

Access

Revised edition

D. H. Howe

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for Hong Kong Secondary Schools

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*in accordance with the latest
primary and secondary syllabuses*

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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 or 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 blue 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, and in Book 1.**

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.

Multiple choice questions are an excellent way of stimulating and testing comprehension and they are used freely in this book. Practice in free answering is also given, however, with guidance in using the various answer forms. This guidance is gradually withdrawn as the course progresses.

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 blue 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. New words are also introduced in the exercises in such a way as to bring out 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 or in Book 1 and every opportunity is taken to revise these.

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, a further 41 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 more written practice 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 blue 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. For those who find them useful, a complete set of spelling rules is given in Appendix One. Some of these are referred to in this section.

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 in the early stages of the secondary course the student will not normally be ready for free composition and must therefore be given guided composition as a step towards free composition.

Book 2 continues to provide a variety of exercises in guided composition although the amount of guidance is withdrawn progressively. The aim is still to lead the pupil to produce a piece of continuous writing, with as few errors as possible, practising words and language structures already learnt. Once it is understood that the aim is to reduce the possibility of error and to practise the writing of good English, these exercises are self-explanatory.

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 blue and the listing of new words in Appendix Three with the number of the page on which each word first occurs 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 also available giving answers to the exercises in both this book and the Workbook.

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Oxford University Press Eastern Africa (New Peak English Series: *The Lady with the Lamp* from *In Praise of Famous Men*).

UNIT	PAGE	COMPREHENSION	PRONUNCIATION PRACTICE	LANGUAGE STRUCTURE PRACTICE (The item numbers refer to the syllabus.)
1	2	The Golden Chain	Revision	Items 49–52: adjective phrases; adjective clauses; <i>which; what; what kind of . . .</i>
2	10	Hong Kong's Growing Thirst	Revision	Items 53–54: <i>some, any, none</i> (pronouns); <i>some, any, none, both, all</i> and numerals with <i>of</i> .
3	18	Ah Fook and the Doctor	Revision	Items 55–57: preposition phrases without articles; adverbials of time; <i>have a lesson, have breakfast</i> , etc.; revision and expansion of verb patterns 6–9: the indirect object.
4	26	The World's Greatest Inventor	[i], [e] and [æ]	Items 58–59: <i>who, which</i> and <i>whose</i> ; short answers; indirect questions with no change in word order; more practice with verb patterns 6–9.
5	34	The Mouse King Chooses a Bridegroom	[t] and [d]	Items 60–61: <i>can, cannot, can't; with</i> and <i>without</i> ; questions with prepositions, formal and informal; verb and preposition patterns.
6	42	Whale Hunting	[s] and [θ]	Items 62–64: <i>many, much, a few, a little, a lot of, too much</i> and <i>too many; a small/large amount/number of</i> .
7	50	The Ghost That Failed	[ʊ] and [a:]	Items 65–66: adverb clauses of condition, present sequence; <i>want, have</i> and other verbs with <i>to</i> -infinitives; <i>must</i> .
8	58	The Barking Deer of Hong Kong	[ʌ] and [ə:]	Item 67: <i>why</i> and <i>because</i> with reference to the present, past and future; <i>why</i> questions and the infinitive of purpose.
9	66	The Lady with the Lamp	[e] and [ei]	Item 68: <i>too; enough</i> ; verb pattern: <i>here . . .</i> and <i>there . . .</i> with verbs <i>be, come</i> and <i>go</i> .
10	74	The Crossing Code	—	Item 69: orders and requests; verb pattern: <i>make, let</i> and other verbs followed by the infinitive without <i>to</i> .
11	82	The Sleepy Magicians	[ʊ] and [ou]	Items 70–72: verb patterns with <i>ask, tell</i> , etc.; indirect questions with and without change in word order: indirect questions with <i>if</i> and <i>whether</i> .

GUIDED CONVERSATION*	SPELLING, PUNCTUATION AND DICTATION	GUIDED COMPOSITION	END PIECE
<i>Have you seen my book? Which book?</i>	Speech marks; passage for prepared dictation.	Conversation; picture description	—
<i>I'd like some more jam, please. I'm sorry. There isn't any.</i>	The possessive apostrophe; plurals of nouns: spelling rule 1.	Practice with adjective clauses	A problem A quotation
<i>Will you cook me a meal? What did that man sell you?</i>	Spelling rule 2: passage for prepared dictation.	Narrative, past and present tenses	—
<i>Do you know who wrote on the blackboard?</i>	—	Narrative/ conversation: indirect questions	Some riddles
<i>Talk to one of the girls. Ride on someone's bicycle. Which cinema shall we go to?</i>	More practice with speech; passage for prepared dictation.	Conversation	—
<i>Have you got enough candles? No, I haven't. I've only got a few.</i>	—	A conversation in a shop	Revision Test 1 A little puzzle
<i>What happens if you heat ice? Just I go to the dentist?</i>	Common spelling difficulties; passage for prepared dictation.	Picture composition; <i>if</i> ; <i>must (not)</i> , etc.	Vocabulary revision
<i>Will you lend me your pen, please? Why do you want it?</i>	—	Functional description	Some more riddles
<i>Is the water deep? It's too deep for me to stand in.</i>	Spelling rule 3; passage for prepared dictation.	Description from notes	A word puzzle
<i>Will you let me borrow the bicycle, please?</i>	—	Instructions and directions	A number game What shall I do?
<i>Do you know what a magnet is?</i>	—	A newspaper report: indirect questions	A game

* Key lines are given for reference.

UNIT	PAGE	COMPREHENSION	PRONUNCIATION PRACTICE	LANGUAGE STRUCTURE PRACTICE (The item numbers refer to the syllabus.)
12	90	Androcles and the Lion: I	[ʌ] and [æ]	Items 73–74: <i>yet, still, already</i> ; reflexive pronouns.
13	98	Androcles and the Lion: II	[ʃ] and [tʃ]	Item 75: gerunds in subject position, as direct objects and in complement position; verbs followed by the <i>-ing</i> form; hyphenated <i>-ing</i> forms.
14	106	The Post Office	[tʃ] and [dʒ]	Item 75: <i>What . . . for?</i> with gerunds; verbs, nouns and adjectives with prepositions.
15	114	How Tea Came to Asia	[tr] and [dr] [u] and [u:]	Item 76: intransitive and transitive verbs with adverbial particles.
16	122	The Thunder-Cart	[ə], [θ] and [ði]	Items 77–81: verbs not often used in the continuous tenses; <i>another, others</i> ; question tags; the past continuous tense: <i>How long?</i> ; <i>while</i> .
17	130	Electricity	Final consonants	Item 82: <i>How often?</i> adverbs and adverb phrases of frequency.
18	138	The Strange History of Ping-pong	More practice with final consonants	Item 83: <i>How wide</i> (<i>tall, long, high, far</i> , etc.); <i>more than . . . less than . . .</i> ; distances; units of measure and price.
19	146	The Walk to Freedom	More practice with final consonants	Items 84–87: <i>more/fewer/less than . . .</i> ; comparative and superlative of adjectives; <i>(very) few, (very) little</i> .
20	154	Making Rain	Consonant clusters	Items 88–89: <i>(not) as . . . as</i> ; adverb clauses of reason with <i>because, as</i> and <i>since</i> ; other expressions of reason.

Appendix One: Spelling Rules
 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
<p><i>Who washed the dog?</i> <i>No one. It washed itself.</i></p> <p><i>Would you mind closing the door?</i></p>	<p>Spelling rules 4 and 5.</p> <p>—</p>	<p>The accident: reflexive pronouns</p> <p>Practice with <i>like</i>, <i>dislike</i>, <i>enjoy</i>, etc.</p>	<p>Revision Test 2</p> <p>A joke</p>
<p><i>Are you good at anything?</i> <i>Did the committee wait for anything?</i></p>	<p>Spelling rule 6: passage for prepared dictation.</p>	<p>Description</p>	<p>—</p>
<p><i>When did the car break down?</i> <i>What did he blow up?</i></p>	<p>Common spelling mistakes; passage for prepared dictation.</p>	<p>Adverbial particles: narrative and picture description</p>	<p>A puzzle</p>
<p><i>You liked the story that the teacher told us, didn't you?</i></p> <p>—</p>	<p>Setting out conversation; capital letters.</p> <p>—</p>	<p>Description: past continuous tense</p> <p>The present simple tense</p>	<p>—</p> <p>Revision Test 3</p>
<p><i>Do you know the length?</i> <i>It's two hundred and sixty yards long.</i></p>	<p>Passage for prepared dictation: heights and ages.</p>	<p>Narrative: prices and measurements</p>	<p>A puzzle</p>
<p><i>These sweets are good, aren't they?</i> <i>This ice-cream is good, isn't it?</i></p>	<p>—</p>	<p>Comparisons: conversation; description; a notice</p>	<p>—</p>
<p><i>Why are you angry with me?</i> <i>I'm angry with you for pushing me . . .</i> <i>Do you know the cause of the accident?</i> <i>I think it was due to . . .</i></p>	<p>Punctuation: more practice with commas.</p>	<p>Safety rules: practice with reasons</p>	<p>—</p>

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by D. H. Howe



Oxford University Press Hong Kong

Unit One

The Golden Chain



A fable is a short story which is not true. It is a story that teaches us a lesson. We call the lesson that it teaches us a moral. Fables are often about animals, like the one about the hare and the tortoise. Have you read that fable? Which ones have you read? There was one in Book 1. They are not always about animals, however. Here is a Chinese fable. The lesson we learn from it is not to be greedy. *grasping [grɑ:spɪŋ] a. 貪心的/貪婪的*

One day a fisherman called Ah Chong set out in a small boat he owned. After he had reached a good place he knew, he lowered a long line down into the water. There were many hooks with floats to keep them in position. Ah Chong intended to leave the line and come back for it in the evening to collect the fish. Before he had finished laying it, however, it became very heavy. It seemed too heavy to be a fish. He began to haul in the line.

'I don't know if there is a fish on the line,' he thought, 'but there is something that is very heavy!'

When the hooks began to come out of the water, he was astonished, for the hooks were holding the links of a heavy gold chain. When he pulled them into the boat, more and more links appeared. Soon the bottom of the boat was covered by the shining links of gold chain that he had pulled into the boat.

'I am very glad that I came here to fish,' he said. 'I shall be wealthy. I can sell this chain for a lot of money. With the money that I get for it, I shall buy a new fishing boat with an engine and new lines and nets. I shall buy a big house. I shall be the wealthiest man in my village.'

He hauled in more chain but he could not see the end of it. There was more and more of the heavy gold chain in the boat, which sank lower and lower in the water.

'I shall have two houses,' he said. 'I shall build a palace. I shall be as rich as a king. I shall have jewels and silk clothes. I shall have hundreds of servants.'

He was a greedy man and his greed increased as he hauled in more and more chain. He was so greedy that he did not notice what was happening to his boat. It was sinking lower and lower into the water. But Ah Chong could

only see the glittering heap of gold that was getting bigger and bigger in the bottom of the boat. He pulled and pulled at the chain, and as he was pulling, the boat sank to the bottom of the sea. Ah Chong was drowned. Because of greed he lost the gold, his boat and his life.

COMPREHENSION

A Choose the best answer:

- 1 A. a short, true story that teaches us a lesson.
B. a short, true story about animals.
A fable is C. a short, untrue story about animals.
D. a short, untrue story with a moral.
E. a short lesson about animals.
- 2 Ah Chong began to pull in his line
A. when he caught a fish.
B. after he had finished laying it.
C. when he returned in the evening.
D. when the hooks were in place.
E. when it became heavy.
- 3 Ah Chong was surprised because
A. the line was very heavy.
B. there was a gold chain on the hooks.
C. the hooks had turned to gold.
D. he had caught a very heavy fish.
E. the bottom of the boat was covered by the golden chain.
- 4 Why did Ah Chong not notice that the boat was sinking?
A. He was thinking of the money he would have.
B. He could not see very well.
C. Pulling in the chain was hard work.
D. The bottom of the boat was covered by the golden chain.
- 5 If you were fishing in a boat, like Ah Chong, and your line caught a very heavy gold chain, what would you do? Would you
A. throw it back?
B. cut or break the chain?
C. cut or break the line?
D. pull in the chain very quickly?
E. pull in the chain very slowly?

B Answer the questions. Your answers should begin with the words given.

- 1 What is a moral? It is a lesson that . . .
- 2 What is the moral of this story? It teaches us . . .
- 3 Where did Ah Chong go to fish? He went to a place . . .
- 4 What kind of line did he use? It was a line with . . . and . . .
- 5 Why did he have floats on the line? To . . .
- 6 When did he intend to return for the fish? In . . .
- 7 Why did he begin to haul in the line before he had finished laying it? Because . . .
- 8 What kind of chain was on the line? It was . . .
- 9 What happened when he pulled in the chain? More . . .
- 10 Why did the boat sink lower in the water? Because . . .
- 11 Why did Ah Chong not stop pulling in the golden chain? Because . . .
- 12 What kind of man was Ah Chong?

NEW WORDS

Use these words to finish the sentences:







'lowered floats po'sition in'tended hauled a'stonished
link 'wealthy 'glittering greed in'creased heap



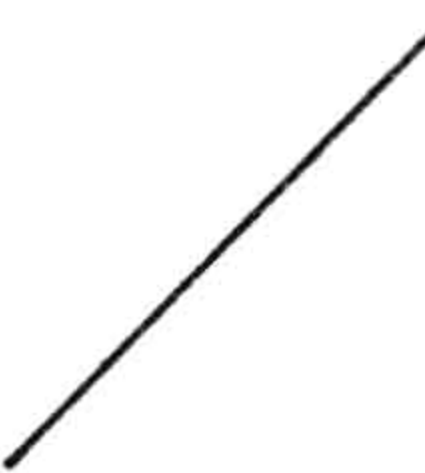



1. The fireman lowered the girl on a rope from the top floor to the ground. 2. The public beaches in Hong Kong are surrounded by a rope with floats to keep it up in the water. This stops boats from going near the bathers. 3. There is a saying that a chain is as strong as its weakest link. 4. Wealthy people live in big houses and have servants. 5. The sea was very calm and was glittering in the sunlight. 6. The sailors hauled up the anchor and the ship sailed away. 7. We were astonished when we saw an elephant in the department store. 8. He intended to go to the cinema but when he got there it was closed. 9. This term she was top of the class but last year she was in the second position. 10. Greed often makes people take risks to get more money. 11. The size of the heap of gold in the bottom of the boat increased until it sank the boat.

PRONUNCIATION PRACTICE

Revision

1

					
a heel	a hill	a pen	a pan	a white hat	a wide hat

					
a bill	a pill	a line	a nine	a load	a road

2 a.

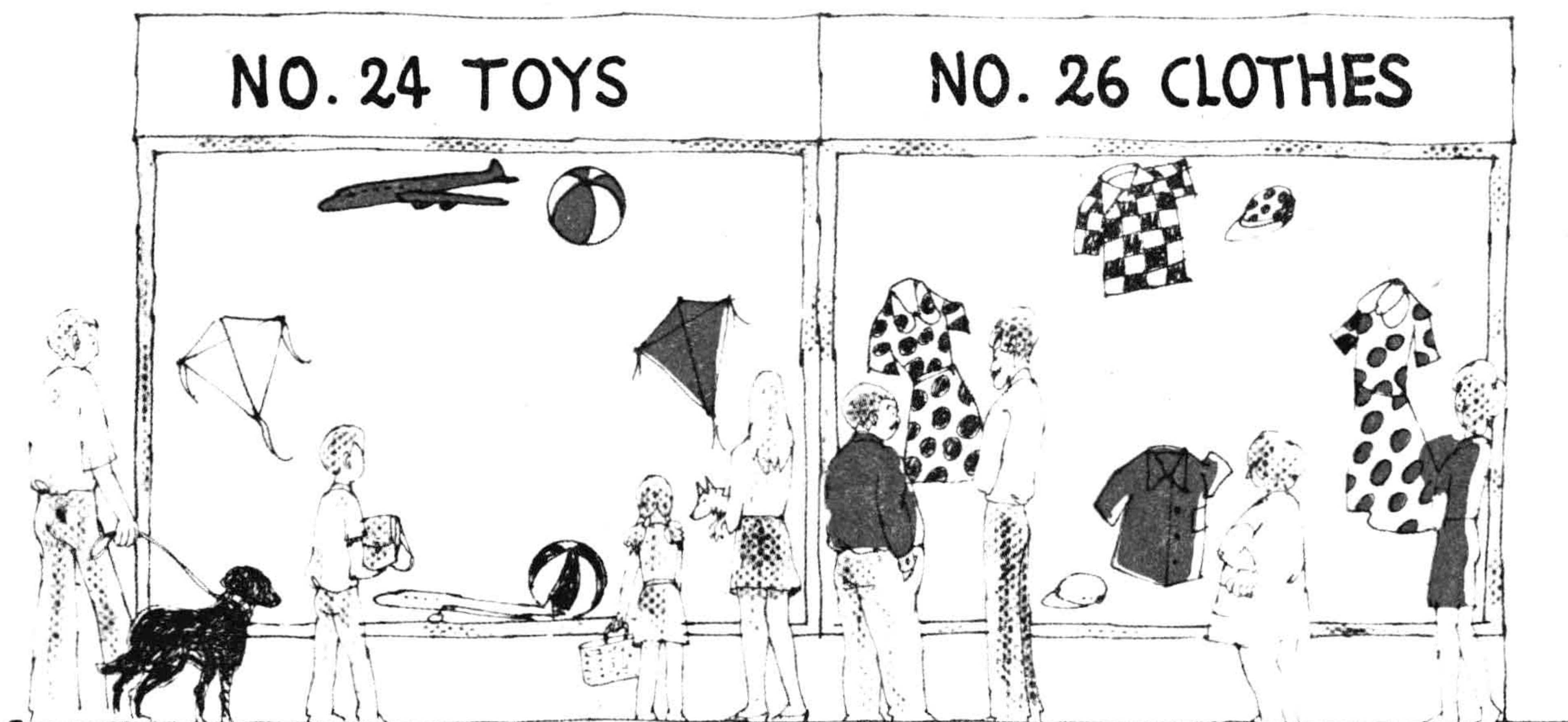
A	B
eat	it
end	and
lift	lived
big	pig
line	nine
lock	rock

b.

A	B
seat	sit
lend	land
beat	bead
bit	pit
lock	knock
light	right

c.

A	B
beat	bit
beg	bag
white	wide
back	pack
lot	not
long	wrong



Which, What and adjective phrases

A (Oral) *Make questions and answers like these:*

- | | | |
|---|--------------------------------|---|
| 1 | boy – tall – dog | Which boy is tall? The one with the dog is. |
| | girl – short – shopping basket | Which girl is short? The one with the shopping basket is. |

- | | | |
|-----------------------------|-----------------------------|------------------------------|
| a. boy – short – school bag | c. man – fat – blue shirt | e. woman – fat – white dress |
| b. girl – tall – dog | d. man – thin – white shirt | f. woman – thin – blue dress |

- | | |
|---|--|
| 2 | aeroplane – blue – at the top of the window
Which aeroplane is blue? The one at the top of the window is. |
| | kite – white – at the left of the window
Which kite is white? The one at the left of the window is. |

- | | |
|---|--|
| a. aeroplane – white – at the bottom of the window | f. shirt – blue – at the bottom of the window |
| b. kite – blue – at the right of the window | g. hat – black and white – at the top of the window |
| c. ball – blue and white – at the top of the window | h. hat – white – at the bottom of the window |
| d. ball – black and white – at the bottom of the window | i. dress – blue and white – at the right of the window |
| e. shirt – black and white – at the top of the window | j. dress – black and white – at the left of the window |

B (Oral) *Make questions and answers beginning What colour is . . .*

What colour is the aeroplane at the top of the window? It's blue.

What kind/sort of . . .

C (Oral) *Answer the questions about the picture on page 5 briefly. Two of the answers are done for you to show you how to do the others.*

- | | |
|--|---|
| 1 What kind of dog is the tall boy holding? It's a big, black dog. | 6 What kind of shop is No. 26? |
| 2 What kind of dog is the tall girl holding? | 7 What kind of man is the one in the blue shirt? He's a short, fat man. |
| 3 What kind of basket is the short girl holding? | 8 What kind of man is the one in the white shirt? |
| 4 What kind of bag is the short boy holding? | 9 What kind of woman is the one in the white dress? |
| 5 What kind of shop is No. 24? | 10 What kind of woman is the one in the blue dress? |

Adjective clauses (defining)

D (Oral) *Change the sentences like the ones in blue:*

A teacher is a person who teaches. A person who teaches is a teacher.
A fisherman is a man who catches fish. A man who catches fish is a fisherman.

- 1 A gardener is a man who works in a garden.
- 2 A doctor is a man who makes sick people better.
- 3 A nurse is a woman who looks after sick people.
- 4 A farmer is a man who looks after a farm.
- 5 A shopkeeper is a person who looks after a shop.
- 6 A boatman is a man who looks after a boat.
- 7 A sailor is a man who sails on a ship.
- 8 A tailor is a man who makes clothes.
- 9 A typist is a person who uses a typewriter.
- 10 A cook is a person who cooks food.
- 11 A bus driver is a man who drives a bus.
- 12 An engine driver is a man who drives an engine.
- 13 A factory worker is a person who works in a factory.
- 14 A soldier is a man who fights in an army.
- 15 A prisoner is a person who is in prison.
- 16 A carpenter is a man who makes things with wood.

E (Oral/Written) *Use sentences like those in D to say what these persons do:*

- | | | | | |
|--------------|---------------|----------------------|--------------|---------------|
| 1 a hawker | 3 an engineer | 5 a ticket-collector | 7 a plumber | 9 a librarian |
| 2 a mechanic | 4 a printer | 6 a bank clerk | 8 a musician | 10 a lawyer |