

			NING	LANGUAGE
			ates person's (p.6)	<ul style="list-style-type: none"> • Adjective + <i>that</i> + clause (p.7) • <i>It</i> + adjective + <i>that</i> + clause (p.7) • Prepositions after adjectives (p.8)
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	39	The weird world of plants (p.41)	Understanding the sequence of events (p.44)	<ul style="list-style-type: none"> • Comparison of adverbs (p.45)
4	56	Job hunter (p.58)	Listening and correcting errors (p.61)	<ul style="list-style-type: none"> • Adverb clauses of time (with <i>before</i> and <i>after</i>, <i>while</i> and <i>as</i>, <i>since</i> and <i>until</i>) (p.62) • Adverb clauses of reason (with <i>as</i>, <i>since</i>, <i>because</i>) (p.64)
5	73	Points of view (p.75)	Understanding the main points (p.79)	<ul style="list-style-type: none"> • Conditional sentences: Types 1 and 2 (revision) (p.80) • Conditional sentences: Type 3 (p.83)
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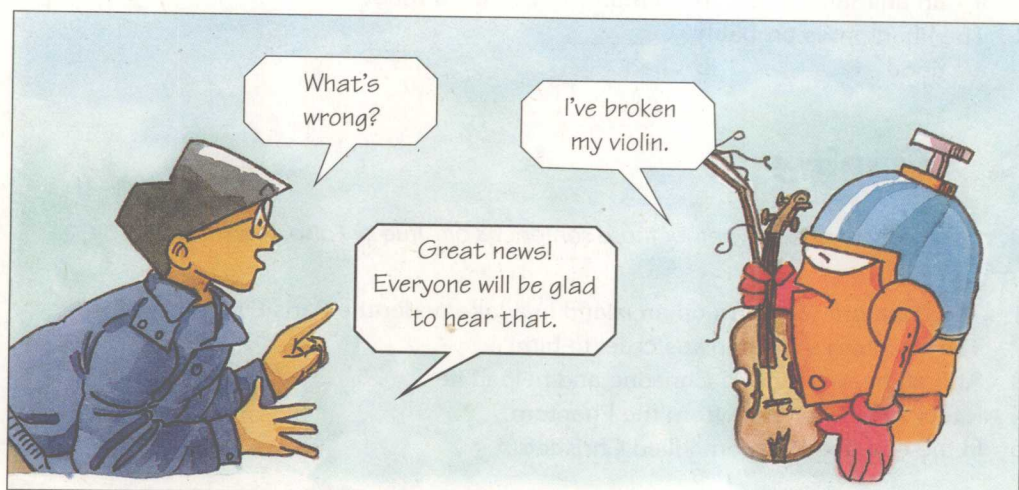
CHAPTER

C O N T E N T S



In this chapter, *Oxford English* presents:

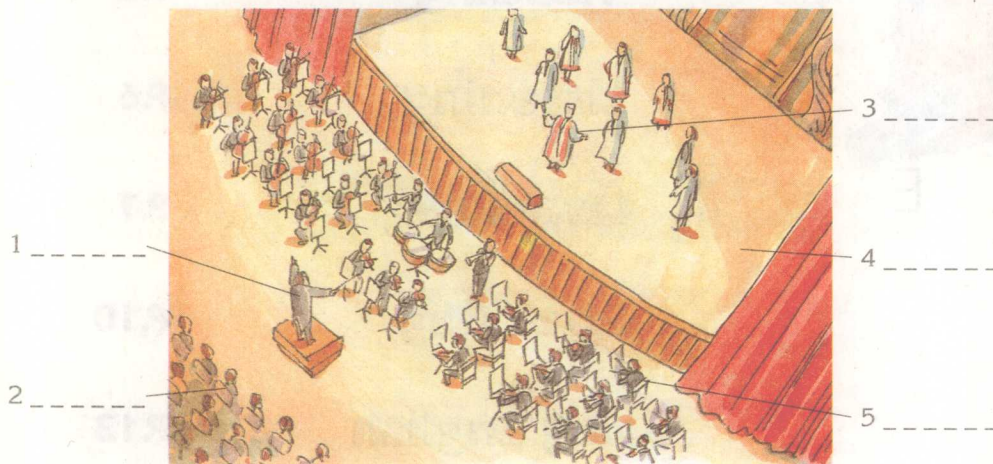
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READING

A What do you know about ...?

Look at this picture of an opera. Label it with the words from the box.



a singer
the audience
the stage
the conductor
the orchestra

B Skimming

Look at the title, pictures, and the first and last paragraphs on the next page. Then answer these questions.

- 1 When did this happen?
- 2 This story is probably _____.
a true b not true
- 3 The Phantom is probably _____.
a an animal b a man c a robot
- 4 The Phantom is probably _____.
a good b bad

C Scanning

Scan the story to check whether these sentences are **True** or **False**. Mark them T or F.

- 1 The Phantom was born on an island in a lake under the Paris Opera House.
- 2 The Phantom's mother was cruel to him.
- 3 At first, he was kind to Christine and helped her.
- 4 Raoul saved Christine from the Phantom.
- 5 In the end, the Phantom killed Christine.

The Phantom of the Opera

The Paris Opera House was a huge building, with seventeen floors, of which seven were below the ground. Underneath the building there was a strange, dark lake. In the middle of this lake was an island, and on that island, one hundred years ago, lived the Phantom.

When he was born, he was so ugly that his own mother made him wear a mask, and forced him to leave home while still a child. Years later, he made a secret home for himself inside the Paris Opera House. What a man he was! Strong enough to kill with his hands, and yet he loved music and sang with a wonderful voice.

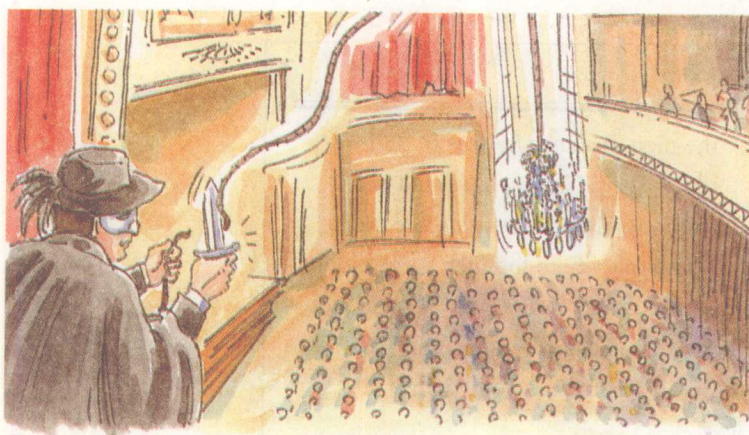
He used this voice to gain power over Christine, a beautiful young singer at the Opera. He often sang to her, late at night, from behind a secret wall in her room. She thought at first that he must be an angel. The Phantom taught her how to sing, and forced the Opera's two managers to give her better roles in their shows.

At first the managers were certain that he did not exist. They said he was a joke. Then one night, when the Opera was crowded with people, the huge glass chandelier fell from the roof, injuring a woman. After that, it was not surprising that the managers obeyed the Phantom's wishes and gave Christine the main role.

But the Phantom wanted Christine for himself. In the end, he kidnapped her from the stage, in front of the whole

audience. He took her down to his secret home on the lake. Only one man was brave enough to follow. He was Raoul, a young man who loved Christine. But the Phantom captured him and kept him in a prison, which was slowly filling with water.

In the Phantom's house, Christine pulled off his mask. She finally saw the real man, and his horrible face, with no nose and yellow eyes. At first she was shocked at his appearance, but then she felt very sorry for him. She understood how lonely his life had been. She gently kissed his face.



No woman had ever touched the Phantom before. Christine's kiss made him cry with joy. He released Raoul, and told him to take Christine away, to safety. By now, a group of other people had reached the Phantom's house, and burst in, ready to kill him. But at that moment the Phantom disappeared, magically, and was never seen again.



D Find the meanings

■ **D1** Find the italicized words in the story and choose the best meaning for each of them.

- 1 A *role* in a show is _____.
 - a a song
 - b a part
 - c a singer
 - d a dress
- 2 To *obey* someone is to _____ him/her.
 - a fight against
 - b understand
 - c find out
 - d take orders from
- 3 In this story, the word *stage* refers to _____.
 - a part of the story
 - b Christine's room
 - c the platform of the theatre
 - d the seats of the audience
- 4 If you feel *lonely*, you feel sad because you are _____.
 - a ugly
 - b afraid
 - c ill
 - d alone

■ **D2** Complete this newspaper article with these words.

burst captured power obeyed kidnapped forced

POLICE FREE BOY

Police today freed John Wilson, aged 9. John was (1) _____ two days ago by three men with guns. The men took John to a flat in a remote corner of the city and (2) _____ him to write a letter to his parents. He (3) _____

the men, because he was in their (4) _____. The men wanted one million dollars. However, the police found out where the men were. Soon, lots of armed police (5) _____ into the flat, and freed John. They (6) _____ all three of the men.

■ D3 Match the words in Column A with the meanings in Column B.

A	B
1 Opera House	a a very big hanging light with branches, made of glass
2 a mask	b in a strange way, which we cannot explain
3 an angel	c something which covers most of your face
4 a chandelier	d a big theatre
5 magically	e a good person sent by God

E Read and think

■ E1 What is the main purpose of each paragraph in the story? Scan the story again, and then choose a statement below to express the purpose of each paragraph. The first one is done for you. (P=Paragraph)

- a ... tells us what happened to a huge chandelier one night.
- b ... concludes the story of the Phantom.
- c ... describes his relationship with Christine.
- d ... tells us what happened when she saw his face.
- e ... describes the Paris Opera House.
- f ... describes the kidnapping of Christine.
- g ... introduces us to the Phantom.

P1 — e

■ E2 Replace the pronouns in *italics* with the appropriate nouns.

- 1 *She* thought at first that he must be an angel. [P3]
- 2 ... kept *him* in a prison ... [P5]
- 3 ... ready to kill *him*. [P7]

■ E3 Choose the best answers.

- 1 The Phantom's face was ugly _____.
 - a because of an accident
 - b because of his mother's cruelty
 - c from when he was born
 - d from wearing the mask
- 2 At first Christine could not see the Phantom because _____.
 - a he stayed out of her sight
 - b he always wore a mask
 - c he was an angel
 - d he only came at night
- 3 The Phantom kidnapped Christine and captured Raoul. These things remind us that the Phantom _____.
 - a lived inside the Opera
 - b had a powerful voice
 - c wanted her to have the main role
 - d was a strong man
- 4 We can guess from Paragraph 6 that the Phantom _____.
 - a was one of the managers
 - b often talked to people in the Opera
 - c usually wore a mask on his face
 - d was really a lonely man

- 5 In Paragraph 6, *his appearance* refers to how the Phantom _____.
 a felt c lived
 b acted d looked
- 6 When Christine kissed the Phantom, it made him _____.
 a feel very sad c escape from the place
 b change his mind d very angry

LISTENING

Taking notes about a person's career

Debbie wanted to listen to a concert on the radio. Before the concert, the announcer talked about the conductor, Ms Yip Wing-sie. Debbie took some notes, but she missed some details. Now listen to the talk, and complete Debbie's notes below. Write one word or a number in each space.

Before you begin, make sure you know the meaning of these words:

a concert, a conductor, a choir, a musician, a piano, an orchestra

Ms Yip Wing-sie

She came from a (1) _____ of musicians.

Father: (2) _____.

Mother: (3) _____ teacher.

Ms Yip started learning the piano at age of (4) _____.

Age (5) _____: joined HK Children's (6) _____.

Left at age (7) _____.

Then she (8) _____ HK and studied at the Royal Academy of Music in (9) _____.

Then to USA to study violin and (10) _____.

Returned to HK in (11) _____, when she took up her post as conductor of the HK Philharmonic (12) _____.

In her job she has to control (13) _____ musicians. She sees two sides to her work:

1st: she must (14) _____ the music until she knows it (15) _____.

2nd: she must know each (16) _____ of the orchestra v. well.

One duty is attracting (17) _____ to love music. She gives 20 school (18) _____ each year. They are v. (19) _____.

Keeping fit: she does jazz (20) _____ and (21) _____.

Relaxing: listening to pop music, (22) _____ classical music.

Clothes: at first, she (23) _____ dresses. Now, a man's suit, which is (24) _____ made. Smarter, can (25) _____ more freely, she says.



LANGUAGE

A Saying what we feel and know (adjective + *that* + clause)

We can use some adjectives of feeling and knowing followed by *that* and a clause.

At first, Christine was *unaware that* the Phantom was a man.

Note that we can leave out *that*.

At first, Christine was *unaware* the Phantom was a man.

Here are some adjectives we can use in this way.

afraid	glad	sad	surprised
certain	happy	sorry	unaware
frightened	pleased	sure	upset

You went to a concert last week. Express your feelings with adjectives from the box above and the sentences below. Use a different adjective each time.

Example: I arrived in time.

I was glad that I arrived in time.

- Ms Yip was the conductor.
- The audience was noisy.
- The seats were comfortable.
- Ms Yip was conducting in a dress.
- The orchestra played well.
- I won't be able to go to the next concert.

B Making and asking for comments (*It* + adjective + *that* + clause)

We can make and ask for comments on facts by using *It* + adjective + *that* and a clause.

It is strange that the Phantom disappeared at the end.



Is it possible that the Phantom really existed?



In these sentences, *that* can also be left out.
Here are some adjectives we can use in this way.

clear	likely	sad
important	possible	strange
interesting	probable	true

Pop star to marry opera star

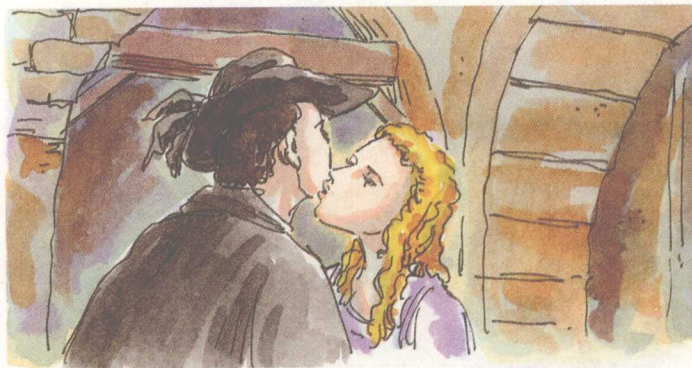
Sam is a spokesman for the two stars, Cheri and Tito. Ron is a reporter who is interviewing Sam. Work in pairs, and complete the dialogue below with words from the box. Read the dialogue very carefully and use each set of words once only.

- RON (1) _____ that Cheri and Tito are going to get married?
 SAM Yes, it's true, but the wedding date hasn't been fixed yet.
 RON (2) _____ that they have not fixed the date yet?
 SAM No, it's not strange at all. They're both very busy people, that's all. (3) _____ that Cheri will go on a world tour next month. That's almost certain. (4) _____ that Tito will go on a world tour the month after that.
 RON Don't you think (5) _____ that they're not going on tour together?
 SAM Surprising? Not at all. They sing to completely different types of audience. However, (6) _____ that many people are fans of them both.
 RON (7) _____ that Cheri will give up her career when she gets married?
 SAM No, it's most unlikely. They both think (8) _____ that she continues her career.

And it's also possible
 it's interesting
 Isn't it strange
 it's important
 Is it likely
 it's surprising
 Is it true
 It's probable

C Using prepositions after adjectives

Many adjectives can be followed by prepositions.



At first, Christine was **shocked at** his appearance, but then she felt **very sorry for** him.

Here are some examples of common adjectives with prepositions.

She's	good at	music.
	mad about	
	ready for	
	interested in	
	fond of	
	keen on	
	bored with	

However, many adjectives can be followed by different prepositions.

He is **good at** maths.
Fruit is **good for** you.
She is **good with** children.
It is **good of** you to come.

- **C1** Work in pairs to practise this conversation between Simon and Debbie.
Simon starts with the sentences in his column, and Debbie chooses correct replies from her column.

Simon

- 1 Don't forget that the rehearsal starts at six.
- 2 Should we go for a drink first?
- 3 I'll pay.
- 4 By the way, isn't that your brother and his wife over there?
- 5 They don't look very happy, do they?
- 6 Have they looked for one?
- 7 I notice his girl-friend is wearing a blue dress.
- 8 Well, here's the coffee shop. Let's go in.

Debbie

- a That's very *generous of* you.
- b Yes, she's *keen on* blue. It's her favourite colour.
- c They're *worried about* finding a flat.
- d Don't worry. I'm *ready for* it.
- e I hope we get a seat. It's usually *crowded with* students.
- f She's still his girl-friend. He's not *married to* her yet.
- g For lots, but they're *shocked at* the prices.
- h I'm afraid I'm a bit *short of* money.

- **C2** Complete these dialogues with the italicized adjectives and prepositions from C1.

- 1 Peggy goes to every concert.
Yes, she's very _____ music.
- 2 Are you related to that lady?
Yes, she's _____ my cousin.
- 3 Was the doctor's surgery full?
Yes, it was _____ patients.
- 4 I've got so many problems.
If you're _____ them, talk them over with someone.
- 5 What's wrong with you?
I've been running. I'm _____ breath.
- 6 You've been working hard, haven't you?
Yes, I'm _____ a rest.
- 7 Did you hear about my accident?
Yes, I was _____ the news.
- 8 He said I could borrow his bicycle any time.
That was extremely _____ him.

SPEAKING

A Talk time

Stress in nouns and verbs

Some two-syllable words (e.g., *conduct*, *contest*, *decrease*, *increase*, *export*, *import*, *object*, *record*, *transport*) are used both as nouns and verbs. As nouns, the stress is on the first syllable. As verbs, the stress is on the second syllable.

- **A1** Say these nouns and verbs in pairs, stressing the underlined syllables.

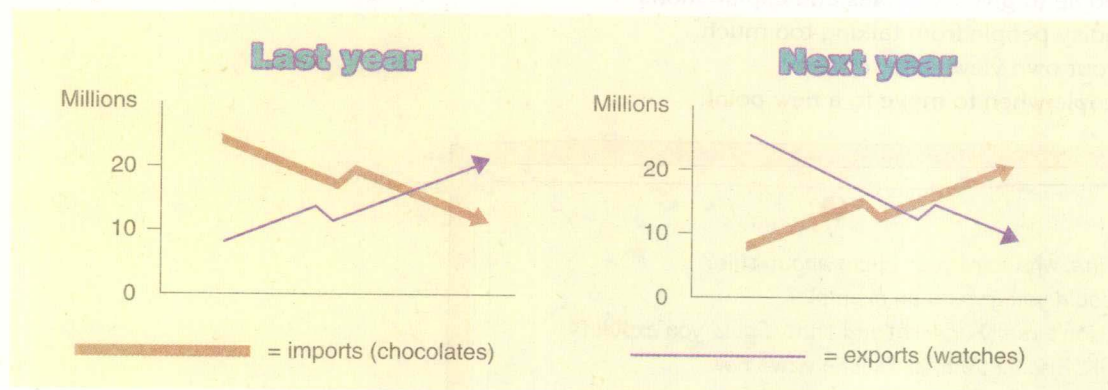
nouns:	<u>con</u> duct	<u>con</u> test	<u>ob</u> ject
	<u>pre</u> sent	<u>re</u> cord	<u>tran</u> sport
verbs:	con <u>duct</u>	con <u>test</u>	ob <u>ject</u>
	pre <u>sent</u>	re <u>cord</u>	tran <u>sp</u> ort

- **A2** Say this conversation. Underline the stressed syllable in each of the words in *italics*.

- SIMON Did the audience like the way she *conducted* the orchestra last night?
- DEBBIE Yes, in fact they *presented* her with flowers after the concert.
- SIMON I wish I'd been there.
- DEBBIE To see her get a *present*?
- SIMON No, to hear her *conducting*.
- DEBBIE Oh, you can hear her on the radio next week. They *recorded* the whole thing.
- SIMON Did they *record* the *contest* as well?
- DEBBIE What *contest*? Nobody *contested* anything last night.
- SIMON Oh, I thought there was going to be a singing *contest*. I must have been mistaken.



- A3 Simon is talking about his uncle. Complete these sentences by looking at the graphs and using the words in the box. Then say the sentences, giving the correct stress to the words.



decrease	export	import
increase	exports	imports

My uncle is a businessman. He imports chocolates and exports watches.

His (1) _____ decreased last year, but there was an increase in his (2) _____. Next year, he expects to (3) _____ more chocolates but (4) _____ fewer watches. However, the (5) _____ in his exports of watches will be balanced by the (6) _____ in his imports of chocolates.

B Speak up

Leading a discussion

In a group discussion, the leader must do many things. The main things are to listen and encourage others to speak. Leaders should *not* talk too much themselves. Read this summary and the examples.

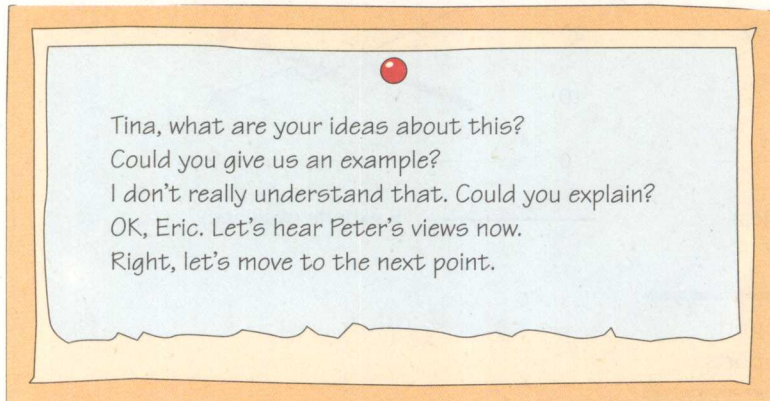
At the start

- Choose a secretary to take notes.
- Make sure everyone understands the topic.
- Start the discussion.

Paul, could you act as secretary, please?
We're going to talk about ...
We must decide how we can ...
Debbie, would you like to start?

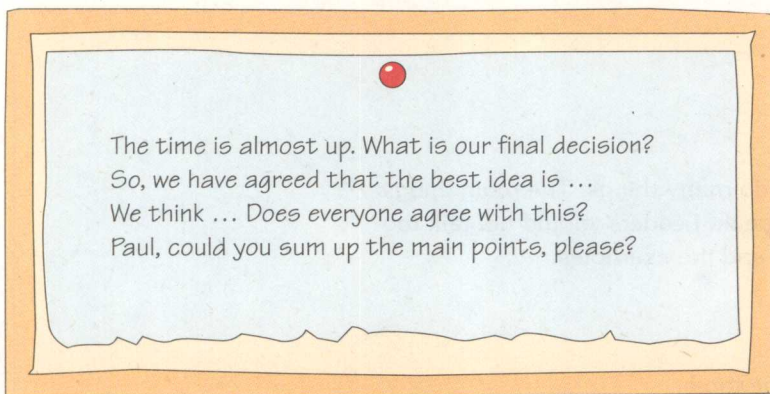
During the discussion

- Make sure everyone speaks.
- Get people to give examples and explanations.
- Stop noisy people from talking too much.
- Give your own views after others.
- Tell people when to move to a new point.



At the end

- Make sure you have reached a clear decision.
- Ask the secretary to sum up the main points.
- The secretary or the leader can report to the whole class.



B1 Work in pairs. Use the examples above to help you. If you are a group leader, what can you say in these situations?

- 1 No one in your group will say anything.
- 2 One person, June, has not said anything yet.
- 3 Ken says something, but no one can understand it.
- 4 Janet gives one-word answers to questions.
- 5 David will not stop talking.
- 6 Sammy makes a general statement, without an example.

- **B2** Now work in small groups. Appoint a group leader and a secretary. You have been asked to give your ideas on this topic: **How can we have more music in our school?** Discuss this with your group and agree on **three** clear suggestions. The group secretaries must report your suggestions to the whole class at the end of your discussion. You may use the headings and the useful phrases below to help you if you wish.

What type(s) of music?

- Pop or classical?
- Chinese or western?

More teaching of instruments

Concerts in school (When? Where? By whom?)

Listening to recordings (When? Where?)

Visits to concerts

Have more student choirs/groups/orchestras

Useful phrases

I think we need/don't need any more ... music in school.

What about having a/some ...?

We could have a/some ... after school/during the lunch-hour.

Yes, I think many people would enjoy that.

No, I don't think that would be popular.

That's a good idea, but it would be very expensive.

How could we do that?

Well, we could ...

I think the best idea is to ...

Right, we have six suggestions. Which three are the best?

We discussed this topic and we have three suggestions.

First/Second/Third, we could have/arrange/meet/go to ...

USING ENGLISH

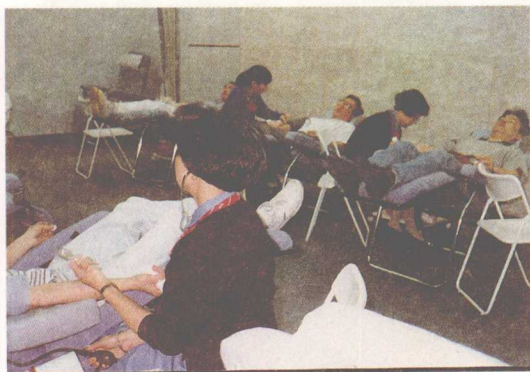
Filling in forms

Always read a form carefully before you start filling it in. Make sure you understand it so that you fill it in without making any mistakes. Corrections on a form make it look untidy, and make you look careless. This is something you must avoid, especially on forms applying for scholarships or jobs.

A Blood donation

- **A1** Read the form on the next page and choose the best way of completing these sentences.

- Donors are people who _____.
a give things to other people b receive things from other people
- A person who is 18 years of age _____ the box at the top of the form.
a would complete b would not complete
- A person with a rank and service number would probably be a _____.
a policeman b technician
- Where applicable means _____.
a in full b if you have what is asked for
- If you *confirm* something, you say that _____.
a you understand it b it is true
- For office use only means that this part must be filled in by _____.
a you in the office b the people you will give the form to



- **A2** Read the information below about Wang Xiao Ling, a member of your school choir, and complete the form on the next page for her.

She is 17 years old and was born on the 21st of May 1982. Her mother and father have said she can be a blood donor. In fact, she has given blood once before. It was at the No.3 District Centre on her last birthday. Her donor number is 0101277, and her identity card number is XB 595075(1). She is blood type A, and she weighs 46.7 kilograms. Her home phone number is 2793 3991. She has changed her address since her last donation. Previously she lived in Flat 4B, Bluebird Mansion, 96th Avenue. Now she lives in Flat 12A at the same address.

