

LONGMAN 朗文



外语教学与研究出版社



LONGMAN 朗文

New

# Integrated English

# 2A

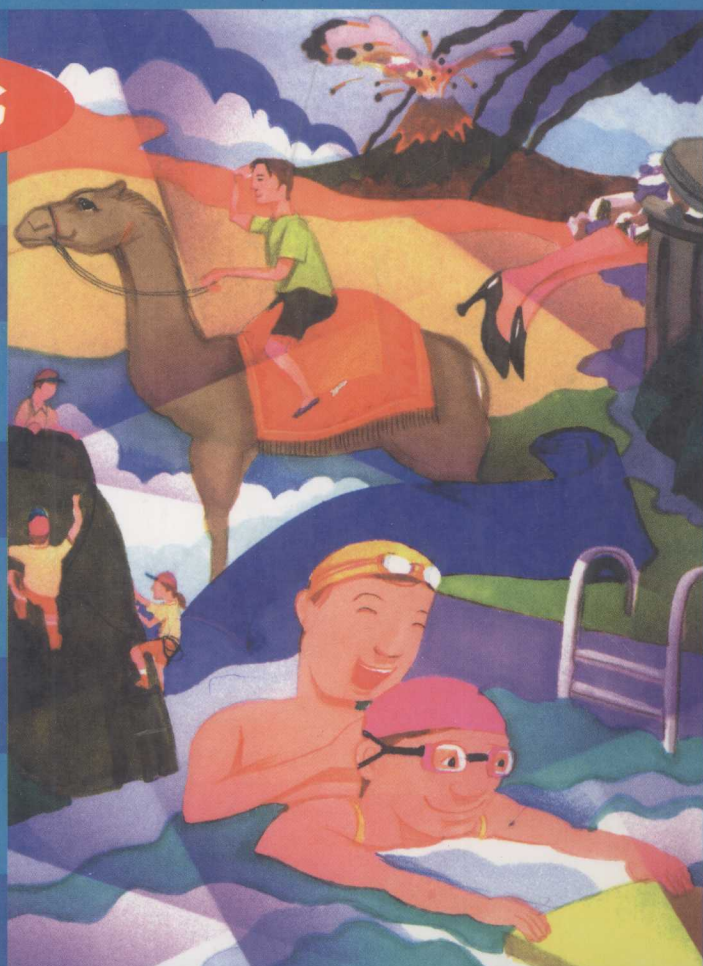
## 新综合英语



教师用书

## 改编版

主编 刘道义



Amanda Brown • Ken Methold • Janet Tadman • Clare Vickers

# New Integrated English 2A

## 新综合英语 2A

教师用书

(改编版)

原版作者: Amanda Brown(英)

Ken Methold(英)

Janet Tadman(英)

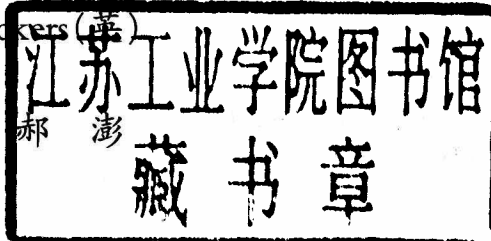
Clare Vickers(英)

主 编: 刘道义

编 者: 杨光慈

陈 鸽

审 校: 董蔚君



外语教学与研究出版社



LONGMAN 朗文

(京)新登字 155 号

朗文 New Integrated English 2A (Revised Edition) —  
外研社 Teacher's Book

图书在版编目(CIP)数据

新综合英语 2A(改编版)/(英)布朗(Brown, A.)等编著;  
刘道义主编。—北京:外语教学与研究出版社, 2000.8  
教师用书

ISBN 7-5600-2046-1

I. 新… II. 刘… III. 英语课—中学—教材

IV. G633.412

中国版本图书馆 CIP 数据核字(2000)第 69585 号

Original edition

© Longman Asia Limited 1997

This edition of *New Integrated English 2A Teacher's Book (English-Chinese)* with simplified Chinese characters is published under the imprint of Longman, which is an imprint of Pearson Education Group, and by arrangement with Pearson Education China Limited, Hong Kong.

Licensed for sale in the mainland territory of the People's Republic of China only.

**New Integrated English 2A (Revised Edition) —**  
**Teacher's Book**

新综合英语 2A (改编版)——教师用书

原版作者 Amanda Brown(英)

Ken Methold(英)

Janet Tadman(英)

Clare Vickers(英)

主 编 刘道义

\* \* \*

策划编辑 申 蕾

责任编辑 孙平华(参加编写工作)

外研社中小学英语工作室

电 话 010-68917832

传 真 010-68420956

电子信箱 [wy@fltrp.com.cn](mailto:wy@fltrp.com.cn)

出版发行 外语教学与研究出版社  
(北京市西三环北路 19 号 100089)

网 址 <http://www.fltrp.com.cn>

印 刷 北京外国语大学印刷厂

开 本 787×1092 1/16

印 张 7.25

版 次 2000 年 8 月第 1 版 2002 年 1 月第 2 次印刷

印 数 3001—6000 册

书 号 ISBN 7-5600-2046-1/G·925

定 价 7.90 元

\* \* \*

如有印刷、装订质量问题出版社负责调换

制售盗版必究 举报查实奖励

版权保护办公室举报电话:(010)68917519

This simplified Chinese characters edition first published in 1999 jointly by Foreign Language Teaching and Research Press and Pearson Education China Ltd.

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, without the prior written permission of the Publishers.

外语教学与研究出版社 联合出版  
培生教育出版中国有限公司

本书任何部分之文字及图片,如未获得本社之书面同意,不得用任何方式抄袭、节录或翻印。

本简体字版只供在中华人民共和国内地销售。

朗文(Longman)为培生教育出版集团  
(Pearson Education Group)所拥有之商标。

# 出版说明

随着我国中学英语教学改革的进一步发展,英语教学对新教材的需求也发生了变化,一纲一本的传统模式不再适应我国中学外语教学的实际,一套更适于大中城市重点学校、特别是外国语学校《新综合英语》(NIE)(改编版)便在这种新形势下应运而生。

改编版的变化主要体现在以下几本书中:

## 一、学生用书(Students' Book)

课文有少量的改动;书后增加了课文注释(包含词汇、语法和难句解释,以及文化背景知识介绍)、分单元词汇表和总词汇表(附有英汉释义)。凡超出基础词汇范围的单词均列入词汇表。

## 二、练习册(Workbook)

原练习册与听说练习册(Listening and Speaking Book)合并。每个单元有两部分练习:第一部分为读和写的练习(Reading and Writing),增加了教学大纲和高考要求的词汇和语法练习;第二部分为听和说的练习(Listening and Speaking)。对练习中的生词加了中文释义。

为了使练习册中的语言材料更符合我国大部分地区的需要和教学的实际,改编组还对部分练习做了适当的删减和修改。

## 三、教师用书(Teacher's Book)

增加了有关修订的说明。每个单元删去了学生用书的内容,增加了阅读课文的译文、用英文写的注释和背景知识介绍。对各单元中的词汇注释(Vocabulary)做了修改和补充。教师用书的各单元还附有练习册中的练习答案。

## 四、《新综合英语》基础词汇表(Basic Words in NIE)

NIE 是以香港小学英语教学大纲词汇表为基础编写的。为了帮助师生更好地使用 NIE,解决小学与初中的衔接问题,编写组特意编写了《新综合英语》基础词汇表,收集了香港小学英语大纲和义务教育初中英语教学大纲及教材中共有的单词,约 1 500 个。每个单词注有音标、词类和汉语释义。

本套教材采用了第 14 版 *Everyman's Pronouncing Dictionary* 的国际音标标注英语单词的发音。采用这一新的音标系统是国际英语教学的趋势,现已体现在许多著名的词典里。下面的表格列出了新旧国际音标的符号,显示了两套音标符号的异同(辅音音标无任何变化)。

单 元 音				双 元 音			
旧	新	旧	新	旧	新	旧	新
i:	i:	u:	u:	ei → eɪ		əu → əʊ	
ɪ → ɪ		ʊ → ʊ		aɪ → aɪ		iə → ɪə	
ə: → ɜ:		ɔ: → ɔ:		ɔɪ → ɔɪ		ɛə → eə	
ə	ə	ɔ → ɒ		au → aʊ		uə → ʊə	

新旧音标符号的变动由此表格可一目了然。学会使用新的音标系统不仅有利于学习 NIE 的词汇,更重要的是有助于学习使用国际上具有权威性的辞典及其他工具书。

NIE 改编组是由三方面人员组成的:高等院校的语言专家、资深的中学教师和有经验的英语教科书编辑。

## NIE 2A Teaching Scheme

Week/ Cycle	Unit	Language Function/Form	Source of Material	Reading Comprehension
# 1 - 2	1	<ul style="list-style-type: none"> <li>Using Words exercise: Speaking, remembering, seeing, expressions of time and compound nouns</li> <li>The present participle (the <i>-ing</i> form of the verb)</li> <li><i>To</i>-infinitive</li> </ul>	<i>Fire Rescue</i>	<ul style="list-style-type: none"> <li>Reading passage: 'Newspaper article about office fire'</li> </ul>
# 3 - 4	2	<ul style="list-style-type: none"> <li>Using Words exercise: Nouns, adjectives and verbs</li> <li>Using quantifiers with countable and uncountable nouns</li> <li>Using <i>when</i> and <i>while</i> with the present progressive tense</li> </ul>	<i>Kane's Greed</i>	<ul style="list-style-type: none"> <li>Reading passage: 'Diary entries about desert expedition'</li> </ul>
# 5 - 6	3	<ul style="list-style-type: none"> <li>Using Words exercise: Occupations, general vocabulary and restaurant vocabulary</li> <li>Possessive adjectives and possessive pronouns</li> <li>Apostrophes</li> <li>Reflexive pronouns</li> </ul>	<i>Police Files - The Case of Miss Huang</i>	<ul style="list-style-type: none"> <li>Reading passage: 'Description of an evening out in Macao'</li> </ul>
# 7 - 8	4	<ul style="list-style-type: none"> <li>Using Words exercise: General vocabulary, crime and police words, literal and idiomatic meanings</li> <li>Past participles as adjectives</li> <li>The past perfect tense</li> <li>Using <i>when</i> and <i>while</i> with the past progressive tense</li> </ul>	<i>Inspector Lu</i>	<ul style="list-style-type: none"> <li>Reading passage: 'Description of police murder investigation'</li> </ul>
# 9 - 10	5	<ul style="list-style-type: none"> <li>Using Words exercise: Ways of holding, describing people and parts of the body</li> <li>Indirect objects</li> </ul>	<i>Family Ties</i>	<ul style="list-style-type: none"> <li>Reading passage: 'Description of police murder investigation'</li> </ul>
# 11 - 12	6	<ul style="list-style-type: none"> <li>Using Words exercise: General vocabulary, <i>too much</i>, <i>not enough</i> and making suggestions</li> <li><i>If</i>-clauses</li> <li>Clauses with <i>unless</i></li> <li>Using <i>but</i> to show contrast</li> </ul>	<i>Are You a Good Friend?</i>	<ul style="list-style-type: none"> <li>Quiz: 'How to test what kind of friend you are'</li> </ul>

**Reading, Listening,  
Writing****Speaking****Writing****Resources Available**

- |  |   |  |  |
|--|---|--|--|
| <ul style="list-style-type: none"><li>• Listen to tape recorded conversations and fill in form and gaps in a report</li></ul>  | <ul style="list-style-type: none"><li>• Pair work: information gap exercise about interests and future plans</li></ul>  | <ul style="list-style-type: none"><li>• Composition: Write an imaginary first-person narrative or Write an informal letter to a friend (150 – 200 words)</li></ul>             | <ul style="list-style-type: none"><li>• NIE 2A Workbook Unit 1</li></ul> |
| <ul style="list-style-type: none"><li>• Listen to tape recorded conversations and fill in the gaps in the passages</li></ul>   | <ul style="list-style-type: none"><li>• Pair and small group work: Information exchange about homework habits</li></ul> | <ul style="list-style-type: none"><li>• Composition: Write a feature article or Imaginative writing (150 – 200 words)</li></ul>  | <ul style="list-style-type: none"><li>• NIE 2A Workbook Unit 2</li></ul> |
| <ul style="list-style-type: none"><li>• Listen to a tape recorded conversation and do multiple-choice exercise</li><li>• Use Data File information and recorded information to write a police report</li></ul> | <ul style="list-style-type: none"><li>• Role play: Argument with a sibling or friend</li></ul>                          | <ul style="list-style-type: none"><li>• Composition: Imaginative writing or Write a letter to a friend (150 – 200 words)</li></ul>   | <ul style="list-style-type: none"><li>• NIE 2A Workbook Unit 3</li></ul> |
| <ul style="list-style-type: none"><li>• Listen to tape recorded conversations and answer questions</li></ul>   | <ul style="list-style-type: none"><li>• Role play: Conversation with a friend about lost property</li></ul>             | <ul style="list-style-type: none"><li>• Composition: Write a story using guidelines or Write a possible ending to the story in the reading passage (150 – 200 words)</li></ul> | <ul style="list-style-type: none"><li>• NIE 2A Workbook Unit 4</li></ul> |
| <ul style="list-style-type: none"><li>• Listen to a tape recorded conversation and fill in the gaps in a report</li></ul>  | <ul style="list-style-type: none"><li>• Role play: Interview about future plans</li></ul>                               | <ul style="list-style-type: none"><li>• Composition: Write an informal letter to a family member or Imaginative writing (150 – 200 words)</li></ul>                            | <ul style="list-style-type: none"><li>• NIE 2A Workbook Unit 5</li></ul> |
| <ul style="list-style-type: none"><li>• Listen to tape recorded conversations and summarise information</li></ul>  | <ul style="list-style-type: none"><li>• Pair work: Design a quiz</li></ul>  | <ul style="list-style-type: none"><li>• Composition: Write an informal letter or Imaginative writing (150 – 200 words)</li></ul>   | <ul style="list-style-type: none"><li>• NIE 2A Workbook Unit 6</li></ul> |

---

# Introduction

---

*New Integrated English* has all the material secondary school students and teachers require to fulfil their English Language needs. The five-year course has been redesigned, in line with the changes in the English Language syllabus, to enable students to develop both their ability to communicate in English and their understanding the structure of the language.

The Teacher's Book contains all the information and material the English teacher needs to prepare lessons thoroughly and teach effectively. At the beginning of the Teacher's Book, sound, practical teaching methods are suggested for each section of a unit. In subsequent units, the teacher is provided with clear explanations for the students and step-by-step instructions for the execution of each activity. There are definitions of all new vocabulary and additional examples of using words and language. All the reading passages are translated into Chinese. The answers to all the exercises and activities in the Students' Book are given, including sample answers for speaking and writing activities. The tapescripts of recorded material used in the Reading, Listening, Writing section are provided. There are also optional extension and consolidation exercises for students. Where appropriate, notes and background information are provided. At the back of each unit, the answers to all the exercises and activities in the Workbook are provided, and so are the tapescripts of recorded material used in the Workbook.

## **Course objectives**

- to provide material which will sustain interest, increase enjoyment and build confidence, enabling students to communicate successfully and fluently
- to develop students' competence in the four skills of reading, listening, speaking and writing so that they are well prepared for the English examinations
- to develop students' language awareness, enabling them to perceive and understand patterns and apply them in their own speech and writing
- to provide language topics which are both interesting to students and relevant to their language needs

## **How the course fulfils its objectives**

- The course material provides a range of activities which are stimulating, enjoyable and within the students' ability range.
- As the language is contextualised and activities are clearly explained and valid within their contexts, students understand and appreciate the purpose of the tasks set.
- Emphasis is placed on pair and group work as these classroom strategies are essential if communication is to be achieved. Group work also has the advantage of reducing the pressure on individual students to perform in front of the whole class, reducing the amount of 'teacher-talk' and increasing the number of language exchanges

- made by each student.
- Each unit contains material reflecting the style and content of authentic documents and broadcasts which students are likely to encounter in Hong Kong SAR as well as other parts of China.

## **Course structure**

Book 2A is divided into units 1- 6 and Book 2B is divided into units 7-13. Each unit follows the same pattern.

## **Pre-reading**

The pre-reading activities introduce the topic of each unit and enables students to discuss their ideas and experiences. The pre-reading activities are best conducted as pair or group activities. Information produced in the pre-reading activities can be collated in a feedback session, directed by the teacher. At this stage, it is more important that students should feel confident discussing their ideas and experiences than that their information and their use of language should be corrected by the teacher.

## **Reading**

The passages are based on authentic material from a variety of local and foreign sources. The topics all have local implications and, it is hoped, will provide a basis for classroom discussion. The different examples of style you will find in these passages will also help students with their own writing. It is suggested that students be allowed to read the passages individually at their own speed as this is how they will have to handle such passages outside the classroom. Each reading passage is recorded on the tape accompanying the Students' Book.

## **Comprehension**

The comprehension activities are designed to develop the students' reading skills. Students are required to identify the main idea of paragraphs or the entire passage by skimming. They are also required to scan for specific information in order to answer some questions. The comprehension activities will also develop the students' deduction skills by requiring them to match words with definitions and encouraging them to guess meanings from the context. Frequently, students are asked to make inferences, analyse the writer's style and intentions and express their own opinions on the topic of the passage.

## **Using Words**

New words and their usage, or new uses for words that students have already encountered, are explained in simple terms, with a variety of examples. All the words in these sections are taken from the reading passages to provide students with an authentic context. Related words and expressions are also explored. Exercises, with clear explanations and examples, provide opportunities for the students to use the new language.

## **Language**

New language structures are introduced systematically throughout the course, creating a gradual, cumulative increase in the students' ability to use language. Language structures are always introduced within the context of the reading passage. Structures are explained in simple terms, emphasising how they can be used by the students, and further examples are given. Over To You! exercises, which have clear explanations and examples, provide opportunities for the students to use the new language structures.

## **Reading, Listening, Writing**

This section is designed to provide students with authentic tasks in which they are asked to listen for a specific purpose and to skim and scan a variety of written material. They are then required to make use of the knowledge or information they have acquired to complete the tasks, which involve gap and form filling and producing various types of written documents, such as letters, reports, newspaper or magazine articles and essays. These tasks not only enhance the students' listening skills in realistic and communicative contexts, but also prepare them for English examinations. The tasks begin simply and become increasingly more demanding as the students' confidence and familiarity with this type of task grows. This section is related in theme to the reading passage, providing further examples and practice of the new language structures and vocabulary.

## **Speaking**

Students are provided with authentic, communicative tasks related to the theme of the unit. The tasks are designed as paired role play activities, including interviews, surveys and dialogues and group activities in the form of discussions. For the paired role plays, the roles of each student are clearly defined and ample information is given to ensure students' success in carrying out the tasks. Useful expressions are introduced in some cases to provide students with the functional language structures they need to complete the tasks. For the discussions, interesting and sometimes controversial topics are given and points for consideration are provided to boost confidence and act as a springboard for students' own ideas. Each task is contextualised so that students can perceive the function of the language they are using. Sample dialogues and discussions are provided in the Teacher's Book.

## **Writing**

Writing tasks are related to the theme of the unit. Students are able to draw on the material they have encountered elsewhere in the unit, but are required to transform the material, writing from a new perspective, providing an alternative version of events or adding new details. A choice of topics is provided so that students can select their compositions according to their interests. Tasks are authentic and contextualised, enabling students to develop writing skills which will be valuable to them outside the classroom. The Teacher's Book provides sample compositions for each of the topics given.

---

# Contents

---

Unit 1	1
Answer Keys to Workbook	14
Unit 2	19
Answer Keys to Workbook	31
Unit 3	36
Answer Keys to Workbook	49
Unit 4	54
Answer Keys to Workbook	68
Unit 5	73
Answer Keys to Workbook	85
Unit 6	90
Answer Keys to Workbook	103

# UNIT 1

## INTRODUCTION

- Ask for a volunteer to read out the introduction on SB page 1.
- Ask Ss to explain what an *adjective* is (a describing word) and what a *noun* is (an object, thing, place, person, animal, feeling or idea. Nouns often have 'a' or 'the' in front of them).
- Make sure Ss know the meanings of *expect* (think that something will happen), and *hope* (wish for and look toward to something happening).

## PRE-READING

- The lesson before you begin this unit, tell Ss to bring an English language newspaper to the following lesson. Bring a good supply of newspapers yourself in case Ss forget!
- Read through the pre-reading activities on SB page 1 with Ss.
- Begin the first pre-reading activity orally with the whole class. Ask Ss to look at the headline on the front SB page of the newspaper they have brought in. Ask Ss to read out their headlines and hold them up for others to see. Ask Ss what is the difference between the size of the headlines and the size of the writing in the article (*headlines are much bigger*).
- Give Ss time to complete this and the other activities in groups. Establish the classroom conditions and move around the class, monitoring Ss' progress.
- Conduct a feedback session.

## Sample answers

- 1 — A newspaper headline is a very short summary of the article. Headlines tell you the most important or most interesting facts about the article so that you will want to read it. Headlines are different from ordinary sentences in that a) they are written in much bigger print, b) they are often written in capitals, c) they do not have any punctuation and d) small words such as *a* and *the* are left out.
  - From this headline, you expect the reading passage to be about a girl who is saved from a fire by a fire chief. You expect the article will tell you their names and where and when the fire happened.
- 2 — You would try to put out the fire. If this were not possible, you would close the doors to contain the fire, call the fire brigade and leave the flat. You would warn your neighbours and make sure they left too. You would not use the lifts, you would take the stairs. You might grab your passport and money/CDs/favourite book/old, much-loved teddy bear/mother's jewellery/favourite jacket/family photos.

## READING



- Ask Ss to read the newspaper article on SB pages 1–2.
- Play the tape or read the newspaper article aloud. The latter can be done either by the teacher or by volunteers.
- Ask a few simple questions about the article and supply the correct answers to make sure that Ss are following the story.

### lines 1–11

Where is Grand Tower?  
(*Quarry Bay*)

What time was the fire? (*five o'clock in the afternoon*)

What sort of firm is Peacocks?

(a publishing firm)

How many people were working on the 18th floor on the day of the fire? (one person, Louise Wang)

### lines 12 – 21

Why did Louise go into the office that day? (because she had an urgent report to finish)  
Why didn't she notice anything was wrong? (because she was too busy writing)

What did she see when she looked down the corridor? (flames and smoke in the reception area)

### lines 22 – 33

Who called the fire brigade? (Peter Hu, the security guard)

How did he see the smoke in the lift on the 18th floor? (he looked at the surveillance monitors)

How many fire engines came? (three)

How did the firemen get high enough to direct their hoses onto the flames? (they extended their ladders)

What did Stephen think when he was told there was a young woman on the 18th floor? (he thought they wouldn't be able to save her)

### lines 34 – 44

What did Louise try to do when she saw the fire engines below? (she tried to signal to them)

Why did Louise take the water container back into her office? (to soak her jacket, which she used to block the gap at the bottom of the door)

Why did she open the window? (to shout and wave to the firemen)

### lines 45 – 59

How did Stephen reach the 18th

floor? (he stood on a platform at the end of the third ladder)

What instructions did Stephen give his men? (he told them to bring the ladder in closer to the building)

What effect did the smoke have on Louise? (it made her start coughing)

How far away was the platform when Louise jumped? (about two metres)

### lines 60 – 71

Why were Stephen and Louise lucky they got away from the window so fast? (because flames began to shoot out of the window; they would have been hurt if they had been close to the window)

What did Louise think when her office caught fire? (she thought she was going to die)

Why did she want to see Stephen again? (she wanted to thank him for saving her life)

## VOCABULARY

Check that Ss understand new or difficult words and phrases.

**rescue** n. saving sb/sth from danger, etc

**bring in** ① to pick, gather or collect

② to introduce

**headline** n. line of words printed in large letters at the top of a page, esp in a newspaper

**blaze** v. to burn with a bright flame

**sweep** v. ① to clean (a floor, etc) using a brush ② to move quickly over (an area)

**sweep through** to move quickly through

**storey** n. a floor or level in a building

**firm** n. business company

**desert** v. to leave empty

**deserted** adj. empty

**urgent** adj. very important

**recover** v. to get back the use of (one's health, etc)  
**minor** adj. small; not serious  
**peer** v. to look hard at sth  
**reception** n. action of receiving or being received  
**trap** v. to keep (sb) in a place from which he wants to move but cannot  
**alarm** n. warning sound or signal  
**security** n. freedom or protection from danger or worry  
**glance** v. to take a quick look  
**surveillance monitor** screen linked to a camera enabling one to see what is happening elsewhere in the building  
**shoot out** to come out very quickly  
**state** v. to give factual information  
**extend** v. to make longer or bigger  
**meanwhile** adv. at the same time  
**catch sight of** to notice; to see sb/sth for a moment  
**signal** v. to make a signal or sign  
**corridor** n. a passage esp between two rows of rooms  
**recollect** v. to bring back to one's mind  
**soak** v. to make sth thoroughly wet  
**block** v. to make movement difficult or impossible  
**give way** ① to allow sb/sth to be first  
 ② to break or collapse  
**recount** v. to tell the story of sth that has already happened  
**get away** to escape sb or a place  
**recall** v. to bring back the memory of sth  
**sill** n. piece of wood, or stone, etc forming the base of a window or a door  
**dreadful** adj. causing great fear  
**catch fire** to begin to burn, esp accidentally  
**confess** v. to tell the truth  
**modest** adj. not telling everyone about good things one has done  
**involve** v. to include  
**break out** to start suddenly  
**circuit** n. complete path along which an electric current flows  
**murder** n. killing  
**inspector** n. ① official who inspects schools, factories, mines, etc ② police officer of middle rank  
**lean over** to bend over  
**reflection** n. thing reflected, esp a

visible image in a mirror, etc  
**burglar** v. to break into a building and steal from it or the people in it  
**chew** v. to work or grind between the teeth  
**variety** n. difference of condition or quality; change  
**stern** adj. serious and grim  
**previous** adj. coming before in time or order  
**echo** v. to repeat a sound  
**put out** to cause sth to stop burning  
**drip** v. to let (liquid) fall in drops  
**Unidentified Flying Objects (UFOs)** = Flying Saucers  
**plumber** n. person whose job is to fit and repair water pipes, etc in buildings  
**bake** v. to (cause sth to) be cooked by dry heat in an oven  
**carve** v. to form (sth) by cutting away material from wood or stone  
**viewer** n. ① person who views sth  
 ② person watching a TV programme  
**host** n. ① person who receives and entertains one or more guests ② person who introduces the performers in a TV programme  
**administrator** n. person responsible for managing (esp business) affairs  
**chef** n. professional cook, esp the chief cook in a restaurant  
**wok** n. large pan like a bowl, used for cooking Chinese food  
**temporary** adj. lasting for a limited time only; not permanent  
**ranger** n. keeper of a park, etc  
**section** n. part  
**make use of** to use or benefit from sth/sb

## NOTES

- something valuable:** Adjectives describing *something, everything, anything, nothing, somebody, anywhere* and similar words come after them instead of before them. For example:  
 There is something interesting on this page.  
 Let's go somewhere quiet.

I looked around the shop, but found nothing attractive.

2. **FIRE CHIEF RESCUES GIRL FROM BLAZING BUILDING:** In some styles of writing, articles and the verb *be* are often dropped so that the most important words may catch the eye immediately or space may be saved on a printed page. For instance:

Newspaper headlines: (A) TRAIN (IS) SAVED BY (A) BOY  
(A) MAN (IS) KILLED ON (THE) MOUNTAIN

Titles in notices: (A) Boy (is) wanted. (The) Hospital (is) ahead

Telegrams: (A) Boy (was) born this morning.

In newspaper headlines the simple present tense is often used, for instance: PEACE TALKS FAIL.

3. **Surveillance monitors:** screens linked to cameras which are placed everywhere in a large building so that a security guard can sit before the screens in one room and watch what is happening in the whole building. Surveillance monitors are now widely used for security in supermarkets, airports, railway stations, office buildings and other public places in developed countries.

4. **So I tried soaking ... and using it to block ....** This sentence means 'I soaked my jacket with water and used it to block the gap at the bottom of the door to see whether I could keep the fire out.'

When *try* means 'make an experiment' or 'do something to see what will happen', it is followed by a gerund. For example:

He tried painting his house white. This means that he painted his house white to see whether his house might look better. We know that he actually did this action; what we don't know is whether this action had the desired effect, that is, made the house look better. Another example:

Try knocking at the back door if

nobody hears you at the front door.

This sentence means that if nobody hears you at the front door, knock at the back door to see whether anybody can hear you.

When *try* means 'make an effort' or 'attempt to do something difficult', it is followed by an infinitive:

He tried to paint his house white.

This sentence tells us that he did everything he could to paint his house white, but it doesn't tell us whether he succeeded or not.

5. **When the ladder carrying Stephen was about 10 metres from Louise's window:** Adjectives can be formed from a present participle (the *-ing* form of the verb):

a *smiling* child      a *changing* world

In these expressions the participles are rather like adjectives: they give more information about the nouns they are connected with. Participles used in this way can be put together with other words to make adjectival participle phrases, which are put after the nouns they modify.

The child *smiling sweetly in the picture* is my cousin.

We are now living in a world *changing more and more rapidly*.

These participle phrases are rather like relative clauses. Instead of *a child smiling sweetly* we could say *a child who was smiling sweetly*; instead of a world changing more and more rapidly we could say *a world which is changing more and more rapidly*. Therefore, *the ladder carrying Stephen* means the same as *the ladder which was carrying Stephen*.

6. **Good writers** of English often use different words to express the same or nearly the same meanings to make their writing more vivid, interesting and exact in meaning. They generally avoid using the same word again and again, unless they do so for some good reason. Therefore it is important for students to learn as many as possible different words

with the same or nearly the same meaning if they want to write well in English. In this passage, instead of using the same verb *said* after the direct speeches, the writer used *explained*, *stated*, *recounted*, *recalled*, *remembered* or *confessed*.

7. **The -ing form of the verb:** In grammar, the form of a verb ending in -ing is often called the **present participle**. Present participles can be used rather like adjectives. For instance, we can say *a boring story* or *a working man*. When we put a present participle before a noun, it usually expresses some fixed quality. It is more like an adjective than a verb. If we talk about a boring story, we probably do not mean that the story is boring somebody at the moment when we speak; we are talking about a general quality of the story. When we refer to a working man, we are not thinking of the action of the man at a particular time; we may just be thinking of the way the man does his job regularly to make a living.

The -ing form of verb can also be used as a noun. When used in this way, it is called the **gerund**. We can add other words to the gerund to make a phrase. The gerund and the phrase containing the gerund can be used

- (a) as the subject of a sentence:

*Smoking* is harmful.

*Reading this textbook* bored me very much.

- (b) as the object of a sentence:

He likes *walking*.

I hate *asking him for money*.

- (c) as the predicative:

His hobby is *collecting stamps*.

- (d) after prepositions:

She is afraid of *going out alone*.

8. **Unidentified Flying Objects (UFOs):** are lights or objects in the air that have no obvious explanation. In 1947 a US pilot saw a group of strange objects in the sky, which he described as moving 'like saucers skipping across the water'. An officer responsible for the

investigation of the 'flying saucers' gave them the name Unidentified Flying Objects (UFOs). Since the term was first invented, thousands of people have said they saw UFOs. Investigators discover ordinary explanations for most reported UFOs. Many of them are actually bright stars, birds, airplanes, weather balloons and other natural or man-made objects. Although there is no reliable evidence to show that UFOs definitely exist, many people continue to believe that they are spaceships from other planets. A lot of science fiction novels and films have told stories about UFOs and visitors coming from other planets by UFOs.

9. **Four Secondary Six students:** four secondary-school students in Form Six. Children in Hong Kong generally spend six years in primary schools and five years in secondary schools. In secondary schools they first study in junior secondary Forms (Forms One to Three). After they pass an examination in Form Three, they may go to study in senior secondary Forms (Forms Four and Five). Some of the students who have got their five-year secondary education may continue their study in technical institutes, to prepare for jobs in industry. Others may get into secondary Forms Six and Seven to prepare for their studies in universities.

## TRANSLATION

### 救 火

阅读

仔细阅读以下报刊文章:

消防队长从燃烧的大楼中救出一女子。

昨天下午5时,大火迅速蔓延燃烧着位于鲮鱼涌的一座21层办公大楼宏塔大厦。20岁的路易丝·王被消防队长斯蒂芬·初从大火燃烧着的办公室里救了出来。此外无人受伤。但大厦在这场大火中被严重毁坏。

宏塔大厦的办公室平日由芬戈尔斯会计事务所和皮科克出版公司共同使用。由于昨天是周日,办公室里空寂无人。然而在第18层上,路易丝仍在非常努力地工作。

“我到办公室来,因为我希望把一份紧急报告写完,”路易丝解释说。她被轻度烧伤,正在医院康复。“写报告是我工作的一大部分。我喜欢在没人的办公室里工作。当时我正忙着写报告,没有注意到出什么事儿了。突然之间,我闻到东西烧糊的气味儿。当我向走廊那边费力地看去时,一幅可怕的景象映入我的眼帘。会客区那儿又是火又是烟的。我没法穿过大火走到电梯和楼梯那边。我被困住了。”

报警的是大厦保安警卫彼得·胡。当时,他瞥了一眼监视屏幕,看到第18层的电梯内已经满是烟雾。很快,三辆消防车全速开到了现场。

“我们赶到的时候,可以看见火焰从18层楼向外冒,”33岁的斯蒂芬·初说道。“我们伸长了两部消防梯,为的是能把水龙对准火焰。那时,保安警卫想起了有一位年青妇女还独自一人在18层楼上工作。当时,我想我们可救不了那位妇女了。”

与此同时,路易丝已经看到了楼下的消防车,并试着向它们发出信号。“我一把抓起走廊里的水箱,奔向办公室,把门关上,”路易丝回忆当时的情景说。“给消防队员留出时间,让他们到我跟前来,这一点很重要,所以,我试着用水浸湿我的夹克衫,并用浸湿了的夹克衫堵住门底下的缝儿。我知道,我一定得尽可能把大火长时间地挡在门外。然后,我打开窗户,开始挥手大声喊叫。”

斯蒂芬站在第三部消防梯顶端的平台上。他吩咐消防队员把他升到第18层楼。当载着斯蒂芬的梯子离路易丝的窗户还有10米左右的时候,办公室的门烧坏,接着,烈焰呼啸着蹿进房间。“我向队员发话,让他们把梯子再往里靠点儿,然后,我再冲着那位姑娘大声喊叫,让她往下跳,”斯蒂芬叙述着。“我们得迅速撤离那儿。”

“那热气和浓烟真是可怕,”路易丝回忆说。“我开始咳嗽,但我还是爬上了窗台。消防车的平台仍离我约两米远,可我还是往下跳了。在那可怕的一刹那,我全身凌空。一秒钟后,我降落在平台上。”

“我抓住了路易丝并叫我的队员放我们下去,”斯蒂芬回忆着当时的情景说。“在我们撤离大厦的时候,火焰从办公室的窗户往外直冒。我们俩都很幸运。”

“当我办公室着火的时候,老实说,我没有料到我

会活下来,”路易丝坦白地说。“斯蒂芬救了我的命。我希望出院后再见到他。我想谢谢他。”

斯蒂芬救了路易丝,对此他总是很谦虚。“救火是我的工作。我一天的工作全是救火!”

## COMPREHENSION

### A

- Remind Ss to re-read paragraph 1 carefully.
- Remind them to write in complete sentences. Explain that they do not need to use a separate sentence to answer each of the *what?*, *where?*, *when?*, *who?* questions.
- You may wish to do the first sentence orally with the whole class as an example.

### Answers

There was a fire on the 18th floor of Grand Tower in Quarry Bay. The fire was at five o'clock on Sunday afternoon. Louise Wang was saved from the fire by Fire Chief Stephen Chu. Louise was the only person trapped by the fire.

### B

- Remind Ss to refer to the text carefully.
- Remind Ss that they should write their answers in complete sentences.
- You may wish to do the first one on the blackboard with the whole class as an example.

### Answers

- 1 Fingals and Peacocks have offices in Grand Tower.
- 2 Louise was the only one there when the fire broke out because it was a Sunday.
- 3 Louise found out something was wrong when she smelt burning.
- 4 Louise didn't leave the building at once because the fire prevented her from

reaching the lifts and the stairs, so she was trapped.

- 5 As Stephen Chu arrived at the building, he could see flames shooting out of the 18th floor.
- 6 To keep the fire out of her office, Louise closed the door. She then soaked her jacket and used it to block the gap at the bottom of the door.
- 7 When Stephen's platform was about 10 metres from Louise's window, the door to her office gave way and the fire came into the room.
- 8 As the platform carrying Stephen and Louise was moving away from the building, flames started shooting out of the office window.

## C

- Remind Ss to refer to the text carefully.
- Tell Ss to re-read Louise's account of events carefully. You may want to suggest they work in pairs to separate the facts from the details. They can underline the important words or phrases in the text. Once they have agreed on the main facts, Ss should write individual accounts.
- Remind Ss that they should write in complete sentences.

## Sample answer

Louise went into the office on Sunday because she wanted to write a report. As she was busy working, she did not notice anything was wrong until she smelt burning. She saw smoke and flames in the reception area and realized she couldn't get to the lifts and stairs, so she went back to her office and closed the door. Then she soaked her jacket and used that to block the gap under the door before opening the window to attract the firemen's attention. When the door to her office gave way, she got onto the window sill and jumped towards Stephen's platform. Louise landed safely on the platform. She and Stephen were lowered to the ground by Stephen's men.

## Optional extension exercise

Give Ss the following sentences from the passage and ask them to say what the underlined words refer to.

- 1 I came in because I was hoping to finish an urgent report. (line 12)
- 2 When I peered down the corridor, a terrifying sight met my eyes. (lines 18 – 19)
- 3 Three fire engines were soon racing to the scene. (lines 25 – 26)
- 4 At that point, I didn't think we'd be able to save her. (lines 32 – 33)
- 5 We had to get away from there fast. (lines 52 – 53)
- 6 It's all in a day's work. (lines 70 – 71)

## Answers

- 1 into the office on the 18th floor of Grand Tower
- 2 smoke and flames filling the reception area
- 3 the place where the fire was — Grand Tower
- 4 at the moment when the security guard told him about the girl on the 18th floor
- 5 Louise's office window
- 6 fire-fighting/rescuing people

## USING WORDS

### A SPEAKING, REMEMBERING AND SEEING

#### I

- Read through the instruction for the exercise on SB page 4 with Ss.
- Ss can work individually or in pairs to check meanings in a dictionary.

#### Definitions

**explain** to give an account of what happened or how something works  
**state** to give factual information  
**recollect** to bring back into your mind  
**recount** to tell the story of something