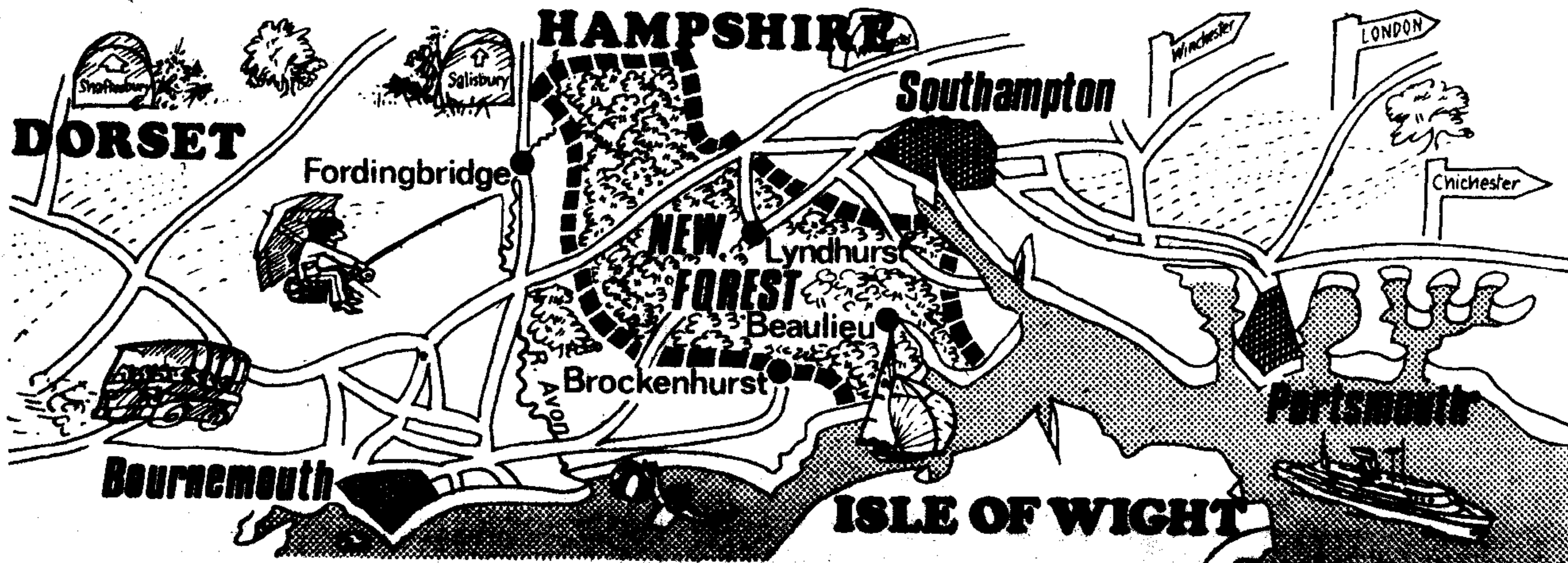
called, er, Fordingbridge, which has got a little pub ...

**Pam:** Oh, I've heard of that!

**Diana:** That's right. Yes.

35 **Keith:** ... and we stayed once—I stayed once in a room which was right over the river. I mean, it actually juts out over the river. We could stay there. We could ring them up.

**Pam:** Yes, let's do that.





# Oral Exercises: Guided Conversation

1

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

- Questions on the text
- 1 What are they discussing?
  - 2 What have they already discussed?
  - 3 What did Diana mean when she suggested they should "go away properly"?
  - 4 Keith suggested going to the New Forest. How did he make the suggestion? (What were his exact words?)
  - 5 Why does Bret say "Sorry"?
  - 6 Which big town is closer to the New Forest: Portsmouth or Bournemouth?
  - 7 What alternative does Pam suggest?
  - 8 Why does Diana think the New Forest is a good compromise?
  - 9 How are they going to get to the New Forest?
  - 10 How does Diana describe the size of the New Forest?
  - 11 What does Keith point out on the map?
  - 12 Could they get there and back in a day?
  - 13 But what do they decide to do?
  - 14 What different accommodation possibilities are mentioned?
  - 15 What does Keith tell them about?
  - 16 What are they going to do now?

Asking questions

Example: *Teacher Ask if they're going away for two weeks.*

*S1 Are they going away for two weeks? S2 No, they aren't.*

*T How long? S2 How long are they going away for? S3 The week-end.*

*T Ask if...*

- 1 they're going away for two weeks. (How long)
- 2 the New Forest's near Portsmouth. (Which town)
- 3 Diana said the alternative was to go somewhere on the coast. (Who)
- 4 they're going to get there by train. (How)
- 5 the New Forest is quite small. (How big)
- 6 Bret suggests phoning. (Who)
- 7 Pam stayed in Fordingbridge. (Who)

Situations

*Group:* With two or three other students discuss where you might go for the week-end. Before you start, you should each write down *brief* answers to these questions: 1 Where shall we go? 2 How shall we get there? 3 How much can I afford?/How much will it cost? 4 What shall we do there? 5 What arrangements do we need to make?

*Solo:* You've made plans to go on holiday with a friend in your old car. Your car has just gone wrong and will cost too much to repair. Phone your friend, explain the situation and make an alternative suggestion about the holiday arrangements.

General questions

- 1 Do you often go away with friends or relatives?
- 2 When was the last time?
- 3 Where did you go?
- 4 What did you do there?
- 5 Would you go back again? Why/Why not?
- 6 Where can a visitor stay in this country (apart from in a hotel)?
- 7 Do you ever use a map? On what occasions?
- 8 Do you find it easy to read a map? Why/Why not?
- 9 What sort of countryside do you like best: forest, woodland or open countryside? Why?
- 10 You don't like a friend's suggestion for an evening at the theatre. How would you suggest an alternative?

Talking points

- 1 Describe a place (hotel, guest house, village, etc.) you have stayed in.
- 2 What advice would you give to a stranger on how to spend the week-end in this town (or any other place you know)?
- 3 Talk about the last time you had to compromise over something important.
- 4 "There's no point in making plans for anything. You never know what may happen tomorrow." What do you think of this opinion?

Song

Goodbye Rainbow: *One Day*.



## 1

## Lesson 2

## Making suggestions

**Situation 1:** S1 and S2 (two friends) are discussing plans for the week-end.

*Making a suggestion*

S1	Why don't we (go) How/What about (going)	(to London on Saturday)?
	Let's (go) We could (go) I suggest we (go)	(to London on Saturday).



*Agreeing...*

S2 Yes, that's a great/marvellous idea!

**OR** *Temporizing...*

S2 It's an idea, I suppose, but... [say what you think]

**OR** *Disagreeing...*

S2 No, I don't think so.

*... and responding*

S1 Good. Now let's (look up the train times).

*... and responding*

S1 Well, think it over. We don't have to decide right now.

*... and responding*

S1 Well, have you got any other ideas?

**FURTHER PRACTICE A:** Now make suggestions in the same way and agree, temporize or disagree about the following:

- 1 a walk in the country tomorrow
- 2 a camping holiday in the spring

- 3 a jazz-club on Saturday night
- 4 the seaside for a fortnight in the summer

**Situation 2:** S1 has been asked by his/her boss to entertain S2 (a business client) for an evening. They were only introduced 5-10 minutes ago.

*Making a suggestion*

S1	I'd like to suggest we I wonder if you'd like to I thought you might like to	(go to a theatre).
----	--	--------------------



*Agreeing...*

S2 Yes, I think that's an excellent suggestion/proposal!

**OR** *Temporizing...*

S2 That would be (very pleasant), but er... [say what you think]

**OR** *Disagreeing politely...*

S2 Well, I'd rather not, if you don't mind.

*... and responding*

S1 Good. (Now what would you like to see?)

*... and responding*

S1 Well, if you're not very keen on (the theatre), perhaps we could (have dinner out).

*... and responding*

S1 No, not at all. What would you like to do?

**FURTHER PRACTICE B:** Now make suggestions to a business associate in the same way and agree, temporize or disagree about the following:

- 1 look around the factory before lunch
- 2 discuss the contract over dinner

- 3 visit our branch in Bristol tomorrow
- 4 talk to the staff before the meeting

**LANGUAGE REVIEW:** "SUGGEST", "PROPOSE", etc + *THAT*-CLAUSE or *-ING* FORM

1 Note the form of the verb in the clause after these verbs: suggest, recommend, propose, insist, demand, urge, request, ask.

I	suggest	(that)	we you he	go now.
	recommend			should go now.
	insist			finish the job.
	demand			should finish the job.
	urge			

2 The Gerund (*-ing* form) may be used after these verbs: suggest, recommend, propose, insist on. a) Subject the same; b) Subject different:

a)	I	suggest propose	going to the cinema. putting off the meeting.
b)	He	recommended insisted on	my seeing a doctor. our staying the week-end.

**3 PRACTICE:** Make suggestions, proposals, etc about things in the near future with the verbs above.



# Reading and Writing Exercises

1

## Reading comprehension

Read this extract from a guide book. Then choose the best answer in each exercise.

Some 700 years ago the New Forest stretched from the Avon on the west to Southampton Water on the east. North and south it ran from the borders of Wiltshire to the English Channel. Today it covers an area of some 144 square miles, and is some 20 miles across at its widest point.

- 5 It is not, of course, all 'forest' in the sense of being covered thickly throughout by trees. Its variety, in fact, is its great tourist attraction. Besides the woods and plantations with their many different kinds of trees, there are some 40,000 acres of open heath in the total area of some 93,000 acres. There are green lawns, kept close-cropped by the famous New Forest ponies – animals which, incidentally, you are forbidden by by-laws to feed alongside certain busy roads through the Forest.

10 Little streams and larger rivers, occasional ponds, charming cottages and leafy villages, ancient churches – such are some of the features which go to make the New Forest into an entrancing scenic area.

- 15 You can get a good idea of some of its manifold beauties while driving on several of its highways, such as the road from Lyndhurst to Brockenhurst, or from Lyndhurst to Beaulieu. But the real way to see and appreciate the New Forest is, of course, on foot or on horseback.

from *The New Forest*, the "Cotman-Color" Book Series

- 1 Although it is now called the New Forest, the area
  - a used to be the Wiltshire Forest.
  - b contains a number of forests.
  - c was originally the Forest of Avon.
  - d has been in existence since about 1250.
- 2 The New Forest attracts tourists because
  - a it is very old.
  - b the landscape is so varied.
  - c it is the largest forest in England.
  - d most of it is in fact open heath.
- 3 Visitors to the Forest are
  - a often attacked by ponies.
  - b advised to read the by-laws.
  - c shown around on horseback.
  - d warned not to feed the ponies.
- 4 According to the writer, the best way to enjoy the New Forest is to
  - a drive round it.
  - b go to Brockenhurst.
  - c go for long walks in it.
  - d go on a tour from Lyndhurst.

## Guided summary

In one paragraph of not more than 105 words, write a brief report of the discussion that took place between Diana, Keith, Pam and Bret.

### Points

- |  |   |
|--|---|
| [ 1 Keith suggested – go – New Forest – week-end       | ] |
| [ 2 Diana agreed – good idea                           |   |
| [ 3 thought – good compromise                          | ] |
| [ 4 could easily go down – sea – fine                  |   |
| [ 5 decided – drive down                               | ] |
| [ 6 looked – map – showed Bret – New Forest – was      |   |
| [ 7 told – a little about it                           | ] |
| [ 8 came to discuss – should stay overnight            |   |
| [ 9 Keith said – stayed – pub – Fordingbridge before   | ] |
| [ 10 agreed (that) – ring up – book rooms – same place |   |

### Connections

When . . .

because . . . if

. . . and . . . where  
and . . .

When . . . whether

and . . . and

## Composition

- 1 Write a letter to an American or English friend who is coming to stay with you for a fortnight. Suggest some of the things he/she might do when you will not be there to entertain him/her, and also suggest where the two of you might go for the week-end in the middle of his/her stay.
- 2 Write, in about 150 words and in dialogue form, the conversation between two English people planning to go to a city, the mountains or a seaside resort for the week-end in this country. Refer to Lesson 1 and the exchanges opposite as guides.

## Game

Suggestions. TB1.



# 2

## Lesson 3

# IT'S ALWAYS A RISK

Ron and Joan McQueen live in a three-bedroomed house with their two children (aged 3 and 6) in Exeter, a university town. Like many young couples nowadays they are finding it hard to make ends meet. Ron thought that perhaps he should take an extra part-time job (evenings or weekends). Joan didn't like the idea, but suggested instead taking in a lodger. Although not at all keen on the idea, Ron agreed.

So a few days ago Joan put this advertisement in *The Gazette*, the local evening newspaper:

### ACCOMMODATION TO LET

A BEAUTIFUL BED-STE  
TER in quiet area. Breakfast,  
evening meal with family.  
Heating, lighting incl. £12 per  
week. Write: Box RJ/1234/AL

A BRIGHT 3-bed house

This morning Joan collected this reply to the ad from the local newspaper office. She has just shown it to Ron.

Tel: Bristol (0272) 1331940

16 The Close,  
Brislington,  
Bristol,

10th September, 1976

Box RJ/1234/AL,  
"The Gazette",  
Exeter.

Dear Sir or Madam,

I am writing in reply to your advertisement in "The Gazette" (8th Sept.) regarding accommodation to let. I require accommodation for my first year at the university and would very much like to see the room you are advertising.

I am eighteen years old and will be studying biology at the university. I am fond of cycling and I play the guitar. I hope that I will be able to keep my bicycle somewhere, and hope too that you will not object to my practising the guitar in my room.

Naturally I would want to see the room first, and you would want to meet me. I could come down to Exeter next Wednesday (15th). If this is convenient, perhaps you could ring or write to me in the next day or two.

I shall look forward to hearing from you.

Yours faithfully,

David Marcelle

Hmph! I don't like it! Think of the inconvenience. The bicycle, and a guitar! And he might bring friends back for all-night parties... He might smoke a lot, or bring home specimens in jars! And how do you think the children will react to a stranger in the house?



Look, it's always a risk, taking a stranger into your home. But it's a risk for him, too, isn't it? Shall we write back and see him or not?





# Oral Exercises: Guided Conversation

2

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

**Questions on the text**

- 1 What makes it possible for Ron and Joan even to consider taking in a lodger?
- 2 What did Ron want to do to help?
- 3 What did Joan think of the idea?
- 4 What did she suggest instead?
- 5 How did they go about trying to get a lodger?
- 6 What information did the ad give a prospective lodger?
- 7 Who answered the advertisement?
- 8 Why did he want a room in Exeter?
- 9 What did David say in his letter about a) his studies; b) his hobbies and interests?
- 10 Why did he think they should meet?
- 11 What did he want Ron or Joan to do?
- 12 What points in David's letter worried Ron?
- 13 What "specimens" is he thinking of?
- 14 What do *you* think Ron thought the children's reaction to a stranger might be?
- 15 What was Joan's reaction to Ron's fears?

**Asking questions on the text**

**Example: Teacher** Ask if Joan suggested Ron should take a part-time job.

**S1** Did Joan suggest Ron should take a part-time job? **S2** No, she didn't.

**T** Who? **S1** Then who did suggest Ron should take a part-time job?

**S2** Ron himself did. **T** Ask if ...

- 1 Joan suggested Ron should take a part-time job. (Who)
- 2 Joan got the letter by post. (How)
- 3 David lives in Exeter. (Where)
- 4 he plays the piano. (What)
- 5 he's going to study chemistry at the university. (What)
- 6 he can go and see the room today. (When)
- 7 Ron says it's a risk. (Who)

**Oral composition**

Stating a case. Put yourself in Ron and Joan's position. Argue the case for or against taking in David Marcelle as a lodger. Use the notes below as a guide and add more points of your own:

**FOR**

- 1 Hard to make ends meet—need money.
- 2 From letter—David very nice person.
- 3 We lay down rules of house—he must keep to them. If not, ... etc.

**AGAINST**

- 1 Don't need money that badly.
- 2 Another person in house—bad.
- 3 We know very little about him—and nothing about personal habits. etc.

**General questions**

- 1 What do you do when you're short of money? Take a part-time job? Work overtime? Do without something?
- 2 What are some of the ways people can earn extra money in this country?
- 3 Have you ever lived in someone else's home (as a guest or lodger)? If so, tell us where, when and what it was like.
- 4 Have you ever been embarrassed in someone else's home? If so, when?
- 5 Do you read the ads in the local paper? Why/Why not?
- 6 If you had to study/work in another town, where would/could you live?
- 7 Tell us about your hobbies. Do they inconvenience neighbours or people in your house, do you think?

**Situation**

**Group:** S1 is the student, David: S2 and S3 are Ron and Joan. Make up the conversation in which Ron and Joan suggest where David might practise his guitar and keep his bicycle, and David makes suggestions to minimise the inconvenience.

**Talking points**

- 1 Talk about some of the problems of living with a family as a lodger or a "paying guest" a) in this country b) abroad (as you know or imagine it).
- 2 What advice about accommodation would you give to a student or businessman coming to live here for a year?
- 3 "You'll never get anywhere if you don't take risks." What do you think?

**Listening comprehension**

**TB1.**



# 2

## Lesson 4

## Accepting, considering and rejecting advice

**Situation:** S1 (a good friend or person in authority) advises S2 about a problem: S2 accepts, considers or rejects the advice.

### EXAMPLE

*Advice from S1 (friend or boss)*

I think I'd talk to her about it.

**OR**

Why don't you talk to her about it?

**OR**

I think you should talk to her about it.

**OR**

I suggest you talk to her about it.  
[slightly more formal]

S2 to good friend:

S2 to boss:

*How to accept advice*

Yes, that's just what I'll do, (Jim). Thanks for the advice.

Yes, I feel sure that's a good idea. Thank you very much indeed.

*How to consider advice*

S2 to good friend:

S2 to boss:

Well, I *could* do that, I suppose. I'll think about it.

That's certainly worth considering. Thank you for the advice.

*How to reject advice politely*

S2 to good friend:

S2 to boss:

No, it's no good doing that. I've tried it before. But thanks for the advice anyway.

Quite honestly, I don't really feel that that would do any good. But thank you for your advice.

Now do the same with these pieces of advice. S1 gives the advice (as a good friend or boss): S2 replies appropriately, accepting, considering or rejecting the advice.

- |   |  |
|---|--|
| 1 You seem to be getting worried about work. Why don't you talk to the manager?             | 5 If that's the situation at home, I suggest you find a bigger flat.   |
| 2 You're putting on weight? It might be a good idea if you went on a diet.                  | 6 You don't know what to do in your spare time? (If I were you,) I'd join a sports club.                         |
| 3 If you want my advice, I'd write to the firm about that damaged furniture.                | 7 Money problems again? Well, I think you ought to try and economise.  |
| 4 As you're having so much trouble with your old car, have you considered buying a new one? | 8 You want to pass the exam this time, don't you? Well, I suggest you study a lot harder than you did last year. |

**FURTHER PRACTICE:** Role-playing. S1 states a problem, S2 gives advice, then S1 accepts, considers or rejects that advice. S1 states a problem to:

- a friend about holidays: e.g. would like to go abroad, but can't afford much.
- his/her teacher about studies: e.g. can't seem to keep up with the rest of the class.
- a good friend about the family: e.g. family rarely together all at the same time.
- boss/manager/supervisor at work: e.g. doesn't like working in the (Accounts) Department.

**LANGUAGE REVIEW:** THE -ING FORM IN PHRASES WITH INTRODUCTORY "IT"

The gerund, or -ing form, must be used after the following:

- It's (not/well) worth . . .*: e.g. If something's worth doing, it's worth doing well.  
It's well worth studying that book again. (= That book is well worth studying again.)  
It's not worth going to see that film. (= That film is not worth going to see.)
- It's no good . . .*: e.g. It's no good asking him. (He doesn't know.)
- It's no use . . .*: e.g. It's no use talking to her about it. (She can't help you.)
- It's a waste of time . . .*: e.g. It's a waste of time asking his advice. He's got the same problem.

**PRACTICE:** Using the patterns above, make statements of your own about things which you feel are worth doing, not worth doing, etc.

# Reading and Writing Exercises

2

Multiple choice

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

Structure:

- 1 Like many young couples nowadays, it's hard . . . ends meet. (Intro.)  
a) *that they make* b) *for them to make* c) *so that they make* d) *for making*
- 2 He hopes they won't have any objection . . . his guitar. (Letter)  
a) *that he plays* b) *against him to play* c) *to his playing* d) *for him playing*

Vocabulary:

- 3 I am writing in reply to your advertisement in "The Gazette" . . . accommodation to let. (Letter) a) *in relation to* b) *with respect for* c) *talking about* d) *looking at* e) *concerning*
- 4 I hope that I will be able to . . . my bicycle somewhere. (Letter)  
a) *support* b) *hold* c) *save* d) *care for* e) *store*
- 5 Naturally David wanted to . . . the room before taking it. (Letter)  
a) *regard* b) *look upon* c) *observe* d) *visualize* e) *view*
- 6 You're always . . . a risk when you take a stranger into your home. (Joan)  
a) *having* b) *making* c) *doing* d) *getting* e) *taking*

Use of English

Write out these small ads in full.

Example:

A SINGLE flatlet until May.  
Boscombe Central. Suit busi-  
ness person.—Phone 401.

You write: *I have a single flatlet to let until May. It is situated in the centre of Boscombe and would suit a business person (man or woman). Anyone who is interested should telephone 401.*

1 A FLATLET, central, fully  
equipped, TV, fridge, com-  
fortable. £8.50 single. —

2 RELIEF waiter/waitress required  
for 5/6-day week. Possibility  
of permanent position.—Apply  
with full details of previous  
employment, to Burley Court

3 IMMACULATE 12½ft. 2-berth  
touring caravan, fridge, toilet,  
etc., £690.—Tel. B...

4 TUITION Guitar, Piano. Instru-  
ments available, lessons. —  
36648 07185

Now close this book, and write the ads again from your full versions.

Guided summary

In one paragraph of not more than 100 words, summarize Ron and Joan's position, and what has led up to it.

Points

- [ 1 the McQueens—difficult—make ends meet ]
- [ 2 Ron suggested—get part-time job ]
- [ 3 Joan—against idea ]
- [ 4 advertised—paper—lodger instead ]
- [ 5 received reply from student ]
- [ 6 told them—hobbies—cycling—guitar ]
- [ 7 suggested—come to see room—convenient ]
- [ 8 polite letter—Ron—far from happy ]
- [ 9 worried—inconvenience—noise and so on ]
- [ 10 Joan—pointed out that—risks on both sides ]
- [ 11 still wondering what to do ]

Connections

Since . . .

and . . .

who . . .

. . . when . . .

. . . but . . .

But . . .

and . . .

Composition

- 1 Imagine *you* put the advertisement (page 5) in the newspaper, and have just received David Marcelle's letter. In about 150 words, write a polite letter back to him telling him more about the house and family, and saying you would like to meet him, but suggesting Thursday instead.
- 2 "Why you should always go on holiday with people you know." Using this title, write a short composition (100–150 words) as if for a light-hearted magazine, pointing out the risks of going on a tour or package holiday with someone whose habits and interests you don't know very well (for example, a neighbour or colleague at work).

Dictation

TB1.



# 3

## Lesson 5

# Hyman Kaplan

(In the 1920s and 30s large numbers of European immigrants entered the USA. Many of them had little or no knowledge of English, and attended evening classes in the language at the American Night Preparatory Schools for Adults. Leo Rosten's creation, Hyman Kaplan, is a caricature of one of these immigrants.)

VAST  
WEST  
VEST

Mr Kaplan was an earnest student. He worked hard, knit his brows regularly (albeit with that smile), did all his homework, and never missed a class. Only once did Mr Parkhill feel that Mr Kaplan might, perhaps, be a little more *serious* about his work. That was when he asked Mr Kaplan to "give a noun".

"Door," said Mr Kaplan, smiling.

It seemed to Mr Parkhill that "door" had been given only a moment earlier, by Miss Mitnick.

"Y-es," said Mr Parkhill. "Er—and another noun?"

"Another door," Mr Kaplan replied promptly.

Mr Parkhill put him down as a doubtful "C". Everything pointed to the fact that Mr Kaplan might have to be kept on an extra three months before he was ready for promotion to Composition, Grammar, and Civics, with Miss Higby.

One night Mrs Moskowitz read a sentence, from "English for Beginners", in which "the vast deserts of America" were referred to. Mr Parkhill soon discovered that poor Mrs Moskowitz did not know the meaning of "vast". "Who can tell us the meaning of 'vast'?" asked Mr Parkhill lightly.

Mr Kaplan's hand shot up, volunteering wisdom. He was all proud grins. Mr Parkhill, in the rashness of the moment, nodded to him.

Mr Kaplan rose, radiant with joy. "'Vast'! It's commink fromm *diraction*. Ve have four diractions: de naut, de sot, de heast, and de vast."

Mr Parkhill shook his head. "Er—that is 'west', Mr Kaplan." He wrote "VAST" and "WEST" on the blackboard. To the class he added, tolerantly, that Mr Kaplan was apparently thinking of "west", whereas it was "vast" which was under discussion.

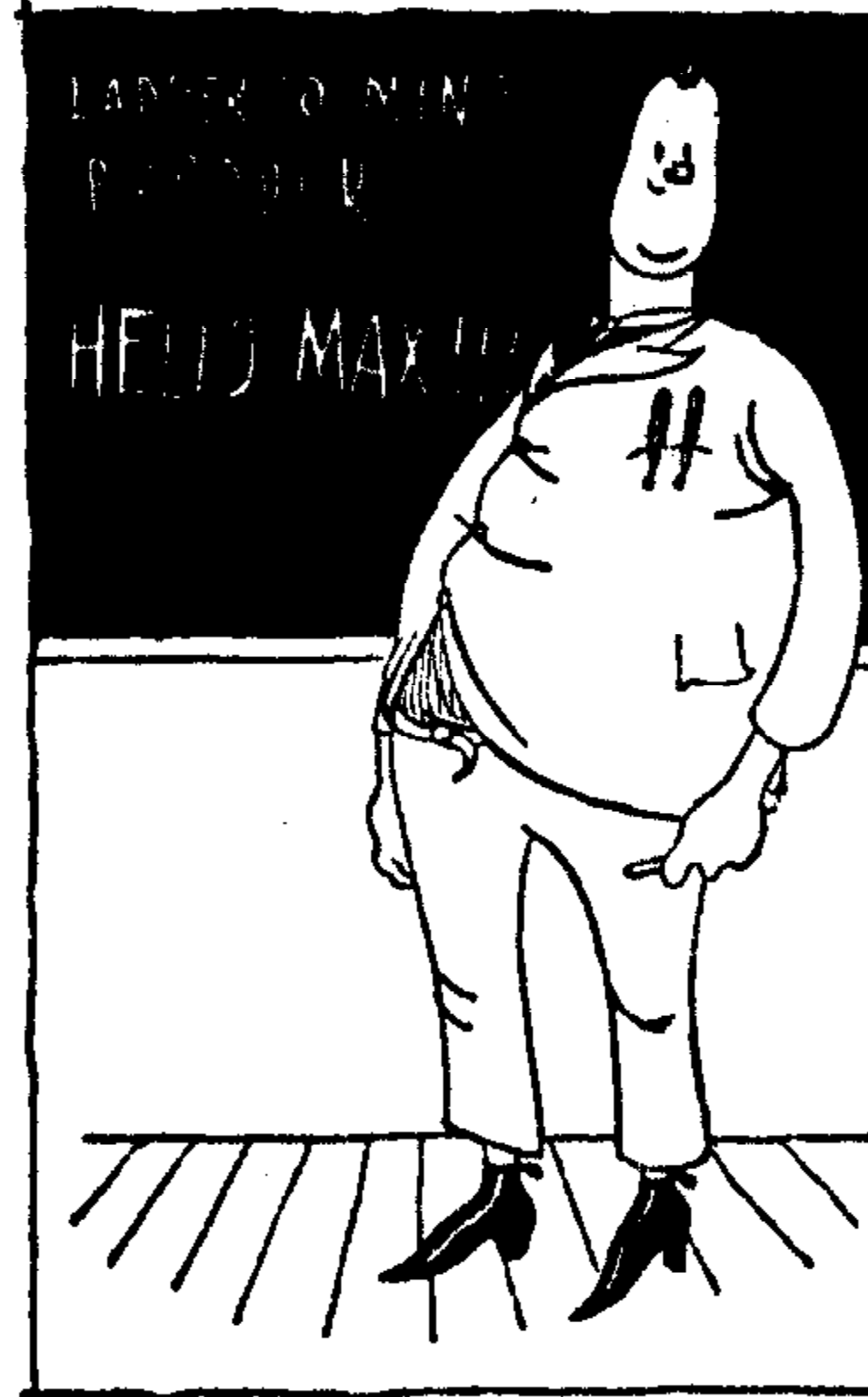
This seemed to bring a great light into Mr Kaplan's inner world. "So is 'vast' vat you eskink?"

Mr Parkhill admitted that it was "vast" for which he was asking.

"Aha!" cried Mr Kaplan. "You minn 'vast', not"—with scorn—" 'vast'."

"Yes," said Mr Parkhill, faintly.

"Hau Kay!" said Mr Kaplan, essaying the vernacular. "Ven I'm buying a suit of clothes, I'm gattink de cawt, de pants, an' de vast!"



from *The Education of Hyman Kaplan* by Leo Rosten

# Oral Exercises : Guided Conversation

3

Presentation	Type 4 (Silent Reading). (See Skills A Teacher's Book Introduction.)	
Asking and answering questions on the text	<p>Ask another student if . . .</p> <ol style="list-style-type: none"> <li>1 Mr Kaplan was described as an earnest student. (Why)</li> <li>2 Mr Parkhill was a student. (Who)</li> <li>3 Mr Parkhill asked Mr Kaplan to give him a word. (Which word)</li> <li>4 Mr Parkhill asked Mr Kaplan for another noun. (Why)</li> <li>5 Mr Kaplan might have to stay in Mr Parkhill's class for an extra three months. (Why)</li> </ol>	<ol style="list-style-type: none"> <li>6 Miss Higby taught history. (What)</li> <li>7 Mr Kaplan read the sentence from "English for Beginners". (Which student)</li> <li>8 Mr Parkhill asked for the meaning of <i>vest</i>. (What)</li> <li>9 Mr Kaplan showed that he wanted to answer the question. (How)</li> <li>10 Mr Parkhill shook his head. (Why)</li> <li>11 Mr Parkhill wrote two words. (Which)</li> <li>12 Mr Kaplan mixed up three different words. (Which)</li> </ol>
Interpretation of the text	<ol style="list-style-type: none"> <li>1 Do you think Mr Parkhill was amused when Mr Kaplan said "another door"? Why/Why not?</li> <li>2 From what you have read, how do you think students were graded?</li> <li>3 How did Mr Kaplan show his earnestness?</li> </ol>	<ol style="list-style-type: none"> <li>4 How do you think Mr Parkhill felt when he heard Mr Kaplan's explanation of <i>vast</i>?</li> <li>5 How do you think Mr Parkhill felt about the prospect of having to teach Mr Kaplan for another three months?</li> </ol>
Oral composition	<p>Narration. Retell the incident as if you had been there at the time as a member of the class. Use the following beginnings of sentences in your narrative:</p> <ol style="list-style-type: none"> <li>1 As soon as Mrs Moskowitz . . .</li> <li>2 So Mr Parkhill asked . . .</li> <li>3 Obviously, Mr Kaplan . . .</li> <li>4 Mr Kaplan explained . . .</li> <li>5 The moment Mr Parkhill heard . . .</li> <li>6 He turned to the blackboard . . .</li> <li>7 Then he turned to us . . .</li> <li>8 Mr Kaplan seemed to understand because . . .</li> <li>9 Finally, Mr Kaplan . . .</li> </ol>	
General questions	<ol style="list-style-type: none"> <li>1 From what you have read, how would you describe Mr Kaplan?</li> <li>2 If you were a teacher, how would you deal with a Mr Kaplan?</li> <li>3 Tell us about any amusing incident that has happened to you recently.</li> <li>4 Do many adults in this country go to evening classes?</li> </ol>	<ol style="list-style-type: none"> <li>5 Are pupils/students in this country "kept back" for another term? Is this a good or a bad thing? Why?</li> <li>6 What things do you still find most difficult in English?</li> <li>7 Would you like to teach your own language to foreign students? Why/Why not?</li> </ol>
Situation	<p><i>Solo</i>: A foreign friend rang you up and invited you to his house for the evening. He told you the address which you understood as "14, Sea Avenue". When you got there, however, a complete stranger opened the door. What explanation could you give to your friend the next time you met him and discovered that his address was really "40, The Avenue"?</p>	
Talking points	<ol style="list-style-type: none"> <li>1 Discuss what you like and dislike most about learning English.</li> <li>2 If a foreign visitor came to stay with you and knew none of the language, what are some of the first things you would teach him/her to say in your language? Why?</li> <li>3 "You're never too old to learn a foreign language." What do you think?</li> <li>4 Discuss the main qualities you think the following people need in their jobs: a) a teacher; b) a nurse; c) a journalist; d) a personal secretary.</li> </ol>	
Song	Goodbye Rainbow: <i>One Day</i> .	



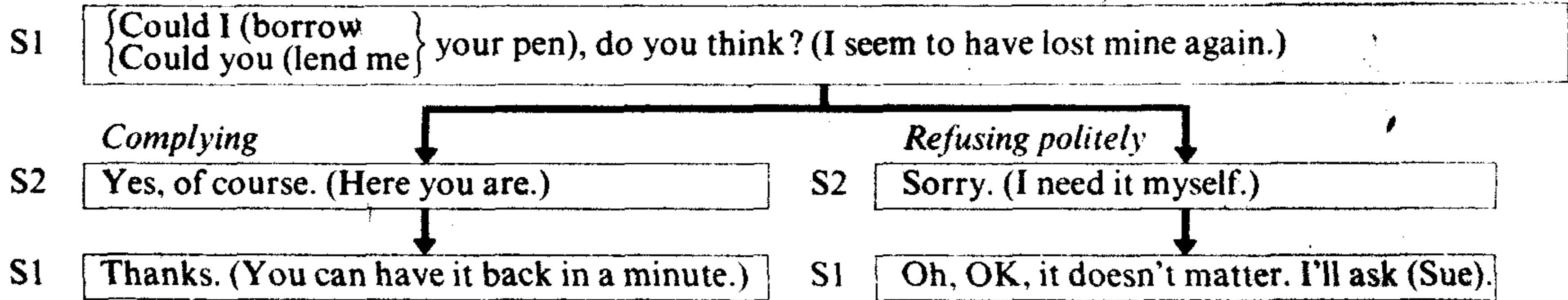
# 3

## Lesson 6

## Making and responding to requests

**Situation:** S1 wants something and makes a request. S2 (a friend) complies or refuses politely.

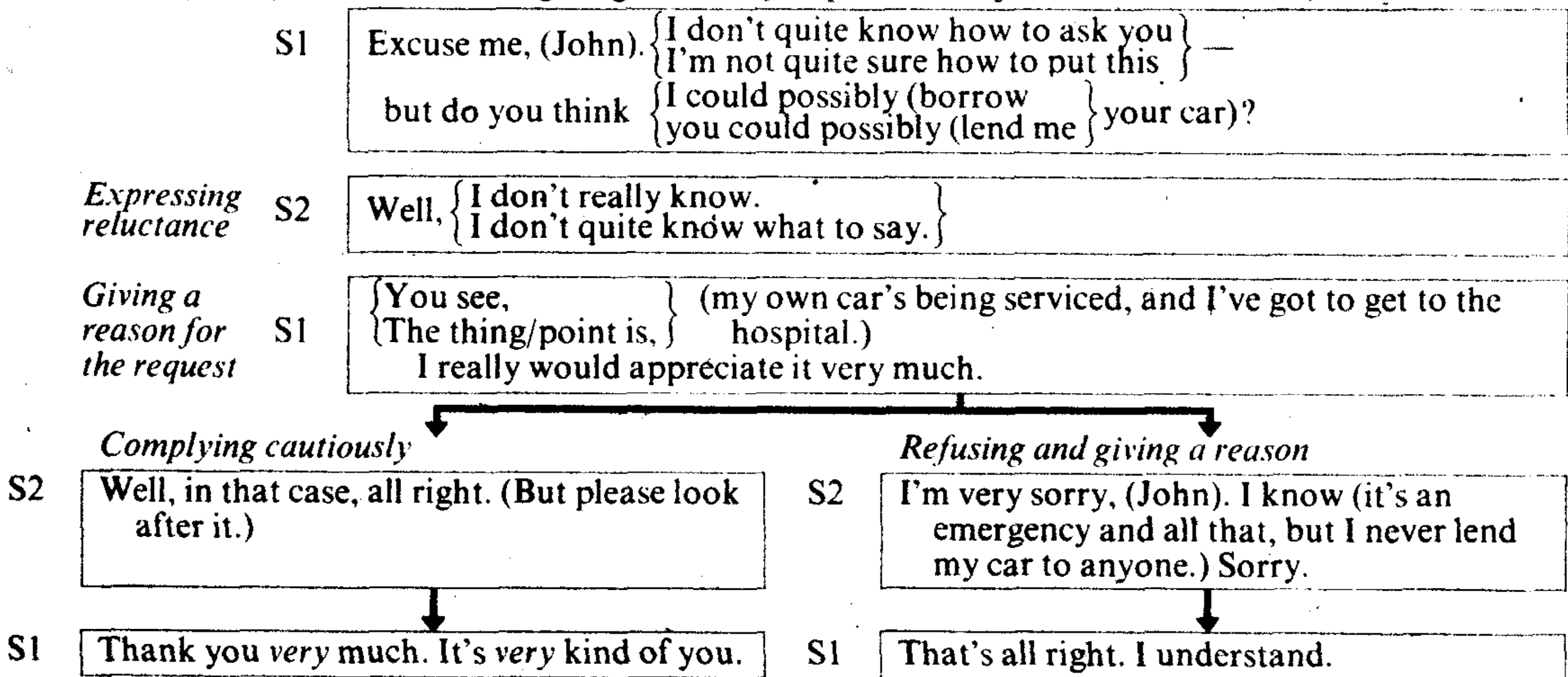
### 1 Making a request for something insignificant (object, service or action)



**FURTHER PRACTICE A:** Adapt the exchanges to these situations. You want a friend to:

- 1 post a letter for you on his/her way home. (You don't want to go out again.)
- 2 explain a maths problem to you. (You can't understand it.)
- 3 pass you the salt at table. (You can't reach it.)
- 4 lend you (50p) until tomorrow. (You've run out of money.)

### 2 Making a request for something "big" or really important (object, service or action)



**FURTHER PRACTICE B:** Adapt the exchanges to these situations.

- 1 You want a friend to lend you £20. You've received some unexpected bills. They must be paid.
- 2 Late at night you want a friend to drive you to the next town. A relative has had an accident. There is no train or bus service at that time of night.

**FURTHER PRACTICE C:** Adapting the exchanges above (1 and 2) as appropriate, make and respond to requests for the following:

- 1 a few sheets of writing paper;
- 2 save a seat in the restaurant;
- 3 stay late at school/work to help clean the classroom/office;
- 4 make some coffee;
- 5 write a testimonial/letter of recommendation for you;
- 6 help lift a table;
- 7 look after the (dog) for a week;
- 8 explain a word you don't understand.

**LANGUAGE REVIEW:** DIRECT AND INDIRECT OBJECT AFTER "GIVE", "SAVE", "EXPLAIN", "PRONOUNCE"

Study these patterns and the verbs which can be used in the same way in each type:

- 1 Give the letter to me. Give me the letter. Give it to me. Give me it.  
Verbs: bring, give, hand, lend, offer, pass, sell, send, promise, etc.
- 2 Save some cake for me. Save me some cake. Save some for me. Save me some.  
Verbs: build, cook, catch, bring, order, keep, reserve, save, spare, etc.
- 3 Explain the word to me. Explain it to me. (NOT "Explain me it.")  
Verbs: deliver, explain, introduce, mention, recommend, say, whisper, etc.
- 4 Pronounce the word for me. Pronounce it for me. (NOT "Pronounce me it.")  
Verbs: answer, arrange, write, pronounce, say, thank, etc.

**PRACTICE:** Make polite requests with the verbs and patterns in each of the sections above. Begin your requests with: *Could you ... ? / Do you think you could ... ? / Could I possibly ... ?*