

Access

Revised edition

D. H. Howe

1



for Hong Kong Secondary Schools

Oxford University Press
OXFORD LONDON GLASGOW
NEW YORK TORONTO MELBOURNE WELLINGTON
KUALA LUMPUR SINGAPORE JAKARTA HONG KONG TOKYO
DELHI BOMBAY CALCUTTA MADRAS KARACHI
IBADAN NAIROBI DAR ES SALAAM CAPE TOWN

© *Oxford University Press* 1974

Revised 1977

*in accordance with the latest
primary and secondary syllabuses*

Fourth impression 1978

ISBN 0 19 581065 1

Illustrated by David Cheung

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Printed by Golden Crown Printing Co. Ltd. 3-5 Station Lane, Kowloon, Hong Kong
Published by Oxford University Press, News Building, North Point, Hong Kong

HOW TO USE THIS BOOK

GENERAL AIMS

This course is written in accordance with the new *Syllabus for Secondary Schools* issued by the Education Department. It aims to develop oral skills to the point of fluency on familiar topics, to provide an adequate range of grammatical structures and vocabulary for reading for pleasure and information, to provide *guided* practice in writing English using the structures learnt orally, and to integrate the skills of listening, speaking, reading and writing. **The book is intended for use with the teaching methods described in the syllabus, which every teacher is urged to read.**

Most pupils who enter the secondary school have met with a large number of language structures in the primary school but are unable to use them freely either in speech or writing. Their *reading* ability, on the other hand, is usually of a higher standard. A secondary course must take both these factors into account. It must provide plenty of oral and written practice in all the basic language structures, even elementary ones. At the same time it must provide a wide variety of reading material in order to develop the pupils' reading ability, and their interest in reading, and enlarge their passive vocabulary (much of which will gradually pass into their active vocabulary).

VOCABULARY GRADING SCHEME

Some words are more useful and occur more frequently than others. It is obviously essential to teach these words first and leave the more uncommon words for later. **The new words introduced in this book are taken from a Vocabulary Grading Scheme especially devised by the author for secondary schools in Hong Kong.** The *Oxford Progressive English Readers* series provides a wide range of books written to the same grading scheme and are therefore most suitable for use in conjunction with this course. There are also several other secondary courses, such as Civics and Geography, which have been written to this same scheme.

UNITS

This book is divided into twenty integrated units. Each Unit deals with particular language structure items and verb patterns specified in the syllabus (Course B). For ease of reference the Units are given sub-headings but these should not necessarily be thought of as separate lessons: they often merely indicate the different kinds of skills involved while practising the use of the same language items.

Important note: The amount of time spent on each activity can be decided only by the teacher, according to the requirements of a particular class and the time available. It should not be thought that every section must be given the same emphasis or even worked through at

all. In the case of GUIDED COMPOSITION, for example, the amount of time spent by different classes may vary considerably. Teachers should decide for themselves how much oral preparation is necessary, whether they wish their classes to provide all or only some of the alternatives possible, or whether, in the case of a bright class, they wish to go beyond the guided exercises provided and ask their pupils to produce similar passages without guidance. In the same way some teachers may decide to omit the DICTATION altogether while others may regard it as important to their pupils' needs. Each Unit contains enough practice in the four skills to make such selection or varying emphasis possible without reduction in teaching effectiveness.

COMPREHENSION

Each Comprehension Passage gives examples of the language structure items to be taught and at the same time introduces a number of new words chosen from the appropriate section of the Grading Scheme. These new words are printed in red and their meaning is made clear by the context, by explanation in the text or by illustration. **Apart from these new words, each passage uses only words taught in the primary school as recommended by the latest syllabus.**

The passage and the exercises that follow usually occupy one double page only, which makes it much easier for the student to refer to the passage when answering the questions. The exercises are concerned only with comprehension: they avoid requiring the student to compose sentences at this stage, though sometimes the exercises are designed to practise a particular language structure already taught.

It is suggested that students should *NOT* be asked to read the passage aloud before they have fully mastered its meaning. They may be asked to prepare the passage privately or the teacher may read the passage to the class so as to bring out the meaning or *both* these steps may be taken before attempting the questions. The questions are intended to guide the pupils to a complete understanding of the passage but teachers may find additional questioning and discussion necessary where words have been forgotten or students need help with new ideas.

NEW WORDS

As mentioned above, new words are not introduced in a haphazard way but are chosen carefully from the Vocabulary Grading Scheme. They are printed in red when they first appear in a passage and are repeated on the third page of each Unit with syllable stress marking. The exercises on this page usually involve *using* the words in sentences in order to consolidate an understanding of their meaning and use. In addition there is an index of all new words, with page references, at the end of the book. All other words in this book have been taught in the primary school and every opportunity is taken to revise these.

PRONUNCIATION PRACTICE

Each Unit presents at least one common pronunciation difficulty usually in the form of a *contrast*: two sounds often confused are contrasted with each other in a number of exercises.

(As far as possible, only familiar words are used.) First, examples are given with pictures to bring out the change in meaning when one pronunciation is used instead of the other. Then *listening practice* is given. This is most important: students will not pronounce the sounds correctly until they have learned to *hear* the differences. In most Units, Exercise 2 provides pairs of words in which only one sound is different ('minimal pairs'). These can be used first for listening practice: the teacher reads a word and the students decide whether the word is from column A or B. When the students have learnt to hear the difference, the words may be used for speaking practice.

Exercise 3 is usually similar except that we have pairs of sentences, instead of words, which are different in one sound only. For listening practice the teacher reads a whole sentence and the students decide whether the sentence was A or B. The sentences may then be used for speaking practice. Exercise 4 usually gives practice in reading sentences in which *both* sounds occur, colour being used to draw attention to the points of difficulty. If the teacher feels that more reading practice is needed, the comprehension passage may be used.

LANGUAGE STRUCTURE EXERCISES

As recommended by the syllabus, 48 items of language structure and a number of verb patterns are thoroughly practised in speech and writing. The exercises are varied and range from simple mechanical drills to controlled sentence composition. *All* exercises should be worked orally in the first place. It is suggested that exercises marked *Oral* need not be written out afterwards, though of course the teacher may make exceptions where it is thought necessary. Exercises marked *Oral/Written* are intended to be written out after oral practice though here again the teacher is free to decide, as time may not always permit. The written exercises are suitable for homework provided that they have first been worked orally in class. Few or no mistakes should occur and marking will be easy: pupils may well mark each other's work under the teacher's guidance, which would provide valuable additional practice. *It must be emphasized that in accordance with modern principles of language teaching these exercises are designed to avoid mistakes. They should not be regarded as tests. Their purpose is to teach, not test, by giving habit-forming practice in using English correctly.*

Some exercises take the form of a dialogue. Something is said by the first speaker, 'A', to which the second speaker, 'B', replies, using a particular language item. It is suggested that at first the teacher should read the words spoken by 'A' and the students give the replies of 'B'. Later, however, students should be encouraged to take both parts, working in pairs or groups.

GUIDED CONVERSATION

Oral training should, of course, include the development of the ability to use English in everyday conversation. In this section the earlier oral exercises are carried one stage further and pupils are given practice in using the structures in the context of a conversation. Most of the conversation is fixed, and will soon be learnt by heart. The parts to be changed are enclosed in boxes, black for 'A' and red for 'B', and listed below. The pupils take it in turns to work in pairs, one reading the part of 'A', the other reading the part of 'B'. Each pair of pupils uses new items from the boxes.

SPELLING, PUNCTUATION AND DICTATION

Spelling rules are given only where they are useful. Rules alone cannot produce good spelling. Regular exercises are given in commonly misspelt words to develop the habit of noticing and remembering how words are spelt.

Good punctuation depends partly on mastering the use of conventional signs and partly on an understanding of sentence structure. Both aspects are dealt with. Copious practice is provided in the use of the punctuation marks prescribed by the syllabus for this stage and this is linked to the language structure exercises.

Dictation is recommended by the syllabus. It is a useful way of practising spelling, punctuation and the use in writing of new language items, provided that the points are dealt with thoroughly *before* the dictation is given and the pupils are allowed to study the passage. All the dictation passages in this book are intended to be prepared by the pupils before closing their books and doing the dictation.

Many pupils will probably need instruction in dictation technique. The teacher's first reading at normal speed is to enable them to grasp the main ideas, if they have not already done so. They should do no writing at this stage. When the actual dictating begins, a very common mistake is to write *while* the teacher is speaking. This should not be permitted. The class should wait until each phrase has been completed before beginning to write. Failure to observe this simple rule is the cause of many difficulties. The third reading by the teacher is to enable a final check to be made.

GUIDED COMPOSITION

The syllabus rightly points out that at this stage the student will not normally be ready for free composition and must therefore be given guided composition as a step towards free composition.

This book provides a variety of exercises in guided composition which have one thing in common: they lead the pupil to produce a piece of continuous writing, *free of mistakes*, practising words and language structures already learnt. Once it is understood that the aim is to eliminate the possibility of error and to practise the writing of good English only, the author believes that these exercises are mainly self-explanatory. One common type of exercise, however, needs some explanation: the continuous passage in which a number of alternatives are given in boxes. In most of the early Units, *any* choice from one box may be used with *any* choice from another box and the result will make good sense. In the later Units, however, it will be found that a choice in one box may call for a particular alternative from another box in order to make sense, or to continue a particular story line. To give a very simple example, if a girl's name rather than a boy's name has been chosen from one box, it may be necessary to select 'she' rather 'he' from a later box.

All Guided Composition exercises should be worked orally at first. When an exercise offers more than one way of producing a composition, some of these ways may be worked orally and the pupil asked to produce another version in writing. If the teacher wishes, of course, the students may be asked to produce more than one version in writing.

Teachers of very good classes may ask their students to write similar passages without help.

REVISION

The importance of revision cannot be over-emphasized. It is an important feature of this book. The language structure items are often themselves a revision of work done in the primary school. After language items are introduced in a Unit, they recur repeatedly throughout that Unit in a variety of activities, oral and written. They also recur incidentally in later Units. In addition, there is systematic revision at regular intervals of the most important language structure items.

The printing of new words in red, the listing of new words in Appendix Three with the number of the page on which each word first occurs, and the tables of parts of speech in Appendix One are intended as further aids to revision as well as for easy reference.

WORKBOOK

A Workbook is available for use in close conjunction with this book. It contains written exercises designed to consolidate the language work of the main book.

TEACHERS' KEY

A Teachers' Key is available giving answers to the exercises in this book and in the Workbook.

ACKNOWLEDGEMENTS

For permission to adapt and use copyright extracts, the author and publishers wish to thank the following:

Odhams Press Ltd. (Modern Age Readers: **Bird Men** and **More Bird Men** from *Skyways* by R.J. Hoare).

Oxford University Press (Oxford Children's Reference Library: **The First Chinese** from *China* by Anne Lonsdale; **Some Strange Journeys** from *Stories of Science and Invention* by Patrick Moore; **The Magic Ointment** from *The Magic Ointment and Other Stories* by J.F. Forester).

UNIT	PAGE	COMPREHENSION	PRONUNCIATION PRACTICE	LANGUAGE STRUCTURE PRACTICE (The item numbers refer to the syllabus.)
1	2	Hong Kong's Beaches	[i:] and [i]	Items 1–4: <i>This is . . . That is . . . ; a, an; my, your; These are . . . Those are . . .</i>
2	10	Lap Sap Chung	[e] and [æ]	Items 5–8: <i>It is . . . ; What is . . . ; 'Yes/No' questions; short answers.</i>
3	18	The North Wind and the Sun	[ɔ] and [ɔ:]	Items 9–11: questions with <i>or</i> ; <i>John's, his, her; he, she, you, I</i> with <i>to be</i> .
4	26	Writing Letters	[l] and [r]	Item 12: the definite article.
5	34	The Golden Touch	[l] and [n]	Items 13–18: demonstrative adjectives; adverb phrases of place; adjectives; <i>Where is/are. . . ;</i> revision of cardinal numbers; the time.
6	42	Who Caught the Fish?	[l], [n] and [r]	Items 19–22: <i>we, you, they</i> ; present continuous tense; <i>me, him, her, etc.</i> ; adverb/adverbial particle.
7	50	Typhoon Rose	[t] and [θ] [d] and [ð]	Items 23–26: <i>have, has; How many? There is/are . . . ; some, any, no.</i>
8	58	The Gift of Language	[f] and [v]	Item 27: <i>something, anything, nothing, etc.</i>
9	66	The Thousand and One Nights	[s] and [ʃ]	Items 28–31: <i>There are . . . ; Who? Which?; its, our, their, your</i> ; revision of ordinal numbers.
10	74	The Story of Writing	[ʌ] and [a:]	Items 32–34: revision of the calendar; verb patterns 6–9; revision of common prepositions.
11	82	The Magic Ointment	[w] and [v]	Items 35–37: uncountable nouns; <i>a glass of water, etc; made of.</i>
12	90	Some Strange Journeys	[s] and [z]	Items 35–38: more practice with uncountable nouns; possessives.
13	98	First Aid	[-t] and [-d]	Items 39–40: <i>one, ones; going to.</i>

GUIDED CONVERSATION	SPELLING PUNCTUATION AND DICTATION	GUIDED COMPOSITION	END PIECE
<i>Excuse me. Is that my book?</i> <i>Excuse me. Are those my books?</i>	Plurals of nouns ending in <i>y</i> ; the full stop and question mark.	'Myself'	Useful Expressions A Puzzle
<i>Is that a lion?</i> <i>Are those lions?</i>	Plurals of nouns ending in <i>f</i> ; contractions.	A conversation	Two Puzzles
<i>What are you?</i> <i>Is he a postman?</i>	More plurals; more uses of the apostrophe.	Narrative	Useful Expressions A Game
<i>How does your friend go to school?</i>	Dates.	A letter	Revision Test 1 Useful Expressions
<i>Where's your father?</i> <i>Where's the big flower?</i>	Some unusual plurals; the punctuation of speech.	Two conversations	Polite Expressions
<i>What are you doing?</i> <i>Are they running?</i>	Conversation.	Narrative	Word Puzzle (vocabulary revision)
<i>Could you give me some biscuits, please?</i>	General practice.	A picture story	Useful Expressions
<i>Did you buy anything?</i> <i>Can you hear anything?</i>	Words ending in <i>y</i> ; more contractions.	A visit to the doctor/dentist	Revision Test 2 Useful Words: <i>like</i> and <i>want</i> .
<i>Which is your dog?</i> <i>Which men are policemen?</i>	More practice with words ending in <i>y</i> ; the possessive apostrophe.	Narrative/ conversation	
<i>What did you lend to your brother?</i> <i>What did you buy for your father?</i>	Words with <i>all</i> and <i>full</i> .	Using common prepositions	A Puzzle
<i>Do you like jam?</i>	General practice.	Using uncountable nouns Narrative	A Crossword Puzzle
<i>Is this David's book?</i>	<i>It's</i> and <i>its</i> .	Narrative	Revision Test 3
<i>This shirt is torn.</i> <i>Well, get another one.</i>	General practice: <i>one</i> and <i>going to</i> .	Sentences using 'going to' Narrative	Two Games

UNIT	PAGE	COMPREHENSION	PRONUNCIATION PRACTICE	LANGUAGE STRUCTURE PRACTICE (The item numbers refer to the syllabus.)
14	106	The Care of Animals	[b] and [p] [t], [d] and [id]	Item 41: the present perfect tense.
15	114	Bird Men	[-l] and [-r] after consonants	Item 42: the simple past tense.
16	122	More Bird Men	[-k] and [-g]	Item 42: more practice.
17	130	The First Chinese	[-ks] and [-gs]	Items 43–44: word order; <i>every</i> and <i>all</i> patterns.
18	138	The Library	[-ts] and [-tz]	Items 44–45: <i>both</i> and the future with <i>will</i> .
19	146	Good Manners	[e] and [ei]	Item 46: the simple present tense.
20	154	The Great Wall of China	[i] and [ei]	Items 46–48: <i>Where</i> and <i>When</i> with the simple present tense; common prepositions.

Appendix One: Verb Table.

Appendix Two: Phonetic Symbols.

Appendix Three: New Words by Units.

Appendix Four: Index of New Words.

GUIDED CONVERSATION	SPELLING, PUNCTUATION AND DICTATION	GUIDED COMPOSITION	END PIECE
<i>What's the matter? On the telephone; polite requests.</i>	More contractions; <i>ie</i> and <i>ei</i> .	Picture composition: <i>What has happened?</i>	
<i>Did you swim in the river yesterday?</i>	Past tense changes.	Past tense Narrative	Useful Expressions A Riddle
<i>Did David go to the cinema?</i>	Practice with the past tense.	Narrative	Revision Test 4
<i>May I have my books, please? All the boys have caps.</i>	The use of the comma to mark off items on a list.	Descriptive	Useful Expressions
<i>Which of these two oranges would you like? When will you go to the beach?</i>	Doubling the final consonant; contractions.	Picture composition The future	Useful Expressions
<i>What does your father do?</i>	Dropping the silent 'e'.	Picture composition: the present	
<i>What time do you get up?</i>	Revision of spelling and punctuation.	A letter	Revision Test 5

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1

ACTIVE
CCOURSE in
CCERTIFICATE
ENGLISH for
SECONDARY
SSCHOOLS

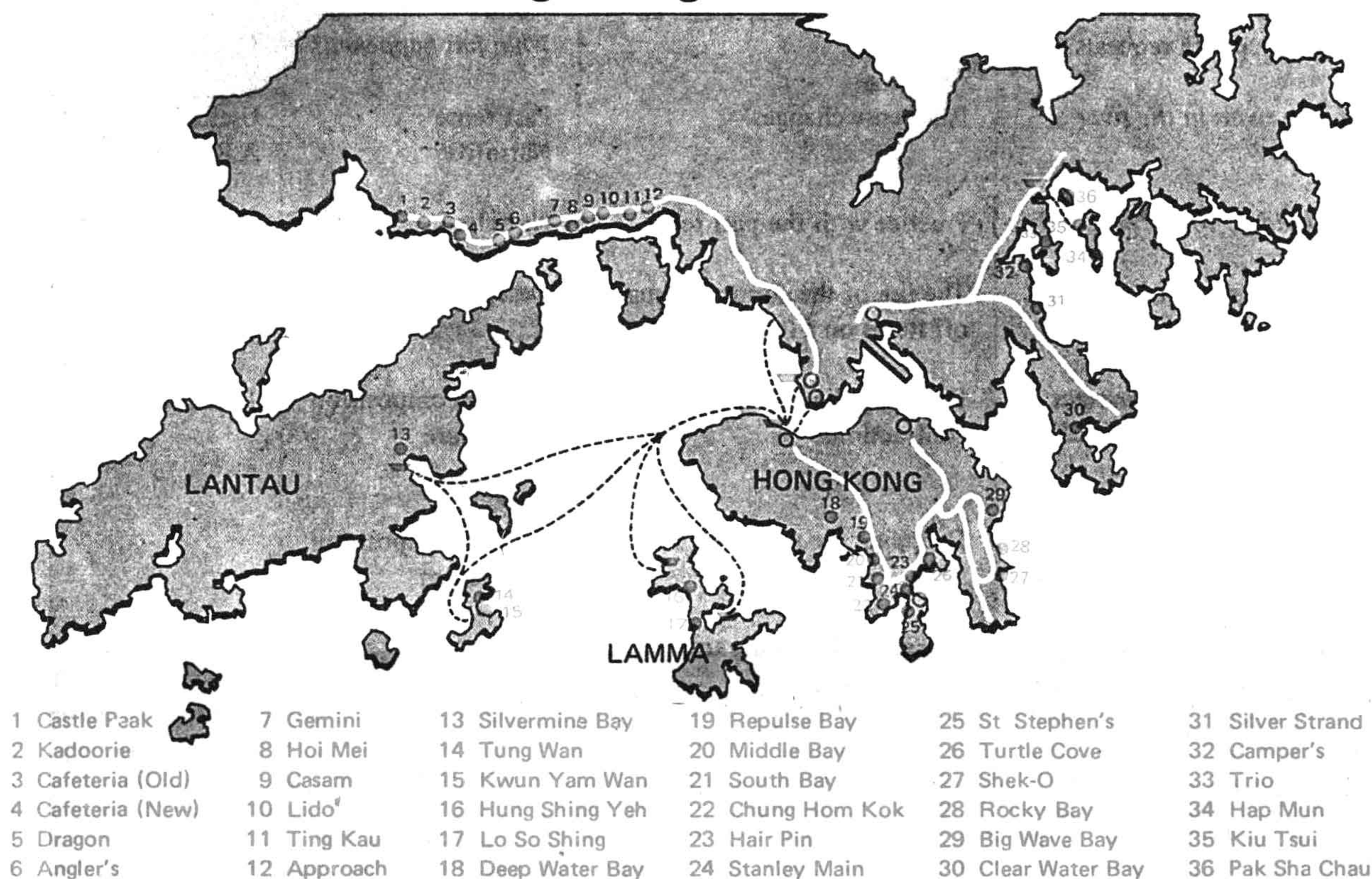
by D. H. Howe



Oxford University Press Hong Kong


Unit One

Hong Kong's Beaches



This is a map of Hong Kong. It shows Hong Kong Island and the New Territories. It also shows three big islands: Lantau, Cheung Chau and Lamma. Can you see these islands?

Can you see the red dots? These are public beaches. These are places where anyone can go to swim. Try to guess how many public beaches there are and then count them. There are thirty-six, and there may be more in the future.

Can you see the red circles? These are bus terminals. You can go to most of the beaches by bus. The main roads are shown on the map. To go to some beaches you must take a ferry. Can you see the ferry piers? Look for some signs like these: . These are ferry piers. Look at the dotted lines. These are ferry routes.

We are lucky in Hong Kong. We have some of the best beaches in the world. The Urban Services Department controls and looks after our public beaches. Most of the beaches have toilets, showers, changing rooms and places to buy things to eat and drink. All beaches have life-guards. These are men who watch the swimmers and save them if they begin to drown.

We shall not drown if we remember these rules: 1. Never swim alone. 2. Never swim at a beach if there is no life-guard. 3. Never swim after a meal or when you feel hungry or tired. 4. Never rely on rings, floats and other

swimming aids. You may lose them or they may let you sink. 5. Do not stay in the water too long, especially if it is cold. 6. Before you dive, be sure that the water is deep enough and that you will not hit anybody. 7. Never go out in a boat if you cannot swim or if you are not wearing a lifejacket.

If you get into difficulty, this is what you should do: 1. Keep calm. Save your strength and your breath. 2. Try to float on your back or tread water. To tread water, move your feet as if you are climbing some stairs. 3. Raise your right arm for help.

REMEMBER: A red flag means that it is dangerous for *all* swimmers to enter the water. A blue flag means that it is dangerous for children and weak swimmers to enter the water.

COMPREHENSION

A Choose the best answer:

- | | |
|--|---|
| 1 The map gives the names of
A. two
B. three
C. four islands.
D. five
E. more than five | 2 The red circles are
A. beaches.
B. bus terminals.
C. main roads.
D. ferry piers.
E. ferry routes. |
| 3 All beaches have
A. toilets.
B. showers.
C. changing rooms.
D. restaurants.
E. life-guards. | 4 When you see a red flag, you know that
A. no one should swim.
B. any one may swim.
C. only strong swimmers should swim.
D. children should not swim.
E. weak swimmers should not swim. |
| 5 You should never swim
A. before a meal.
B. if there is no life-guard.
C. without a swimming aid.
D. with other people.
E. without a lifejacket. | 6 You should always swim
A. when you see a red flag.
B. with other people.
C. immediately after a meal.
D. with a swimming aid.
E. when you are tired. |

B Which of these sentences are true and which are untrue?

- 1 Hong Kong does not have many good beaches.
- 2 We can get to any public beach by road or by ferry.
- 3 There are no public beaches on islands.
- 4 Most beaches have toilets, showers and changing rooms.
- 5 You should not swim when you feel tired or hungry.
- 6 You should not stay in the water for a long time.

NEW WORDS

'terminal	main	pier	route	'urban	'services
de'partment	con'trols	'toilets	'showers	re'ly	aids
es'pecially	'lifejacket	strength	breath	tread	

These are new words in the passage. Make sure you know their meanings. When you say the words aloud, put the stress in the right place. This little mark: ' shows you which syllable to stress. For example, 'terminal is said like this: TERminal.

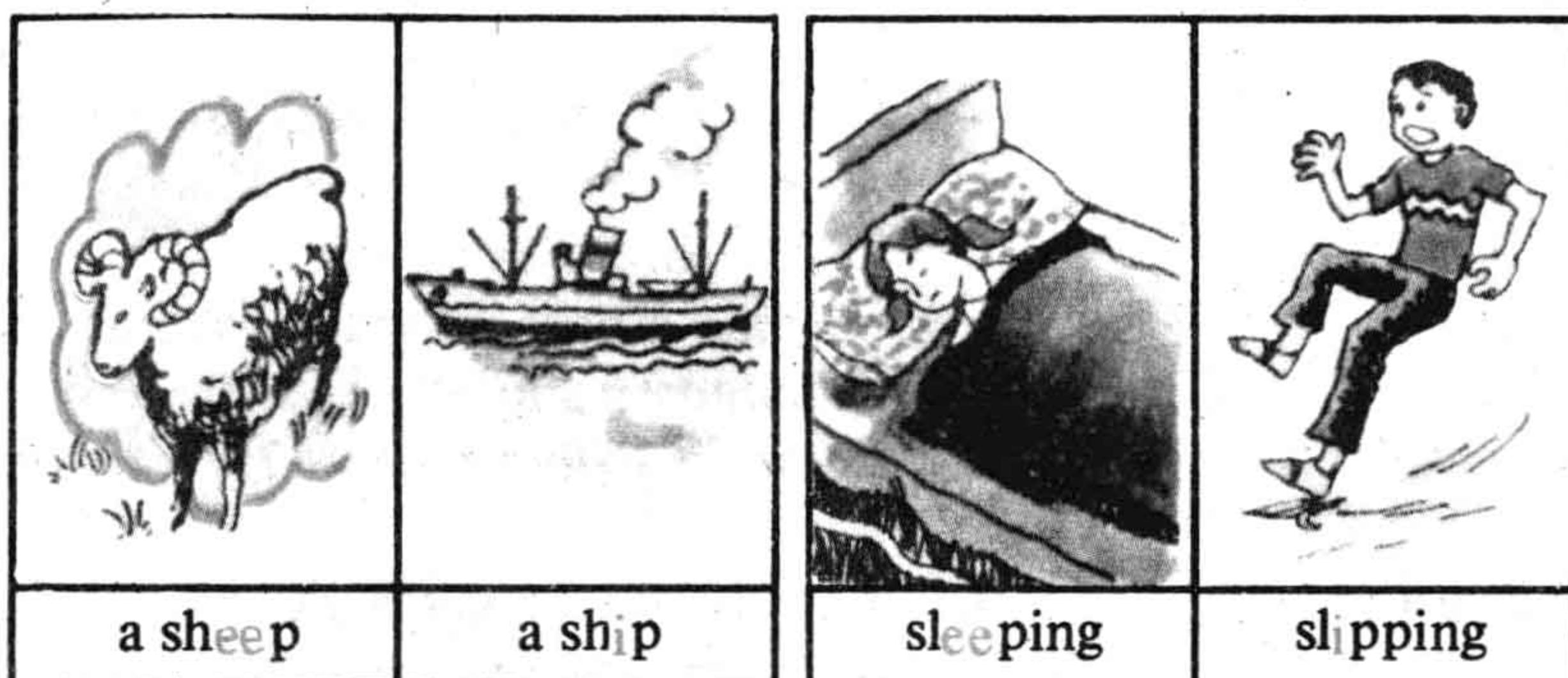
Use the words to finish these sentences. You may use the words more than once:

- The _____ is the end of a bus _____.
- On the map on page 2, the _____ roads are marked.
- We get on and off a ferry at a _____.
- _____ means 'town'. Things we do for people are called _____.
- A _____ is part of the Government. We call the part of Government which does things for people living in towns the Urban _____.
- The U.S.D. looks after and _____ the public beaches. It provides _____, _____ and changing rooms.
- When we swim, we should never _____ on rubber rings and other swimming _____, because they may let us sink.
- You should not stay in the water too long, _____ if the water is cold.
- A _____ will keep you afloat if you fall into the water.
- The strong man was proud of his _____.
- When we breathe, we take a _____.
- Please don't _____ on my toe.

PRONUNCIATION PRACTICE

[i:] and [i]

1



2

A	B
eat	it
seat	sit
feet	fit
feel	fill
leave	live
team	Tim
these	this

3

A

B

Move **these**, please.
They are very high **heels**.
We are going to **leave** here.
He wants to catch the **sheep**.

Move **this**, please.
They are very high **hills**.
We are going to **live** here.
He wants to catch the **ship**.

- 4 Read aloud. Be careful with the red letters. Some are short as in **sh**i**p**. Some are long as in **sh**ee**p**.

Tim was **sitting** near a **tree**. He was **reading** a book. It was a hot day and he began to **feel** **sleepy**. The book **slipped** from his **fingers** and he began to **sleep**. While he was **asleep**, a big **mosquito** **bit** him. This **woke** him up. It was time to **leave**.

LANGUAGE STRUCTURE PRACTICE

A (Oral) *This is . . . That is .*

- 1 Find the places given below on the map on page 2. Point and say sentences beginning: *This is . . .*

This is Repulse Bay beach.
This is a ferry pier.

a. Repulse Bay beach. b. Big Wave Bay beach. c. Clear Water Bay beach. d. Pak Sha Chau beach. e. Castle Peak beach. f. Dragon beach. g. Silvermine Bay beach. h. Tung Wan beach. i. Hung Shing Yeh beach. j. Lamma Island. k. Lantau Island. l. Hong Kong Island. m. A ferry pier. n. A bus terminal. o. A main road. p. A small island. q. A big island.

- 2 Point to any beach and make sentences like these:

This is not Rocky Bay beach. This is Shek-O beach.
This is not South Bay beach. This is Middle Bay beach.

- 3 Work in pairs to practise these questions and answers. Take it in turn to point and ask the question:

A. Is this Silver Strand beach? B. Yes, that's Silver Strand Beach.
B. Is this a ferry pier? A. No, that's not a ferry pier.
That's a bus terminal.

B (Oral) *A and An.* We use *an* when the next word begins with a vowel *sound*. Then it is easier to say. When you read the examples, try changing *a* to *an*, and *an* to *a*. You will find it much harder to say.

a map an island a pen an egg
a ship an apple a home an aeroplane

Sometimes words begin with a vowel *letter* (*a, e, i, o, u*) but do not begin with a vowel *sound*. Sometimes words begin with a vowel *sound* but do not begin with a vowel *letter*.
REMEMBER: the sound tells you when to use *a* or *an*.

a unit a university a European an hour

- 1 Put *a* or *an* before these:

a. _____ bead e. _____ umbrella i. _____ unit m. _____ honest man
b. _____ orange f. _____ pier j. _____ animal n. _____ hour's work
c. _____ terminal g. _____ inch k. _____ shower o. _____ uniform
d. _____ lifejacket h. _____ million l. _____ European p. _____ 'L'

2 Read the examples. Change the sentences in the same way.

Dogs are animals.
A dog is an animal.

- | | |
|-----------------------------------|--|
| a. Kittens are small cats. | f. Factories are buildings. |
| b. Mountains are very high hills. | g. Pineapples are bigger than oranges. |
| c. Pigs are animals. | h. Horses are bigger than cows. |
| d. Eagles are birds. | i. Boys are younger than men. |
| e. Lions are brave animals. | j. Girls are younger than women. |

A coconut palm is a big tree.
Coconut palms are big trees.

- | | |
|-----------------------------------|------------------------------------|
| k. An elephant is a big animal. | p. A tiger is a dangerous animal. |
| l. A rat is a small animal. | q. A pig is a fat animal. |
| m. A boat is smaller than a ship. | r. A school is a building. |
| n. A boy is smaller than a man. | s. A car is faster than a bicycle. |
| o. A horse is a strong animal. | t. A ring is worn on a finger. |

C (Oral) *My, your*

Make sure that you know the parts of the body given below. Then practise questions and answers in pairs:

A. Is this my ankle? B. Yes, that's your ankle.
B. Is this my wrist? A. No, that's not your wrist. That's your elbow.

foot, ankle, knee, leg, waist, chest, neck, hand, finger, thumb, wrist, arm, elbow, shoulder, head, nose, mouth, chin.

D (Oral) *These are ... Those are ...*

1 Look at the map on page 2. Point to two or more examples of the items given below and make sentences beginning: *These are ...*

- a. beaches b. islands c. main roads d. bus terminals e. ferry piers f. big islands
g. small islands h. beaches on a small island i. beaches on a big island.

2 Work in pairs to practise questions beginning: *Are these ...* Use parts of the body: eyes, ears, lips, teeth, legs, arms, hands, feet, fingers, toes, knees, ankles.

A. Are these my eyes? B. Yes, those are your eyes.
B. Are these my ears? A. No, those are not your ears. Those are your teeth.

E (Oral/Written) Make questions and answers about the pictures on page 7:

No. 1. Is this a bus? No, this is not a bus. This is a ferry.
No. 2. Are these dots? No, these are not dots. These are circles.