

EXPRESS SCOPE

3

A Course in Secondary English



A.R.B. Etherton MA (Lond), PhD (Lond)
Anne Etherton BA (Lond), MA (Lanc)
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FOREWORD

This course follows the EXPRESS/SPECIAL syllabus for ENGLISH LANGUAGE. Its aims are thus identical with those in the syllabus, namely:

- to consolidate and extend the knowledge and skills of English that pupils have learnt in the Primary school;
- to provide pupils with the language proficiency that will enable them to learn their content subjects;
- to provide the necessary skills for functional literacy;
- to enable pupils to communicate clearly and efficiently in both oral and written forms.

The aims in each specific area of skills are those set out in the syllabus.

APPROACH

The books integrate listening, speaking, reading, writing and the language work needed for communication. There is special emphasis on READING and WRITING SKILLS, as explained below. The overall aim of the series is to produce students who are able to pass their public examination at a high standard and who are skilled in communicating in English.

This series has been extensively revised to take into account suggestions from teachers. The number of content chapters has been increased from 15 to 21, and a larger page size has been used. To make way for the additional chapters, the REFERENCE AND REVIEW section has been incorporated in the content chapters or moved to a separate supporting series, CEG (Communicative English Grammar). At the same time, the READING and WRITING sections have been revised to increase the number of specific skills taught and to present them in a more clearly structured sequence. In addition, much of the AURAL/ORAL material has been put on tapes which are accompanied by their own activity books. The course now consists of:

4 pupils' textbooks, SEC 1 to SEC 4

Accompanying teachers' handbooks

CEG 1-4, Communicative English Grammar 1-4

Listening and Speaking tapes with activity books

READING SKILLS

It is sometimes not fully appreciated that some pupils (both native-speakers and second language ones) experience a number of serious problems when they try to understand printed English. For example, they may fail to locate the subject of a complete sentences and thus fail to grasp the meaning of the sentence. They may misunderstand nouns in apposition, the effect of passive verbs, figurative language, idioms and a number of other common usages. One result is that some students have difficulty in understanding a passage and even greater difficulty in making an adequate summary of it.

Throughout this series, these obstacles to comprehension are dealt with in detail so that pupils can improve their comprehension and their reading speed. They will also find it easier to make a summary.

WRITING SKILLS

Whenever possible, composition work is related to the theme developed in each chapter by the comprehension passage. Specific composition skills are taught in close conjunction with comprehension skills. This series is much more concerned with the craft of writing (in daily life and for examinations) than is normally the case.

In Book 3, the emphasis is on ways of starting and ending a composition, and on the skills needed when writing reports, articles, accounts, etc, when information is provided. Where possible, a choice of types of work is given to allow for different standards within schools and classes.

LANGUAGE

The language work in the pupils' books comes from two main sources: items required by the syllabus, and items revealed by an analysis of errors made over the past 30 years. The latter source has been particularly useful since it includes many items which are common at Secondary 3 level. Further work on gerunds is also included since gerunds occur in many useful sentence patterns.

As already explained, most of the original REFERENCE AND REVIEW section has been included in the integrated chapters. Other items have been moved to a separate supporting series called CEG (Communicative English Grammar) and this has allowed the authors to expand it at the same time. Teachers will find the CEG series very helpful in providing supplementary language work and in enabling them to refer individual students to areas where their work discloses weaknesses.

SUMMARY

Summary work is important and useful in public examinations and in adult life. The more senior and responsible a person's job is, the more often he will have to make summaries or abstracts.

The syllabus lists six skills required to write a good summary. In addition, there are other skills which pupils need to master if they are to make good summaries with confidence. The series includes work on these skills and should enable pupils to tackle summary work with greater understanding and success.

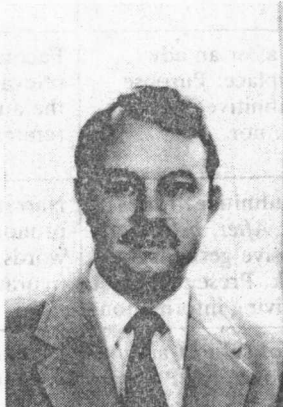
AURAL-ORAL SKILLS

Compared with Books 1 and 2, there is less formal stress on speaking and listening skills in Book 3. This does not imply any downgrading in importance of these areas. By the time pupils come to Secondary 3, a less formal approach to speaking and listening is desirable. Thus many of the comprehension passages contain controversial topics which can form the basis for class discussion and other oral work. By this time, too, pupils will have had considerable oral and aural practice in other subjects, where the context for discussion, speaking and listening is more immediate and relevant.

ABOUT THE AUTHORS



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Dr Alan Etherton holds a PhD degree in English from the University of London. He taught English in England for 10 years, and ESL/EFL in Malaysia and Hong Kong for 25 years. In addition to teaching in schools, Dr Etherton also taught in the Faculty of Education of the University of Malaya. Subsequently, he became Director of Studies in English and Head of the Graduate (English) Division of the Chinese University of Hong Kong.

Dr Etherton specializes in teaching English to Chinese and Malaysian learners at all levels. He has had many years' experience as an examiner and/or chief examiner, and he is also a consultant in ELT work. He has written many books for Asian and other countries.

Peter Etherton has a BA Honours degree and an MA in English from the University of London, and a MA in Linguistics for ELT from the University of Lancaster. He taught English in the Chinese University of Hong Kong, and served as a British Council ELT Specialist in Saudi Arabia. He has written many ELT books at primary, secondary and tertiary levels, his main interest being in the designing of listening materials.

Anne Etherton has a BA Honours degree in English from the University of London, a Dip Ed. from the University of Reading, and an MA in Linguistics for ELT from the University of Lancaster. She has taught English in Hong Kong, Jeddah and at several leading public schools in Britain. She has written ELT materials at all levels, and specialized in curriculum development work.

CONTENTS

Unit	Page	Title	Language & Functions	Reading Skills	Vocabulary Development
1	1	The Philippine Eagle	Inversion after an adv phrase of place. Purpose with an infinitive. Articles. Neither ... nor.	Factual passage. Facts, relevance, and attitude of the author. Pronoun references.	Words and expressions in context.
2	13	Unusual Traffic Accidents	Using an infinitive. Types of sentences. <i>After, before</i> and <i>while</i> . Passive gerunds. 24-hr clock. Present Perfect tense — giving information.	Narratives. Ellipsis, pronoun reference. Linking words. Understanding figurative language.	Words in context. People and places.
3	26	Pollution	Inversion of subject and verb. Prepositions. Passive verb forms.	Factual passages. Arrangement of ideas.	Words in context. What is it called?
4	39	War Comes to Singapore	Using passive verb forms. Indirect questions.	Historical passages with a comparison of two texts. Using italics. The attitude of an author. Thinking about it.	Words in context. Common Expressions.
5	51	Models Wanted ...	Passive verbs. Numbers. Ways of expressing future action.	Factual passages. Attitude of the author. Understanding punctuation marks.	Words in context. Latin expressions used in English.
6	63	Crime Doesn't Pay	Noun clauses. Using 'reason'. Prepositions. 'The first time' + Present/Past Perfect tense.	Narrative passage.	Words in context. Phrasal verbs.
7	76	The Collectors	Using 'so ... that'. Synthesis. Continuous verb forms. Present and Past Perfect. Personal Pronouns (revision).	Factual passages. A cloze passage.	Words in context. The endings -ee and -ify. Problem words.
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10	101	The Emigrants	Reflexive & Emphasizing pronouns. Asking questions. And so/neither. Uses of 'so'	Factual passages.	Words in context. Figurative language.
11	111	You will go to prison ... at home	Perfect Conditional tense. Questions with tags. Using 'should'.	Expository passage and short narrative passage. Connectives.	Words in context.
12	123	The Great Wallenda	Using 'may' and 'maybe'. Making comparisons. Compound adjectives.	Understanding biographical material.	Words in context.
13	133	Escape!	Using 'the'. Prepositions and phrasal verbs. No preposition needed.	Narrative. Understanding a plot. Headlines and prejudice.	Words in context. Trying to explain. A game.

Summary Skills	Writing Skills (including Spelling and Punctuation)	Aural/Oral Skills
A summary of factual passages.	Using a semicolon. Spelling rules and common errors. Ways of starting a story or a composition. Writing a composition with a choice of topics.	Pronunciation and listening practice. Giving directions. Using 'neither' in responses.
	Style and sentence length. Writing dialogue. Revision of ways of starting. Writing a composition with a choice of topics.	Pronunciation and listening practice.
Listing points and making a summary of a factual passage.	Understanding composition topics. Writing for your reader.	Discussion and obtaining information.
	Understanding different styles. Composition: historical topics	Discussion and reporting historical events. Listening practice.
Listing factors and making a summary.	Writing about pictures — method and practice.	Listening practice.
Indirect — finding key facts.	Finding a theme. Punctuation — using a hyphen. Making a plan. Writing a composition.	Discussions. Using dialogue. What can you say?
Oral and written summaries and making rough notes.	Spelling. Writing about pictures.	Speaking and listening practice.
	Writing a story — finding a plot. Choice of topics for a story.	Pronunciation. Listening practice. Can you solve this problem? What differences can you see?
Summary in up to 120 words.	Guidelines for writing an argumentative composition with a choice of topics.	Discussions. Finding common qualities. What can you do with it?
	Connectives. Choice of topics. Using an apostrophe.	What would you do if ...? Laws you may never have heard of. Alibis.
Listing points and making a summary.	Punctuation: revision and discussion. Style — sentence length. Writing a paragraph. Using notes.	Interviewing: Applying for a grant.
	Arranging items in a story. Topics and possible themes. Common errors in exams. Choice of narrative or argumentative topics.	Discussions. Introducing and thanking a speaker. Speaking to the class.

Unit	Page	Title	Language & Functions	Reading Skills	Vocabulary Development
14	145	Science	Agreement (revision)	Factual passage. Understanding statistics.	Words in context.
15	157	Health	Indefinite Pronouns. Using the right verb form. Collocations. Phrases and clauses.	Factual passage.	Words in context. Families of words. Common Expressions.
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17	171	Put Ann Village	Problems of agreement. Indirect questions. Adjectives.	Factual passages — a news report on Singapore.	Words in context. Figurative language. Making nouns from verbs. Colloquial and idiomatic expressions. Proverbs.
18	183	Jin Lan Faces the Future	Understanding and using gerunds. Indirect speech.	Narrative passage.	Words in context. Prefixes.
19	193	A Plague of Locusts	Plural of nouns. Using gerunds and infinitives.	Factual passage and a letter.	Words in context. Proverbs.
20	203	Tarzan in Central Park	Noun phrases and clauses. Perfect participle. No article is needed.	Descriptive news article. A train time-table.	Words in context. Compound adjectives. Prefixes.
21	214	El Nino and Kalimantan	Problems with negatives. Adj + preposition	Factual passage.	Words in context. The choice of words. Understanding elements. Antonyms. Idioms.
22	226	Kung Fu Superstar	Adjective phrases and clauses.	Factual passage.	Words in context. The effect of words. Phrasal verbs.
23	237	The Titanic	Asking questions. Using 'without' and 'whose'. Using adverbs.	Factual passage. Understanding a diagram.	Words in context. Proverbs and idioms.
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Summary Skills	Writing Skills (including Spelling and Punctuation)	Aural/Oral Skills
A summary of a process.	Punctuation. Descriptive composition. Setting out a dialogue. Writing a dialogue or about another topic.	How is it used?
	Writing about pictures.	Where do they live?
A summary in up to 120 words.	A choice of factual or imaginative topics connected with emigration.	Acting dialogues. Colloquial and idiomatic expressions. Proverbs.
Making an abstract.	Linking ideas and using emphasis. Arranging ideas in a story. Writing about one of several topics.	Giving an explanation.
A summary of a factual passage in up to 120 words.	Writing an appeal and a letter of complaint. Spelling.	Explaining proverbs and when to use them.
	Conversation or a choice of topics. Punctuation practice.	Explaining meanings.
Making a summary of a narrative.	Sending a cable. A choice of topics for composition: narrative, factual and descriptive.	Discussing meanings.
A summary of a film	Passing on messages. Description of a film. Criticism of a film, book or poem. Punctuation: using a comma.	Discussion. What will you look for?
A summary of a factual passage.	A choice of topics including pictures. Writing dialogue.	Discussing meanings.

1 THE PHILIPPINE EAGLE



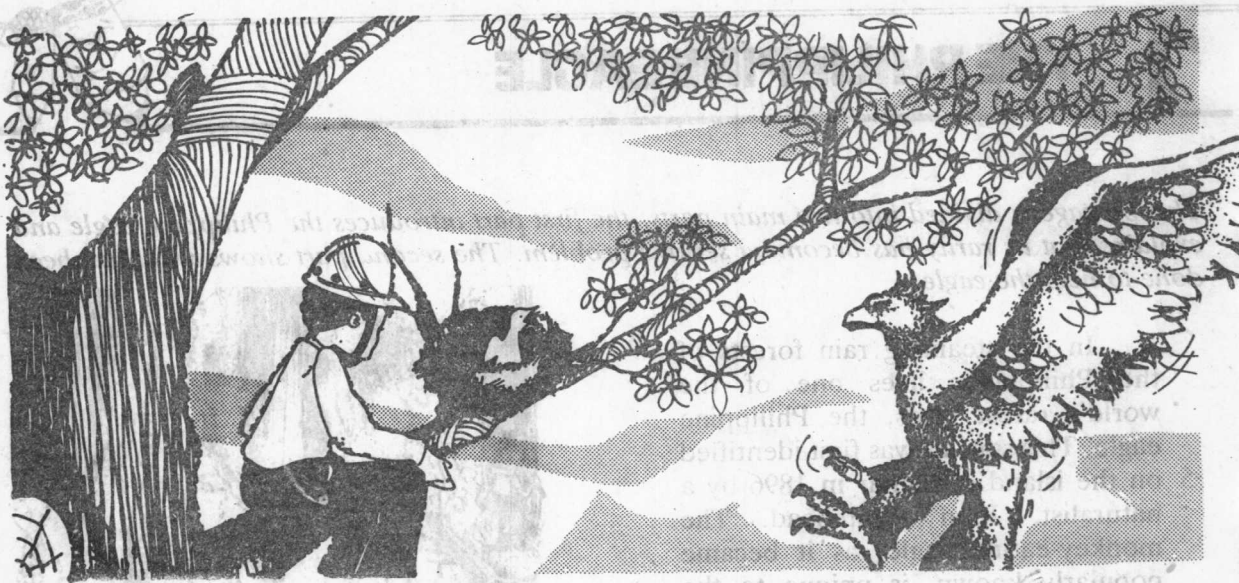
This passage is divided into two main parts: the first part introduces the Philippine eagle and explains that its rarity has become a serious problem. The second part shows what has been done to help the eagle.

In the steaming rain forests of the Philippines lives one of the world's rarest birds, the Philippine eagle. This species was first identified on the island of Samar in 1896 by a naturalist, John Whitehead. The monkey-eating eagle, as it became popularly known, is unique to the Philippines. It is a magnificent bird, second only to the harpy eagle of South America in size. It has a wing span of 2.2 metres, and very powerful legs and feet. Above its steely grey-blue eyes, it has a great crest of feathers across the crown of its head. This crest can be raised in a most alarming manner.

But the natural habitat of the eagle is fast disappearing. During the last fifty years, three quarters of the Philippines forest has been cleared to meet the demand for hardwood and land for cultivation. This clearance has been accelerating since the 1950s. Settlers use 'slash and burn' methods to prepare land for farming. It is possible to clear two acres of forest in one and a half minutes when fire sweeps through the area. Huge tracts of former forest are now bare. In these areas, the forest cannot grow again, so the eagle is deprived of territory for hunting and nesting. At the same time, the eagle is highly prized by hunters.

A Filipino scientist, Dioscoro S. Rabor, observed the decline in the number of the monkey-eating eagles in the early 1960s. He warned that the





40 bird was in danger of extinction. In 1976, five Americans formed an organisation called
FREE Ltd. (Films and Research for an Endangered Environment Limited.) Their first
undertaking was to study and record the life of the monkey-eating eagle. They wanted to
learn about the giant bird in order to find out how to save it from extinction. Three of
the team had previous experience filming the nesting cycle of the harpy eagle. No
45 monkey-eating eagle's nest had been found since 1963. In 1972-73, the team's leader, Dr
Robert Kennedy spent nine months searching unsuccessfully for a nest. Then in 1976, he
was lucky and found a nest containing a single large white egg after a mere two months'
search.

50 The men erected hides high up in the nearby trees so as to film the eagles without
disturbing them. After the egg hatched, the eaglet had to be regularly measured and
weighed while the parent birds were out hunting for food. On one occasion, Dr Kennedy
was still perched precariously 45 metres above the ground, clinging to a branch beside
the nest, when the mother eagle returned.

55 She swooped down on him in defence of her offspring. Her great talons gripped his
shirt and shoulder. Fortunately for him, Kennedy was wearing a motor-cycle crash
helmet to protect his head in case of a fall. The helmet received a three-inch gash in the
attack. The team's study of this particular eaglet ended sadly and abruptly when it
choked and died in January 1977. In order to continue their work, the men had to search
once again for a nest containing a young bird.

60 Members of the team had often wondered why the monkey-eating eagle had such
long legs. They had also puzzled over the way the bird managed to catch nocturnal prey
which hid in holes in trees or under dense cover during the day. Their careful
observations gave them the answers to both these questions simultaneously. One of their
most familiar eaglet subjects, known to the team as Doofus, flew to a hole in a tree,
65 grasped at the trunk with his wings, and then reached into the hole. He pulled out a
piece of rotten wood, and then made as if to kill it. The bird needed its long legs to
reach its victim.

While the five Americans continued their research, support grew for the protection
of the eagle. An area around Mt Apo on Mindanao was designated as the first sanctuary

- 70 for the bird. Local interest in the eagle increased and it seemed likely that it would be saved after all.

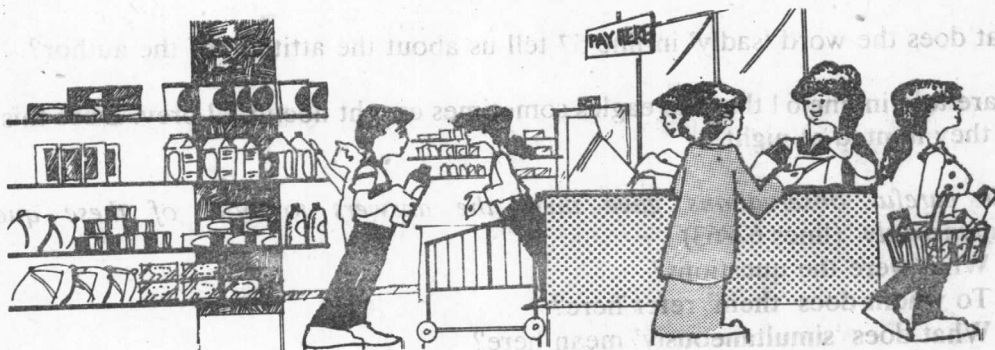
In April 1978, Dr Kennedy and another member of his team met President Marcos. While they were discussing the eagle, the Americans pointed out that in fact the so-called monkey-eating eagle did not deserve its rather terrifying name. The eagles they had observed usually caught bats, flying lemurs, palm civets, lizards and snakes. They even took a deer weighing over 12 kilos but monkeys provided only an occasional meal. Since 'monkey-eating eagle' sounds somewhat derogatory and is also a misnomer, President Marcos declared that henceforth the bird should be known as the Philippine Eagle in recognition of its uniqueness to the islands.

1.1 Understanding (1)

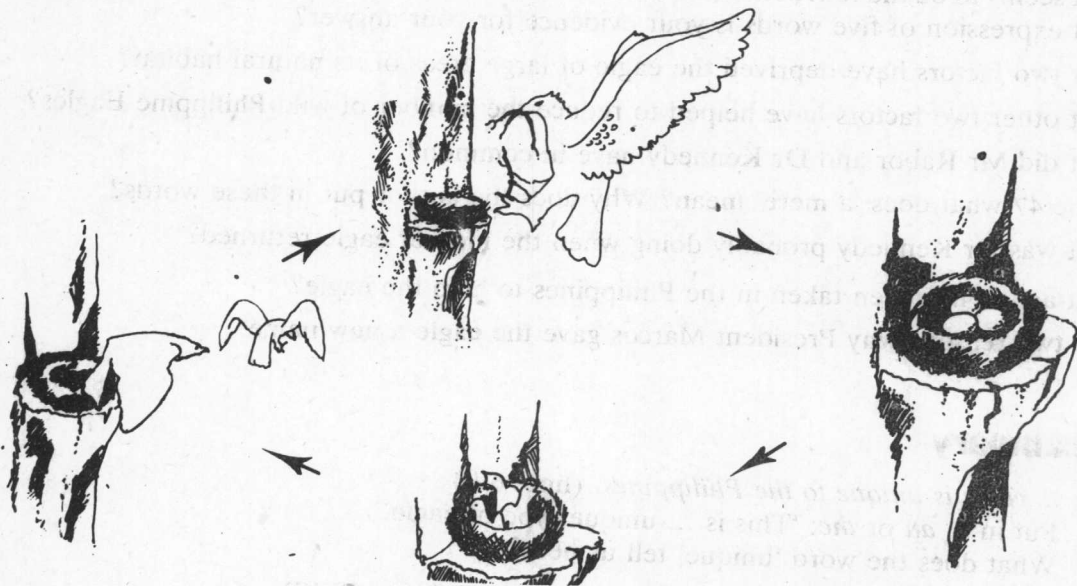
1. The author twice mentions the fact that the Philippine Eagle lives only in the Philippines. Find the two occasions and explain why he mentions the bird's uniqueness.
2. Why does the author mention the harpy eagle in the first paragraph?
3. What seems to be the function of the crest of feathers on the head of a Philippine Eagle? What expression of five words is your evidence for your answer?
4. What two factors have deprived the eagle of large areas of its natural habitat?
5. What other two factors have helped to reduce the number of wild Philippine Eagles?
6. What did Mr Rabor and Dr Kennedy have in common?
7. In line 47 what does 'a mere' mean? Why does the author put in these words?
8. What was Dr Kennedy probably doing when the mother eagle returned?
9. What action has been taken in the Philippines to help the eagle?
10. Give two reasons why President Marcos gave the eagle a new name.

1.2 Vocabulary

1. *The ... eagle is unique to the Philippines.* (lines 6-9)
 - a) Put in *a*, *an* or *the*: 'This is ... unique type of eagle.'
 - b) What does the word 'unique' tell us here?
2. *The natural habitat of the eagle is fast disappearing.* (lines 18-19)
 - a) What does 'natural habitat' mean here?
 - b) What is the natural habitat of modern man?



3. *This clearance has been accelerating since the 1950s.* (lines 23-24)
 - a) Give a word or phrase similar in meaning to 'accelerating' here.
 - b) What has apparently caused the acceleration?
4. *Huge tracts of former forest are now bare.* (lines 29-30)
 - a) What is a tract here?
 - b) What other meaning can the word 'tract' have?
 - c) What does 'bare' mean here?
 - d) 'Dr Kennedy barely escaped with his life when the eagle attacked him.' What does 'barely' mean here?
5. *He warned that the bird was in danger of extinction.* (lines 39-40)
 - a) What is the opposite of 'extinct'?
 - b) What made Mr Rabor think that the eagle was in danger of extinction?
 - c) Does it matter if a bird or an animal becomes extinct?
6. *filming the nesting cycle of the harpy eagle* (line 44)
 Explain or describe this cycle.



7. *Dr Kennedy was still perched precariously 45 metres above the ground.* (lines 51-52)
 In what TWO ways was his position precarious?
8. What does the word 'sadly' in line 57 tell us about the attitude of the author?
9. We are told in line 61 that the eagles sometimes caught nocturnal prey. Does this mean that they hunted at night?
10. *Their careful observations gave them the answers to both of these questions simultaneously.* (lines 62-63)
 - a) What were the questions?
 - b) To whom does 'them' refer here?
 - c) What does 'simultaneously' mean here?

11. *An area around Mt Apo on Mindanao was designated as the first sanctuary for the bird.* (lines 69-70)
 - a) Explain the meaning of 'designate as a sanctuary'.
 - b) What is Mindanao?
 - c) What were people not allowed to do around Mt Apo?
 - d) What was the purpose of the sanctuary?
12. *Since 'monkey-eating eagle' sounds somewhat derogatory and is also a misnomer* (line 77)
 - a) How does 'monkey-eating eagle' sound derogatory?
 - b) Why is 'monkey-eating eagle' a misnomer?

1.3 Understanding (2)

Look at this sentence from the beginning of the passage:

'In the steaming rain forests of the Philippines lives one of the world's rarest birds, the Philippine eagle.'

- 1) What is the subject of 'lives'?
- 2) Does the subject come before or after 'lives'?

Normally we put an adverbial phrase of place after a verb, and often at the end of a sentence.

If we start the sentence with the adverbial phrase, the verb may come before the subject. This may confuse a reader because he may think that the word **BEFORE** the verb is the subject.

Compare these sentences:

- 1) A solitary tree stands at the top of the hill.
- 2) At the top of the hill stands a solitary tree.



Exercise 1

Find the subject of each of these sentences. Write down the subject. Then express each sentence in a different way so that the subject comes before the verb.

1. Behind the driver sat an elderly woman clutching her shopping bag tightly.
2. At the corner of the road stood two very large policemen.
3. At the top of the tree was a large nest of a Philippine eagle.
4. Not far from Peter's home is a new and very useful community centre.
5. At the top of the block of flats lives a man with a most unusual hobby.

1.4 Making a Summary

After his interview with President Marcos, Dr Kennedy sat down to write a brief report of the work of his team in the Philippines. The report was for the directors and shareholders of FREE Ltd.

In not more than 120 words, write a summary of why the team went to the Philippines and what it achieved. Pretend that you are Dr Kennedy, so you can refer to yourself as 'I'. Do not include irrelevant material in your summary.

1.5 Ways of expressing purpose with an infinitive

These are common ways of using an infinitive to show the purpose of an action:

- (a) The men searched for another nest **to continue** their work.
- (b) Three members of the team searched for another nest **in order to continue** their research.
- (c) The men searched for another eagle's nest **so as to continue** their work.

In each case, the expression containing an infinitive can be put at the beginning of the sentence, e.g.

- (d) **In order to continue** their work, the men searched for another nest.

Exercise 2

Show the possible purposes of these actions. Use any of the methods shown in this section.

- 1. Dr Kennedy and his team went to the Philippines ...
- 2. The eagle can raise its crest of feathers ...
- 3. Settlers have burnt large areas of forest ...
- 4. Timber companies have cut down many trees ...
- 5. The members of the team wanted to learn about the Philippine eagle ...
- 6. The men erected hides high up in nearby trees ...
- 7. Dr Kennedy climbed up to the nest ...
- 8. He wore a crash helmet ...
- 9. The eaglet, Doofus, reached into a hole with its long legs ...
- 10. An area around Mt Apo was declared a sanctuary for the eagle ...

1.6 Using a semicolon (;)

Some people use a semicolon frequently; other writers rarely use one. The two main uses of the semicolon are:

- 1. **To separate items in a list when some of the items need commas**, e.g. 'Let me introduce you to some of our guests: Mr Chen, the manager of Singapore Textiles; Mrs Lin, the chief designer at Singapore Textiles; Mr Daljit Singh, a well-known chartered accountant and taxation specialist; and, last but not least, Miss Sally Brown, an American specialist in marketing in North America.'

In the above example, semicolons are useful to separate the various items. We cannot use full stops to separate them. If we used commas instead of semicolons, a reader would be confused. We can use semicolons to separate items containing a noun in apposition marked off by a comma.

- 2. **We can use a semicolon instead of a full stop to separate two sentences which are closely linked in their ideas.** There is no helpful definition of 'closely linked', so some writers use semicolons frequently but others never use them.
 - (a) Mr Rabor warned that the Philippine eagle might soon become extinct; its numbers were declining every year.
 - (b) It was a misnomer to call the Philippine eagle the 'monkey-eating eagle'; in fact, the eagle rarely ate monkeys.
 - (c) Be careful when you use concentrated sulphuric acid; it can be very dangerous.

In each of the above examples in (2), we could replace the semicolon with a full stop.

Exercise 3

Look at the passage at the start of this chapter. Find **THREE** occasions when we could reasonably use a semicolon instead of a full stop. Write out the sentences, using a semicolon.

1.7 Speaking and Listening

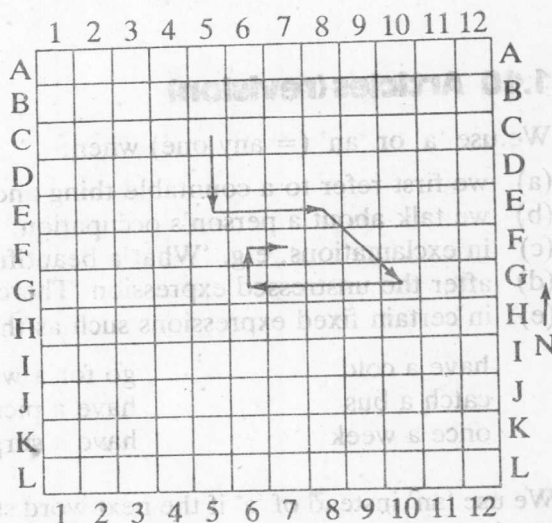
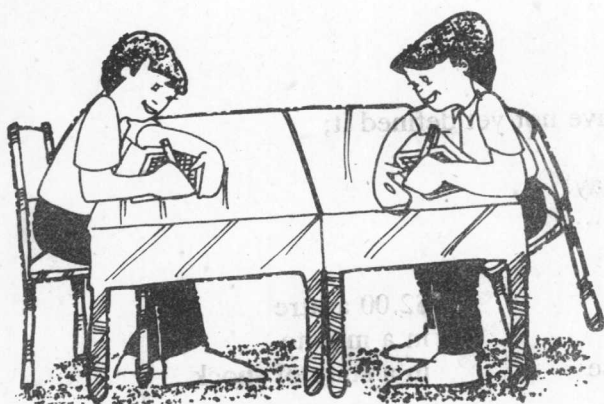
Listen to the tape dealing with the sounds /b/ and /p/. Then complete the right section in the Listening Practice book.

1.8 Giving Directions

Draw a box with 12 squares across and 12 squares down, as in the diagram. Number the rows across the top and bottom. Put the letters A to L down the sides. Work in pairs. Give instructions to a pupil. Tell him where to go. Keep a record in your own box. You can use *left*, *right* and points of the compass. Here is the example. You are speaking to another pupil:

Start in square C5. Go south two squares. Turn left and go for three squares. Then go south-east for two squares. Go west for four squares. Go north one square. Turn right into the next square. Where are you now?

The answer should be, 'In square F7.'



1.9 Spelling (revision)

- (a) Remember the rule 'I before E except after C'. This rule applies only to words in which the letters 'ei' or 'ie' are spoken with an /ee/ sound. It does NOT apply to *weigh*, *neighbour*, *foreign*, *either*, *friend* and *magnified*.

ie: believe, achieve, piece, field, niece, siege, shriek, species

ei: receive, deceive, ceiling, receipt, perceive, seize, conceived

- (b) We double the final consonant of a short word when it ends with a short vowel plus a consonant. Compare these words:

hoping

hating

writing

bite

looking

hopping

hitting

written

bitten

letting