

Consultant Editor
Desmond P. Pereira

1

UNDERSTAND AND COMMUNICATE

AN ENGLISH COURSE
FOR SECONDARY SCHOOLS



163464

1

UNDERSTAND AND COMMUNICATE

**AN ENGLISH COURSE
FOR SECONDARY SCHOOLS**

K. Chopard-Kong Cert. in Ed.
G.L. Ngoh B.A. (Hons), Cert. in Ed.
K. Oehlers B.A. (Hons), Dip. Ed.
L.T. Tan B.A. (Hons), Dip. Ed.

Consultant Editor

Desmond P. Pereira B.A. (Hons), M.A. (Ed.)



FEP INTERNATIONAL PRIVATE LIMITED

Accra · Hong Kong · Karachi · Kingston · Kuwait · Lagos · London · Manila
Maseru · Mbabane · Nairobi · New Delhi · Petaling Jaya · Port-of-Spain · Sydney

© 1978 *FEP International Private Limited*
123456789S7654321098

Printed and bound by
FEP International Private Limited, Jurong, Singapore.

Introduction

Understand and Communicate is a series of four English textbooks specially written to provide a complete course for students in secondary schools. This series attempts not merely to meet the student's need to do well in the GCE 'O' level examination, but also to improve, both generally and in specific areas, his competence in English. Each book in the series contains five sections: Comprehension, Grammar, Vocabulary and Usage, Composition and Speech.

The comprehension passages have been chosen for their interesting content, their rich vocabulary and their varied styles. There is a balance between passages which are almost up-to-the-minute in their modernity and those written in a previous era, while any material containing obsolete vocabulary and expressions, and content which will not interest the contemporary student has been studiously avoided. Most textbooks of a similar nature for Singapore schools have eschewed material from modern American sources (but not the "standard" American authors like Poe, Irving and Melville), but we have faced the fact of the considerable influence of American English in Singapore exercised through the film, television and magazines, and have included several passages from American writing. However, spelling, in order not to confuse the students, has remained British.

In this series we have tried to maintain a balance between what is educationally desirable and the realities of the classroom. For example, in the Composition section, it would have been better to have avoided full-length compositions until Book 2 or even Book 3, giving more time to the students to master the difficulties of syntax, punctuation and unity in paragraphing before attempting to write a whole composition or essay with an eye-catching introduction, an adequate and interesting middle section and a convincing conclusion. But in Secondary One examinations in most schools students are required to write full-length compositions. Therefore practice has to be given to them to meet this need in Book 1.

Those who speak English as their mother-tongue (or "native speakers",

to use the expression now in vogue) may acquire, given the right upbringing, an almost intuitive ability to speak and write grammatically; they can *feel* what is correct or incorrect in an English sentence. This is not so with those whose mother-tongue is not English. Hence the inclusion of a Grammar section. How much of the grammar will be taught or omitted will depend on the teacher's discretion. The teacher may also use the Grammar section in the marking of compositions, referring grammatical errors to the relevant paragraphs so that the student can identify his errors and correct them. This method is better than the futile practice of writing the correct version in the student's exercise book. It is also better than the use of a code which many teachers adopt. A code assumes that the pupil has ready access to a repository of grammatical information — an assumption that is not always true.

The Vocabulary and Usage section is designed not merely to increase numerically the student's vocabulary but to enrich his knowledge of words and expressions, as is also the aim of the exercise following each comprehension passage entitled "Meaning in context".

The Speech section attempts to teach progressively principles of English speech which are by and large neglected in English teaching in Singapore schools. A great deal of un-English pronunciation, rhythms and intonation may be attributed to poor speech habits which have been perpetuated over several generations of English teaching in local schools. It is hoped that the inculcation of good speech habits will oust the bad.

This series, *Understand and Communicate*, has been written by people in the field — by practising teachers themselves, who know exactly what is required of them by school authorities, and what teachers in general would like to find in an English textbook. Teachers will find in each book a wealth of exercises, more than would be really necessary for a class to go through in one year. They will therefore have to select those exercises which are most useful to their particular set or sets of pupils, paying more attention to their weak areas, and skimming over the areas in which they are more competent.

Much has been said about the general disinclination of students in Singapore to read outside their textbooks. While this tendency is by no means endemic to Singapore, we are aware that efforts to remedy the situation here have not met with unmitigated success. Therefore if some were to find our series somewhat voluminous, they should also recognize the need to provide abundant material of a wide range of styles and content for the numerous students who will not, despite the efforts of their teachers, read any other literary matter. For the more adventurous students, it is hoped that the passages will whet their appetite for more reading matter and lead them to vaster stores of wisdom, knowledge and pleasure found in libraries and bookshops.

Facing the reality of the Singapore situation, students will need to study English for the purpose of understanding the media, textbooks of the arts, the sciences and technology, and in later life for carrying out duties such as writing reports, making speeches at meetings and instructing others. These have become the main aims of the study of English in Singapore.

The exercises in this series can be supplemented by activities initiated by the teacher, particularly in the Composition, Grammar and Speech sections, to the added benefit of the student. This series is not meant, comprehensive though it is, to kill the teacher's initiative; yet students working with the book alone will find a sufficiency of textual material for self-study.

To meet another need, long felt by teachers, we have prepared a Teacher's Supplement to the series, in which answers to the questions are provided, and hints given on how to deal with some of the textual material and exercises. In the Speech section, we have not thought it desirable for students to learn pronunciation and intonation through phonetic symbols, only by imitation of the teacher's speech, or through recordings of the lessons we have put on tape. But in the Teacher's Supplement a phonetic script is used to convey to the teacher the pronunciation of certain words, as the ordinary alphabet cannot convey such information in as precise a manner.

D. P. Pereira

Acknowledgements

The publisher has made every effort to trace the ownership of all copyrighted material and to secure permission from the holders. In the event of any question arising as to the use of any material, the publisher, while expressing regret for inadvertent error, will be pleased to make the necessary corrections in future printings. The publisher wishes to thank the following authors, publishers and agents for permission to reprint the material indicated.

B.P.C. Publishing Group for "A Kind Deed" from *The Young Doctors* by Marguerite Lees; and for "The First Four-Minute Mile" from *They Were the First* by Patrick Pringle.

The Book Society of Canada Limited for "Scarface" by Margaret Tailfeathers from *First Flowering*. Copyright © 1956 by Anthony Frisch. Reprinted by permission of the author and The Book Society of Canada Limited.

Curtis Brown Ltd. for "A Trip to Town" from *Frog in a Coconut Shell* by Sylvia Sherry.

Burke Publishing Company Limited for "Terror in the Night" from *The Oil Prospectors* by André Maspéain. ISBN 222.69332.0.

Collins Publishers for "Catching Snakes" from *The New Noah* by Gerald Durrell.

Walt Disney Productions for "A Thirsty World" and "Farming the Sea" from *Disney's Wonderful World of Knowledge* by Giuseppe De Florentiis.

Dobson Books Ltd. for "Pirates" from *The Real Book of Pirates* by Samuel Epstein and Beryl Williams.

The Hamlyn Publishing Group Limited for "The Story of the Bath" from *Odham's Child's First Encyclopaedia*, Volume 1.

William Heinemann Ltd. for “Okonkwo” from *Things Fall Apart* by Chinua Achebe.

Longman Group Limited for “Otter Hunting” from *Island of the Blue Dolphins* by Scott O’Dell.

Lutterworth Press for “Police Dogs” from *Policeman* by J. Chillingworth and E. Fox.

Macmillan Administration (Basingstoke) Ltd. for “Life in the Country” from *The Highway* by Patrick McKay; and for “A Strange Discovery” from *Robinson Crusoe* by Daniel Defoe, retold by Mary Calvert. Reprinted by permission of Macmillan, London and Basingstoke.

Hughes Massie Limited, on behalf of the Estate of Paul Gallico, for an excerpt from *The Small Miracle* by Paul Gallico.

McGraw-Hill Book Company for “Sherlock Holmes’ Last Case” from *Cases of Sherlock Holmes* by Sir Arthur Conan Doyle, adapted by William Kottmeyer. Copyright © 1962, reprinted with permission of Webster/McGraw-Hill.

McGraw-Hill Book Company (UK) Limited for “Human Needs” from *Commerce for Schools*, 2nd Edition, by Walter Outhwaite. Copyright © 1977 by McGraw-Hill Book Co (UK) Ltd. Reproduced by permission.

Mills & Boon Limited for “Shooting a Scene” from *The Big Escape* by Bernard Ashley.

William Morrow & Company, Inc., for “On the Way Home” from *Snowshoe Paws* by Margaret S. Johnson.

Thomas Nelson & Sons Limited for “Mystery at Sea” from *Twenty Thousand Leagues Under the Sea* by Jules Verne, retold by Donald M. McFarlan.

Reader’s Digest Services, Inc., for “The Useful Coconut Palm” from an article entitled “The Coconut Palm—Nature’s Most Bountiful Tree” by Gordon Gaskill, which appears in *The Amazing World of Nature*.

Western Publishing Company, Inc., for “Beethoven” from *The Golden Book Encyclopedia*, Volume II, by Bertha Morris Parker. Copyright © 1959 by Western Publishing Company, Inc. Used by permission of the publisher.

Comprehension

1 A Trip to Town.....	2
2 On the Way Home	5
3 Scarface	9
4 A Kind Deed	13
5 Otter Hunting	17
6 The Useful Coconut Palm	20
7 Human Needs	24
8 Life in the Country	28
9 Catching Snakes	32
10 Airports	36
11 A Ride in a Cable-car	40
12 Beethoven	43
13 Pirates.....	47
14 A Strange Discovery.....	52
15 Okonkwo	56
16 Bus Travel Then and Now	59
17 Shooting a Scene	63
18 Mystery at Sea	67
19 The Story of the Bath	72
20 Police Dogs	75
21 Sherlock Holmes' Last Case	79
22 A Thirsty World	83
23 Farming the Sea	86
24 Terror in the Night	90
25 The First Four-Minute Mile	94

Lesson 1

A Trip to Town



The bicycle wasn't exactly big enough for either of them. Yusof, perched on the carrier, had to keep his feet up off the road, and Talib couldn't sit on the saddle properly. Still, it was better than walking.

They went along shady patches of road where the rubber trees met overhead and stretched out in orderly rows on either side, like naves of great cathedrals; they passed pineapple plantations, and coconut plantations; and sometimes the view opened up to show them a stretch of white sand, palm trees, a small brown kampong, and the sea. And then it was very hot and the sun seemed to dry up the road around them.

In Kuala Besar it was even more difficult riding. Kuala Besar is a small town with narrow, crowded streets. Talib had quite a job steering his way among pedestrians and traffic, and inevitably at the traffic lights Yusof fell off.

15

The market in Kuala Besar smells of fish, which is the main commodity sold there. Under the long, corrugated iron roof of the shed, meat, vegetables, fruit, crockery, cheap cloth, woven mats and baskets and even betel leaf are offered for sale, but only the fish makes its presence felt throughout the market shed.

20

Yusof bought what he had come for, and added a bunch of rambutans, a Malay fruit with a spiky red skin and a white, soft centre, so that they could refresh themselves on the journey home. They fastened everything on to the bicycle, and then wandered about the town looking at the shops. It wasn't often they had such a treat as a visit to the town, and they made the most of it. And since Yusof had saved on the bus fare, they both had a Pepsi-Cola at a coffee-shop.

25

Altogether, it was quite late in the day when they started back to Kampong Laut.

30

(From *Frog in a Coconut Shell* by Sylvia Sherry)

A Meaning in context

1. Choose the best explanation for each expression.

(a) "perched on the carrier" (l. 2) means

A alighting on the carrier.

B sitting on the carrier.

C resting on the carrier.

(b) "the view opened up to show them" (ll. 8, 9) means

A they could see unhampered.

B they did not have to peer to see.

C the scene widened.

(c) "had quite a job" (l. 13) means

A had an easy task.

B was given the job.

C had difficulty.

(d) "makes its presence felt" (l. 20) means

A offers itself as a present.

B brings itself to one's attention.

C displays itself in concrete form.

(e) “made the most of it” (l. 26) means

A made a fuss of it.

B made it last longer.

C made it as enjoyable as they could.

2. Give a synonym for each word and make sentences with both words.

EXAMPLE

exactly (l. 1) — precisely

He did **exactly** as he was told.

He stated the facts **precisely** in his report.

(a) properly (l. 3)

(f) inevitably (l. 14)

(b) orderly (l. 6)

(g) main (l. 16)

(c) stretch (l. 9)

(h) cheap (l. 18)

(d) seemed (l. 10)

(i) bought (l. 21)

(e) difficult (l. 12)

(j) journey (l. 23)

B Choose the best answer.

1. The bicycle the boys used to get to town was

A just the right size for both of them.

B too small for both of them.

C big enough for only one of them.

D too small for either of them.

2. The boys found their bicycle ride to town

A difficult.

B comfortable.

C dull.

D exciting.

3. The purpose of the boys' visit to Kuala Besar was

A to look around the town.

B to do window-shopping.

C to buy things at the market.

D to enjoy themselves.

4. The boys spent at Kuala Besar.

- A the whole morning
- B the whole afternoon
- C the whole evening
- D the whole day

C Answer these questions.

1. Which of the boys did the cycling?
2. When do you think the boys set out for Kuala Besar?
3. What kinds of plantations did the boys see on the way?
4. Why was it difficult cycling in Kuala Besar?
5. Why do you think the boys regarded a visit to the town a treat?
6. How did Yusof save on the bus fare?

Lesson 2

On the Way Home

Early one cool morning, as Lanny was watching a squirrel high in a tree, Miss Abbott picked him up and put him in the car. She drove out in the country. Lanny sat up on the back of the front seat, looking at the fields and farmhouses. When they had been driving for two hours, they stopped at a house.

5

A lady opened the door and Miss Abbott picked Lanny up and carried him in.

“Here he is,” she said, “He is a darling pussy and I hope you will like him.”

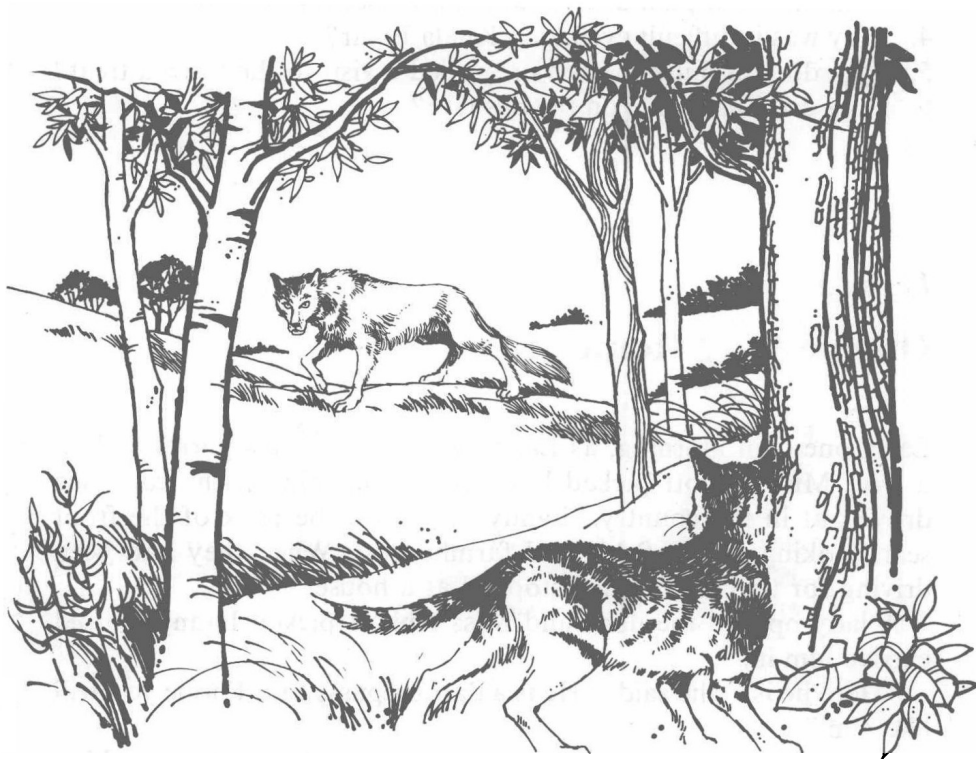
Lanny began to explore his new home. Suddenly he saw Miss Abbott going out of the door. He ran after her quickly, but the door closed just as he reached it.

10

The lady who lived in the house patted him, but Lanny ran away from her and jumped up on a window sill to look for his mistress.

For several days Lanny was so homesick that he would not eat. 15
He was kept in the house and sat on the window sill most of the
time looking for Miss Abbott.

One afternoon Lanny found the back door open and he rushed
out. For a while he crouched under a bush by the road. He knew
that this road led to his old home, and when it grew dark he trotted 20
off in the right direction. At first Lanny walked on the road. But
the bright headlights of the cars frightened him, so he went through
the woods and fields. All night he travelled, stopping once to catch
a field mouse.



As Lanny was crossing a field at daybreak he saw a big fox. The 25
fox ran towards him and Lanny quickly climbed a tree. Soon
the fox went away and Lanny came down and slept in the sun until
afternoon.

For more than a week Lanny travelled towards his old home.

Long before he reached it he became hungry and footsore and tired. 30
 One night two hounds chased him. There were no trees near by for
 him to climb, so he ran towards a haystack. One hound almost
 caught up with him before he reached it, but he managed to scramble
 to the top just in time.

Early one morning Lanny was crossing a road. He was only a 35
 short distance from home now, and so happy to be almost there
 that he forgot to look out for cars. Suddenly a car hit him, knocking
 him down. When he got up, one hind paw hurt so much that he
 could not walk on it.

But Lanny would not give up. Limping on three legs, he reached 40
 Miss Abbott's house at last, and lay down by the front door. No
 one opened the door, and Lanny began to mew for help.

It was dark before a car turned into the driveway. The car stopped,
 and Impy jumped out, followed by Miss Abbott.

Lanny mewed faintly and Miss Abbott heard him. "Why, Lanny- 45
 puss!" she exclaimed. "How did you get here? You must have
 walked all the way home!"

Late that night Lanny lay on a soft bed in the kitchen. A vet had
 bandaged his injured paw, and he had had a meal of chopped beef
 and warm milk. As Miss Abbott patted him, Lanny purred happily. 50

(From *Snowshoe Paws* by Margaret S. Johnson)

A Meaning in context

1. Match each word in the first column with its meaning in the second column.

(a) darling (l. 8)	(i) former
(b) hope (l. 8)	(ii) pursued or ran after
(c) reached (l. 12)	(iii) weakly or very softly
(d) old (l. 20)	(iv) expect and desire
(e) travelled (l. 23)	(v) wounded
(f) chased (l. 31)	(vi) lovable and charming
(g) hurt (l. 38)	(vii) cried out in surprise
(h) faintly (l. 45)	(viii) caused pain
(i) exclaimed (l. 46)	(ix) got to or arrived at
(j) injured (l. 49)	(x) journeyed

2. Explain each phrase as it is used in the passage.

- (a) explore his new home (l. 10)
- (b) just as (l. 12)
- (c) was . . . homesick (l. 15)
- (d) led to (l. 20)
- (e) trotted off (ll. 20, 21)
- (f) at daybreak (l. 25)
- (g) became . . . footsore (l. 30)
- (h) would not give up (l. 40)

B Choose the best answer.

1. What was Lanny?
 - A He was a cat.
 - B He was a dog.
 - C He was a squirrel.
 - D He was a field mouse.
2. Why did Miss Abbott take Lanny to her friend's house?
 - A She wanted him to accompany her on the visit.
 - B She wanted to show him off to her friend.
 - C She wanted to let her friend have him for a few days.
 - D She wanted to give him to her friend.
3. How did Lanny escape from his new home?
 - A He ran out of the front door.
 - B He ran out of the back door.
 - C He jumped out of an open window.
 - D He crawled out through a hole in the back door.
4. Why did Lanny not use the road to get back to his old home?
 - A He thought he would be seen walking on the road.
 - B He did not like to run on the hard road.
 - C He was frightened by the bright headlights of the cars on the road.
 - D He was more sure of his way through the woods and fields.
5. How did he escape from the two hounds that chased him?
 - A He ran faster than they did.
 - B He climbed up a tree.

- C He climbed up a haystack.
- D He crawled under a haystack.

C Answer these questions.

1. What was Lanny doing when Miss Abbott picked him up and put him in her car?
2. Did Miss Abbott give Lanny away because she disliked him? How do you know?
3. Why did Lanny refuse to eat in his new home?
4. Why could he not escape from his new home earlier?
5. What did he do when a big fox ran towards him in a field?
6. What happened to him as he was crossing a road near his old home?
7. Describe Lanny. You may choose suitable words from this list.

intelligent	lovable	cowardly	fierce
stupid	lazy	persevering	timid
inquisitive	brave	affectionate	nasty

Lesson 3

Scarface

Once there lived in an Indian village a young man named Scarface. He was named this because he had a big scar on his cheek and nobody liked him because of it.

One day the chief of that tribe announced that he could not find his twelve-year-old son. He said that whoever found him would 5 marry his lovely daughter.

Scarface had always loved the girl, but he had never spoken to her because he thought she would treat him like all the rest of the people did; so he never tried to speak to her. But now he thought he'd try and look for the boy. So he started out on his quest.

10