

Mainline

SKILLS A

L. G. Alexander
R. H. Kingsbury
M. C. Vincent



主导英语

(英汉对照)

Book · 5 ·

复旦大学出版社

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Students' Book

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GF25 / 28

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(第 五 册)

张德富 等

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郁明亮、陈雄尚

译注

校阅

审校

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编 辑 说 明

《主导英语》(Mainline: Students' Book)系英国著名语言学家 L. G. Alexander 所编《新概念英语》(New Concept English)系列教材的重要组成部分,全套六册,语言程度上循序渐进,体系严密,与同类教材相比,具有更多的优点,目前已为非英语国家广泛采用。课文汇集当今世界文学、艺术、科学和社会习俗等各方面的内容,采用新颖视听方法,创造模拟英语环境,培养学生实际会话、阅读和写作能力,是一套能在短期内突破听、说、读、写几关的理想教材。为了帮助国内各有关方面的同志学好英语,我们编译了这套英汉对照本,供教学和参考用。本教材既可作为大专院校英语教材,也适用于各种进修班、培训班和广大自学者。

本教材第一册(Beginners A)和第二册(Beginners B)的课文主要用于训练听觉能力和口语,为考虑教学效果起见,不译成汉文,仅将课本最后一部分阅读材料译出,供学生参考。第三册(Progress A)、第四册(Progress B)、第五册(Skills A)和第六册(Skills B)对原版书中的课文同步配置了译文,并对语言难点作了注释。

本册由张德富、高尔安、潘继福、张关俊、杜宏玫等译注,由张春江、张德富、宋国楷、王善齐、柴明、张为元、柴金声、张诚、古绪满、李永芳等校阅,并由复旦大学外文系郁明亮、陈雄尚审校。

1983年7月

Contents

- 1 **Unit 1 Reunion**
Welcoming; Impersonal constructions: *it + be + adj. + to-infinitive*.
- 5 **Unit 2 To go or not to go . . .**
Expressing worries/giving advice; *Should* and *ought to*.
- 9 **Unit 3 Breaking the ice**
Describing a person; Possibility and deduction: *may, might, must, can't*.
- 13 **Unit 4 Talking point: Women's liberation**
The language of argument; Necessity, prohibition and absence of necessity.
- 17 **Unit 5 A new way of looking at money**
Money transactions; Making requests and expressing wishes.
- 21 **Unit 6 Festivals**
Phrasal verbs (1).
- 25 **Unit 7 Choosing a present**
Shopping; The simple past and the present perfect (simple).
- 29 **Unit 8 The motorist's guide to Inter-City**
Making comparisons; Comparison of adjectives.
- 33 **Unit 9 Talking point: The good old days**
The language of argument; Hypothetical statements with *would*.
- 37 **Unit 10 Do you doodle?**
Drawing attention; Conditional statements: cause and effect.
- 41 **Unit 11 Dr Peters' brave new world**
Verbs and adjectives followed by *to, on, of* and *with*.
- 45 **Unit 12 Fringe benefits**
Making statements and qualifying counter-statements; Adverbial clauses.
- 49 **Unit 13 Conversation in the interval**
After the show; Adverbs.
- 53 **Unit 14 Help your doctor to help you**
Cause and effect; Gerund and infinitive constructions.
- 57 **Unit 15 Play is the work of the child**
Interpreting photographs; The continuous after modals.
- 61 **Unit 16 Dream chart**
Interpreting symbols; Verb/adjective + (*that*)-clause.

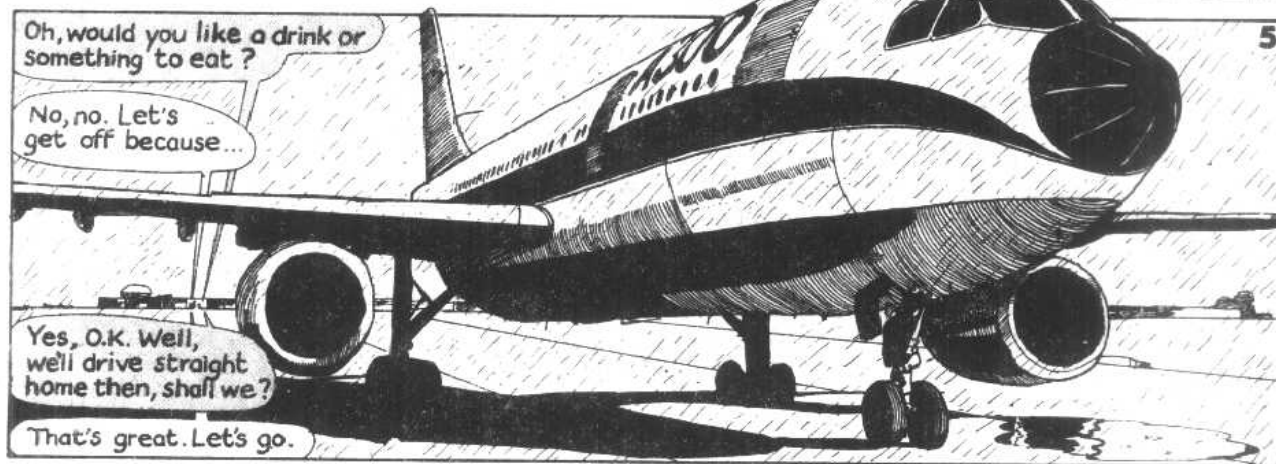
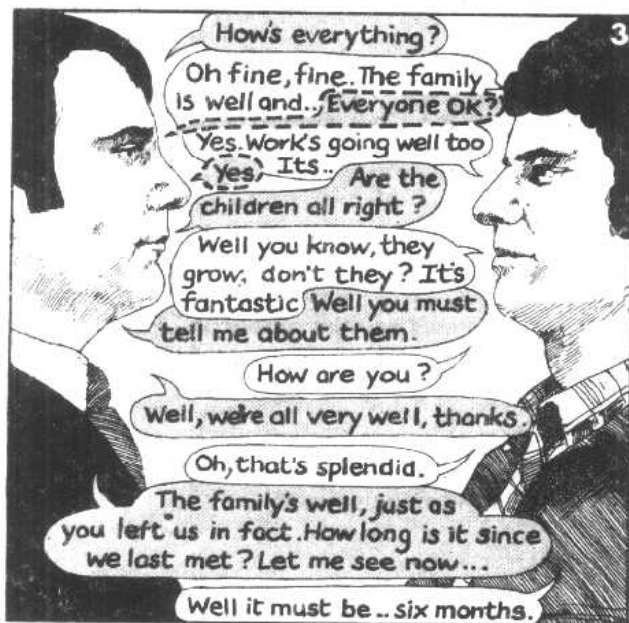
- 65 **Unit 17 Fear**
Expressing emotions; *Make* (= *compel*) and *get* (= *become*).
- 69 **Unit 18 Talking point: So you think you're honest**
The language of argument; Relative pronouns.
- 73 **Unit 19 Rent a Car**
Verbs and adjectives followed by *from*, *for*, *in* and *at*.
- 77 **Unit 20 Kiss of life**
Interpreting printed instructions; Time conjunctions.
- 81 **Unit 21 This English**
Phrasal verbs (2).
- 85 **Unit 22 Other people's homes**
Exchanging information about homes, etc.; The simple present and adverbs of frequency.
- 89 **Unit 23 A visit to the doctor**
Ailments; Causative form with *have* and *get*.
- 93 **Unit 24 Are you ruled by your emotions?**
Reacting to hypothetical situations; *Would* and the simple present.
- 97 **Unit 25 City**
Phrasal verbs (3).
- 101 **Unit 26 Talking point: The Olympic Games**
The language of argument; Type 2 conditionals with *be*.
- 105 **Unit 27 Piano**
Literary appreciation; The *-ing* form and \emptyset inf. after verbs of perception.
- 109 **Unit 28 Late arrival**
Apologizing; *For* and *to*.
- 113 **Unit 29 Time Transfixed**
Interpreting something difficult; Adj. *-ed/-ing* and related verbs.
- 117 **Unit 30 Talking point: North versus South**
The language of argument; The "zero" article.
- 121 **Answers to Quizzes**
- 121 **New Vocabulary: Lesson by Lesson**

1

Lesson 1

Reunion

Jim Beaton is at Heathrow airport to welcome his old friend Peter Dixon from Vancouver.



Oral Exercises: Guided Conversation

1

Presentation *Type I (Standard). (See Teacher's Book Introduction, page 15.)*

- Questions on the text
- 1 Which country is Peter Dixon from?
 - 2 Did he travel by air or by sea?
 - 3 Who was waiting to meet him?
 - 4 Had Mr Dixon enjoyed his flight?
 - 5 The plane wasn't late, was it?
 - 6 What was Mr Dixon's comment on this?
 - 7 What did Mr Beaton offer to do?
 - 8 Why didn't he order a taxi?
 - 9 How was Mr Dixon's work going?
 - 10 Do you think his children are grown up? Why/why not?
 - 11 Did Mr Beaton want to hear about them?
 - 12 When did the two men last meet?
 - 13 Have there been any changes in the Beaton family since then?
 - 14 How did the weather in London compare with that in Vancouver?
 - 15 Was Mr Dixon pleased to be back in London?
 - 16 What did the Beaton family feel about his arrival?
 - 17 Did Mr Dixon want to stop for a drink or something to eat?
 - 18 Can you suggest why he wanted to go straight to the Beatons' house?

Asking questions on the text

Example: *Teacher Ask if Peter Dixon's from Canada.*

S1 Is Peter Dixon from Canada? S2 Yes, he is.

T Where? ... S2 Where's Peter Dixon from?

S3 He's from Canada. T Ask if ...

- 1 Peter Dixon's from Canada. (Where)
- 2 he came to England by sea. (How)
- 3 Jim Beaton was waiting to meet him. (Who)
- 4 Jim Beaton offered to take Peter Dixon's bags. (What) (Who)
- 5 Jim Beaton had a taxi outside. (What)
- 6 it's six years since the two men last saw each other. (How long)
- 7 Peter Dixon felt glad to be back in London. (How) (Who)

Situations

Dialogue: With a partner make up a conversation in which one of you welcomes the other to his home after a long car/train journey. What questions will you ask each other? How will you reply?

Solo: You're going to meet a business colleague and will be travelling by train. At the station you see a notice saying that all trains are running two hours late because of a crash. Phone your colleague and explain what has happened.

General questions

- 1 What's the weather like today?
- 2 Have you met any old friends lately?
- 3 Where did you meet?
- 4 What did you talk about?
- 5 How did you feel?
- 6 How long was it since you'd last seen each other?
- 7 Which of your absent friends would you most like to see again? Why?
- 8 When people talk about their children, what kind of things do they say?
- 9 Have you been on a journey lately?
- 10 Was it enjoyable? Why/why not?

Talking points

- 1 Describe the most pleasant/unpleasant journey you've ever had.
- 2 On what occasions do all the members of a family and their friends come together for a reunion? What happens on these occasions? Describe one. What other kinds of reunion can you think of?
- 3 Give your advice on how to make a visitor feel welcome.
- 4 What's the best way to travel, in your opinion? Give your reasons.

Song

Sunday Afternoons: If I Were You.

1

Lesson 2 Welcoming

Situation 1: S1 is welcoming an old friend, S2, who's just arrived at the airport, etc.

Register: Informal.

- | | |
|--|--|
| S1 How nice to see you again! | good • wonderful • marvellous |
| S2 It's nice to see you, too! | good • wonderful • marvellous |
| S1 How's the family ? | your wife • your husband • your son • your daughter etc. |
| S2 Pretty well , thank you. And yours? | Fine • OK |
| S1 We're all well , too, thanks. | fine • OK |
| Good trip ? | crossing • flight • drive • journey |
| S2 Yes, very good . | excellent • wonderful • great • marvellous |
| OR No, not too good , I'm afraid. | a bit rough • a bit tiring • rather exhausting |
| S1 Here, let me take your things . | help you • carry your bag(s) |
| S2 Thanks. | |
| OR It's all right , really. I can manage. | OK • not necessary |

FURTHER PRACTICE: Adapt the dialogue to suit the following situation: you've just met a friend whose arrival has been greatly delayed. Possible additional exchanges you can use:

- S2 Sorry to keep you waiting so long.
 S1 That's all right. I . . . (*Say how you spent the time.*) What happened to you?
 S2 Well, we . . .
 S1 How awful/boring/terrible! Now how about a drink/something to eat?
 S2 Yes . . . OR: No, thanks. Let's . . .

Situation 2: S1 is welcoming someone (he) has never met before, S2. **Register:** Formal.

- | | |
|---|--------------------------------------|
| S1 Mr/Mrs/Miss ()? | |
| S2 Yes. | |
| S1 It's very nice to meet you. | I'm delighted • I'm glad |
| My name's (). | |
| S2 How do you do? It's very nice of you to meet me. | good • kind |
| S1 It's a pleasure. Did you have a good trip ? | crossing • flight • drive • journey |
| S2 Yes, very good indeed, thank you. | nice • smooth • pleasant • enjoyable |
| OR Well, I must say, it was a little rough . | tiring • exhausting • tedious |
| S1 Do let me take your things . | help you • carry your bag(s) |
| S2 Would you? That's very kind of you. | good • nice |
| OR That's very kind of you, but I can manage, thank you. | good • nice |

FURTHER PRACTICE: Adapt the dialogue as in Situation 1. Possible additional exchanges:

- S2 I'm sorry to have kept you waiting all this time.
 S1 That's quite all right, I . . . (*Say how you spent the time.*) What caused the delay by the way?
 S2 Well, we . . .
 S1 I'm sorry to hear that. Would you care for something to drink/eat?
 S2 Yes . . . OR: No, thank you. Let's . . .

LANGUAGE REVIEW: Study these impersonal constructions with: IT + BE + adj. + TO-infinitive:
 IT + BE + adj. + OF + pro(n) + TO-infinitive:

- a) It's nice to meet you. *General* statement (i.e. "Meeting you is nice."
 b) It's kind of you to help me. *Particular* statement (i.e. "You are kind . . .").

PRACTICE

- a) Make *general* statements with the following: good; nice; easy; hard; difficult; convenient; wonderful; marvellous; possible; strange.
 b) Make *particular* statements with the following: good; nice; kind; clever; careless; wonderful; wrong; stupid; thoughtful; considerate.

Reading and Writing Exercises

1

Reading comprehension

Read this passage about apes. Then choose the best answer in each exercise.

Mutual hand-clasping is not used as a form of greeting, but appears sometimes as a spontaneous expression of joy and sympathy on special occasions. Thus, it has happened that two of the apes, as they sit opposite one another and in front of two great heaps of greenstuff, chewing their food with indescribable gusto, seize each other's hands in their enthusiasm at the delicious feast. There is one form of greeting which appears to have a special emotional value. An arm is extended with the hand flexed inwards and towards the ape himself, so that the back of the hand is toward the person greeted, and the fact that a human friend is especially often greeted in this way seems to give this greeting a special character. I am not absolutely sure about the significance of this gesture, but one may perhaps guess that it is meant to reassure.

—adapted from: *The Mentality of Apes* by Wolfgang Kohler.

- 1 According to the passage, apes shake hands
 - a only when greeting each other.
 - b because they have seen humans do it.
 - c as an expression of pleasure.
- 2 During a meal, apes have been seen to
 - a smile and pass each other food.
 - b chew food for each other.
 - c stop eating and shake hands.
- 3 One form of greeting seems to have a special value because
 - a apes use it when eating greenstuff.
 - b it tells us something about humans.
 - c apes greet humans this way.
- 4 The writer . . . that the particular gesture is meant to reassure.
 - a has an idea
 - b doesn't really know
 - c will not dare say

Guided summary

Describe, in one paragraph of not more than 90 words, the meeting between Jim Beaton and Peter Dixon at Heathrow Airport.

Points

- 1 Peter Dixon's flight—Vancouver—dead on time—Heathrow Airport
- 2 had not seen each other—six months
- 3 a lot to talk about
- 4 weather in Vancouver—beautiful—left
- 5 not surprised—raining—London
- 6 glad to be back
- 7 Jim suggested—drink—something to eat
- 8 Peter—not very keen
- 9 agreed—drive straight—Jim's home

Connections

He and Jim Beaton
so
Although . . . when
Peter/that
In spite of that, . . .
When . . .
so

Composition

- 1 Imagine you have just arrived in a foreign country for a short stay. You were met at the airport by friends. Write a short letter (about 150 words) to an English friend telling him/her about the journey and the meeting at the airport.
- 2 An English friend who is going to stay with you for a week arrived at the station/airport earlier today. Write, in dialogue form, the conversation which took place between you when you met. Use the text (and model dialogues on page 3) as a guide. The dialogue should be about 150 words in length.

Game

What was the trip like? TB1.

2

Lesson 3

To go or not to go ...

POST  OFFICE
TELEGRAM

B W ROBINSON FLAT 1 36 VICTORIA ROAD
LONDON W9 1 PU

PROMOTION STOP TWO YEARS PARIS OFFICE

STOP BIG RISE STOP SUGGEST MARRY

JUNE 1975 STOP LOVE JOHN STOP

2.

the biggest problem is Mother. She thinks the new job sounds marvellous and is saying that of course we must get married this year and go to Paris together, but I can tell she's worried about us living abroad. Now Bill's at college she's alone in the house a lot and I can hardly go on seeing her at weekends if I'm in France. She's made some friends here and is getting out more, but she's still not really settled. It's only a year since she left Birmingham after Dad

Rose Cottage,
Whitehorse Lane,
Epping,
Essex.

10th January, 1975.

My dear Bill,

I'm so glad to hear Term's going well. I expect Barbara's already told you about John's new job - promotion to the Paris office. He wants them to get married in June, a year earlier than planned - no problems about money now - but the silly girl is hesitating. I do hope she's not worried about me. I've completely recovered from that operation and am quite my old self again. ...

2

Oral Exercises: Guided Conversation

2

| | | |
|------------------------------|---|--|
| Presentation | Type 1 (Standard). (See Teacher's Book Introduction, page 15.) | |
| Questions on the text | <ol style="list-style-type: none"> 1 Did John send Barbara a letter or a telegram? 2 Where did he send it from? 3 What did it say? 4 What's Barbara's address? 5 Does she live with her mother? 6 What relation is Bill to Barbara? 7 What do you think could have happened to Barbara's father? | <ol style="list-style-type: none"> 8 When had John and Barbara planned to get married? 9 Why do you think they were waiting to get married? 10 Why do you think John suggested an earlier wedding? 11 Why was Barbara hesitating? 12 Do you think she needed to worry about her mother? Why/why not? |
| Asking questions on the text | <p>Example: Teacher Ask if Barbara is Bill's fiancée. S1 Is Barbara Bill's fiancée? S2 No, she isn't. T Whose. S2 Whose fiancée is she? S3 (She's) John's (fiancée). T Ask if . . .</p> <ol style="list-style-type: none"> 1 Barbara is Bill's fiancée. (Whose) 2 Barbara and John were planning to get married in 1974. (When) 3 John has been offered a post in Berlin. (Where) 4 he wants to get married a year earlier than planned. (What) 5 Barbara's mother thinks this is a good idea. (Who) (What) 6 Barbara is worried about her brother. (Who) 7 Barbara goes home to Epping every weekend. (How often) 8 her mother has lived at Rose Cottage for three years. (How long) 9 she used to live in Bristol. (Where) 10 she's alone a lot because her son's at college. (Why) | |
| Oral composition | <p>Stating a case. Here are some possible courses of action. Argue the case for or against each one. Can you suggest any other solutions?</p> <ol style="list-style-type: none"> 1 John should turn down his firm's offer of promotion and stay in England. 2 Barbara and John should get married the following year as planned. 3 Barbara and John should get married a year earlier than planned and go to live in Paris. 4 Barbara and John should get married a year later than planned, when John returns from Paris. 5 Bill should leave college, get a job near home and live with his mother. | |
| General questions | <ol style="list-style-type: none"> 1 Have you ever worked abroad? If so, when and where? Did you like it? 2 If you haven't worked abroad, would you like to? Why/why not? 3 How do visitors to this country like the climate, the food etc.? 4 Would you ever refuse promotion? Why/why not? 5 Would you rather work in a small firm or a large one? Why? | <ol style="list-style-type: none"> 6 How long have you lived in your present home? How would you feel if you had to move? 7 Is it easy to make friends in a strange place? Why/why not? 8 Do you think people with elderly parents should work abroad? Why/why not? 9 Is it a good idea for young couples to wait to get married? Why/why not? |
| Situation | Solo: A colleague has been promoted to another department. You are presenting a small gift to him/her on behalf of your department at a party. What do you say? | |
| Talking points | <ol style="list-style-type: none"> 1 Describe the capital or any other big city of this country and say what it would be like for a foreigner to work in. 2 Describe a civil or religious wedding ceremony. 3 What advice would you give someone who wants to succeed in his career? 4 Give some helpful hints for a happy marriage. 5 "Young couples should lead their own lives and not worry about their parents." Discuss. | |
| Listening comprehension | The Other End of the Line. TB1. | |

2

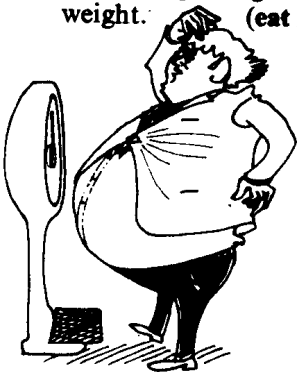
Lesson 4

Expressing personal worries and giving advice/declining to give advice

Situation: S1 expresses a personal worry; S2 advises or declines to advise.

EXAMPLE

S1 I've been putting on weight. (eat less)



How to give positive advice
S2 Well, why don't you eat less?
I think you really ought to eat less.
I'd advise you to eat less.
Well, if I were you, I'd eat less.

How to give tentative advice
S2 Well, it might be a good idea to eat less.
Perhaps you should eat less.
You could consider eating less.

How to decline to give advice
S2 I'm afraid I can't really help you. I've been putting on weight too.
I wish I could suggest something, but I can't.
I don't know what to advise, I'm afraid.

1 HEALTH

I've been putting on/losing weight. (eat less/more)
I haven't been sleeping well. (get some tablets)

2 MONEY

I just can't make ends meet (do a part-time job)
My salary's very low. (ask for a rise)

3 WORK

I find my job boring. (do something else)
I've got too much to do. (complain about it)

4 TV

I hardly read at all. (watch less TV)
I think we watch too much television. (sell it)

5 HOLIDAYS

I don't know what to do this year. (go camping)
I can't afford a holiday this year. (stay at home)

6 EXAMS

I don't think I'll pass. (work harder)
I'm losing sleep over this exam. (stop worrying)

7 HABITS

I can't stop smoking. (try harder)
I always oversleep. (get an alarm clock)

8 DOMESTIC

I hate housework. (get some help)
I seem to spend hours at the kitchen sink. (buy a dishwasher)

FURTHER PRACTICE: Express worries and give advice/decline to give advice about the following:

ACCOMMODATION: e.g. haven't got enough space; hate living in the city; etc.
SOCIAL: e.g. always saying the wrong thing; don't know what to wear; etc.
THE OPPOSITE SEX: e.g. (she's) getting tired of me; would like to meet (her); etc.
THE FAMILY: e.g. always quarrelling; don't see much of them; etc.

LANGUAGE REVIEW: SHOULD and OUGHT TO

These two modal verbs can be used in the same way when you are talking about the following notions: advice; duty; desirability; obligation.

The Present

S1 I'm putting on weight.

S2 You should eat/ought to eat less.
You shouldn't eat/oughtn't to eat so much.

The Past

S1 I don't feel well.

S2 You should have/ought to have eaten less.
You shouldn't have/oughtn't to have eaten so much.

PRACTICE: Respond appropriately to the following using *should/shouldn't*, etc.:

a) I feel ill. b) I caught a cold yesterday. c) I failed my exam. d) I'm tired. e) I'm hungry. f) I was late for work this morning. g) I missed the bus last night.

Reading and Writing Exercises

2

Multiple choice

Refer to Lesson 3. Then choose the best answer in each exercise.

Structure:

- 1 In his telegram, John suggests to Barbara . . . in June 1975.
a) to marry b) marrying c) that they marry d) they will marry

- 2 John . . . to the Paris office for two years.

- a) promotes b) is promoting c) is promoted d) has been promoted

Vocabulary:

- 3 Barbara's mother is . . . in the house now that Bill is at college.

- a) lonely b) beside herself c) on her own d) single e) her old self

- 4 Barbara says it will be impossible to . . . seeing her mother at weekends.

- a) go for b) keep on c) go back d) keep to e) keep up

- 5 Barbara's mother . . . that Barbara has already told Bill John's news.

- a) assumes b) wonders c) hopes d) fears e) pretends

- 6 Barbara's mother has . . . the operation she had.

- a) come over b) been over c) gone over d) run over e) got over

Use of English

Refer to Lesson 4 and give advice to the people who say the following, using "Well, perhaps you should/shouldn't (do)" or "You should/shouldn't have (done)".

- 1 I didn't sleep very well last Saturday night.

- 6 I don't have enough to do at work.

- 2 The car's not going very well.

- 7 I'm getting thinner and thinner.

- 3 The meal we had at that restaurant was very poor.

- 8 We haven't got any money left this month.

- 4 The children next door keep breaking the windows with their football.

- 9 I missed the meeting last night.

- 5 I caught a very bad cold last week.

- 10 My eyes are getting bad.

- 11 The children didn't do very well in their exams again this term.

Guided summary

In one paragraph of not more than 95 words give an account of the problem facing Barbara as a result of John's being offered promotion.

Points

- 1 John—promoted—Paris office—two years
- 2 has suggested—he and Barbara get married—June—a year earlier than planned
- 3 Barbara—not know what to do
- 4 biggest problem—mother
- 5 moved—Epping—year ago—alone in the house
- 6 Barbara's brother, Bill—now—college
- 7 made friends—getting out more
- 8 also—operation—recently
- 9 Barbara feels—she—still not settled

Connections

and

From her point of view,

and

because

Although . . . and

and

Composition

- 1 Imagine a friend of yours is in the same situation as Barbara (Lesson 3) and has asked your advice. You know she is worried about her mother, but you also know how her mother feels. Write a short letter (about 100 words) to the friend advising her what to do.

- 2 "It's easy to give advice: it's not so easy to take it." Write a short paragraph (about 100 words) saying why you agree or disagree with this statement.

Dictation

TB1.

3

Lesson 5

Breaking the ice

1349

what you say before me, Captain, I shan't be shocked. I should hear your story."

The doctor was a man of sixty with thin grey hair, a grey moustache and small bright blue eyes. He was a silent, bitter man, and however hard Miss Reid tried to bring him into the conversation it was almost impossible to get a word out of him. But she wasn't a woman who would give in without a struggle, and one morning when they were at sea and she saw him sitting on deck with a book, she brought her chair next to his and sat down beside him.

"Are you fond of reading, Doctor?" she said brightly.

"Yes."

"So am I. And I suppose like all Germans you're musical."

"I'm fond of music."

"So am I. The moment I saw you I thought you looked clever."

He gave her a brief look and pursing his lips went on reading.

Miss Reid was not disconcerted.

"But of course one can always read. I always prefer a good talk to a good book. Don't you?"

"No."

"How very interesting. Now do tell me why?"

"I can't give you a reason."

"That's very strange, isn't it? But then I always think human nature is strange. I'm terribly interested in people, you know."

I always like doctors, they know so much about human nature, but I could tell you some things that would surprise even you."

You learn a great deal about people if you run a tea-shop like I do, that's to say if you keep your eyes open."

The doctor got up.

"I must ask you to excuse me, Miss Reid. I have to go and see a patient."

"Anyhow I've broken the ice now," she thought, as he walked away.

"I think he was only shy."

Day or two later the doctor was not feeling at all well. He had an internal malady that troubled him now and then, but he was used to it and disinclined to talk about it. When he had one of his attacks he only wanted to be left alone. His cabin was small and stuffy, so he settled himself on a long chair on deck and lay with his eyes closed. Miss Reid was walking up and down to get the half-hour's exercise she took morning and evening. He thought that if he pretended to be asleep she would not disturb

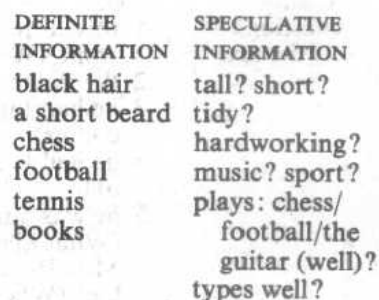
Oral Exercises: Guided Conversation

3

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|------------------------------|---|---|
| Presentation | <i>Type 4 (Silent Reading). (See Teacher's Book Introduction, page 17.)</i> | |
| Asking questions on the text | <p>Ask if</p> <ol style="list-style-type: none"> 1 this conversation took place on a train. (Where) 2 the doctor was sixty. (How old) 3 he had thin grey hair. (What colour) 4 he had bright blue eyes. (What sort of) 5 he was a friendly, cheerful man. (What kind of) 6 Miss Reid saw him sitting in the bar. (Where) | <ol style="list-style-type: none"> 7 Miss Reid was fond of reading. (What) 8 the doctor was fond of music. (Who) 9 Miss Reid thought the doctor looked clever. (What) 10 Miss Reid preferred reading books to talking to people. (What) 11 the doctor answered Miss Reid politely. (How) 12 Miss Reid ran a bookshop. (What) 13 Miss Reid liked doctors. (Who) |
| Interpretation | <ol style="list-style-type: none"> 1 Do you think Miss Reid had tried to talk to the doctor before? Why? 2 How did Miss Reid try to flatter the doctor? 3 How did the doctor respond? 4 Why didn't Miss Reid give up trying to talk to the doctor? 5 Can you suggest why Miss Reid wanted to talk to the doctor? | <ol style="list-style-type: none"> 6 Do you think the doctor really had to go and see a patient? Why/why not? 7 Do you think Miss Reid knew much about human nature? 8 How old do you think Miss Reid was? 9 Do you think she was an interesting, lively person? Why/why not? 10 Can you suggest why the doctor wouldn't talk to Miss Reid? |
| Oral composition | <p>Describing people.</p> <ol style="list-style-type: none"> 1 Describe the man whose notes are given below. Surname: Cook. First names: John Steven. Marital status: Single. Age: 27. Height: 5' 11". Build: Medium. Eyes: hazel. Hair: dark brown. Profession: Solicitor. Character: friendly, lively. Interests: swimming, golf. 2 a) Describe yourself. b) Describe one of your class without giving his/her name. Ask the others to guess who it is. | |
| General questions | <ol style="list-style-type: none"> 1 Have you ever gone up to a stranger and started a conversation? How? 2 How would you bring a shy person into a conversation? 3 Are you fond of reading? What about music? What other interests have you got? 4 What do you like doing best? | <ol style="list-style-type: none"> 5 How would you spend your time on a long sea voyage? 6 How would you excuse yourself if you wanted to get away from someone? 7 What is the best way to learn about other people? 8 In which jobs do you learn most about human nature? Why? |
| Situation | <p><i>Dialogue:</i> Imagine you have been asked to help a newcomer to your town/place of work/school to settle down happily. What questions might you ask him? What questions might he ask you?</p> | |
| Talking points | <ol style="list-style-type: none"> 1 How can a man introduce himself to an attractive woman he has seen at a party? What about a woman he sees at work, on a bus, in a shop? 2 What can women do when they want to get to know a good-looking man? 3 Describe the most interesting/boring person you have ever met. 4 Describe an occasion when a stranger was very friendly/unfriendly to you. 5 Are customs and manners changing in your country? If so, how? 6 What advice would you give to someone travelling alone? 7 "Shyness is a form of selfishness." Discuss. | |
| Song | <p>Sunday Afternoons: <i>If I Were You.</i></p> | |

Describing a person

Situation: S1 is seeking information; S2 is supplying information.



Frank Myers, student

... and respond

| | |
|--|--|
| <p>AGE AND APPEARANCE What's Frank Myers like to look at?</p> <p>CHARACTER What's Frank like as a person?</p> <p>INTERESTS S1 What sort of thing is he interested in? What sort of thing does he enjoy?</p> <p>SKILLS What can he do? What's he good at?</p> | <p>DEFINITE INFORMATION is . . . He isn't . . . likes/enjoys . . .</p> <p>SPECULATIVE INFORMATION is probably . . . I don't think he is . . . S2 He may be . . . He may not be . . . might be . . . He might not be . . . must be . . . He can't be . . . seems to be . . . He doesn't seem to be . . . may/might/must/ seems to (like) . . . He may not/might not/ can't/doesn't seem to (like) . . .</p> |
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FURTHER PRACTICE: Name a famous person in your country (actor, actress, pop star, footballer, politician, etc.). Give definite or speculative information about him/her taking into account the following:

AGE: about (20)? young? middle-aged? elderly? old?
 APPEARANCE: fat? thin? tall? short? athletic? good-looking? plain? ugly? etc.
 CHARACTER: charming? intelligent? reliable? shy? patient? kind? lazy? hard-working? temperamental?
 happy? serious? etc.
 INTERESTS: art? sport? politics? food? cooking? men/women? tennis? golf? chess? etc.
 SKILLS: speaks/swims/acts/plays/drives/dances/writes/organizes things well? etc.

LANGUAGE REVIEW: POSSIBILITY and DEDUCTION

The modal verbs **MAY** and **MIGHT** are used to express degrees of possibility.

The modal verbs **MUST** and **CAN'T** can be used to express deduction.

The Present

He may/might be intelligent/a student, etc.

He may/might like other sports.

He must be about 20/He can't be more than 25.

The Past

He may/might have been an active child.

He may/might have studied music.

He must have been popular at school/He can't have saved much money.

Note that CAN'T is used in the negative: *not* "mustn't".

PRACTICE: Make statements about Frank Myers using MAY/MIGHT/MUST/CAN'T with the following:

- a) + BE/BEEN + adj.: nice; interesting; intelligent; stupid; English; Japanese.
b) + BE/BEEN + noun: a student; an actor; an Englishman; a Frenchman; a pianist.
c) + BE/BEEN + phrase: in his study; in the garden; with a friend; at the cinema.
d) + verb: like/have liked; play/have played; read/have read.