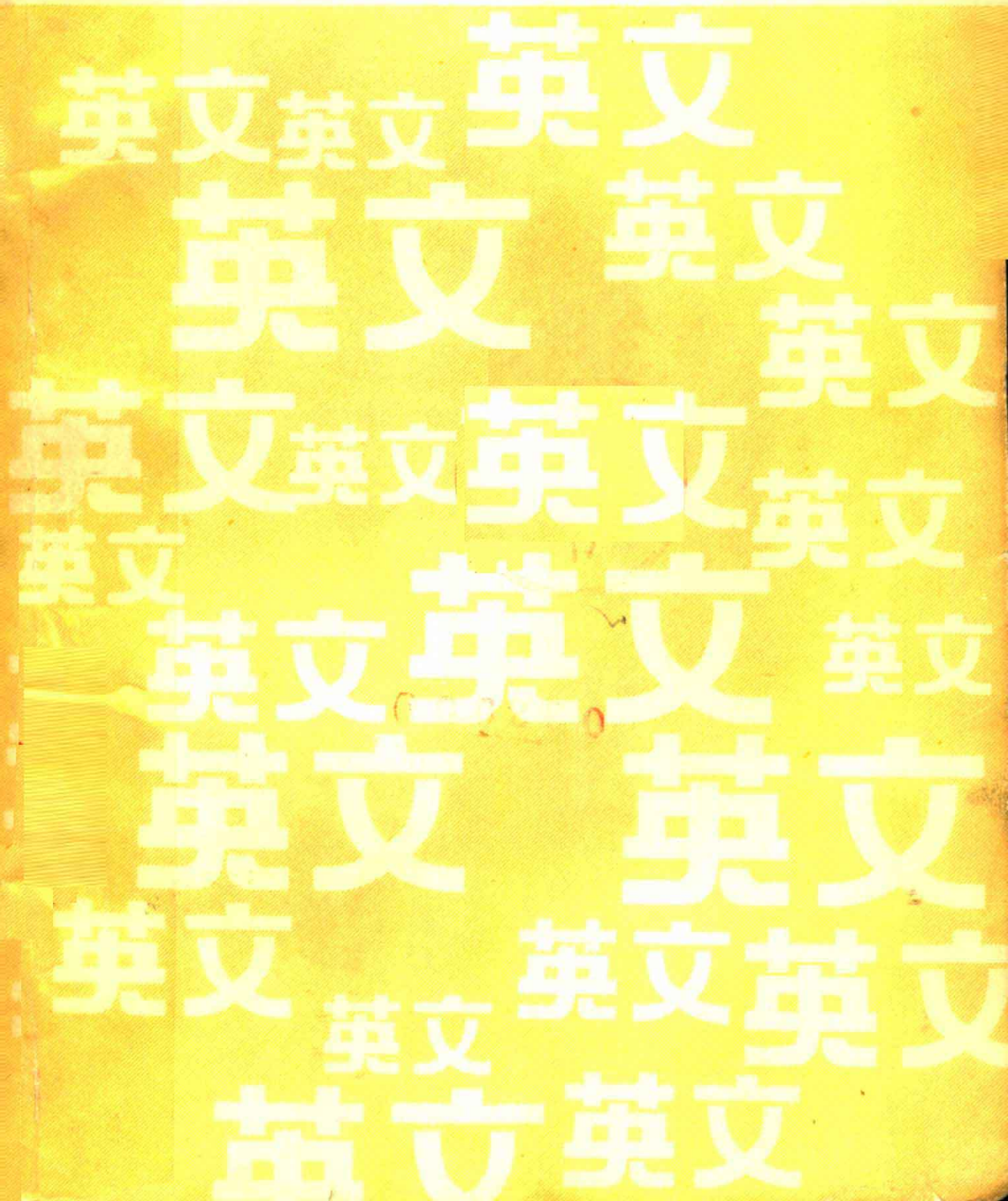


# Modern English for Chinese Students

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A. R. B. Etherton



# Modern English for Chinese Students Book One

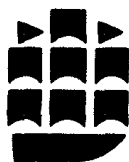
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## FOREWORD

This book is one of a series specially written for Hong Kong schools. Particular emphasis has been placed on such fundamental matters as agreement between subject and verb, and the use of tenses, prepositions, articles and essential sentence patterns. The book contains a great deal of revisionary and new work on these topics. Formal grammar, such as clause analysis, has been excluded since it is of \*no value at this stage to pupils who are studying English as a second or third language.

Where necessary the material is based on a *contrastive analysis* of Cantonese and English, and I am particularly indebted to Professor B. Hensman and to Professor C. M. Wise for their work in this vital field. Professor Hensman's *Contrastive Analysis of the Sounds and Structures of Cantonese and English* and her *Patterns of English* have been of considerable help in preparing this series.

To arouse the interest of the pupil and increase his understanding of his environment, there is a reasonable amount of material on Hong Kong and the general Asian background — particularly in the earlier books. The teacher can use this material to stimulate discussions and other oral work in the classroom and thus produce a context of real situation in which to consider linguistic problems. In the later books in the series, the emphasis is less on Hong Kong and more on the literature and life of America, Canada and the United Kingdom. Apart from encouraging an interest in literature, this has been done to reflect the interest which older pupils often show in opportunities for further study and employment in these countries.

\*The value of formal grammar is fully examined in the eighth report of the Secondary School Examinations Council, Department of Education and Science, U.K., 1964: *The Examining of English Language*. Following the publication of this report, the University of London and other examining bodies removed it from their examining syllabuses. The objection is based on the fact that to teach formal grammar is to teach *about* language rather than to teach the language itself. It has been noted that there is no correlation between a pupil's knowledge of formal grammar and his ability to write or speak correctly.

If it is thought necessary to consolidate the pupil's knowledge of such matters as the use of tenses, articles and prepositions, *Graded English Exercises for Secondary Schools*, Book 1, can be used in conjunction with this present book. It will be found particularly helpful for individual remedial work with pupils who are weaker at English than the majority of the class. More than half of the Graded Exercise book is devoted to work on verbs and it has been written to reinforce the secondary course in certain classes. In addition, *Modern English Workbook*, Book 1 is available if needed.

**Teachers may find the following suggestions helpful:**

1. Standards vary considerably in Hong Kong schools and even within a large school where, for example, Forms 1A and 1D may require different work. Teachers are thus urged to be selective and not necessarily to attempt to work through every exercise or topic in each book. Sections which are too easy or too difficult for a particular class can be ignored safely.
2. With some justice, the standard of oral English in Hong Kong is often criticised. It is not uncommon to find a pupil who can write English reasonably well, who can understand spoken English but who cannot speak it himself. **There is thus a pressing need for much more oral work in schools.** Various steps can be taken to deal with this problem:
  - (i) The book includes a number of oral games in which pupils can take part. Each game revises and practises a particular language skill or point. The game of *Alibis*, for example, thoroughly revises questions in the Simple Past tense but does so in a way which proves very popular with pupils. To save space, these games are not constantly repeated through the series, but teachers are strongly advised to play them periodically and even to introduce new ones of their own. In many cases, once the linguistic aim has been decided on, it is not too difficult to invent an interesting situation or game in which to practise it orally.
  - (ii) The book includes many sections on general knowledge topics, discussions etc., and full use should be made of these to encourage the pupils to speak as often as possible.
  - (iii) Nearly every exercise can be worked through orally. In many cases it is not necessary for pupils to do the exercise in writing. However, when written work is required, the

exercise should first be done orally. This serves two purposes: it gives the pupils more practice in speaking, and it reduces the number of errors in their written work. Since our function in a school is to teach (rather than to test), the fewer errors pupils make, the better. This will also help to reduce the teacher's marking load.

3. There is a certain amount of repetition in this book: this is deliberate. It is always tempting to assume that because a particular topic was taught in February, it follows that pupils will be familiar with it in July. However, unless the topic is revised systematically, it is more likely that in July pupils will have forgotten it completely. The revision exercises are an attempt to prevent this from happening. If pupils show quite clearly that they have mastered a topic, some revision exercises can be omitted. On the other hand, with some classes it may be useful to bring in additional material from the accompanying Workbooks or Graded English Exercise books.
4. **Teachers who have particular problems with teaching method, points of usage or other matters are invited to write to the author at Chung Chi College. He will be glad to help them whenever he can.**

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## Chapter 1

### MAKING A FARM



One day Mr. Horace Kadoorie went for a walk up Tai Mo Shan. He found some terraces and low stone walls. They were very old and some of them were broken. Mr. Kadoorie was very interested. He said to himself, "People grew tea here a hundred years ago. Perhaps I can show farmers how to grow crops on the sides of hills. Then the farmers can earn more money and grow more food for the people of Hong Kong." 5

Mr. Kadoorie walked round the side of Tai Mo Shan and looked carefully. He found a place where men had grown plantains, Chinese olives and ginger lilies many years ago. 10 Then he saw the ruins of an old farm-house. Not far away he saw a tangerine tree. He thought, "If this tree can grow here with nobody looking after it, perhaps we can grow many tangerine trees."

Mr. Kadoorie decided to make a farm at Paak Ngau Shek. 15 He wanted to see what crops he could grow on the hills. "If I can grow good crops here," he thought to himself, "I can show farmers how to earn more money."

Men cleared away the rocks and boulders on the side of the hill. They built new roads and buildings. The work was hard 20 and it took a long time. After a few years the farm was very successful. Today there are 360 acres of land in the farm and it helps many farmers in the New Territories. They can go to the farm to learn how to grow crops on the hills. They can see the best pigs, chickens and ducks to keep on their farms and 25 the best feed to give them at a price the farmers can afford to pay.

Today the men on this mountain farm keep many animals and grow many crops. They grow oranges, tangerines, carrots, beans and many other things. Any farmer can go to Paak Ngau Shek when he wants advice or help.

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## 1. COMPREHENSION

(a) These sentences are about Mr. Kadoorie and his farm. Put in the missing words.

1. One day he went for a ..... up .....
2. He was very interested when he saw some old stone .....
3. He wanted to try to help the ..... in the New Territories.
4. Not far from a farm-house he saw a ..... tree growing by itself.
5. He made the farm there to try to grow ..... on a hill.
6. Today there are 360 ..... of land in the farm.
7. Farmers can go to the farm when they want ..... or .....
8. In this way they can learn how to ..... more money from their .....

(b) Answer these questions orally and then write down the answers.

1. Where did Mr. Kadoorie find some old stone walls?
2. Where did he see a tangerine tree?
3. Why did he make a farm at Paak Ngau Shek?
4. Why did some men clear away the rocks on the side of the hill?
5. How does the farm help farmers today?
6. Where is Tai Mo Shan?

## 2. VOCABULARY

- a) A pig is **an animal**. What other animals (wild or tame) can you see in Hong Kong?
- b) A duck is **a bird**. What other birds can you see here? Where do men sell birds in cages?
- c) Oranges and tangerines are **fruits**. What other fruits can you buy at the market or from a shop?
- d) Carrots and beans are **vegetables**. What other vegetables can you buy here?

### 3. THE SIMPLE PRESENT TENSE (revision)

*with an "s"*

He	lives here.
She	works there.
It	wants a drink.

*without an "s"*

I	live here.
You	work there.
We	want a drink.
They	like coffee.

We use an "s" at the end of the verb when the subject is *He, She, It* or a word which can be replaced by them, e.g.

*The moon (It) shines at night.*

*My father (He) works very hard.*

*Her sister (She) lives here.*

- (a) What do these people do? Complete the sentences. Put in the right form of the verb in brackets. Then add some more words as in the examples:

*examples:*

- a) Farmers (grow) ....

Farmers grow vegetables and other things.

- b) A doctor (help) ....

A doctor helps sick people.

1. A taxi-driver (drive) .....
2. Bus-drivers (drive) .....
3. A tailor (make) ....
4. Farmers (grow) ....
5. A jeweller (sell) ....
6. A cobbler (repair) ....
7. A dentist (take) out ...
8. Sailors (work) on ...
9. A policeman (wear) a ...
10. Nurses (work) in .....

- (b) Can you remember how to make a negative statement with a verb in the Simple Present tense?

He lives in Mongkok.

They work in Tai Po.

He *does not live* in Mongkok. They *do not work* in Tai Po.

Make these sentences negative:

1. She works in Shatin.
2. He lives at North Point.
3. We know how to do it.
4. They sell torches.
5. I want that old bag.
6. My friends play tennis.
7. Those farmers grow rice.
8. The path goes to Stanley.
9. The sea looks very rough.
10. This stamp costs \$20.
11. You look very well today.
12. Ships go there very often.



- (c) Can you remember how to make a question with a verb in the Simple Present tense?

He lives in Shatin.

*Does he live in Shatin?*

They work in Kwun Tong.

*Do they work in Kwun Tong?*

Change sentences 1-6 in (b) into questions. Make up answers.

Change these sentences into questions and make up answers:

- |                               |                               |
|-------------------------------|-------------------------------|
| 1. You know where he is.      | 6. That book costs \$12.      |
| 2. He still works in Kowloon. | 7. Those black shoes fit you. |
| 3. Your cousin wants one.     | 8. That shop opens on Sun-    |
| 4. The bus to Shatin starts   | days.                         |
| here.                         | 9. It works properly now.     |
| 5. Those men still work here. | 10. They both like tea.       |

#### 4. COMPOSITION

Write an article (of 120-125 words) for your school magazine on a day in the life of a farmer. You can write about the pictures on pages 4 and 5 if you like. You can pretend to be the farmer and start "Every morning I..." if you like but this is not necessary.

