Teacher's Manual

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For Today

Book Three: THE WAY WE LIVE

The National Council of Teachers of English

Second Edition

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Book Three: THE WAY WE LIVE

THE NATIONAL COUNCIL
OF TEACHERS OF ENGLISH

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ENGLISH FOR TODAY
Book Three: The Way We Live
Second Edition

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INTRODUCTION

The Way We Live, Book Three of the *English for Today* series, first appeared in 1964. Changes in this new edition may be summarized as follows:

1. Review unit. The revised Student Edition begins with a Review Unit in which the chief grammatical structures introduced in Book Two are presented through short readings and dialogues. These readings, which are about three college students from Asia arriving in New York City for the first time, are followed by a series of grammatical exercises. The structures specifically reviewed are:

a. *The modal auxiliary:* The common modals are presented in pairs for practice: *can* and *will*, *could* and *would*, *could* and *would* in conditional clauses, *would like to* and *would rather*, *had better* and *have to*, *should* and *shouldn't*, and *might* and *had better*. The grammatical comments explain the meanings of these modals both by paraphrasing and by contrasting the members of each pair. The practice sentences provide experience with these modals as they are used by native speakers.

b. *The present perfect construction:* Practice here is based on lists of things that the foreign students would have to do in order to prepare for college and get settled in an apartment. The exercises are built around the items on the list that the students *have already done*, and those that they *haven't done yet*. The sentences practiced include statements, *yes-no* questions, tag questions, and short answers. This section ends with exercises on the present perfect progressive construction, presented through dialogue.

c. *Passive sentences:* The review of passives emphasizes how such sentences are used in normal conversation and writing. Exercises include the simple passive (*be* + past participle), the modal passive (modal + *be* + past participle), the progressive passive (*be* + *being* + past participle), the perfect passive (*have* + *been* + past participle), and the past passive (*was/were* + past participle). Since the passive exercises incorporate structures reviewed in parts one and two of the Review Unit, they should be presented in the order given. Additional grammatical commentary on the passive includes remarks on the conditions under which the agent with *by* is expressed or deleted in normal usage.

For students who have used Book Two, the Review Unit can serve as a useful summary of vocabulary and grammar they have already studied. For students and teachers who have not used Book Two, the unit will serve as an outline of material with which they should be familiar before proceeding to the new lessons. Since the readings in this section are short and the exercises are necessarily

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limited in number, you may find it necessary to provide further practice on certain grammatical points by going back to the appropriate lessons in Book Two. If your students have not thoroughly learned the material outlined in the Review Unit, they will not progress rapidly and efficiently through the more advanced lessons of Book Three.

2. Variety of language practice. In this revision of *The Way We Live*, we have tried to introduce more variety in the language practice. Besides the traditional replacement-substitution drills and conversion-transformation drills, we have brought in more dialogues and more question-answer exchanges typical of everyday conversation, and we have given more emphasis to communication exercises in which the students use the new language to talk about themselves and the world they know. We have also given more attention to the skills necessary for reading and writing English fluently. Although we continue to emphasize the need as well as the value of oral practice, we are aware that students in the United States and most of those abroad will want to read and write English and will need systematic work in both skills.

3. Changes in grammatical content and sequencing. Although the grammatical content is much like that of the original edition, some adjustments have been made in the sequencing to allow for a more gradual introduction of the new structures and for the introduction of high-frequency clauses earlier in the book. For example, the past perfect construction is introduced in Lesson 4 and is further practiced in later lessons with clauses that require it: clauses with *when*, *before*, and *after*; clauses with *although*; and *if*-clauses for situations in the past. Another improvement in sequencing is the presentation of the relative clause. Relative clauses are introduced in Lesson 1, and most of the readings that follow include one or more examples of these clauses. (For a more detailed explanation of grammatical selection and sequencing, see the paragraphs beginning on page 32 of the Introduction.)

4. Changes in the readings. A number of changes have been made in the reading selections included in the new edition. While the number of readings has been cut from 25 to 15, the supplementary materials—Key Words and Phrases, Questions, Applying Ideas—have been greatly expanded to emphasize the importance of reading comprehension. Some of the readings have been replaced in order to provide information that is more interesting or more immediately useful to the students. Others have been rewritten to reinforce grammatical structures; still others—for example, "Astronauts"—have been updated to include the most recent developments in the subject. The following readings are new:

Lesson 5: "A Modern Dairy"
Lesson 6: "A Supermarket Manager"
Lesson 7: "A High School Teacher"
Lesson 8: "A Tourist Guide"
Lesson 12: "The Money Systems of the United States and Great Britain"
Lesson 13: "Banks and Banking: Checking Accounts"
Lesson 14: "Banks and Banking: Other Services"

Reading with full comprehension, even in one's own language, requires mastery of a number of difficult skills. You will find a detailed discussion of techniques that can be used in teaching the reading selections beginning on page 7 of the Introduction.

FORMAT OF THE STUDENT EDITION

Since the emphasis in Book Three is on reading for understanding, the focus of each lesson is the reading itself. The lessons in the Student Edition, with very few exceptions, are organized in sections that observe the following general sequence.

I. Key words and phrases. Related sets of vocabulary items and special phrases are presented at the beginning of each lesson. These words will appear in the reading and may cause difficulty for the students unless clarified in advance. In early lessons, the meanings are illustrated by use in context, by illustrations, by contrast with antonyms or comparison with synonyms, or by definition. For example:

a. context: *weekday* and *weekend*
   Mike goes to school every weekday.
   He goes to school from Monday through Friday.
   He doesn't go to school on weekends.
   He doesn't go to school on Saturday and Sunday.
b. synonyms: *earth, ground, soil, dust, dirt*
c. antonyms: *raw-cooked*
d. definition: To *employ* is to hire someone as a worker.

Later lessons include explanations of word-formation by compounding (*space* + *men*, *space* + *ship*, *space* + *walk*) and by adding derivational affixes (*refrigerate–refrigerator–refrigeration*). Occasionally, the etymology of a word is given when it seems to have special interest value—e.g., *holiday* = *holy* + *day*; *astronaut* = *astro* (star) + *naut* (sailor).

This section precedes the reading selection so that students can become familiar with new expressions before they encounter them in print. If students are to read with full understanding, they should be able to go through the selection from beginning to end with as few unnecessary interruptions as possible. Preparing the student in advance for unfamiliar vocabulary is one way the teacher can achieve such continuity.

2. Reading and comprehension. The next part of the lesson consists of a Reading, followed by comprehension questions. In the early lessons, the questions focus on the content of the reading; later, they gradually shift to details of organization. The number of questions decreases as the lessons progress. If your students need additional practice in the comprehension of specific passages, you can ask additional questions modeled after those in Lesson 1.

In Lessons 1–4, the questions are ordered grammatically (*yes-no*, *or*, and *WH*) and can be answered by direct reference to sentences within the readings. *Yes-no* questions for Lesson 1 are additionally organized according to the inverted word: *be*, *have*, *do*, *can*, etc. For Lessons 5 and 6, the student is asked to write out the *WH*-question for an answer-phrase provided—for example, if the answer is *A successful supermarket*, the student should write *What does Robert Kent manage*? Again, the information is available in the reading.

The focus of the questions gradually shifts from specific information in sentences to more general questions concerning the content of entire paragraphs. Lesson 7, for example, asks the students to choose the statement that best describes the content of each paragraph. Lesson 9 asks *or* questions of the form "Is the (first)* paragraph about ______ or ______?" In Lesson 10, the students are given *How* and *Why* questions which require as answers a summary of several sentences or paragraphs in the text. The questions of the later lessons require interpretation, judgment, and application to the students' own experience. Thus, as their reading experience increases, the students are asked to rely less on finding an answer in a single sentence, and more on comparing and evaluating the ideas presented in the reading.

3. Understanding words. The questions are followed by a section called Understanding Words. This section contains a variety of activities that concentrate on vocabulary development. The exercises are all based on the reading for that lesson. Some of these exercises present words in related sets—for example, the words *manage*, *manager*, and *management*; noun + noun compounds; words that can be used as either nouns or verbs. Other exercises concentrate on synonyms, antonyms, and definitions. The activities vary from locating words in the reading and filling blanks to locating the base in a derived word and using a dictionary. (You will find a more detailed discussion of Understanding Words beginning on page 47 of the Introduction.)

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* In this text, parentheses indicate optional substitutions.

4. Understanding ideas. Each lesson contains a brief section that requires the students to consider the content of the selection apart from the specific wording they have studied. For example, some of the exercises ask the students to label statements as *true* or *false*. Others ask them to identify phrases which describe a situation or a person in the reading. The items of the exercises are often paraphrased from the reading, so that the student is not able to find his answers in the text without thinking about the ideas involved. For example, in an exercise that asks the students to place a check by the sentences that apply to Carmen (Lesson 8), the first item is, "gets bored with her work." The relevant sentences in the reading are:

> Paragraph 3: Carmen has been a tourist guide for over a year now, and she wouldn't trade her job for any other. She enjoys meeting people from other countries. She likes to show them "her" city, and to tell them about its history and culture.
>
> Paragraph 11: No matter how many times Carmen shows people around her city, she never seems to get tired of talking about it.

Since the reading does not state directly that Carmen is either bored or not bored with her work, the students must understand the meaning of *bored* and locate evidence which implies that Carmen is or isn't bored.

These exercises give the students practice in recognizing when two different sentences express the same ideas, in summarizing and abstracting ideas from a number of sentences, and in determining when related ideas are not directly expressed in a reading.

5. Applying ideas. Beginning with Lesson 5, each lesson includes a section called Applying Ideas. Most of the exercises present topics suitable to class discussion. The ideas of the reading are related to the students' experience through questions and instructions such as "Would you rather live in a small town or a big city?" "Discuss your favorite teacher." "What are some of the places a tourist should visit on a tour of your city or country?" This is potentially the liveliest part of the lesson, since your students should be expressing their own ideas and preferences about the material they have just been reading. They will also be getting extensive practice in spontaneous oral language for communication, in contrast to the controlled practice they find elsewhere in the lesson. Since the items are based on the content of the reading, the students will have a common background for discussion; and you can encourage them to use the vocabulary and grammar of the lesson in their original sentences. This section should not be considered exhaustive. No doubt many other topics related to the readings will come up in your discussions.

6. Presentation of grammatical structures. The new grammatical structures are summarized in the model sentences that precede the exercises. For example, *whenever* clauses are introduced as follows:

model **Whenever she gets a chance, Carmen practices her English.**
Carmen practices her English whenever she gets a chance.

These groups of model sentences, together with the vocabulary that accompanies them and the exercises that follow, define short, self-contained units of instruction.

It should be emphasized here that the grammatical presentation is by no means complete. You will need to supplement the exercises given with additional examples wherever you feel it is appropriate. The Lesson-by-Lesson comments in this guide will suggest activities for extending grammatical practice.

7. Dialogues. Each lesson contains one or more dialogues to be practiced by the students. Most of the dialogues concentrate on extending the new grammatical material to conversational situations. Since the emphasis is on the informal conversational use of the structures practiced more formally in the grammar sections, you will probably want to practice the pronunciation and intonation before the students learn the dialogues.

8. Composition. The dialogues are followed by one or more writing exercises, carefully guided so that the student will not be forced prematurely to think about what he wants to say in his own language and translate directly. The emphasis is on short compositions, and the assignments are designed to create an awareness of paragraph organization. Most of the assignments are based directly on the reading selections, although a few require the student to apply the general content of the reading to his own experience. For a more detailed presentation of both the variety of writing practice in Book Three and suggestions for using the exercises, see the paragraph beginning on page 35 of the Introduction.

9. Grammatical summary. At the end of each lesson is a Grammatical Summary, which presents the new grammatical structures in a list with comments. Students often become so concerned with individual words and sentences that they forget the important grammatical points that are being emphasized. Coming as it does at the end of the lesson, the Grammatical Summary serves as a useful reminder of the grammatical structures that have been introduced.

HOW TO USE *THE WAY WE LIVE*

For detailed explanations on how to teach oral drills, dialogues, and pronunciation, you will need to consult the appropriate sections of the introductions to the Teacher's Guide for Books One and Two. The following discussion will be devoted to special features of Book Three that require additional comment: Teaching the Readings, Word Skills, The Grammatical Content: Selection and Sequencing, and Teaching Composition.

I. TEACHING THE READINGS

The major emphasis of Book Three is on reading for information. The readings in Book One and the early part of Book Two were especially written to correlate directly with the vocabulary and grammar introduced in the oral sections of the lessons. In Book Two, the student was gradually exposed to longer and more complex reading material, containing structures and vocabulary less directly related to the exercises. Now, in Book Three, the reading itself is the main focus of the lesson, often providing a context for the grammar study. Our primary aim is to help the student learn how to get information from the printed page efficiently, rapidly, and with full understanding.

The continued importance of oral practice should be emphasized, however. In the early lessons especially, you may need to present the entire reading orally, sentence-by-sentence. In this way you will be able to provide a necessary bridge for your students between oral language practice and written language.

The content of the readings within each unit has a general thematic relationship. The readings in Unit I are narrative in nature and describe four distinctive ways of life. Unit II explores the requirements and duties of four occupations in or near big cities. The readings of Unit III deal with food and various means of preparing, transporting, and preserving it. Unit IV focuses on the various services provided by banks, including the practical matters of how to open a checking account and write a check. These subject areas have been selected not only for interest value, but also for their potential usefulness to students of English who may visit or live in English-speaking countries.

For many of your students, the ability to read and write English will be of great importance in later years. For all of them, reading can serve as a reinforcement of their oral practice, as a source of information and pleasure, and as a change of pace in the classroom. Formerly, it was assumed that the necessary reading skills would develop as an automatic extension of oral language practice. But

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teachers have long recognized that reading does not develop automatically. Reading English for information—whether as a first or second language—requires a series of skills that must be consciously taught.

For ESL students, these skills are concerned primarily with three major kinds of problems: (1) vocabulary problems, (2) problems of sentence and paragraph structure, and (3) content problems, usually resulting from cultural differences or differences of experience.

The paragraphs that follow will discuss some of the techniques that can be used in developing reading fluency and comprehension.* *Fluency* here means reading by structures with sufficient speed and understanding to allow the student to grasp the entire sentence (later, paragraph) as a structure of meaning rather than as a mere collection of words. Teachers use a variety of approaches in handling reading selections, and often the same teacher will treat different readings in different ways. The following summary, then, should be regarded as suggestive and not as a fixed and unvaried approach to every reading selection.

Planning the Reading Lesson

In preparing a reading for classroom presentation, it would be good to keep in mind two general approaches to reading instruction: *intensive* and *extensive*. Intensive reading essentially involves a sentence-by-sentence approach, while extensive reading involves reading beyond the sentence—that is, by paragraphs or larger units. The two kinds of approach are not mutually exclusive. Sometimes you may wish to vary the two approaches within the same selection, reading some of the paragraphs intensively, others extensively.

Each of these approaches is, however, especially suited to particular skills involved in reading for information. In planning your reading lessons, you should consider five areas of reading skill, each of which can be emphasized separately. By evaluating the needs and progress of your students, you can concentrate on the skill area most appropriate at any given time.

The five areas of reading skill and some suggestions for practicing them are discussed below.

Skills at the sentence level and below:

1. Words: analyzing words into their parts; using context clues to vocabulary meanings.

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* We are indebted in this section to the excellent summary of reading in ESL by William E. Norris. See "Teaching Second Language Reading at the Advanced Level: Goals, Techniques and Procedures" in the *TESOL Quarterly* 4:1 March 1970. Reprinted in *English Teaching Forum*, September–October 1971.

2. Basic grammar: recognizing basic parts of the sentence structure.
3. Longer sentences: identifying main and subordinate structures in compound and complex sentences; understanding the relationship of main and subordinate sentence ideas.

Since these skills focus on the sentence and its parts, they are best approached through *intensive* reading.

Skills at the paragraph level and beyond:

4. Paragraphs: recognizing types of paragraph organization; locating the main idea of a paragraph, and scanning for specific information.
5. The entire selection: surveying for main ideas, and scanning for specific information; reading for full understanding.

Since these skills focus on the paragraph as the basic unit, they are best approached through *extensive* reading.

A more detailed discussion of these skill areas may be helpful to you in assessing your students' needs and in planning your lessons. Sometimes, specific exercises are suggested, although these should generally be used outside the main reading lesson. For example, a reading selection should not be interrupted for vocabulary drills. If a definition or simple explanation is necessary, you can supply it, but you should save the concentrated vocabulary exercise for another portion of the lesson.

1. Words. The students should be able to analyze words into their parts, using context clues to vocabulary meanings. Since the use of context for understanding words is most pertinent to reading itself, we will focus on it here. Suggested exercises for improving word-recognition skills (including speed of recognition) and word-building skills are detailed in the section on Word Skills beginning on page 23 of the Introduction.

Certain words of low frequency are introduced in the readings where they are required by the subject—for example, the reading for Lesson 5, "A Modern Dairy," requires *separator*, *pasteurizer*, and *homogenizer*, and the reading for Lesson 10, "Food Transportation," uses *perishable* and *flatcars*. Since these words are limited in their general usefulness, you may want to treat them as passive vocabulary —that is, vocabulary that the students recognize in context but are not accountable for (words they should not be expected to use actively in conversation). Before you introduce the words in a new reading, you should divide them into two lists, one that the students can be expected to use actively, and one that they should recognize in the reading only. In your presentation, you can then emphasize the active vocabulary as "words to know," employing exercises which require the student to use the words to complete or construct sentences. Your treatment of passive vocabulary, on the other hand, should focus on the context clues that help readers to guess intelligently at word meaning.

The use of context clues is primarily the skill of using familiar and meaningful words and expressions to shed light on the unfamiliar. For example, the meaning of *milkman* is given by the phrase "delivers the milk" in the following sentence from the reading in Lesson 1:

> Rain or shine, Tim Brown, the milkman, delivers the milk soon after five every morning.

Similarly, the meaning of *bakery* becomes clear when the reader places in the context of his own experience the expression:

> You can smell the fresh bread as you walk by the bakery.

By directing the students' attention to specific meaning clues in the readings, you can eventually train them to make effective use of the following kinds of context clues:

a. Words defined or explained by the writer: e.g., You would see *prunes* (*which are dried plums*) and *raisins* (*which are dried grapes*) (Lesson 11). Now *the working people who live in the suburbs, the commuters*, are hurrying out of railroad stations. . . . (Lesson 2)

b. Words which are related to the students' experience: e.g., *get up* and *go to bed*. (Lesson 1)

c. A word that is compared with a familiar word: e.g., Although people in many countries consider *raw* meat a delicacy, an American rarely eats any meat that is *uncooked*. (Lesson 9)

d. A word that is explained by what it is not: e.g., If you *do not have to spend* all the money that you make, then you are able to *save* money. (Lesson 14)

e. A word that is restated in synonyms: e.g., The sidewalks are *crowded with* people. The restaurants are *filled with* people. (Lesson 2)

f. A word that is defined by paraphrase: e.g., Robert Kent *manages* a successful supermarket in the downtown area of a big city. He is *in charge* of 90 employees. . . . (Lesson 6)

g. A summary statement, previously defined by examples: Raw milk—that is, milk just as it comes from the cow—may be unsafe to drink. If the milk is heated and then cooled, the harmful germs are killed. The man who discovered this way of treating milk was a Frenchman by the name of Louis Pasteur. Milk so treated is called *pasteurized* milk and the process is called *pasteurization*. (Lesson 11)

The importance of context for efficient reading cannot be overemphasized. The alternatives for the student are constant reference to a dictionary or constantly asking the teacher for a definition. In either case, the student is not reading fluently and is probably frustrated by his inability to complete a paragraph without interruption.

2. Basic grammar. The student should be able to recognize basic parts of the sentence structure. Understanding word meanings is essential but not sufficient in itself for reading comprehension. Students must also learn to read by structures, perceiving the meaningful relationships of the words to each other. Only then can they begin to read with understanding. Mastery of basic grammatical patterns was a main objective of Books I and II. Book III introduces the practice of more advanced patterns, some of which will be encountered more frequently in written English than in speech. In the readings in Book III the student must recognize and respond both to these new structures and to any previously mastered structures in whatever order they may occur.

Such meaningful grammatical structures have been called "sense groups," "thought groups," and even "meaningful mouthfuls." In grammatical terminology they are the *constituents* of the sentence; subject-predicate relationships, phrases, clauses, nominals, verb phrases, and the numerous other syntactic elements of English, some of which are not very frequent in the spoken language. Sometimes punctuation sets off the "sense groups," or the absence of punctuation requires a different interpretation. Compare, for example:

> My uncle, / who lives in New York, / called me last night.

This sentence means something quite different from:

> My uncle who lives in New York / called me last night.

(The slash / indicates a break between sense groups.)

As a further example, here is a passage from the reading in Lesson 11 marked for sense groups:

> No one knows for sure / how people first learned / to preserve food. / Maybe they accidentally left food / in the sun / and discovered / that dried food kept longer. / Maybe they left food / by the fire / and found out / that cooked food / not only kept longer, / but tasted better. / Somehow / someone learned / that salt helps preserve meat and fish / and even vegetables. / For example, / pickles are cucumbers / that are preserved with salt. / Through the years, / people have continued to learn / new and better ways / of preserving food / from one growing season / to another. / And today / millions of people / work in jobs / that have something to do / with food preservation.

You will notice that sense groups correspond to grammatical structures with which your students are familiar already.

The following exercises may prove useful in helping your students to recognize and respond to words in grammatically meaningful sense groups:

a. You can introduce the concept of sense groups by inserting pauses between the structures as you read aloud to the class. Thus sense groups in the reading in Lesson 1 might be introduced this way:

> It's early morning / in Fairfield. / The big clock / above the door of the Farmer's Bank / is striking five. . . .

Then, to demonstrate that both incorrect grouping and word-by-word reading will interfere with the sense, you might continue reading with incorrectly placed or excessive pauses, like this:

> Everybody gets / up early in / Fairfield.

The concept of sense groups can also be introduced—quite quickly and effectively—by applying this technique to a passage in the students' native language.

b. Next your students can mark the pauses in their own books as you read aloud. Then they can read aloud in chorus and individually, observing the pauses between groups, but reading each group itself without hesitation. After a few lessons the students can be instructed to make the sense group markings themselves. The accuracy with which each student does it will provide you with a check on his ability to recognize grammatical patterns in reading.

c. An effective device for assuring that the student reads aloud in "meaningful mouthfuls" is a technique called "Read-and-look-up." First the student looks at his page and reads one sense group silently; then he looks up and speaks the same words *to* someone (the teacher or a classmate). The student speaks as though talking spontaneously and with meaning, rather than merely saying the graphic symbols out loud, as is often the case when students read with their eyes on the printed words.

Read-and-look-up can also be used with the intensive reading for comprehension procedure described below (page 18). Sentence by sentence, the teacher asks WH- questions which can be answered by quoting sense groups from the reading. For example, for the sentence in Lesson 11, "No one knows for sure how people first learned to preserve food," the teacher might ask: "How did people first learn to preserve food?" The student looks at the sentence, finds the appropriate sense group, *looks up* and *says to the teacher*: "No one knows for sure." Another example is: "Mealtime was any time they found food."

> Question: "When was mealtime?"
> Answer: "Any time they found food."

(Answering simply "Any time" would be incorrect and show that the student had not recognized the meaningful group.)

d. As reading fluency and comprehension improve, the length of the sense groups can be expanded to larger constituents of the sentence such as complex nominals and subordinate clauses.

e. For concentrated practice of sentence structures, you can identify for special drill those sentences in the reading which incorporate structures from recent grammatical lessons. Relative clauses, for example, occur in most of the readings following Lesson 1, where the structure is first introduced.

3. Longer sentences. The students should be able to identify main and subordinate structures in compound and complex sentences, understanding the relationship of main and subordinate sentence ideas. The technique of marking off sentence parts ("sense groups") can also help teach recognition of the main parts of compound and complex sentences, such as the subordinate clauses and other embedded structures. However, the "Read-and-look-up" technique will become less effective as the groupings become longer because of the extra burden placed on the student's short-term memory.

To develop and assess comprehension of longer sentences you can ask one or more questions about each sentence, with the questions graded according to the difficulty of the response. (You will find additional comments on intensive questioning beginning on page 20 of the Introduction.) Here is an example of the technique using a complex sentence from Lesson 10:

STATEMENT Foods that spoil easily must reach the market and the dinner table as quickly as possible.

QUESTIONS

Yes-No: Do some foods spoil easily?
Must foods that spoil easily be taken to the market quickly?
Or: Do foods that spoil easily or foods that don't spoil easily have to reach the market quickly?
WH: What foods must be taken to the market quickly?
Where must foods that spoil be taken quickly?

For an assessment of your students' comprehension of the main idea of sentences with embedded clauses, you can ask more general questions such as:

STATEMENT They are loaded in the refrigerated hold of the ship while they are still green.

QUESTIONS

Yes-No: Is this sentence about (loading bananas on a ship)?

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