

پېچچە ئىنگلىز تىلى ئوقۇشلۇقى 2

PRACTICE AND PROGRESS

پراكتىكا قىلىش ۋە ئىلگىرىلەش

AN INTEGRATED COURSE
FOR PRE-INTERMEDIATE STUDENTS

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ئىنگلىزچە - ئۇيغۇرچە سېلىشتۇرما



لوئۇيېن نەشرىياتچىلىق شىركىتى

شىنجاڭ خەلق نەشرىياتى

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TO the Teacher

Language Learning at the Pre—Intermediate Level

General Principles

Traditional methods of learning a foreign language die hard. As long ago as 1921, Dr Harold Palmer pointed out the important difference between understanding how a language works and learning how to use it. Since that time, a great many effective techniques have been developed to enable students to learn a foreign language. In the light of intensive modern research, no one would seriously question the basic principles that have evolved since Palmer's day, though there is considerable disagreement about how these principles can best be implemented. Despite the great progress that has been made, teachers in many parts of the world still cling to old—fashioned methods and to some extent perpetuate the systems by which they themselves learnt a foreign language. It may, therefore, not be out of place to restate some basic principles and to discuss briefly how they can best be put into effect in the classroom.

Learning a language is not a matter of acquiring a set of rules and building up a large vocabulary. The teacher's efforts should not be directed at informing his students about a language, but at enabling them to use it. A student's mastery of a language is ultimately measured by how well he can use it, not by how much he knows about it. In this respect, learning a language has much in common with learning a musical instrument. The drills and exercises a student does have one end in sight; to enable him to become a skilled performer. A student who has learnt a lot of grammar but who cannot *use* a language is in the position of a pianist who has learnt a lot about

harmony but cannot play the piano. The student's command of a language will therefore be judged not by how much he knows, but how well he can perform in public.

In order to become a skilled performer, the student must become proficient at using the units of a language. And the unit of a language is not, as was once commonly supposed, the word, but the sentence. Learning words irrespective of their function can be a waste of time, for not all words are equal. We must draw a distinction between *structural* words and *lexical* items. Words like *I, you, he* etc. are *structural*. Their use can be closely defined; they are part of a grammatical system. Words like *tree, plant, flower* etc. are purely *lexical* items and in no way part of a grammatical system. From the learner's point of view, skill in handling structural words is the key to mastering a language, for the meaning that is conveyed in sentence—patterns depends largely on the function of the structural words that hold them together.

It is possible, though this has yet to be proved scientifically, that every student of a foreign language has what might be called a 'language ceiling', a point beyond which he cannot improve very much. If we accept this supposition, our aim must be to enable every student to learn as much as he is capable of learning in the most efficient way. The old—fashioned translation and grammar—rule methods are extremely wasteful and inefficient, for the student is actually encouraged to make mistakes; he is asked to perform skills before he is adequately prepared. Teachers who use such methods unwittingly create the very problems they seek to avoid. At some point in the course their students inevitably become incapable of going *on*; they have to go *back*. They have become remedial students

and the teacher is faced with the problem of remedying what has been incorrectly learnt. No approach could be more ineffective, wasteful and inefficient.

The student should be trained to learn by making as few mistakes as possible. He should never be required to do anything which is beyond his capacity. A well—designed course is one which takes into account what might be called the student's 'state of readiness': the point where he can proceed from easy to difficult. If the student is to make the most of his abilities, he must be trained to adopt correct learning habits.

What has to be Learnt?

The student must be trained adequately in all four basic language skills; *understanding*, *speaking*, *reading* and *writing*. In many classroom courses the emphasis is wholly on the written language. The student is trained to use his eyes instead of his ears and his inability to achieve anything like correct pronunciation, stress and intonation must be attributed largely to the tyranny of the printed word. If the teacher is to train his students in all four skills, he must make efficient use of the time at his disposal. Efficiency presupposes the adoption of classroom procedures which will yield the best results in the quickest possible time. The following order of presentation must be taken as axiomatic:

Nothing should be spoken before it has been heard.

Nothing should be read before it has been spoken.

Nothing should be written before it has been read.

Speaking and writing are the most important of these skills, since to some extent they presuppose the other two.

Learning to Speak

The traditional 'conversation lesson' is of no value at all if the student is not ready for it. It is impossible for any student at the post — elementary level to take part in discussions on topics like 'The Cinema Today', for his ideas quite out — strip his capacity for expressing them. The student must first be trained to use patterns in carefully graded aural/oral drills. Only in this way will he finally learn to speak.

Before considering how this can be done, it should be noted that the patterns in a language fall into two distinct categories : *progressive* and *static*. For instance, learning how to answer and to ask questions involves the use of *progressive* patterns. They are *progressive* because the student's skill in handling these complex forms must be developed over a long period, beginning with a simple response like 'Yes, it is' and culminating in complex responses like 'Yes, I should, shouldn't I'. A *static* pattern, on the other hand, like the comparison of adjectives can be taught in a limited number of lessons, not over a long period.

Progressive patterns should be practised through comprehension exercises which require the student to answer and to ask questions which become increasingly complex as the course proceeds. The student should be trained to give tag answers ; make negative and affirmative statements to answer double questions joined by *or* ; answer general questions which begin with question — words like *When, Where, How* etc. ; and at each stage, the student should be trained to ask questions himself. It is obvious that these skills cannot be dealt with in one or two lessons ; the student requires practice of this kind in *every lesson*.

At the same time, static patterns should be practised by means of drills which make use of language—laboratory techniques. In each of these drills, the teacher seeks to elicit a particular kind of response. He provides the student with a stimulus to elicit the new pattern in a series of oral drills until the student is able to respond accurately and automatically.

Students may also be trained to speak through oral composition exercises where they are required to reproduce orally a passage of English they are familiar with. At the outset, the student should practise reproducing narrative and descriptive pieces. At a much later stage, he will practise reproducing the substance of an argument. When he can do this well, he will be in a position to converse on set topics which deal with abstract ideas. By this time he will be able to express himself with confidence and will make relatively few mistakes.

The techniques used in speech training at the pre—intermediate level may be summarized as follows :

Drilling in progressive patterns.

Drilling in static patterns.

Practice in oral composition.

Learning to Write

The same sort of careful grading is required when we attempt to teach students to write. We must again begin with the simplest form of statement. Students are all too often plunged into composition work long before they are ready for it. At some point in a course, the teacher may decide that it is time his students attempted to write a composition, so he sets a short narrative or descriptive

piece and hopes for the best. This is a random, hit-or-miss method which creates enormous remedial problems and produces disastrous results. If a student's sole experience of written English has been to fill in blank spaces in tailor-made sentences, it is wildly unreasonable to spring a composition subject on him and then expect him to produce correct and readable prose. As with premature discussions on set topics, all we are doing is to encourage him to make mistakes. And it is no good hoping that after a few years of this (involving massive correction on the part of the teacher) the student will somehow improve on his own. Very few students are sufficiently conscientious or highly motivated to examine in detail their own corrected written work. Even if they did, there is absolutely no guarantee that they will not go on making the same mistakes. Writing skill can best be developed through carefully controlled and graded comprehension/précis exercises. Précis writing is not a sterile academic exercise useful only for examination purposes. It can be used effectively to develop a student's writing ability. At the pre-intermediate stage, the student must learn how to write simple, compound, and complex sentences and to connect ideas from notes. Controlled précis writing will enable the student to master each of these difficulties and bring him to a point where he will be capable of writing a composition with a minimum of error.

The main stages in training the student in the written language at the pre-intermediate level may be summarized as follows:

Practice in writing simple sentences through controlled comprehension/précis exercises.

Practice in writing compound sentences through controlled com -

prehension/précis exercises.

Practice in writing complex sentences through controlled comprehension/précis exercises.

Practice in connecting ideas from notes that have been provided.

The Teaching of Grammar

In traditional textbooks, all information about sentence patterns is presented in the form of 'rules' which the student applies in a series of disconnected sentences by filling in blank spaces, or by giving the correct form of words in brackets. It has become abundantly clear that this approach to language — learning is highly ineffective. It encourages the teacher to talk *about* the language, instead of training his students to use it. The emphasis is on written exercises. The greatest weakness in this approach is that the student cannot transfer what he has learnt from abstract exercises of this kind to other language skills like understanding, speaking and creative writing.

A new pattern should not be presented as the exemplification of some abstract grammar — rule, but as a *way of saying something*. No further explanation or elucidation is necessary. The student is trained to use correct forms automatically, rather than by applying 'grammar logic'. Where explanation is necessary, it can be done by relating a new pattern to one that has already been learnt. If, for instance, the student has learnt the use of 'must', he can be taught the use of 'have to' by being made to see a meaningful relationship between the two.

Students working at the pre — intermediate level may be given exercises in recall, that is, relating language difficulties to a

particular context they know well. In this way they will be trained to use correct forms instinctively. The teacher is, incidentally, saved the trouble of correcting exercises, since, for the most part, the passages do this for him.

Traditional filling—in—the—blank exercises still have a place in a modern course, but with one important difference: they should not be used as a means of teaching new patterns, but as a means of consolidating what has been learnt. They are an end, not a means to an end. In this respect, they are extremely useful in tests and can be employed for diagnostic purposes or to enable the teacher to assess terminal behaviour.

The Multi—Purpose Text

In order to do all the exercises outlined above, the student must work from specially—written texts. Each text must be used to train the student in the following skills:

Aural comprehension.

Oral practice (*progressive* and *static* patterns).

Reading aloud.

Oral composition.

Dictation.

Controlled comprehension, précis and composition practice (simple, compound and complex sentences).

Written grammar exercises in recall.

We might call these specially—written passages *multi—purpose texts*, since they are used as the basis for a variety of exercises which aim at developing a number of skills simultaneously.

If these texts are to be suitable for so many purposes, they

must be specially devised. The new patterns that are to be taught must be *contextualized*, that is, they must be built into each text. These reiterated patterns should be unobtrusive; their use should strike the listener as being inevitable rather than artificially superimposed. There is also another very important requirement; the texts must be interesting or amusing so that they will entertain the student, hold his attention, and minimize the inevitable drudgery involved in drill work. If the texts are accompanied by illustrations, they will be even more appealing. At the beginner's level, illustrations are more functional than decorative. At this level, the reverse is true: the pre — intermediate stage marks a transition from audiovisual techniques to audio — lingual ones.

Speed and Intensity

Traditional courses are often divided into 'lessons', but these 'lessons' do not take into account what can be done in an average teaching period of forty — five minutes or an hour. They simply consist of 'an amount of information' and may run on for a great many pages. In the classroom, one of these 'lessons' might drag on for weeks because so much has to be done.

A lesson must be precisely what the word implies: an amount of material that can reasonably be covered in a teaching period, possibly with additional material which can be done as homework. In other words, a lesson must be considered as a unit of instruction and no more. Now it is extremely difficult for the course designer to decide what can be done in an average period. Obviously a class of bright students will cover more ground than a class of less able ones. This problem can be overcome if the lesson contains material which can

be omitted at the discretion of the teacher, providing that these omissions do not hamper the students' progress.

Levels

For purely practical purposes, students attending language schools have to be classified in terms of knowledge and achievement. It might be worth noting that a full—scale course would resolve itself into three parts, each of which would consist of two stages:

Stage 1: Pre—elementary level.

Elementary level.

Stage 2: Pre—intermediate level.

Intermediate level.

Stage 3: Pre—advanced level.

Advanced level.

About this Course

From Theory to Practice: Basic Aims

This course attempts to put into practice all the theories about language learning outlined above. Briefly, the aims may be stated as follows:

1. To provide a comprehensive course for post—elementary adult or secondary students. The course contains sufficient material for about one and a half academic years' work. It is assumed that the student will receive about four hours' instruction each week i. e. four one—hour lessons on four separate occasions, or two 'double periods' each consisting of two hours or ninety minutes. If we take the academic year to consist of thirty—six weeks, there will be sufficient material in this course for fifty—four weeks' work. The student will receive most of his training in the classroom and will be required to do a little extra work in his own time.

2. To train the student in all four skills : *understanding* , *speaking* , *reading* , and *writing* —in that order. In this respect , the course sets out to do two things : to provide material which will be suitable for aural/oral practice and which can at the same time be used to train the student systematically to write English.

3. To provide the student with a book which will enable him to *use* the language.

4. To provide the teacher with well—co—ordinated and graded material which will enable him to conduct each lesson with a minimum of preparation. As many of the exercises are ‘self—correcting’ , the teacher will , incidentally , be relieved of the arduous task of correcting a great many written exercises.

5. To enable the teacher and the student to work entirely from a single volume without the need for additional ‘practice books’.

6. To prepare the ground for students who might , at some future date , wish to sit for academic examinations like the Cambridge Lower Certificate. This aim must be regarded as coincidental to the main purpose of training students in the four language skills.

7. To provide the teacher with recorded material which can be used in the classroom and language—laboratory. It must be emphasized , however , that this is in no way a full—scale language - laboratory course. It is essentially a classroom course , designed primarily for teachers who have no access to a language laboratory. The recorded drills are only intended for teachers who make use of a language—laboratory at regular or irregular intervals to supplement work done in the classroom.

For Whom the Course Intended

This course should be found suitable for :

1. Adult or secondary students who have completed *First Things First: An Integrated Course for Beginners*, or who have completed any other elementary course.
2. Students in need of remedial work; e. g. students who did English at school and now wish to take it up again; students who have begun English several times and never got beyond the point of no return.
3. Schools and Language Institutes where 'wastage' caused by irregular attendance and late starters is a problem. The course is so designed that it will enable hard—pressed or erratic students to catch up on work they have missed.
4. Post—elementary students who wish to study on their own.

How Much Knowledge has been Assumed?

The material in *First Things First*, the beginners' course which precedes this one, has been designed to 'overlap' this course. Students who have completed it will have no difficulty whatever in continuing where they left off.

Students who have learnt English from other elementary courses and now wish to continue their studies with this course should have a fair working knowledge of the structures listed below. The list may look formidable, but close inspection will reveal that there is nothing in it that would not be found in the average elementary course. In any case, most of the knowledge that has been assumed is revised in the course itself.

It should be noted that a distinction has been drawn in the list

between *active* and *passive* knowledge. A student has *active* command of a pattern if he can use it in speech or writing. He has *passive* command of a pattern if he can understand it when he hears or reads it, but is, as yet, incapable of using it. In the list below, this distinction is drawn by the following designations; ability to recognize and to form (*active* knowledge); ability to recognize (*passive* knowledge).

Assumed Knowledge

1. Elementary uses of the verbs *be* and *have* in the present and past.
2. The present Continuous; ability to recognize and to form.
3. The Simple Present; ability to recognize; to form with *s*, *es*, or *ies* in the third person.
4. The Simple Past; ability to recognize and to form with common regular and irregular verbs.
5. The Past Continuous; ability to recognize.
6. The Present Perfect (Simple); ability to recognize.
7. The Past Perfect; ability to recognize.
8. The Future; ability to recognize and to form with *going to*, *shall* and *will*.
9. Auxiliary Verbs; elementary uses of *can*, *may*, and *must*. The ability to recognize the forms *could*, *might* and *would*.
10. The ability to form *questions* and *negatives* with auxiliary verbs including *do/does* and *did*. The use of interrogative pronouns and adverbs.
11. The ability to answer questions beginning with auxiliary verbs and question words.

12. Adverbs :ability to form with *-ly* and *-ily*. The ability to recognize exceptions like *well,hard* and *fast*.
13. Articles ; definite and indefinite. Elementary uses of *a/an* and *the*. The use of *some, any, no, much, many, a lot* of with countable and uncountable nouns.
14. Nouns ;the ability to form the plural with *-s, -es, -ves*; common irregular plurals : *men, women, children,teeth* etc.
15. Pronouns ; personal,possessive, reflexive. Apostrophe 's'.
16. Adjectives ; elementary uses. Regular comparison; irregular comparison :*good, bad, much/many* and *little*.
17. Prepositions ; the use of common prepositions of *place,time* and *direction*.
18. Relative Pronouns ; the ability to recognize and to use *who/whom, which* and *that*.

Miscellaneous Features

19. This/that; these/those.
20. Elided forms ; it's, I'm, isn't, didn't, etc.
21. There is/it is; there are/they are.
22. The imperative.
23. The days of the week, dates, seasons, numbers, points of time (today, yesterday, tomorrow,etc.).
24. Telling the time.

The Components of the Course

The course consists of the following :

- One text—book (to be used by teachers and students).
- Four $4 \frac{1}{4}$ in. (11 cm.) long—playing tapes (length: 600 feet),

recorded at $3\frac{3}{4}$ i. p. s. (9.5 cm. p. s.), on which the multi—purpose texts have been recorded.

Eight 5 in. (13 cm.)long — playing tapes (length : 900 feet) , recored at $3\frac{3}{4}$ i. p. s. (9.5 cm. p. s.), on which drills have been recorded.

- Recorded drills : Tapescript.
- Supplementary written exercises : Multiple choice.

A Description of the Course

General Arrangement of Material

This course is divided into four Units each of which is preceded by a searching test. Each Unit consists of twenty—four passages which become longer and more complex as the course progresses. Detailed instructions to the student , together with worked examples , precede each Unit.

The passages are multi—purpose texts. Each passage will be used to train the student in the following : aural comprehension ; oral practice (*progressive* and *static* patterns) ; reading aloud ; oral composition ; dictation ; controlled comprehension , précis , and composition practice (simple , compound and complex sentences) ; written grammar exercises in recall.

Instructions and Worked Examples

These precede each Unit and should be read very carefully. The successful completion of this course depends entirely on the student's ability to carry out the instructions given.

Pre—unit Tests

A searching test , based on material already studied , precedes each

Unit. This will make it possible for students to find their own level and enable them to begin at any point in the book. At the same time, the student who works through the course systematically from beginning to end is not expected to make too sudden a jump between Units. The tests should enable the teacher to assess how much the students have learnt. If they are found to be too long, they should be divided into manageable compartments.

The Passages

An attempt has been made to provide the student with passages which are as interesting and as varied in subject—matter as possible. Each passage contains examples of the language patterns the student is expected to master. It will also be used as the basis for all aural/oral and written work. The approximate length of the passages in each Unit is as follows:

Unit 1: 100 words.

Unit 2: 140 words.

Unit 3: 160 words.

Unit 4: 180 words.

Oral Exercises

Oral exercises are not included in the book itself and must be supplied by the teacher. They may be along the lines suggested in the section on *How to Use this Course*.

Comprehension and Précis

The aim has been to train the student to make statements which are based directly on the passages he has read. The student is required to derive specific information from each passage (comprehension)

which he will put together to form a paragraph (précis). The amount of help he is given to do this gradually diminishes. In these exercises, the student will incidentally gain a great deal of experience in coping with one of the biggest difficulties in English: word order. Here is a brief outline of what is required in each Unit:

Unit 1: The passages contain mainly compound sentences. The comprehension questions have been designed to elicit *simple* statements which will be put together to form a précis and composition.

Unit 2: The passages contain mainly complex sentences (though not necessarily difficult ones) and the comprehension questions are designed to elicit *simple* and *compound* statements. These will be put together to form a précis of the passage.

Unit 3: The comprehension questions are designed to elicit *simple*, *compound* and *complex* statements. These will be put together to form a précis.

Unit 4: The student will practise writing all three types of statement by using connecting words to join ideas. The ideas are derived from each passage and will be joined together to form a précis.

Composition

Composition exercises, which are introduced in Unit 2, run closely parallel to work that is being done in comprehension and précis. From Unit 3 onwards, these exercises are based on ideas suggested by the passages. This will relieve the student of the added burden of having to find something to say when he is struggling to express himself. The arrangement is as follows:

Unit 2: Exercises in writing compound statements.
a passages 25—36: selecting correct verbs and joining words.
b passages 37—48: joining simple statements to make compound statements.

Unit 3: Alternating exercises.

a Joining ideas to make compound or complex statements.

b Joining simple statements to make compound or complex statements.

Unit 4: Joining ideas to write two short paragraphs (a total of about 150 words).

Letter—writing

Work in letter—writing is begun in Unit 2 and difficulties concerning layout and subject—matter are introduced gradually. This course deals with personal letters only. The exercises have been graded as follows:

Unit 2: The Heading.

Unit 3: The Salutation and the opening paragraph.

Unit 4: The Body, the Subscription, the Signature and the postscript.

Key Structures and Special Difficulties

A distinction has been drawn between absolutely essential grammar (Key Structures) and difficulties in usage (Special Difficulties). No attempt has been made to deal with every aspect of grammar. All information about Key Structures and Special Difficulties is derived directly from each passage. Grammatical terminology has not been used at all. New items are presented in the form of sentence patterns. Where explanations are necessary, this has been done by relating a new pattern to one which the student already knows and

by providing numerous examples, not by abstract description and 'grammar rules'.

Filling—in—the—blank exercises are given to consolidate what the student has already learnt and practised orally. They cannot be used to teach new patterns. There are also numerous exercises in recall where the student is required to relate language difficulties to a passage he knows well. These grammar exercises are presented as part of a real context, not in disconnected sentences. By referring to the passage, the student can find out immediately whether he has grasped the new patterns. The teacher is also saved the trouble of correcting exercises of this type, since, for the most part, the passages do this for him.

The way the Key Structures have been arranged is one of the most important features of this course. The Key Structures have been presented in what might be called 'concentric cycles', the basic idea being that no new concept should be introduced without reference to what has been learnt so far. This concentric arrangement makes provision for constant revision of the most difficult sentence patterns. The following outline will make this clear:

Unit 1 (Passages 1—24): Key Structures are dealt with at an elementary level.

Unit 2 (Passages 25—48): Exactly the same ground is covered at a slightly more difficult level.

Unit 3 (Passages 49—72): The same ground is covered yet again at a still more difficult level.

Unit 4 (Passages 73—96): The Key Structures are revised.

Cross—references

Cross—references have been included to enable the student to refer to material he has already learnt and to draw useful comparisons. In the text, crossreferences are in heavy type and are indicated in the following manner:

a KS(=KEY STRUCTURE). These letters are followed by a page number and sometimes a paragraph reference; e. g. **KS 47 b**.

b SD(=SPECIAL DIFFICULTY). These letters are also followed by a page number and sometimes a paragraph reference; e. g. **SD 52 c**.

The Tapes

Two sets of tapes accompany the course for use in the classroom and the language laboratory.

(a) Four $4\frac{1}{4}$ in. (11 cm.) long—playing tapes.

On these, the ninety—six multi—purpose texts have been recorded at slightly less than normal speed (120 words per minute). These tapes are intended for use in the classroom when the teacher is carrying out the aural/oral procedure suggested for each lesson. The recorded passages may therefore be used for aural comprehension and repetition work. The teacher may, however, choose to work without these tapes if he wishes—in which case he will have to read the contextualized pieces himself.

(b) Eight 5 in. (13 cm.) long—playing tapes.

On these, selected drills have been recorded for use in the classroom and language laboratory. There are ninety—six drills in all, each of which lasts approximately for $3\frac{1}{2}$ minutes. They are intended for teachers who have access to a language laboratory and who make use of it at regular or irregular intervals. It is essential

to introduce the drills in the classroom before they are practised in the laboratory.

The drills are four—phase: stimulus/*response*/correct response/*repetition*. They are based entirely on the Key Structures and Special Difficulties introduced in each lesson. The vocabulary used in the drills is drawn from the course itself.

The drills have been published in a separate book which is available to teachers. Detailed information about the drills and suggestions on how they may be used will be found in the introduction to this publication.

Vocabulary Range

Structures permitting, the vocabulary in Units 1 and 2 is based largely on the General Service List of English Words, compiled and edited by Dr Michael West. From then on, the range is unrestricted—within, of course, reasonable limits, and gradually becomes more difficult.

How to Use this Course

TEACHERS! PLEASE READ THIS INTRODUCTION CAREFULLY!

Allocation of Time

Ideally, two classroom lessons of approximately 50 minutes each should be spent on each text. The first lesson should be devoted to Guided Conversation; the second to Composition and Language Study. This means that there is enough material in this book for approximately 200 lessons (including tests). However, you may choose to spend only *one* classroom lesson on each text—in which case, *every* lesson may be devoted to Guided Conversation and a selection of written exercises may be set as homework. Your first task is to decide how much time you have in your programme in relation to the material available in the course.

The suggestions given below outline the basic steps in each lesson. You may decide to follow them closely, adapt them to suit your style of teaching, or reject them altogether — **BUT PLEASE READ THEM FIRST!**

Lesson 1: Guided Conversation

Books Required:

Practice and Progress (for teachers and students)
Recorded Drills Tapescript (for teachers only)

The Stages of the Lesson

1 Aural/Oral Presentation :	about 15 minutes
2 Question and Answer Practice :	about 10 minutes
3 Pattern Drill :	about 5 minutes
4 Oral Reconstruction :	about 10 minutes
5 Talking Points , Singing , Games , Story—telling , etc :	about 10 minutes

Let's see what each step involves :

1. Aural/Oral Presentation :

a Listening (Books shut)

b Intensive Reading (Books open)

c Listening (Books shut)

d Chorus , Group and Individual Repetition (Books shut) (This step is optional.)

e Reading Aloud ; Chorus , Group or Individual (Books open)

a Listening (Books shut). Play the recording or read th passage once. The students should *listen* and try to understand as much as they can.

b Intensive Reading (Books open). Read the text in small units (e. g. a sentence at a time, or less) making sure the students *really* understand it. Rather than give direct explanations, try to get as much information as possible from the studunts. (Think of it as 'a cork - screw operation' !) Explanations should be given entirely in English, but don't carry direct - method teaching to absurd lengths. If your students fail to understand in spite of all your efforts, translate briefly and move on. Remember, if you don't translate a particular difficulty, then someone in the calss will!

c Listening (Books shut). Play the recording or read the passage

once more.

d Chorus, Group and Individual Repetition (Books shut). These are *optional* activities at this level, and in any case should be confined to (say) Unit 1 only (the first 24 texts). If you conduct repetition exercises, first ask the *whole* class to repeat the text after you. Next divide the class into three groups and repeat the text once more. Finally, ask individual students round the class to repeat the text.

e Reading Aloud: Chorus, Group or Individual (Books open). How you conduct this depends on the size of the class. If it is a very large class, chorus and group reading is appropriate; if it is a small class (up to 20 students) individual reading may be more suitable.

The entire Aural /Oral Presentation should not occupy more than about 15 minutes. DON'T SPEND TOO MUCH TIME ON ANY ONE ACTIVITY!

2. *Question and answer Practice:*

Question and answer practice should be based mainly on the text. However, you may vary this with questions which relate to the student's own experience. If you find it difficult to ask questions spontaneously, prepare yourself in advance. Five types of exercise are suggested, but this is by no means a rigid pattern. Questions should be asked individually round the class — preferably at speed. About half a dozen questions relating to each type should be sufficient. The five types are as follows:

a Yes/ No Tag Answers

b Questions with Who

c Negative and Affirmative Statements

d General Questions: When, Where, Why, How, etc.

e Asking Questions in pairs

a Yes/No Tag Answers. Train the students to listen to the *first* word in your questions and to use *the same word* (where applicable) in their answers. (All examples are based on Text 4.)

Teacher: *Have* you received a letter from your sister?

Student: No, I *haven't*.

Teacher: *Have* you received a letter from your brother?

Student: Yes, I *have*. etc.

b Questions with Who. Train the students to supply the correct auxiliary verbs in their answers. Note that *Who...?* is only used as a subject.

Teacher: Who's received a letter?

Student: I have. etc.

c Negative and Affirmative Statements. Train the student to make negative and affirmative statements by asking double questions joined by *or*.

Teacher: Have you received a letter from your brother or your sister?

Student: I haven't received a letter from my sister. I've received one from my brother. etc.

d General Questions: When, Where, Why, How, etc. Train the student to provide natural answers to general comprehension questions.

Teacher: Who've you received a letter from?

Student: My brother. etc. (*Not: I have received a letter from my brother.*)

e Asking Questions in Pairs. In order to understand the function of question words well, the student should be trained to ask questions in pairs. In this way he will learn that the addition of a question

word in no way affects the form of the question. Intensive training of this sort prevents the student from using incorrect forms like 'Where he went?' etc. The student first asks a question using an auxiliary verb. Then he asks *precisely the same question* preceding it with a question word.

Teacher: Ask me if I've received a letter from my brother.

Student: Have you received a letter from your brother?

Teacher: Who... (Always provide the question word.)

Student: Who have you received a letter from? etc.

3. *Pattern Drill*:

Drill the main language point which has been introduced in the text. Use the publication entitled *Practice and Progress, Recorded Drills: Tapescript* for this purpose. Here, for instance, is part of the drill which relates to Text 4:

Teacher: Have your breakfast.

Student: I've already had my breakfast.

Teacher: Tell him to leave.

Student: He's already left.

Teacher: Tell her to comb her hair.

Student: She's already combed her hair. etc.

The students may be trained to answer in chorus or groups, or the drill may be conducted a number of times rapidly round the class with individual students responding. If a language — laboratory is available, this will be adequate preparation for further practice. However, it must be stressed that a laboratory is by no means indispensable; it is quite possible to do all the drilling live in the classroom. Alternatively, teachers who have tape — recorders may choose to play the taped drills in class.

4. *Oral Reconstruction* :

Write a number of brief notes (‘key words’) on the blackboard summarizing the subject—matter of the text. Now invite individual pupils to reconstruct the text by referring to the notes. The students should be encouraged to speak without interruption for up to a minute at a time and should try to use as many as possible of the expressions, structures etc. of the original story. Here, for instance, are some notes which relate to Text 4:

- 1 Letter—brother—Tim.
- 2 In Australia.
- 3 Been there—six months.
- 4 Engineer.
- 5 Big firm—visited different places.
- 6 Bought—Australian car—
- 7 Visit Darwin.
- 8 From there—Perth.
- 9 Never before—trip—exciting.

5. *Talking Points, Singing, Games, Story—telling, etc.*

The final part of the Guided Conversation Lessons should be devoted to free conversation. Where the text immediately suggests a subject or subjects for general discussion, individual students should be invited to speak in promptu. Here, for instance, are a few talking points suggested by Text 4:

- a Do you know anyone abroad? What can you tell me about him/her?
- b What do you think (Australia) is like?
- c Which country would you like to visit and why?
- d Tell me about your job.

Obviously, not all texts provide suitable material for conversation. Where a general discussion is not possible, the lesson may end with

any one of the following activities :

a Singing: Teach the class traditional or modern British and American songs. Any good song book may be used for this purpose. For instance :

Lee and Dodderidge: *Time for a Song* (Longman)

Dakin: *Songs and Rhymes for the Teaching of English* (Longman)

b Games: Well-known parlour games like 'Twenty Questions' are always popular with students. A book like *Language—Teaching Games and Contests* by W. R Lee (O. U. P.) is full of excellent ideas.

c Story—telling: You may occasionally read a story to the class—providing it is roughly within the students' structural/lexical range. Many of the titles in the series Pleasant Books in Easy English Stages 1—4 (Longman) are suitable for this purpose.

Lesson 2: Composition and Language Study

As has already been indicated, this entire lesson may be omitted and a selection of written exercises may, instead, be set as homework. If this approach is adopted, then the Précis and Composition exercises *must always be set*. Needless to say, more satisfactory results will be obtained where a complete classroom lesson can be devoted to written exercises.

Books Required:

Practice and Progress (for teachers and students)

Supplementary Written Exercises (for teachers and students)

The Stages of the Lesson

- 1 Comprehension/Précis/Composition/Letter—writing
- 2 Key Structures
- 3 Exercises
- 4 Special Difficulties
- 5 Exercises
- 6 Dictation
- 7 Multiple Choice Questions

No specific suggestions are made regarding the amount of time to be spent on each part of the lesson as this will be found to vary greatly.

1. *Comprehension/Précis/Composition/Letter—writing*

These exercises must never be omitted as they are part of a carefully planned guided summary and composition scheme which evolves progressively through *Practice and Progress* and *Developing Skills*.

As The exercises are largely self—correcting, it will be sufficient to check that they have been done. Go round the class while the students are writing and help individuals.

2. *Key Structures*

This part of the lesson should be devoted to a *brief* explanation of the main grammar points that were presented in the text. Gram—matical information should be considered a means to an end, not an end in itself. Technical terms have been deliberately excluded; it has been left to the teacher to decide how to present the grammar. This, in turn, will depend wholly on the class. In the case of students who are familiar with the grammar of their own language, there is no

reason why the teacher should not make use of technical terms. In the case of students who are wholly unfamiliar with grammatical concepts, no technical terms should be used at all. The aim behind all the explanation should be to reinforce theoretically what the student has already practised orally. It is best to avoid sweeping 'rules' and to confine the study of grammar to the points presented. Additional information can be obtained from any standard textbook: e. g W. S Allen; *Living English Structure* (Longman).

3. *Exercises*

These should be tackled in writing. They will provide further reinforcement of the grammar that has just been presented.

4. *Special Difficulties*

A brief explanation regarding the special lexical/structural difficulties should now be given. Where appropriate, you may draw a brief contrast between the problem presented in the text and a similar problem in the mother tongue.

5. *Exercises*

These should now be tackled in writing to reinforce what has been taught.

6. *Dictation*

Depending on the amount of time available, dictations should be given frequently. A few sentences taken from a passage the students have already studied may be dictated. The students may correct their own work by comparing their version with the passage.

7. *Multiple Choice Exercises*

These will be found in the separate publication, *Supplementary Written Exercises*, and may be tackled in class or as homework.

Home work

The written exercises become more demanding and time-consuming as the student progresses through the course. At a later stage, exercises which have not been completed in class may be set as homework.

Pre—Unit Tests

These should always be set before the students move on to a new Unit.

Additional Reading Material

It is essential for the students to read as much as possible in their own time. Students only find reading an irksome task when they attempt to read books which are too difficult for them. The books the students should read must be simplified and well within their range. Longman Structural Readers series is recommended for this purpose. A set of readers may accompany each of the Units in this book:

PRE - UNIT TEST I

IF YOU CAN DO THIS TEST GO ON TO UNIT 1

A. Look at this example:

I am tired.

He is tired.

Write these sentences again. Begin each sentence with *He*.

1. I am busy.
2. I am learning English.
3. I have a new book.
4. I live in the country.
5. I shall see you tomorrow.
6. I can understand you.
7. I must write a letter.
8. I may come next week.
9. I do a lot of work every day.
10. I did a lot of work yesterday.
11. I played football yesterday.
12. I bought a new coat last week.
13. I have had a letter from Tom.
14. I was busy this morning.
15. I could play football very well when I was younger.
16. I always try to get up early.
17. I might see you next week.
18. I always enjoy a good film.
19. I had finished my work before you came.
20. I watch television every night.

B. Look at these examples :

I want *a* biscuit. I want *a* cup of coffee.
I want *some* biscuits. I want *some* coffee.
Do you want *any* biscuits? Do you want *any* coffee?
I don't want *any* biscuits. I don't want *any* coffee.

Write these sentences again. Put in *a*, *some* or *any*.

1. There are..... books on the desk.
2. I drank..... glass of beer.
3. Do you want..... butter?
4. There aren't..... people in the street.
5. Tom has just bought..... new car.
6. We have..... apple trees in our garden.
7. Can I have..... bar of chocolate, please?
8. There isn't..... bread in that tin.
9. Is there..... ink in that bottle?
10. Are there..... eggs in that basket?

C. Look at these examples :

I haven't any eggs. I haven't *got many* eggs.
He hasn't any coffee. He hasn't *got much* coffee.

Do these in the same way:

1. I haven't any butter.
2. You haven't any cigarettes.
3. We haven't any milk.
4. She hasn't any biscuits.
5. They haven't any stationery.

D. Look at this example:

She goes to town every day. She *went* to town yesterday.

Do these in the same way:

1. He buys a new car every year. He..... a new car last year.
2. She airs the room every day. She..... it this morning.
3. He often loses his pen. He his pen this morning.
4. He always listens to the news. He..... to the news yesterday.
5. She empties this basket every day. She..... it yesterday.

E. Look at these examples:

He went to the cinema yesterday.

Question: Did he go to the cinema yesterday?

Question: Where did he go yesterday?

Negative: He didn't go to the cinema yesterday.

Do these in the same way:

- | | |
|-------------------------|---------------------------|
| 1. He bought a new car. | 2. She can come tomorrow. |
| Q. | Q. |
| Q. What | Q. When |
| N. | N. |
-
- | | |
|------------------------------|-------------------------|
| 3. They were here yesterday. | 4. He must leave early. |
| Q. | Q. |
| Q. When | Q. Why |
| N. | N. |
-
- | | |
|-----------------------|------------------------|
| 5. He gave you a pen. | 6. He lives next door. |
| Q. | Q. |
| Q. What | Q. Where |

N. N.

7. You know him well.

8. He has found his pen.

Q.

Q.

Q. How well

Q. What

N.

N.

9. You saw that film.

10. He arrived at two o'clock.

Q.

Q.

Q. When

Q. When

N.

N.

F. Look at this example:

She smiled. (pleasant) She Smiled <i>pleasantly</i> .

Do these in the same way:

1. He read the phrase. (slow)
2. He worked. (lazy)
3. He cut himself. (bad)
4. He worked. (careful)
5. The door opened. (sudden)

G. Look at this example:

<i>It will</i> rain tomorrow. <i>It'll</i> rain tomorrow.

Write these sentences again. Use short forms.

1. *He will* arrive tomorrow morning.
2. *She will* come this evening.

3. *I shall* see you the day after tomorrow.
4. He *will not* believe me.
5. We *shall not* remain here.

H. Look at this example:

This dress belongs to my sister. It is *hers*.

Do these in the same way:

1. These things belong to my husband. They are.....
2. This coat belongs to me. It is.....
3. These shoes belong to my wife. They are.....
4. These pens belong to Tom and Betty. The pens are.....
5. This suitcase belongs to you. It is.....

I. Look at this example:

It is *warm* today, but it was *warmer* yesterday.

Do these in the same way:

1. It is *cool* today, but it was..... yesterday.
2. It is *wet* today, but it was..... yesterday.
3. He's *late* again today, but he was..... yesterday.
4. This test is *easy*, but that one is.....
5. This book is *expensive*, but that one is.....
6. This bookcase is *large*, but that one is.....
7. That film was *interesting*, but the other one was.....
8. Betty is *pretty*, but Jane is.....
9. Miss Green is *beautiful*, but Miss White is.....
10. Tom is *intelligent*, but Bill is.....

J. Put in the right word or phrase: *yesterday, last night, tomorrow* etc.

The date today is Monday, March 5th.

1. I saw him. (Sunday, March 4th)
2. I shall see him. (Tuesday, March 6th)
3. I shall see him. (Monday, March 5th)
4. I shall see him. (Monday, March 5th—afternoon)
5. I shall see him. (Wednesday, March 7th)
6. I saw him. (Saturday, March 3rd)
7. I saw him. (Sunday, March 4th—night)
8. I shall see him. (Tuesday, March 6th—morning)
9. I shall see him. (Monday, March 5th—morning)
10. I saw him. (Sunday, March 4th—afternoon)

K. Put in *at, in, or on* :

1. He is going to telephone. five o'clock.
2. My birthday is. May 21st.
3. It is always cold. February.
4. My father was there. 1942.
5. He is going to arrive. Tuesday.

L. Put in *across, over, between, off, along, in, on, into, out of, or under* :

1. The aeroplane is flying. the village.
2. The ship is going. the bridge.
3. The boy is swimming. the river.
4. Two cats are running. the wall.
5. My books are. the shelf.
6. The bottle of milk is the refrigerator.
7. The boy is jumping. the tree.

8. Mary is sitting..... her mother and her father.
9. It is 9 o'clock. The children are going..... class.
10. It is 4 o'clock. The children are coming..... class.

M. Put in *Who* or *Which*:

- 1 hat did you buy?
- 2 broke this plate?
- 3 bus did you catch?
- 4 is knocking at the door?
- 5 of the two books do you want?

N. Look at these examples:

She is the girl. *She* met me yesterday.
She is the girl *who* met me yesterday.
She is the girl. I met *her* yesterday.
She is the girl *whom* I met yesterday.
This is the book. I bought *it* yesterday.
This is the book *which* I bought yesterday.

Join these sentences in the same way. Use *who*, *whom* or *which*.

1. This is the car. The mechanic repaired *it* yesterday.
2. He is the man. I invited *him* to the party.
3. These are the things. I bought *them* yesterday.
4. He is the man. *He* came here last week.
5. He is the policeman. *He* caught the thieves.
6. She is the nurse. *She* looked after me.
7. She is the woman. I met *her* yesterday.
8. I am the person. *I* wrote to you.
9. They are the people. I saw *them* yesterday.
10. They are the trees. We cut *them* down yesterday.

O. Look at this example:

I can see some cups, but I can't see any *glasses*

Do these in the same way:

1. I can see some spoons, but I can't see any (knife)
2. I can see some hammers, but I can't see any (box)
3. I can see some cupboards, but I can't see any. . . . (shelf)
4. I can see Mr Jones and Mr Brown, but I can't see their. . .
(wife)
5. I can see some cups, but I can't see any. (dish)

P. Read this story carefully:

Last week, I took my four-year-old daughter, Sally, to a children's party. We travelled by train. Sally has never travelled by train before. She sat near the window and asked a lot of questions. Suddenly, a middle-aged lady came into our compartment and sat opposite Sally. 'Hullo, little girl,' she said. Sally did not answer, but looked at her curiously. The lady took out her powder compact. She then began to make up her face.

'Why are you doing that' Sally asked.

'To make myself beautiful,' the lady answered. She put away her compact and smiled kindly.

'But you are still ugly,' Sally said.

Now write answers to these questions.

1. Did you take Sally to the park?
2. Did you take Sally to a children's party?
3. Where did Sally sit?
4. Who came into your compartment?
5. Was the lady young or was she middle-aged:

6. Where did the lady sit?
7. Did she say 'Hullo' to Sally, or did Sally say 'Hullo' to her?
8. Why did the lady make up her face?
9. Did Sally think the lady was beautiful?
10. What did Sally say to the lady?

P. Read this story carefully:

Last week I took my four-year-old daughter, Sally, to a children's party. We travelled by train. Sally has never travelled by train before. She sat near the window and asked a lot of questions. Suddenly a middle-aged lady came into our compartment and sat opposite Sally. 'Hullo, little girl,' she said. Sally did not answer, but looked at her curiously. The lady took out her powder compact. She then began to make up her face.

'Why are you doing that?' Sally asked.

'To make myself beautiful,' the lady answered. She put away her compact and smiled kindly.

'But you are still ugly,' Sally said.

Now write answers to these questions:

1. Did you take Sally to the party?
2. Did you take Sally to a children's party?
3. Where did Sally sit?
4. Who came into your compartment?
5. Was the lady young or was she middle-aged?

INSTRUCTIONS TO THE STUDENT

Comprehension Précis and Composition

Précis is a test of your ability to find the important points in a piece of writing and to put them together. To write a précis, you must be able to do two things. You must be able to understand what you read, and to put ideas together. Comprehension is a test of your ability to understand what you read. Composition is a test of your ability to put ideas together. So précis, comprehension and composition are closely related to each other.

Unit I contains twenty-two pieces. There are some questions under each piece. Your answers to these questions will be in short, simple sentences. Put your answers together. In this way, you will make a short paragraph. Your paragraph will be a précis of the piece. At the same time, it will be a composition.

Before you begin each exercise, read these instructions carefully. Read them each time you begin a new piece. They are very important.

How to work

1. Read the piece carefully two or three times. Make sure you understand it.
2. Write an answer to each question. Each answer must be a complete sentence.
3. Your answers to the questions must follow each other. Together, they will make a complete paragraph.
4. Read through your work and correct your mistakes.
5. Count the number of words in your paragraph. Words like 'the', 'a', etc. count as single words. Words which are joined by a

INSTRUCTIONS TO THE STUDENT

Comprehension Précis and Composition

Précis is a test of your ability to find the important points in a piece of writing and to put them together. To write a *précis*, you must be able to do two things. You must be able to understand what you read, and to put ideas together. *Comprehension* is a test of your ability to understand what you read. *Composition* is a test of your ability to put ideas together. So *précis*, *comprehension* and *composition* are closely related to each other.

Unit I contains twenty—four short pieces. There are some questions under each piece. Your answers to these questions will be in short, simple sentences. Put your answers together. In this way, you will make a short paragraph. Your paragraph will be a *précis* of the piece. At the same time, it will be a composition.

Before you begin each exercise, read these instructions carefully. Read them *each time* you begin a new piece. They are very important.

How to work

1. Read the piece carefully two or three times. Make sure you understand it.
2. Write an answer to each question. Each answer must be a *complete sentence*.
3. Your answers to the questions must follow each other. Together, they will make a *complete paragraph*.
4. Read through your work and correct your mistakes.
5. Count the number of words in your paragraph. Words like 'the,' 'a' etc. count as single words. Words which are joined by a

hyphen (e. g. 'living—room') also count as single words. Do not go over the word limit. At the end of your paragraph write the number of words that you have used.

Example

Work through this example carefully and then try to do the exercises in Unit I in the same way.

Granny Forbes

Mrs Forbes was very old and very poor. Everybody in the neighbourhood called her Granny Forbes and tried to help her. Some neighbours came in each day and cooked meals for her. Others came and cleaned her room. There was little furniture in her room. It was small, dark, and almost empty. There was a bed and a table, and there were two chairs. In winter, neighbours sometimes brought coal and lit a fire, but Granny's room was often very cold. Granny lived in poverty all her life. She died at the age of eighty—four. Then neighbours got a big surprise. She left £50,000!

Comprehension Précis and Composition

Answer these questions *in not more than 50 words*.

1. Did Granny Forbes live in poverty all her life or not?
2. Did her neighbours help her, or did her relations help her?
3. Did they cook meals for her every day or not?
4. Did they clean her small, poorly—furnished room or not?
5. Did they sometimes light a fire for her in winter or not?
6. Did Granny Forbes die at the age of eighty—one, or did she die at the age of eighty—four?

7. Did everyone get a surprise or not?

8. How much did she leave?

Answer

Granny Forbes lived in poverty all her life. Her neighbours helped her. They cooked meals for her every day. They cleaned her small, poorly—furnished room. They sometimes lit a fire for her in winter. Granny Forbes died at the age of eighty—four. Everyone got a surprise. She left £50,000! (49 words)

Key Structures and Special Difficulties

When you finish the exercise in Comprehension Précis and Composition, go on to the language exercises that follow. The information under the title **Key Structures** gives you advice about important problems in grammar. The information under the title **Special Difficulties** gives you advice about particular problems. The twenty—four passages in Unit I will help you to understand these problems and to do the language exercises.

1 A Private Conversation

خۇسۇسى سۆھبەت

Last week I went to the theatre. I had a very good seat. The play was very interesting. I did not enjoy it. A young man and a young woman were sitting behind me. They were talking loudly. I got very angry. I could not hear the actors. I turned round. I looked at the man and the woman angrily. They did not pay any attention. In the end, I could not bear it. I turned round again. 'I can't hear a word!' I said angrily. 'It's none of your business' the young man said rudely.



'This is a private conversation!'

خام سۆزلەر

conversation [ˌkɒnvə'seɪʃən] <i>n.</i>	behind [bi'haind] <i>prep.</i>	... نىڭ كەينىدە، ئارقىسىدا
private ['praɪvɪt] <i>a.</i>	play [pleɪ] <i>n.</i>	ئويۇن
theatre ['θiətə] <i>n.</i>	loudly ['laʊdli] <i>ad.</i>	ئۈنلۈك،
seat [si:t] <i>n.</i>	angry ['æŋɡri] <i>a.</i>	خاپا بولغان،
enjoy [ɪn'dʒɔɪ] <i>vt.</i>	actor ['æktə] <i>n.</i>	رەنجىدىغان (ئەر) ئارتىس
interesting ['ɪntrɪstɪŋ] <i>a.</i>	turn [tɜ:n] <i>vi.</i>	بۇرۇلماق
	angrily ['æŋɡrɪli] <i>ad.</i>	خاپا بولۇپ،

قوپاللىق	rudely ['ru:dli] ad.	ئاغرىنىپ
بىلەن	attention [ə'tenʃən] n.	دققەت،
ئىش	business ['biznis] n.	دققەت قىلىش
ئاخىرىدا، ئەڭ	in the end	تاقەت قىلماق،
ئاخىرىدا	bear [bɛə] vt.	چىدىماق

پايدىلىنىش تەرجىمىسى

ئۆتكەن ھەپتە، مەن تىياتىرخانىغا ئويۇن كۆرگىلى بارغانىدىم. ئورنۇم ناھايىتى ياخشى ئىدى، لېكىن ئويۇندىن ھۇزۇرلىنالمىدىم. كەينىمدىكى ئورۇندا بىر جۈپ قىز - يىگىت ئولتۇرغانىكەن. ئۇلار ئۈنلۈك ئاۋازدا سۆزلىشىپ، بەكمۇ چىشىغا تەگدى. ئارتىسلارنىڭ نېمە دەۋاتقانلىقىنىمۇ ئاڭلىيالمىدىم. ئارقامغا بۇرۇلۇپ ئۇلارغا ئاللىيىپ قويدۇم، لېكىن ئۇلار قىلچە پىسەنت قىلمىدى. ئاخىر زادى تاقەت قىلالماي، يەنە ئارقامغا بۇرۇلۇپ:

— ھەي، مەن ھېچنېمىنى ئاڭلىيالمىدىم دەۋاتىمەن، — دېدىم زەردە بىلەن.

— سەن بىلەن كىمنىڭ كارى، بىز ئۆزىمىزنىڭ پارىژنى قىلىشىۋاتىمىز، — دېدى ئۇ يىگىت قوپاللىق بىلەن.

Comprehension Précis and Composition

Answer these questions in not more than 55 words.

1. Where did the writer go last week?
2. Did he enjoy the play or not?
3. Who was sitting behind him?
4. Were they talking loudly, or were they talking quietly?
5. Could the writer hear the actors or not?

6. Did he turn round or not?
7. What did he say?
8. Did the young man say, 'The play is not interesting.' or did he say, 'This is a private conversation!'

Key Structures

Word Order in Simple Statements.

a A statement tells us about something. All the sentences in the passage are statements. Each of these statements contains one idea. Each statement tells us about *one* thing. A statement that tells us about one thing is a *simple statement*.

b The order of the words in a statement is very important. Look at these two statements. They both contain the same words but they do not mean the same thing:

The policeman arrested the thief.

The thief arrested the policeman.

c A simple statement can have six parts, but it does not always have so many. Study the order of the words in the columns on page 14. Note that column 6 (When?) can be at the beginning or at the end of a statement.

Exercises

A. Rule seven columns on a double sheet of paper. At the top of each column, write the numbers and the words given in the Table. Copy out the rest of the passage. Put the words of each statement in the correct column in the way shown in the Table.

6	1	2	3	4	5	6
When	Who? Which? What?	Action	Who? Which? What?	How?	Where?	When?
Last week	I	went			to the theatre.	
	I	had	a very good seat.			
	The play	was	very interesting.			
	I	did not enjoy	it.			
	A young man and a young woman	were sitting			behind me.	
	They	were talking		loudly.		

B. You will use the seven columns again for this exercise. There is a line under each word or group of words in the statements below. The words are not in the right order. Arrange them correctly in the seven columns. Look at this example:

I last year to America went.

The correct order is: I (*who*) went (*action*) to America (*where*) last year. (*when*)

Or: Last year I went to America.

1. The film I enjoyed yesterday.

2. The news listened to I carefully.

3. Well the man the piano played.

4. Games played yesterday in their room the children quietly.

5. Quietly the door he opened.
6. Immediately left he.
7. A tree in the corner of the garden he planted.
8. Before lunch the letter in his office quickly he read.
9. This morning a book I from the library borrowed.
10. The soup spoilt the cook.
11. We at home stay on Sundays.
12. There a lot of people are at the bus—stop.
13. The little boy an apple this morning ate greedily in the kitchen.
14. She beautifully draws.
15. Music I like very much.
16. A new school built they in our village last year.
17. The match at four o'clock ended.
18. She a letter from her brother last week received.

Supplementary Written Exercises

COMPREHENSION

1. **The writer turned round. He looked at the man and the woman angrily**
 - (a) and they stopped talking.
 - (b) but they didn't notice him.
 - (c) but they didn't stop talking.
 - (d) but they looked at him rudely.
2. **The young man said, 'It's none of your business.'**
 - (a) He was talking to the young woman.
 - (b) He was talking about the play.
 - (c) He thought the writer was trying to listen to his conversa-

tion with the young woman.

(d) He thought the writer was asking him a question.

STRUCTURE

3. Last week the writer went to the theatre. He was... the theatre.

(a) to (b) at (c) into (d) on

4. The young man and young woman were sitting behind him.

He was sitting... them.

(a) before (b) above (c) ahead of (d) in front of

5. ... did the writer feel? Angry.

(a) Where (b) Why (c) How (d) When

6. He looked at the man and the woman angrily. He looked at..... angrily.

(a) them (b) they (c) their (d) us

7. The young man and the young woman paid... attention to the writer.

(a) none (b) any (c) not any (d) no

VOCABULARY

8. He had a good seat. He was sitting in a good

(a) chair (b) place (c) armchair (d) class

9. He was a young man. He wasn't very

(a) old (b) big (c) tall (d) large

10. The writer looked at the man and the woman angrily. He was very

(a) sad (b) unhappy (c) cross (d) pleased

11. The writer could not bear it. He could not... it.

(a)carry (b) suffer (c)stand (d)lift

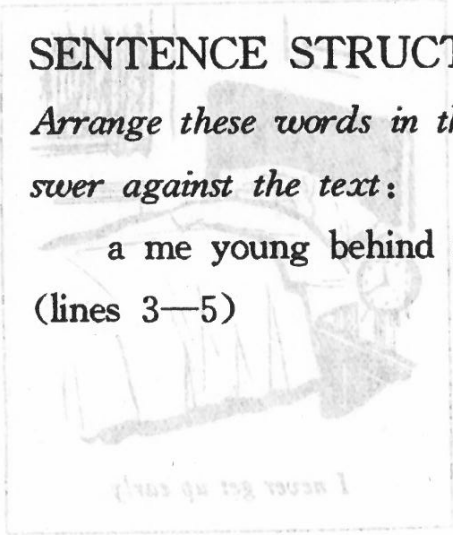
12. The young man spoke rudely. He wasn't very

(a)clever (b)rude (c)polite (d)kind

SENTENCE STRUCTURE

Arrange these words in their right order, then check your answer against the text:

a me young behind man sitting and were a woman young
(lines 3—5)



It was Sunday. I never get up early on
Sundays. I sometimes stay in bed until
lunch. I looked out of the window. It was
late. 'It's raining again.' Just then, the
telephone rang. It was my aunt Lucy.
'I've just arrived by train,' she said.
'I'm coming to see you.'
'But I'm still having breakfast.'
I said.
'What are you doing?' she asked.
'I'm having breakfast,' I repeated.
'Dear me,' she said. 'Do you always get up so late? It's one
'o'clock!'

مازول

breakfast ['brekfəst] n. افطار
lunch [lʌntʃ] n. غداء
until [ən'til] prep. حتى
outside ['aʊtsaɪd] ad. خارجاً
telephone ['telifəʊn] n. هاتف
repeat [rɪ'pi:t] v. يتكرر
late [leɪt] ad. متأخراً
ring [rɪŋ] v. يرن
aunt [aʊnt] n. أخت
said [saɪd] v. قال
sitting [sɪtɪŋ] v. جالس
man [mæn] n. رجل
woman [wʊmən] n. امرأة
young [jʌŋ] adj. شاب
me [mi:] pron. أنا
behind [bɪ'haɪnd] prep. خلف
were [wə] v. كانوا
and [ænd] conj. و

2 Breakfast or Lunch?

ناشتىلىقمۇ ياكى چۈشلۈك تاماقمۇ

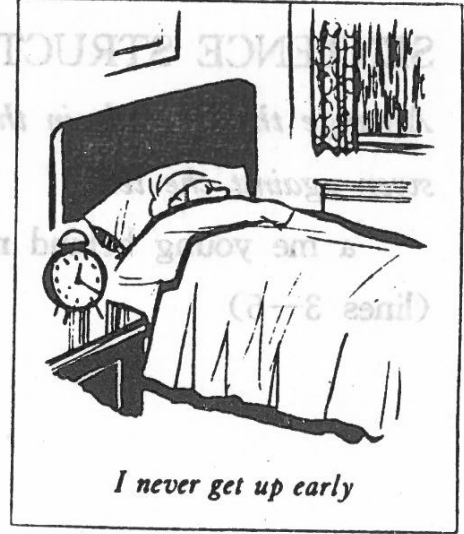
It was Sunday. I never get up early on Sundays. I sometimes stay in bed until lunch time. Last Sunday I got up very late. I looked out of the window. It was dark outside. 'What a day!' I thought. 'It's raining again.' Just then, the telephone rang. It was my aunt Lucy. 'I've just arrived by train,' she said. 'I'm coming to see you.'

'But I'm still having breakfast,' I said.

'What are you doing?' she asked.

'I'm having breakfast,' I repeated.

'Dear me,' she said. 'Do you always get up so late? It's one o'clock!'



I never get up early

خام سۆزلەر

breakfast ['brekfəst] n.	ناشتا،	ring [riŋ] vi.	ئاڭلانماق
	ئەتىگەنلىك تاماق	telephone ['telifən] n.	تېلېفون
lunch [lʌntʃ] n.	چۈشلۈك تاماق	aunt [ɑ:nt] n.	چوڭ ئاپا، ھامما ئاچا.
until [ʌn'til] prep.	... دىن	repeat [ri'pi:t] vi. vi.	تەكرارلىماق، قايتىلىماق
	... گىچە		
outside ['aʊt'saɪd] ad.	سرتىدا،	late [leɪt] ad.	كېچىكىپ، ۋاقتىدا
	تېشىدا		كېلەلمەي

پايدىلىنىش تەرجىمىسى

ئۇ بىر يەكشەنبە كۈنى ئىدى. يەكشەنبە كۈنلىرى ئورنۇمدىن ئەتىگەن تۇرمايتتىم، بەزىدە چۈشلۈك تاماققىچە ئۇخلايتتىم. ئۆتكەن ھەپتىمۇ ئورنۇمدىن ناھايىتى كېيىن تۇردۇم. دېرىزىدىن سىرتقا قارىسام ئالەم قاپقاراڭغۇ تۇرۇپتۇ. «ئالەمنى نەس باستىمۇ نېمە! يەنە يامغۇر ياغقان ئوخشايدۇ،» دەپ ئويلىدىم. دەل شۇ چاغدا، تېلېفون جىرىڭلىدى، ئۇ ھامما ئاچامدىن كەلگەن تېلېفون ئىكەن. ئۇ تېلېفوندا:

— مەن ھازىرلا پويىزىدىن چۈشتۈم، سېنى يوقلاپ بارىمەن، — دېدى.

— لېكىن مەن ناشتىلىق يەۋاتىمەن، — دېدىم.

— نېمە ئىش قىلىۋاتىمەن دېدىڭ؟ — دەپ سورىدى ئۇ.

— ناشتىلىق يەۋاتىمەن، — دەپ تەكرارلىدىم مەن.

— يائىلا، دائىم ئورنۇڭدىن مۇشۇنداق كېيىن تۇرامسەن؟ — دېدى

ئۇ.

— ھازىر سائەت بىر بولدى.

Comprehension Précis and Composition

Answer these questions *in not more than 50 words*.

1. Does the writer always get up early on Sundays, or does he always get up late?
2. Did he get up early last Sunday, or did he get up late?
3. Who telephoned then?
4. Had she arrived by train, or had she come on foot?
5. Was she coming to see him or not?
6. Did he say, 'I'm still having breakfast', or did he say, 'I am still in bed'?

7. Was his aunt very surprised or not?

8. What was the time?

Key Structures

Now, Often and Always.

Study these statements and questions:

Now

Often and Always

These sentences are from the

passage:

It's raining.

I never get up early on Sundays.

I'm coming to see you.

I sometimes stay in bed until
lunch time.

I'm still having breakfast.

Do you always get up so late?

What are you doing?

Here are some more sentences:

He is still sleeping.

He rarely gets up before 10
o'clock.

We are enjoying our lunch.

We frequently have lunch at
this restaurant.

I am reading in bed.

Do you ever read in bed?

Exercises

A. Write out these two paragraphs again. Give the right form of the words in brackets:

1. I am looking out of my window. I can see some children in the street. The children (play) football. They always (play) football in the street. Now a little boy (kick) the

ball. Another boy (run) after him but he cannot catch him.
2. I carried my bags into the hall.
'What you (do)?' my landlady asked.
'I (leave), Mrs Lynch,' I answered.
'Why you (leave)?' she asked. 'You have been here only a week.'

'A week too long, Mrs Lynch,' I said. 'There are too many rules in this house. My friends never (come) to visit me. Dinner is always at seven o'clock, so I frequently (go) to bed hungry. You don't like noise, so I rarely (listen) to the radio. The heating doesn't work, so I always (feel) cold. This is a terrible place for a man like me. Goodbye, Mrs Lynch.'

B. Note the position of the words in italics in these sentences:

My friends *never* come to visit me.

I *frequently* go to bed hungry.

I *rarely* listen to the radio.

I *always* feel cold.

I *never* get up early on Sundays.

I *sometimes* stay in bed until lunch time.

Write these sentences again. Put the words in brackets in the right place:

1. She answers my letters. (rarely)
2. We work after six o'clock. (never)
3. The shops close on Saturday afternoons. (always)
4. Do you go to work by car? (always)

5. Our teacher collects our copybooks. (frequently)
6. We spend our holidays abroad. (sometimes)
7. I buy gramophone records. (often)
8. Do you buy gramophone records? (ever)

Special Difficulties

What a day! (1. 5)

Instead of saying: *We can say:*

It is a terrible day! What a terrible day!

This is a beautiful picture! What a beautiful picture!

Or: What a beautiful picture this is!

Exercise

Write these sentences again. Each sentence must begin with

What.

1. This is a wonderful garden!
2. This is a surprise!
3. He is causing a lot of trouble!
4. They are wonderful actors!
5. She is a hard—working woman!
6. It is a tall building!
7. It's a terrible film!
8. You are a clever boy!
9. She is a pretty girl!
10. He is a strange fellow!

Supplementary Written Exercises

COMPREHENSION

1. When Aunt Lucy telephoned

- (a) the writer was asleep.
- (b) the writer was still in bed.
- (c) the writer had already got up.
- (d) the writer was having lunch.

2. Aunt Lucy was surprised because

- (a) the writer was having lunch.
- (b) it was one o'clock.
- (c) it was late.
- (d) the writer was having breakfast at lunch time.

STRUCTURE

3. He sometimes... in bed until lunch time.

- (a) stay (b) is staying (c) stays (d) staying

4. He stayed in bed until lunch time. He went... bed late last night.

- (a) in (b) into (c) to (d) at

5. He doesn't get up early on Sundays. He gets up

- (a) late (b) lately (c) slowly (d) hardly

6. ... did aunt Lucy come? By train.

- (a) When (b) How (c) Why (d) Where

7. The writer can't see aunt Lucy... He's having breakfast.

- (a) still (b) now (c) often (d) always

VOCABULARY

8. He... out of the window and saw that it was raining.

(a) looked (b) saw (c) remarked (d) watched

9. Just then, the telephone rang. It rang

(a) at once (b) immediately (c) again (d) at that moment

10. She was his aunt, so he was her

(a) son (b) grandson (c) nephew (d) niece

11. Breakfast is the first... of the day.

(a) food (b) dinner (c) lunch (d) meal

12. Aunt Lucy said, 'Dear me' because she was

(a) angry (b) surprised (c) tired (d) pleased

SENTENCE STRUCTURE

Rewrite this sentence, then check your answer against the text:

I arrived by train a moment ago.

I've.....(lines 7—8)

3 Please Send Me a Card

ماڭا بىر ئاكرىتىكا ئەۋەتىپ بېرىڭ

Postcards always spoil my holidays.

Last summer, I went to Italy. I visited museums and sat in public gardens. A friendly waiter taught me a few words of Italian. Then he lent me a book. I read a few lines, but I did not understand a word.

Every day I thought about postcards. My holidays passed quickly, but I did not send any cards to my friends.

On the last day I made a big decision. I got up early and bought thirty-seven cards. I spent the whole day in my room, but I did not write a single card!



On the last day I made a big decision. I got up early and bought thirty-seven cards. I spent the whole day in my room, but I did not write a single card!

خام سۆزلەر

- send [send] vt. زىيارەت قىلماق، ئەۋەتمەك، يوقلىماق
 visit [vɪzɪt] vt. يوقلىماق
 postcard ['pəʊstkɑ:d] n. ئاممىۋى
 public [pʌblɪk] a. دوستانە
 friendly ['frendli] a. كۈتكۈچى،
 Italy ['ɪtəli] n. ئىتالىيە
 waiter ['weɪtə] n. مۇلازىم
 spoil [spɔɪl] vt. بۇزماق، ۋەي -
 teach [ti:tʃ] vt. ئۆگەتمەك
 museum [mju 'ziəm] n. مۇزىي
 word [wɜ:d] n. سۆز، گەپ

ئۇقماق، چۈشەنمەك **Italian** [i'tæljən] *n* ئىتالىيان تىلى
 قارار، **decision** [di'siʒən] *n*. ئۆتنە بەرمەك، **lend** [lend] *vt*.
 قارار قىلىش ئارىيەت بەرمەك
 ھەممە، بارلىق **whole** [həʊl] *a*. قۇر، قاتار **line** [lain] *n*.
 يالغۇز، تەنھا **single** ['sɪŋgl] *a*. **understand** [ʌndə'stænd] *vi. vt*.

پايدىلىنىش تەرجىمىسى

ئاتكرتكلار ھەمىشە مېنىڭ دەم ئېلىش كۈنلىرىمنى نابۇت قىلىدۇ. ئۆتكەن يىلى يازدا، مەن ئىتالىيىگە بېرىپ، بىر مۇزېينى زىيارەت قىلدىم، ئاندىن بىر باغچىغا بېرىپ ئولتۇردۇم. خۇش پېئىل بىر مۇلازىمەتچى ماڭا بىر قانچە جۈملە ئىتالىيانچە ئۆگىتىپ قويۇپ، بىر كىتابمۇ ئارىيەت بەرگەندى. مەن ئۇ كىتابتىن بىر قانچە جۈملىنى ئوقۇپ باقتىم، لېكىن بىر سۆزنىمۇ چۈشەنەلمىدىم. ئاتكرتكلار توغرىسىدىكى ئىش كۈن بويى ئېسىمدىن چىقمايتتى. دەم ئېلىش كۈنلىرىم شۇنچە تېز ئۆتۈۋاتقان بولسىمۇ، لېكىن دوستلىرىمنىڭ ھېچقايسىسىغا بىرمۇ ئاتكرتكا ئەۋەتمىدىم. ئەڭ ئاخىرقى كۈنى قەتئىي نىيەتكە كەلدىم. ئورنۇمدىن ناھايىتى ئەتىگەن تۇرۇپ، 37 پارچە ئاتكرتكا سېتىۋالدىم. كۈن بويى ئۆيدىن تالاغا چىقىمىدىم، ئەمما بىر پارچىمۇ ئاتكرتكا يازالمىدىم.

Comprehension Précis and Composition

Answer these questions *in not more than 50 words.*

1. Do postcards always spoil the writer's holidays or not?
2. Where did he spend his holidays last summer?
3. What did he think about every day?
4. Did he send any cards to his friends or not?
5. How many cards did he buy on the last day?

6. What did he stay all day?
7. Did he write any cards or not?

Key Structures

What happened?

Read this short conversation. Pay close attention to the verbs in italics. Each of these verbs tells us *what happened*.

POLICEMAN: Did you see the accident, sir?

MAN: Yes, I did. The driver of that car *hit* that post over there.

POLICEMAN: What happened?

MAN: A dog *ran* across the road and the driver *tried to avoid* it. The car suddenly *came* towards me. It *climbed* on to the pavement and *crashed* into that post.

POLICEMAN: What did you do?

MAN: I *ran* across the street after the dog.

POLICEMAN: Why did you do that? Were you afraid of the car?

MAN: I wasn't afraid of the car. I was afraid of the driver. The driver *got out* of the car and *began shouting* at me. He was very angry with me. You see, it was my dog.

Exercises

A. Look at the passage 'Please Send Me A Card'. Put a line under all the verbs which tell us what happened to the writer when he was on holiday in Italy.

B. Give the correct form of all the verbs in brackets. Do not refer to the passage until you finish the exercise:

Last summer, I (go) to Italy. I (visit) museums and (sit) in public

gardens. A friendly waiter (teach) me a few words of Italian. Then he (lend) me a book. I (read) a few lines, but I (not understand) a word. Every day I (think) about postcards. My holidays (pass) quickly, but I (not send) any cards to my friends. On the last day, I (make) a big decision. I (get) up early and (buy) thirty — seven cards. I (spend) the whole day in my room, but I (not write) a single card!

C. Give the correct form of the verbs in brackets in the passage below. Each verb must tell us *what happened*:

My friend, Roy, (die) last year. He (leave) me his record player and his collection of gramophone records. Roy (spend) a lot of money on records. He (buy) one or two new records every week. He never (go) to the cinema or to the theatre. He (stay) at home every evening and (listen) to music. He often (lend) records to his friends. Sometimes they (keep) them. He (lose) many records in this way.

Special Difficulties

He lent me a book. (1. 5)

Instead of saying:

He lent me a book.

He sent me a card.

He passed me the salt.

She bought me a tie.

She made me a cake.

We can say:

He lent a book to me.

He sent a card to me.

He passed the salt to me.

She bought a tie for me.

She made a cake for me.

Exercise

Write each of the following sentences in a different way:

1. He paid the shop—keeper some money.
2. He handed me the prize.
3. The waiter brought a bottle of beer to the man.
4. He sold all his books to me.
5. The shop—assistant chose some curtain material for me.
6. He did me a big favour.
7. She showed her husband her new hat.
8. She promised a reward to the finder.
9. He gave his son some advice.
10. His uncle left him some money.
11. He is teaching English to us.
12. I bought this bunch of flowers for you.
13. Bring that book to me please.
14. He offered me a cigarette.
15. Read me the first paragraph.
16. I've ordered some soup for you.
17. I owe him a lot of money.
18. Pass the mustard to your father.

Supplementary Written Exercises

COMPREHENSION

1. The writer

(a) doesn't like buying postcards.

(b) doesn't like receiving postcards.

(c) doesn't like writing postcards.

(d) doesn't like postcards.

2. **What was the writer's 'big decision'?**
- (a) He decided to write postcards to his friends.
 (b) He decided to spend the whole day in his room.
 (c) He decided to buy a lot of postcards.
 (d) He decided not to write a single card.

STRUCTURE

3. **Last summer he went to Italy. He was... Italy last summer.**
 (a) at (b) to (c) in (d) on
4. **... him a few words of Italian? The waiter.**
 (a) Who taught (b) Who did teach (c) What did he teach
 (d) Whom did he teach
5. **He was a friendly waiter. He spoke to the writer**
 (a) friendly (b) as friends (c) like friends (d) in a friendly way
6. **The writer... a few lines, but he didn't understand a word.**
 (a) reads (b) read (c) red (d) reading
7. **He spent the whole day in his room. He was in his room... day.**
 (a) the hole (b) the all (c) all (d) all of

VOCABULARY

8. **A waiter usually works in a**
 (a) public garden (b) shop (c) restaurant (d) private house
9. **The waiter lent him a book. He... a book from the waiter.**
 (a) lent (b) borrowed (c) took (d) stole
10. **On the last day he made a big decision. It was the ... day of his holiday.**
 (a) final (b) end (c) latest (d) bottom

11. He made a big decision. He

- (a) thought about it
- (b) made up his mind
- (c) changed his mind
- (d) made a wish

12. He didn't write a single card. So he

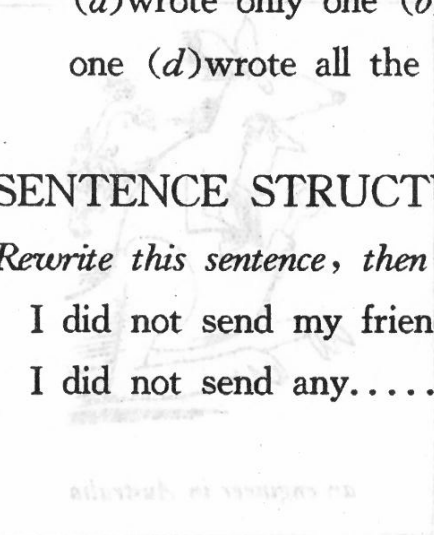
- (a) wrote only one
- (b) didn't write even one
- (c) wrote just one
- (d) wrote all the cards except one

SENTENCE STRUCTURE

Rewrite this sentence, then check your answer against the text:

I did not send my friends any cards.

I did not send any..... (lines 8—9)



4 An Exciting Trip

كشنى ھاياجانغا سالدىغان بىر قېتىملىق ساياھەت

I have just received a letter from my brother, Tim. He is in Australia. He has been there for six months. Tim is an engineer. He is working for a big firm and he has already visited a great number of different places in Australia. He has just bought an Australian car and has gone to Alice Springs, a small town



in the centre of Australia. He will soon visit Darwin. From there, he will fly to Perth. My brother has never been abroad before, so he is finding this trip very exciting.

خام سۆزلەر

exciting [ik'saitiŋ] <i>a.</i>	كشنى ھاياجانغا سالدىغان	firm [fə:m] <i>n.</i>	شېركەت، سودا ساراي
trip [trip] <i>n.</i>	ساياھەت، سەپەر	great [greit] <i>a.</i>	ناھايىتى زور
receive [ri'si:v] <i>vt.</i>	تاپشۇرۇپ ئالماق	just [dʒʌst] <i>at.</i>	ئاباي
Australia [ɔ:s'treiljə] <i>n.</i>	ئاۋسترالىيە	center ['sentə] <i>n.</i>	مەركەز
month [mʌnθ] <i>n.</i>	ئاي	Darwin ['dɑ:win] <i>n.</i>	دارۋىن
engineer [ˌendʒi'niə] <i>n.</i>	ئىنژېنېر	fly [flai] <i>vt.</i>	ئايرىۋېلاندا توشۇماق
		abroad [ə'brɔ:d] <i>ad.</i>	دۆلەت سىرتىدا

ھېس قىلماق، find [faɪnd] vt. تىدا؛ چەت ئەلگە
perth [pɜːθ] n. پېرس دەپ ئويلىماق

پايدىلىنىش تەرجىمىسى

مەن ئابايا ئىنىم تىمنىڭ ئاۋسترالىيىدىن يازغان بىر پارچە خېتىنى تاپشۇرۇۋالدىم. ئۇ خېتىدە ئاۋسترالىيىدە تۇرغىلى ئالتە ئاي بولدى دەپ يېزىپتۇ. تىم بىر ئىنژېنېر ئىدى، بىر چوڭ شىركەتتە ئىشلەيدىكەن. ئۇ ئاۋسترالىيىنىڭ نۇرغۇن جايلىرىغا بېرىپتۇ. يېقىندىلا ئاۋسترالىيىدە ئىشلەنگەن بىر پىكاپ سېتىۋاپتۇ. ئاۋسترالىيىنىڭ ئوتتۇرا قىسمىدىكى بىر كىچىك شەھەر ئەلس سېرىڭزغا بېرىپ كەپتۇ. ئۇ پات ئارىدا دارۋىنغا بارماقچى بولۇۋېتىپتۇ. ئۇ يەردىن يەنە پېرسقا بارماقچىكەن. ئىنىم بۇرۇن چەت ئەلگە چىقىپ باقمىغان. شۇڭا ئۇ، بۇ قېتىملىق سەپىرىدىن ناھايىتى ھاياجانلانغان ئوخشايدۇ.

Comprehension Précis and Composition

Answer these questions *in not more than 50 words.*

1. What has the writer just received from his brother, Tim?
2. Is Tim an engineer, or is he a doctor?
3. How long has he been in Australia?
4. Has he already visited many places or not?
5. Where is he now?
6. Has Tim ever been abroad before or not?
7. Is he enjoying his trip very much or not?

Key Structures

What has happened?

These sentences are from the passage. Study them carefully.

Pay close attention to the words in italics:

I have *just* received a letter from my brother, Tim.

He has *just* bought an Australian car and has gone to Alice Springs.

He has been there *for six months*.

He has *already* visited a great number of different places.

My brother has *never* been abroad before.

Here are some more sentences:

He has retired *now*.

Have you *ever* been to Australia?

Have you read any good books *lately*?

I haven't been very successful *so far*.

The train has not arrived *yet*.

Exercises

A. Write these sentences again. Put the words in brackets in the right place:

1. I have had breakfast. (just)
2. He has been in prison. (for six months)
3. The police have not caught the thief. (yet)
4. You have asked that question three times. (already)
5. Have you been to Switzerland? (ever)
6. I have been to Switzerland. (never)
7. He is a wonderful runner. He has broken two records. (so far)
8. I haven't seen George. (lately)

B. Give the correct form of the verbs in brackets. Do not refer to the passage until you finish the exercise:

I just (receive) a letter from my brother Tim. He is in Australia. He (be) there for six months. Tim is an engineer. He is working for a big firm and he already (visit) a great number of different places in Australia. He just (buy) an Australian car and (go) to Alice Springs. My brother never (be) abroad before, so he is finding this trip very exciting.

C. What is happening? What has happened?

Read these two statements; The bell is ringing.

The bell has just rung.

Complete the following in the same way:

1. He is leaving the house. He has just...
2. He is having breakfast. He has...
3. She is writing a letter.
4. My sister is turning on the radio.
5. My mother is making the bed.
6. She is buying a new hat.

D. Read these two statements; He is still having breakfast.

He hasn't had breakfast yet.

Complete the following in the same way:

1. She is still washing the dishes. She hasn't...
2. She is still making the beds. She...
3. He is still combing his hair.
4. She is still sweeping the carpet.
5. We are still reading 'Macbeth'.

E. Read these two sentences; I've already had lunch.

Have you had lunch yet?

Ask questions in the same way:

1. I've already seen the new play at 'The Globe'. Have you...
2. I've already taken my holidays.
3. I've already read this book.
4. I've already done my homework.
5. I've already finished my work.

Special Difficulties

Words Often confused

Receive and Take.

Receive: I have just received a letter from my brother. (11.1—2)

Take: Someone has taken my pen.

Exercise

Choose the correct words in the following:

1. Yesterday I (took)(received) a present from Aunt Jane.
2. Have you (taken)(received) a letter from him yet?
3. I (took)(received) the letter with me.
4. He has (taken)(received) some flowers to her.
5. Why did you (receive)(take) this book off the shelf?

Supplementary Written Exercises

COMPREHENSION

1. Only one of these statements is true. Which one?

- (a) The writer has been in Australia for six months.
- (b) Tim is a mechanic and he's working in Australia.
- (c) Tim is working for an Austrian firm.
- (d) Tim is working for a big firm as an engineer.

2. **Only one of these statements is true. Which one?**

- (a) Tim has been in Darwin for six months.
- (b) It's the first time Tim has ever been to another country.
- (c) Perth is in the centre of Australia.
- (d) Tim's brother has never been abroad before.

STRUCTURE

3. **Tim is in Australia. He went... Australia six months ago.**

- (a) to (b) in (c) at (d) into

4. **Tim is in Australia. How long... there?**

- (a) is he (b) has he been (c) has he (d) was he

5. **Tim has been in Australia for six months. His brother hasn't seen him... January.**

- (a) for (b) since (c) from (d) by

6. **He has just bought an Australian car. He bought one**

- (a) a short time ago (b) a long time ago (c) last year (d) six months ago

7. **He has just gone to Alice Springs. He has never... there before.**

- (a) went (b) being (c) been (d) was

VOCABULARY

8. **Tim is working for a big firm. He is working for a big**

- (a) society (b) company (c) factory (d) store

9. **He has visited a great number of different places. He hasn't stayed in... place.**

- (a) the only (b) a similar (c) the same (d) alike

10. **Alice Springs is a small town. A town is usually**

(a) bigger than a village but smaller than a city (b) bigger than a city (c) the same size as a city (d) the same size as a Village

11. He will soon visit Darwin. He will visit Darwin

(a) quickly (b) for a short time (c) shortly (d) in a hurry

12. He will fly to Perth. He will go there

(a) with air (b) in air (c) by air (d) through air

SENTENCE STRUCTURE

Rewrite this sentence, then check your answer against the text:

Because my brother has never been abroad before he is finding this trip very exciting.

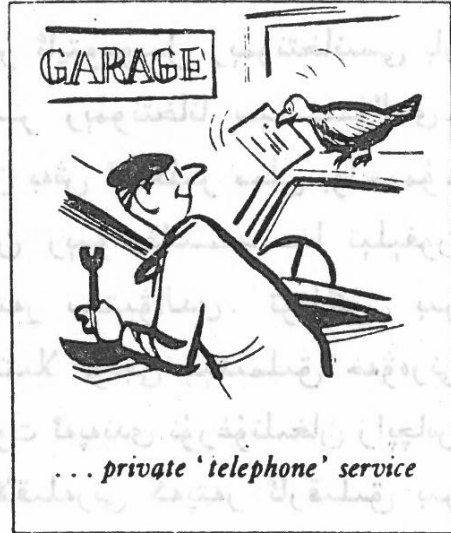
My brother has never been abroad before. . . . (lines 11–13)

VOCABULARY

5 No Wrong Numbers

توغرا بېسىلغان تېلېفون نومۇرى

Mr James Scott has a garage in Silbury and now he has just bought another garage in Pinhurst. Pinhurst is only five miles from Silbury, but Mr Scott cannot get a telephone for his new garage, so he has just bought twelve pigeons. Yesterday, a pigeon carried the first message from Pinhurst to Silbury. The bird covered the distance in three minutes. Up to now, Mr Scott has sent a great many requests for spare parts and other urgent messages from one garage to the other. In this way, he has begun his own private 'telephone' service.



خام سۆزلەر

garage ['gæra:ʒ] n.	گاراژ، رېموتخانا	cover ['kʌvə] n.	بېسىپ بولماق
mile [maɪl] n.	ئىنگلىز تىلى	distance ['dɪstəns] n.	ئارىلىق
pigeon ['pɪdʒən] n.	كەپتەر	minute ['mɪnɪt] n.	مىنۇت
carry ['kæri] vt.	يوللىماق، يەتكۈزۈپ بەرمەك	request [rɪ'kwɛst] n.	تەلەپ
message ['mesɪdʒ] n.	خەۋەر، ئۇچۇر	spare [spɛə] a.	زاپاس
		part [pɑ:t] n.	زاپاس
		service ['sɜ:vɪs] n.	كەسىپ
		up to now	ھازىرغىچە

urgent ['ə:dʒənt] a. جددى

پايدىلىنىش تەرجىمىسى

جەيمز سكوت ئەپەندىنىڭ سىلەرىدە بىر ئاپتوموبىل رېمونتخانىسى بار ئىدى. ئۇ يېقىندىلا پىنخېرستتىن يەنە بىر رېمونتخانا سېتىۋالدى. پىنخېرست بىلەن سىلەرىنىڭ ئارىلىقى ئاران بەش ئىنگلىز مىلى بولسىمۇ، لېكىن سكوت ئەپەندى يېڭىدىن سېتىۋالغان رېمونتخانىسىغا تېلېفون ئورنىتالمىدى، شۇڭا ئۇ يېقىندىلا 12 كەپتەر سېتىۋالدى. تۈنۈگۈن بىر كەپتەر پىنخېرستتىن سىلەرىغا ئۈچ مىنۇتتا تۇنجى قېتىملىق خەۋەرنى يەتكۈزدى. ھازىرغىچە بولغان ئارىلىقتا، سكوت ئەپەندى نۇرغۇنلىغان زاپچاس ئالدىغان خەت - چەك ۋە باشقا مۇھىم ئالاقىلەرنى كەپتەر ئارقىلىق بىر رېمونتخانىدىن يەنە بىر رېمونتخانىغا ئەۋەتمەكتە. شۇنداق قىلىپ، ئۇ ئۆزىنىڭ خۇسۇسىي «تېلېفون» مۇلازىمىتىنى يولغا قويدى.

Comprehension Précis and Composition

Answer these questions in not more than 50 words.

1. Where has Mr Scott opened his second garage?
2. Where is his first garage?
3. How far away is Silbury?
4. Can Mr Scott get a telephone for his new garage or not?
5. What has he bought?
6. In how many minutes do they carry messages from one garage to the other?

Key Structures

What happened? What has happened?

Study these sentences. Pay close attention to the words in italics.

What happened? (KS 17)

I wrote to him *last month*.

I bought this car *last year*.

He came to see me *this morning*.

I saw him *ten minutes ago*.

What has happened? (KS 19)

The train has *just* left the station.

I've *already* seen that film.

He has been abroad *for six months*.

Have you *ever* met him *before*?

I have *never* met him *before*.

I have not finished work *yet*.

There have been a great number of accidents *lately*.

Up till now he has won five prizes.

Exercises

A. Underline all the verbs in the passage which tell us *what happened* and *what has happened*.

B. Give the correct form of the verbs in brackets. Do not refer to the passage until you finish the exercise:

Mr James Scott has a garage in Silbury and now he just (buy) another garage in Pinhurst. Pinhurst is only five miles from Silbury, but Mr Scott cannot get a telephone for his new garage, so he just (buy) twelve pigeons. Yesterday, a pigeon (carry) the first message from Pinhurst to Silbury. The bird (cover) the distance in three minutes. Up to now, Mr Scott (send) a great many requests for spare parts and other urgent messages from one garage to the other. In this way,

he(begin) his own private 'telephone' service.

C. Give the correct form of the verbs in brackets:

1. What...you(buy) yesterday?
2. Up till now, he never(lend) me anything.
3. ...you(burn) those old papers yet?
4. He(fight) in Flanders in the first World War.
5. They already(leave).
6. When...you(lose) your umbrella?
7. ...you(listen) to the concert last night?
8. We just(win) the match.

Special Difficulties

Words Often Confused or Misused

a Phrases with the word 'way'. (In this way, he has begun his own private 'telephone' service. II. 13—14)

In the way: Please move this chair. It is in the way.

Do your work in the way I have shown you

On the way: On the way to the station, I bought some cigarettes.

In this way: He saves old envelopes. In this way, he has collected a great many stamps.

By the way: By the way, have you seen Harry recently?

In a way: In a way, it is an important book.

Exercise

Supply the correct phrases with 'way' in the following:

1. ...from Athens to London, the plane stopped at Rome.
2. I cooked this...you showed me.
3. ... , where is my coat?

4. Yes, ... he has been very successful.

5. Children get ... during the holidays.

b Spare and To Spare. ('spare parts' I. 11)

Note the following:

I cannot spare the time.

I have no time to spare.

I cannot buy spare parts for this car.

There is a spare room in this house.

Caligula spared the slave's life.

Exercise

Rewrite these sentences using *spare* or *to spare* in place of the words or phrases in italics. Make any other necessary changes.

1. There is *an extra* wheel in the back of the car.
2. I always go on excursions in my *free* time.
3. 'Have you any old clothes *that you do not want*?' he asked.
4. The guest slept in the room *we do not use*.
5. '*Do not kill me!*' begged the prisoner.

Supplementary Written Exercises

COMPREHENSION

1. Mr Scott hasn't got a telephone in his new garage because

(a) it isn't far from his old garage, so he doesn't need one.

(b) he has twelve pigeons.

(c) he can't get one.

(d) it's too expensive.

2. Mr Scott keeps pigeons because

(a) he uses them to send messages.

- (b) it's his hobby.
- (c) he has two garages.
- (d) he likes them.

STRUCTURE

3. Mr Scott has a garage. The garage is

- (a) to him (b) of him (c) of his (d) his

4. Mr Scott cannot get a telephone for his garage. . . he has just bought twelve pigeons.

- (a) That's so (b) That's why (c) Because (d) For

5. He has just bought ten pigeons. When did he . . . them?

- (a) bought (b) buys (c) buy (d) buying

6. What's the distance from Pinhurst to Silbury? How . . . is Pinhurst . . . Silbury?

- (a) long ago . . . until (b) long . . . away (c) away . . . till
- (d) far . . . from

7. The pigeon flew from one garage to the other . . . three minutes.

- (a) in (b) into (c) with (d) on

VOCABULARY

8. Mr Scott has a garage in Silbury. His . . . garage is in Pinhurst.

- (a) another (b) other (c) else (d) different

9. Mr Scott can't get a telephone. Telephones are hard to

- (a) take (b) receive (c) obtain (d) find

10. He has sent requests for spare parts. He has . . . spare parts.

- (a) asked (b) asked for (c) begged (d) pleased

11. Urgent messages are important, so they must be sent

- (a) quickly (b) slowly (c) by hand (d) largely

12. Mr Scott's 'telephone service' is private. It isn't

- (a) general (b) national (c) international (d) public

SENTENCE STRUCTURE

Join these sentences together with *but* and *and* so. Then check your answer against the text:

Pinhurst is only five miles from Silbury. Mr Scott cannot get a telephone for his new garage. He has just bought twelve pigeons. (lines 3-6)



Later a neighbour told me about him. Everybody knows him. His name is Percy Buttons. He calls at every house in the street once a month and always asks for a meal and a glass of beer.

بناؤ سولہ

move [mʌv]	محرک	return [rɪ'tɜ:n]	واپس آنا
beggar ['beɡə]	مغرب	food [fu:d]	غذا
ask for	پوچھنا	piece [pi:s]	پیرس
meal [mi:l]	کھانا	cheese [tʃi:z]	چیز
beer [biə]	بیر	pocket ['pɒkɪt]	پوکیٹ
call [kɔ:l]	کال کرنا	neighbour ['neɪbə]	پڑوسی

6 Percy Buttons

غەلىتە قەلەندەر

I have just moved to a house in Bridge Street. Yesterday a beggar knocked at my door. He asked me for a meal and a glass of beer. In return for this, the beggar stood on his head and sang songs. I gave him a meal. He ate the food and drank the beer. Then he put a piece of cheese in his pocket and went away.



Later a neighbour told me about

him. Everybody knows him. His name is Percy Buttons. He calls at every house in the street once a month and always asks for a meal and a glass of beer.

خام سۆزلەر

move [mu:v] vt.	يۆتكىمەك، كۆچمەك	return [ri'tə:n] n.	جاۋاب قايتۇرۇش.
beggar ['begə] n.	قەلەندەر، دىۋانە	food [fu:d] n.	يېمەكلىك
ask for	تەلپ قىلماق	piece [pi:s] n.	پارچە، ياپراقچە
meal [mi:l] n.	تاماق	cheese [tʃi:z] n.	پىشلاق
beer [biə] n.	پىۋا	pocket ['pɒkit] n.	يانچۇق
call [kɔ:l] vi.	زىيارەت قىلماق، يوقلىماق	neighbour ['neibə] n.	قوشنا

پايدىلىنىش تەرجىمىسى

مەن يېقىندىلا بىر كۆچىسىدىكى بىر ئۆيگە كۆچۈپ باردىم. تۈنۈگۈن بىر قەلەندەر ئىشىكىمنى چېكىپ، مەندىن تاماق ۋە پىۋا سورىدى، ئاندىن ئۆزىچە مەندىن سورىغان نەرسىلىرىگە جاۋاب قايتۇرغىنى بولسا كېرەك، بېشىنى يەرگە تىرەپ، پۈتمىنى ئاسمانغا قارىتىپ تۇرۇپ بىر نەچچە مىسرا ناخشا ئوقۇپ بەردى. مەن ئۇنىڭغا تاماق بەردىم، ئۇ مەن بەرگەن تاماقنى يەپ بولۇپ پىۋىنى ئىچتى، ئاندىن كېيىن ئېشىپ قالغان بىر پارچە پىشلاقنى يانچۇقىغا سالدى - دە، يولغا راۋان بولدى. كېيىن بىر قوشنام ماڭا ئۇ توغرىلۇق بەزى نەرسىلەرنى سۆزلەپ بەردى، ئۇنى ھەممە ئادەم تونۇيدىكەن. ئۇنىڭ ئىسمى پېسى باتنىز بولۇپ، ئۇ ئايدا بىر قېتىم مۇشۇ كۆچىگە كېلىپ ھەممە ئائىلىگە كىرىدىكەن ۋە ھەمىشە تاماق بىلەن پىۋا سورايدىكەن.

Comprehension Précis and Composition

Answer these questions *in not more than 55 words.*

1. Has the writer just moved to a house in Bridge Street or not?
2. Who knocked at her door yesterday?
3. Did he sing songs, or did he ask for money?
4. What did the writer give him in return for this?
5. What is the beggar's name?
6. Does he call at every house once a week or once a month?

Key Structures

A, The and Some

a A and Some

We can say: a pen, some pens; a book, some books; a picture, some pictures; a glass of milk, some milk; a bag of flour, some flour; a bar of soap, some soap. We can also use these words without *a* or *some*.

Read these sentences carefully:

Yesterday I bought *a book*. *Books* are not very expensive.

I have just drunk *a glass of milk*. *Milk* is very refreshing.

Mrs Jones bought *a bag of flour*, *a bag of sugar* and *some tea*.

She always buys *flour*, *sugar* and *tea* at the grocer's.

b A and The

Read this paragraph. Pay close attention to the words *a* and *the*.

A man is walking towards me. *The* man is carrying *a* parcel. *The* parcel is full of meat. *The* man has just bought some meat. *A* dog is following *the* man. *The* dog is looking at *the* parcel.

c Names

We cannot put *a* or *the* in front of names:

John lives in England. He has a house in London. His house is in Duke Street. Last year he went to Madrid. John likes Spain very much. He goes there every summer.

Exercises

A. Write these words again. Put in *a* or *some* in front of each one.
meat, desk, tobacco, tin of tobacco, comb, city, cloth, oil, bottle of ink,
day, word, student, sugar, rain, orange, rubber.

B. Read the passage again. Put a line under the words *a* and *the*.

C. Put in the words *a* or *the* where necessary. Do not refer to the passage until you finish the exercise:

I have just moved to... house in... Bridge Street. Yesterday...
beggar knocked at my door. He asked me for... meal and... glass of
beer. In return for this,... beggar stood on his head and sang... song.
I gave him... meal. He ate... food and drank... beer. Then he

put... piece of cheese in his pocket and went away. Later... neighbour told me about him. Everybody knows him. His name is... Percy Buttons. He calls at every house in ... street once ... month and always asks for... meal and... glass of beer.

D. Write sentences using *a*, *the* or *some* with the following:

1. found/coin/garden.
2. put/sugar/my tea.
3. cut/wood/fire.
4. bought/newspaper.
5. made/coffee.
6. like/curtains in this room.

Special Difficulties

Some verbs change in meaning when we put short words after them. Read these sentences. The verbs are in italics. Do you know what these verbs mean?

I *put* your book on the shelf.

I *put on* my hat and left the house.

Who *took* my umbrella?

It was very hot, so I *took off* my coat.

Come and *look at* my photograph album.

I *am looking for* my pen. I lost it this morning.

Will you *look after* the children for me please?

Read these sentences. Each one contains the verb *knock*.

The verb has a different meaning in each sentence:

A beggar *knocked* at my door. (11. 2—3)

I *knocked* the vase *off* the table and broke it.

He always *knocks off* at six o'clock. (He finishes his work.)

The shop—assistant *knocked 10% off* the bill. (He reduced the price.)

A car *knocked* the boy *over*. (It hit him hard and made him fall.)

In the fight, the thief *knocked out* the policeman. (The policeman

was unconscious for three minutes.)

Exercise

A. Put in the right words:

1. He did not know how to fight, but he knocked...the boxer.
2. This flower—pot is broken. Who knocked it...?
3. I knocked...early yesterday and went to a football match.
4. Listen! Someone is knocking...the window!

B. Rewrite the following sentences using the correct form of the verb *knock* in place of the words in italics:

1. The old lady hit the thief over the head with a candlestick and *now he is unconscious*.
2. At what time do you *finish work* every day?
3. The shop—keeper *reduced* the price of all his goods *by 20%*.

Supplementary Written Exercises

COMPREHENSION

1. Percy Buttons stood on his head and sang songs because

- (a) he wanted a piece of cheese.
- (b) he liked doing this.
- (c) he was a beggar.
- (d) he wanted to 'pay' for his meal in this way.

2. The writer didn't know about Percy Buttons because

- (a) she was new to the neighbourhood. (c) he was a beggar.
- (b) he had never called at that house before. (d) he didn't live near her.

STRUCTURE

3. **The writer has just moved to a new house. She was... yesterday.**
(a) at house (b) to the house (c) at home (d) in the home
4. **She gave**
(a) to him a meal (b) a meal for him (c) him to a meal
(d) a meal to him
5. **A neighbour told me about him. He... Percy Buttons was a beggar.**
(a) told (b) said me (c) told to me (d) said
6. **Everybody knows him... know him.**
(a) They all (b) Each (c) Every (d) All they
7. **...does he call? Once a month.**
(a) How seldom (b) How long (c) How soon (d) How often

VOCABULARY

8. **A beggar is a person who**
(a) asks for money but doesn't work (b) asks for food
(c) works hard (d) is out of work
9. **You can have a meal**
(a) only in the morning (b) at any time (c) only at midday
(d) only in the evening
10. **She gave him a piece of cheese. He put the... of cheese in his pocket.**
(a) bit (b) bar (c) block (d) packet
11. **He calls at every house in the street. He... everyone.**
(a) shouts at (b) calls (c) cries out at (d) visits
12. **A street is usually... a road.**

(a)quieter than (b)not as quiet as (c)longer than (d)as long as

SENTENCE STRUCTURE

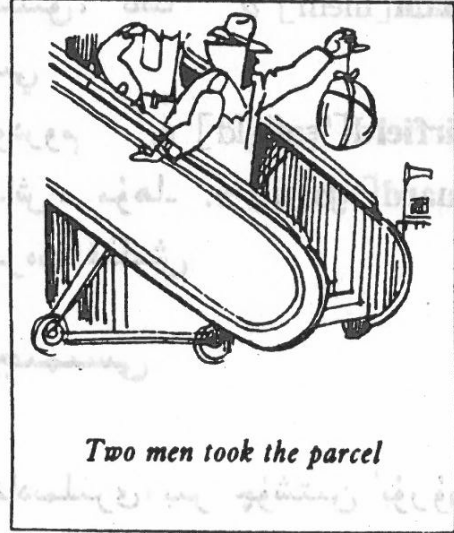
Arrange these groups of words in the right order, then check your answer against the text:

and a glass of beer/he calls/for a meal/at every house/and
always asks/in the street/once a month (lines 11—13)

7 Too Late

بەك كېچىكىش

The plane was late and detectives were waiting at the airport all morning. They were expecting a valuable parcel of diamonds from South Africa. A few hours earlier, someone had told the police that thieves would try to steal the diamonds. When the plane arrived, some of the detectives were waiting inside the main building while others



were waiting on the airfield. Two men took the parcel off the plane and carried it into the Customs House. While two detectives were keeping guard at the door, two others opened the parcel. To their surprise, the precious parcel was full of stones and sand!

خام سۆزلەر

detective [di'tektiv] n	رازۋېد	خالتا
airport ['ɛəpɔ:t] n.	ئايرودروم	ئالماس
steal [sti:l] vi. vt.	ئوغرىلىماق	South Africa ['sauθ'æfrikə]
inside ['in'said] prep	ئىچىدە...	جەنۇبىي ئافرىقا
expect [iks'pekt] vt.	كۈتمەك	police [pə'li:s] n.
valuable ['væljuəbl] a.	قىممەتلىك	a few hours earlier
parcel ['pa:sl] n.	پوسۇلكا،	سائەت ئىلگىرى

thief [θi:f] n.	ئوغرى	Customs House ['kʌstəmz/'haus]	تاموژنا
steal [sti:l] vt. vi.	ئوغرىلىماق،		
	ئېلىۋالماق	precious ['preʃəs] a.	قىممەتلىك
main [meɪn] a.	ئاساسلىق، ئاسا	surprise [sə'praɪz] n. v.	ئەجەبلىنىش؛
	سى		ھەيران قالماق
airfield ['eəfi:ld] n.	ئايرودروم	stone [stəʊn] n.	تاش
guard ['gɑ:d] n.	قوغداش، مۇھا-	sand [sænd] n.	قۇم
	پىزەت قىلىش		

پايدىلىنىش تەرجىمىسى

ئايرودرومدا كۈتۈشكە مەجبۇر بولدى. ئۇلار جەنۇبىي ئافرىقىدىن كېلىدىغان قىممەتلىك بىرلىيانت قاچىلانغان خالتىنى ساقلاۋاتاتتى. بىر قانچە سائەت ئىلگىرى، ساقچىلار ئوغرىلارنىڭ ئۇ بىرلىيانتنى ئوغرىلاپ كەتمەكچى بولغانلىقىدىنمۇ خەۋەر تاپقانىدى. ئايرودرومدا يېتىپ كەلگەندە، بىر بۆلەك رازۋېدچىك ئايرودرومدا توختاش مەيدانىدا كۈتۈۋاتاتتى. ئايرودرومدا چامادان كۆتۈرگەن ئىككى ئادەم چۈشتى - دە، تاموژنا ئىشخانىسىغا كىرىپ كەلدى. ئىككى رازۋېدچىك ئىشك ئالدىدا قاراۋۇللۇق قىلىپ تۇرسا، يەنە ئىككى رازۋېدچىك خالتىنى ئاچتى. ئۇلارنى ئەجەبلەندۈرگىنى شۇ بولدىكى، ئۇلارنىڭ كۆرگىنى، ئىچىگە لىق تاش بىلەن قۇم تولدۇرۇلغان بىر خالتا ئىدى.

Comprehension Précis and Composition

Answer these questions *in not more than 50 words.*

1. How long were detectives waiting at the airport?
2. What were they expecting from South Africa?
3. Where did two men take the parcel after the arrival of

- the plane?
4. How many detectives opened it?
 5. What was the parcel full of?

Key Structures

What were you doing when I telephoned?

Study these sentences carefully. Pay close attention to the words in italics.

When I was watering the garden, it began to rain.

I was having breakfast *when* the telephone rang.

While we were having a party, the lights went out.

George was reading *while* his wife was listening to the radio.

As I was getting on the bus, I slipped and hurt my foot.

Someone knocked at the door *just as* I was getting into the bath.

The plane was late and detectives were waiting at the airport *all morning*.

Exercises

A. Underline the verbs in the passage which tell us what *was happening*.

B. What was happening when...?

Read the passage again then answer these questions. Write a complete sentence in answer to each question.

1. What was happening when the plane arrived?
2. What was happening when two of the detectives opened the parcel?

C. Write sentences of your own in answer to these questions.

Each answer must begin with 'I was...'

1. What were you doing when I telephoned you?
2. What were you reading when I saw you in the library this morning?
3. What were you saying when I interrupted you?

D. What was happening? What happened?

Give the correct form of the verbs in brackets:

1. As my father(leave) the house, the postman(arrive).
2. Tom (work) in the garden while I(sit)in the sun.
3. As I(walk) down the street, I(meet) Charlie.
4. While he (read) the letter, he (hear) a knock at the door.
5. While mother (prepare) lunch, Janet(set) the table.
6. She (drop) the tray when I (speak) to her.

Special Difficulties

Two men took the parcel off the plane. (11. 10—11)

Do you remember these sentences? (SD 24)

Come and *look at* my photograph album.

I am *looking for* my pen. I lost it this morning.

Will you *look after* the children for me please?

Now read these sentences:

Instead of saying:

We can say:

He took off his coat.

He took his coat off.

He took it off.

He put out the fire.

He put the fire out.

He put it out.

She put her hat on.

She put on her hat.

She put it on.

Exercise

We can change the position of the words in italics in some of the sentences below. For instance, we can change the position of the word *out* in this sentence: He put *out* the fire. But we cannot change the position of the word *for* in this sentence: He is looking *for* his pen. Where possible, change the position of the words in italics in the sentences below:

1. He gave *away* all his books.
2. She woke *up* the children early this morning.
3. He is looking *for* his umbrella.
4. They cut *off* the king's head.
5. Put *on* your hat and coat.
6. Give it *back* to your brother.
7. Help me to lift *up* this table.
8. Take *off* your shoes and put *on* your slippers.
9. He is looking *at* the picture.
10. Send her *away* or she will cause trouble.
11. They have pulled *down* the old building.
12. Make *up* your mind.
13. He asked *for* permission to leave.
14. She threw *away* all those old newspapers.

Supplementary Written Exercises

COMPREHENSION

1. The detectives were at the airport

- (a) to meet a plane.
- (b) to prevent a robbery.

(c) to watch the building.

(d) because the plane was late.

2. The detectives

(a) found the diamonds.

(b) didn't open the parcel.

(c) didn't prevent the robbery.

(d) caught the thieves.

STRUCTURE

3. ... were detectives waiting? At the airport.

(a) Why (b) When (c) Where (d) What

4. ... were they expecting? A valuable parcel of diamonds.

(a) Why (b) When (c) Where (d) What

5. Someone had told the police that thieves would try to steal the diamonds. This happened... the plane arrived.

(a) before (b) after (c) when (d) as soon as

6. The detectives went into the building and waited

(a) in (b) into (c) inside (d) for

7. Two men took the parcel off the plane. They

(a) took off it (b) it took off (c) took off (d) took it off

VOCABULARY

8. The detectives were... a valuable parcel of diamonds.

(a) expecting (b) waiting (c) expecting for (d) expecting to

9. The parcel was valuable. It was

(a) worth (b) worthy (c) precious (d) value

10. The thieves wanted to... the diamonds.

(a) rob (b) steal (c) take from (d) take to

11. The detectives waited inside the main building. This was the ... building.

(a) most important (b) smallest (c) first (d) greatest

12. Someone had filled the parcel with stones and sand. It was ... stones and sand.

(a) full with (b) full of (c) full by (d) full in

SENTENCE STRUCTURE

Arrange these groups of words in the right order, then check your answer against the text:

into the Customs House/two men/and carried it/took the parcel/off the plane (lines 10—12)

make [meɪk]	تصنع	best [best]	أفضل
hard [hɑ:d]	صعب	worst [wɔ:st]	أسوأ
near [niə]	قريب	nearly ['niəli]	تقريباً
path [pɑ:θ]	مسار	enter ['entə]	دخل
wooden ['wudn]	خشب	nice [naɪs]	جميل
		competition [kəm'pi:tʃən]	منافسة
pool [pu:l]	بحر		
prize [praɪz]	جائزة	win [waɪn]	فاز
		grow [grəʊ]	نما

8 The Best and the Worst

ئەڭ ياخشى بىلەن ئەڭ ناچار

Joe Sanders has the most beautiful garden in our town. Nearly everybody enters for 'The Nicest Garden Competition' each year, but Joe wins every time. Bill Frith's garden is larger than Joe's. Bill works harder than Joe and grows more flowers and vegetables, but Joe's garden is more interesting. He



has made neat paths and has built a wooden bridge over a pool. I like gardens too, but I do not like hard work. Every year I enter for the garden competition too, and I always win a little prize for the worst garden in the town!

خام سۆزلەر

best[best] a.	ئەڭ ياخشى	make[meik] vt.	ياسماق
worst[wə:st] a.	ئەڭ ناچار	hard[ha:d] a.	تىرىشچان
nearly['niəli] ad.	ئاساسەن، دېگۈدەك	neat[ni:t] a.	پاكىز
enter['entə] vi.	قاتناشماق	path['pa:θ] a.	چىغىر يول
nice[nais] a.	گۈزەل	wooden['wudn] a.	ياغاچ، ياغاچ-
competition[ˌkɒmpɪ'tɪʃən] n.			تىن ياسالغان
	مۇسابىقە	pool[pu:l] n.	كۆلچەك
win[win] vi.	يەڭمەك	prize[praiz] n.	مۇكاپات
grow[grəu] vt.	تېرىماق		

پايدىلىنىش تەرجىمىسى

جېۋ ساندىز بازىرىمىزدىكى ئەڭ گۈزەل باغچە. ھەر يىلى ھەممە ئادەم دېگۈدەك «ئەڭ ياخشى باغچە مۇسابىقىسى» غا قاتنىشىدۇ. لېكىن، جو باغچىسى ھەر قېتىم ئەڭ گۈزەل باغچە بۇلۇپ باھالىنىدۇ. بىل فرىسنىڭ باغچىسى جونىڭ باغچىسىدىن چوڭ، بىل جودىنىمۇ بەك تىرىشىپ ئىشلەيدۇ، تېرىغان گۈل - گىياھ ۋە كۆكتاتلىرىمۇ جېۋنىڭكىدىن كۆپ لېكىن، جېۋنىڭ باغچىسى ئۇنىڭكىدىن يېقىشلىق. ئۇنىڭ باغچىسىدا ناھايىتى پاكىز بىر چىغىر يول، كۆلچىكىنىڭ ئۈستىدە بىر ياغاچ كۆۋرۈك بار. مەنمۇ باغچىنى ياخشى كۆرىمەن. ئەمما، جاپالىق ئەمگەك بىلەن خۇشۇم يوق. ھەر يىلى مەنمۇ باغچە مۇسابىقىسىگە قاتنىشىمەن، لېكىن مېنىڭ باغچەم ھەمىشە بازىرىمىزدىكى ئەڭ ناچار باغچە دېگەن كىچىككىنە مۇكاپاتقا ئېرىشىدۇ.

Comprehension Précis and Composition

Answer these questions *in not more than 45 words.*

1. Who has the best garden in town?
2. What does he win each year?
3. Who else has a fine garden?
4. Is Joe's better or not?
5. Is the writer's garden beautiful, or is it terrible?
6. What does he always win a prize for?

Key Structures

The best and the worst

I want to tell you something about three girls in our class. The girls' names are Mary, Jane and Betty. Read these sentences carefully:

Mary is tall, but Jane is taller than Mary. Betty is very tall.

She is the tallest girl in the class.

Jane's handwriting is bad, but Mary's is worse. Betty's handwriting is very bad. It is the worst handwriting I have ever seen.

The three girls collect photos of film stars. Mary hasn't many photos, but Jane has more. Jane has more photos than Mary. Betty has very many. She has the most.

Mary's collection of photos is not very good. Jane's is better. Betty's collection is the best.

Last week the three girls bought expensive dresses. Betty's dress was more expensive than Jane's. Mary's was more expensive than Betty's. Mary's dress was the most expensive.

Exercises

A. How do they compare?

These questions are about Mary, Jane and Betty. Answer each question with a complete sentence:

1. How does Mary's handwriting compare with Jane's?
2. How does Betty's handwriting compare with Mary's and Jane's?
3. How does Betty's dress compare with Jane's?
4. How does Mary's dress compare with Jane's and Betty's?

B. In the passage 'The Best and the Worst' there are seven comparisons. Can you find them?

C. Give the correct form of the words in brackets and make other necessary changes. Do not refer to the passage until you finish the exercise:

Joe Sanders has the (beautiful) garden in our town. Nearly everybody enters for 'The (Nice) Garden Competition' each year, but Joe wins every time, Bill Frith's garden is (large) Joe's. Bill works (hard)

Joe and grows (many) flowers and vegetables, but Joe's garden is (interesting). He has made neat paths and has built a wooden bridge over a pool. I like gardens too, but I do not like hard work. Every year I enter for the garden competition too, and I always win a little prize for the (bad) garden in the town!

D. Put in *of* or *in*:

1. Which is the longest river... the world?
2. This is the finest picture... them all.
3. This radio is the most expensive... all the ones in the shop.
4. he is the best boxer... our town.

Special Difficulties

a Everyone, everybody, everything. Everybody enters for 'The Nicest Garden Competition'. (11. 2-3)

Read these sentences:

Everything is ready.

Everybody has come.

Everyone likes ice-cream.

Exercise

Choose the correct verbs in the following sentences:

1. Everybody (believe) (believes) he will win.
2. I heard a noise and went downstairs. I found that everything (were) (was) in order.
3. Everyone (try) (tries) to earn more and work less.

b Enter. Everybody enters for the competition. (11. 2-3)

Read these sentences:

Everyone stood up when he entered the room.

Did you enter for this examination?

The lights went out just as we entered the cinema.

How many people have entered for the race?

Exercise

Put in the word *for* where necessary:

1. He is very ill. No one is allowed to enter... his room.
2. Will you enter... this week's crossword competition?
3. Many athletes have entered... the Olympic Games this year.
4. No one saw the thief when he entered... the building.
5. I have entered... the examination but I don't want to take it.

Supplementary Written Exercises

COMPREHENSION

1. **One of these sentences is true. Which one?**
 - (a) Bill Frith's garden is the best and Joe Sanders' is the worst.
 - (b) Joe Sanders' garden is the best and Bill Frith's is the worst.
 - (c) The writer's garden is the best and Joe Sanders' is the worst.
 - (d) Joe Sanders' garden is the best and the writer's is the worst.
2. **One of these sentences is true. Which one?**
 - (a) The writer doesn't like gardens.
 - (b) The writer likes gardens, but he is lazy.
 - (c) The writer never enters for the competition.
 - (d) The writer never wins a prize.

STRUCTURE

3. **Bill Frith's garden is larger than Joe's. It is**

- (a) larger garden (b) a large garden (c) large garden

(d) largest garden

4. **Bill is a hard worker. He works... than Joe.**

(a) harder (b) more hard (c) more hardly

(d) hardier

5. **Joe's garden is more interesting... Bill's.**

(a) by (b) for (c) than (d) from

6. **The writer is fond of gardens.**

(a) They like him (b) They like to him (c) He

likes them (d) To him they like

7. **Joe's garden is the best in the town. It's the best... them all.**

(a) in (b) of (c) for (d) by

VOCABULARY

8. **Joe wins every time. He always... Bill Frith.**

(a) wins (b) beats (c) gains (d) earns

9. **Joe grows more flowers. More flowers... in his garden.**

(a) grow (b) grow tall (c) grow up (d) grow big

10. **Joe's garden is interesting. Joe is... in gardening.**

(a) interesting (b) interest (c) interestingly

(d) interested

11. **The writer doesn't like hard work. It's... to look after a garden.**

(a) a hard work (b) a hard job (c) hard job

(d) hardly a job

12. **Every year the writer enters for the garden competition**

(a) very (b) also (c) and (d) to

SENTENCE STRUCTURE

Rewrite this sentence, then check your answer against the text:

Joe's garden is not as large as Bill Frith's.
Bill Frith's.....(lines 4-5)

(b) largest garden

(a) larger

5. Joe's garden is more interesting... Bill's

(a) by (b) for (c) than (d) from

6. The writer is fond of gardens.

(a) They like him (b) They like to him (c) He

likes them (d) To him they like

7. Joe's garden is the best in the town. It's the best... them all.

(a) in (b) of (c) for (d) by

VOCABULARY

8. Joe wins every time. He always... Bill Frith.

(a) wins (b) beats (c) gains (d) earns

9. Joe grows more flowers. More flowers... in his garden.

(a) grow (b) grow tall (c) grow up (d) grow big

10. Joe's garden is interesting. Joe is... in gardening.

(a) interesting (b) interest (c) interestingly

(d) interested

11. The writer doesn't like hard work. It's... to look after

a garden.

(a) a hard work (b) a hard job (c) hard job

(d) hardly a job

12. Every year the writer enters for the garden competition

(a) very (b) also (c) and (d) to

9 A Cold Welcome⁷

قارشى ئېلىنماسلىق

On Wednesday evening we went to the Town Hall. It was last day of the year and a large crowd of people had gathered under the Town Hall clock. It would strike twelve in twenty minutes' time. Fifteen minutes passed and then, at five to twelve, the clock stopped. The big minute hand did not move. We waited and waited, but nothing happened. Suddenly someone shouted, 'It's two minutes past twelve! The clock has stopped!' I looked at my watch. It was true. The big clock refused to welcome the New Year. At that moment, everybody began to laugh and sing.



خام سۆزلەر

cold [kəʊld] <i>a.</i>	سوغۇق	hand [hænd] <i>n.</i>	ئىستىرىلكا
welcome ['welkəm] <i>vt.</i>	قارشى ئالماق	happen ['hæpən] <i>vi.</i>	تۇغۇلماق، كۆرۈلمەك
Town Hall [ˌtaʊn 'hɔ:l] <i>n.</i>	بازارلىق ھۆكۈمەت بىناسى	shout [ʃaʊt] <i>vi.</i>	ۋارقىرىماق، توۋلىماق
crowd [kraʊd] <i>n.</i>	بىر توپ	true [tru:] <i>a.</i>	راست
gather ['gæðə] <i>vt.</i>	يىغىلماق، توپلانماق	refuse [ri'fju:z] <i>vt.</i>	رەت قىلماق
strike [straɪk] <i>vt.</i>	داڭلىدىماق	moment ['məʊmənt] <i>n.</i>	چاغ، پەيت

laugh [la:f] vi.

كۈلمەك

پايدىلىنىش تەرجىمىسى

چارشەنبە كۈنى كەچتە، ھەممىمىز بازارلىق ھۆكۈمەت بىناسىغا بارغاندۇق. ئۇ ئۆتكەن يىلنىڭ ھارپا كۈنى بولۇپ، بازارلىق ھۆكۈمەت بىناسىدىكى قوڭغۇراقنىڭ ئاستىغا بىر توپ كىشىلەر توپلىشىۋالغانىدى. يەنە 20 مىنۇتتىن كېيىن سائەت 12 گە قوڭغۇراق ئۇراتتى. 15 مىنۇت ئۆتۈپ كەتتى. سائەت 12 گە بەش مىنۇت قالغاندا سائەت توختاپ قالدى. سائەتنىڭ مىنۇتلۇق ئىستىرىلكىسى مىدىرلاپمۇ قويمىتتى. ھەممەيلەن تەقەززالىق بىلەن كۈتەتتۇق، لېكىن ھېچقانداق بىر ئالامەت كۆرۈلمىدى. توساتتىن بىر كىشىنىڭ ھازىر سائەت 12 دىن ئىككى مىنۇت ئۆتتى، ئۇ سائەت توختاپ قاپتۇ، دەپ ۋارقىرىغان ئاۋازى ئاڭلاندى. سائىتىمگە قارىسام، ئىش راستتىنلا شۇنداق ئىكەن. دېمەك بۇ چوڭ سائەتنىڭ يېڭى يىلى قارشى ئالمايدىغانلىقىدىن دېرەك بېرەتتى. شۇنداق قىلىپ، ھەممەيلەن كۈلكە - چاقچاقلار ئارىلاش يېڭى يىل ناخشىسىنى باشلىۋەتتۇق.

Comprehension Précis and Composition

Answer these questions *in not more than 50 words.*

1. Where did we go on New Year's Eve?
2. Were there many people there or not?
3. In how many minutes would the Town Hall clock strike twelve?
4. At what time did it stop?
5. Did it refuse to welcome the New Year or not?
6. What did the crowd do then?

Key Structures

When did you arrive? I arrived at 10 o'clock.

Read these sentences carefully. Pay close attention to the phrase in

italics. We can use phrases like these to answer questions beginning with *When*;

a Phrases with *at*:

I always leave home *at 8 o'clock*. I begin work *at 9 o'clock*. I work all day and often get home late *at night*;

b Phrases with *in*:

I'm going out now. I'll be back *in ten minutes* or *in half an hour*.

The second World War began *in 1939* and ended *in 1945*.

Many tourists come here *in summer*. They usually come *in July*; and *in August*. It is very quiet here *in winter*. The hotels are often empty *in January, February and in March*.

I'll see you *in the morning*. I can't see you *in the afternoon* or *in the evening*.

c Phrases with *on*:

I shall see him *on Wednesday*. I'm not free *on Tuesday or Thursday*.

My brother will arrive from Germany *on April 27th*. He will return *on May 5th*.

d Other phrases:

The shops are open *from 9 till 5*.

It rained heavily *during the night*.

He will not arrive *until 10 o'clock*.

Exercises

A. Answer these questions on the passage:

1. When did we go to the Town Hall?
2. When would the clock strike twelve?
3. When did the clock stop?

B. Supply the correct words in the following sentences:

1. He has gone abroad. He will return...two years' time.
2. ...Saturdays I always go to the market.
3. I never go to the cinema... the week.
4. He ran a hundred metres...thirteen seconds.
5. I can't see him...the moment. I'm busy.
6. My birthday is...November 7th. I was born...1948.
7. The days are very short ... December.
8. We arrived at the village late ... night. We left early...
the morning.
9. I shall not hear from him ... tomorrow.

C. Write sentences using the following:

1. begin/3 o'clock. 2. bought/1960 3. shop/from...till.
4. children/school/morning. 5. finish/two years' time. 6. go for
a walk/evening.
7. went to church/Sunday.

Special Difficulties

Any,Not... Any and No

We can answer these questions in two ways. Both answers mean the same thing:

Question

Answer

Is there any tea in the pot?

There isn't any tea in the pot.

There's no tea in the pot.

Is there anyone at the door?

There isn't anyone at the door.

There's no one at the door.

Is there anybody at the door?

There isn't anybody at the door.

There's nobody at the door.

Is there anything in the box?

There isn't anything in the box.

There's nothing in the box.

Did you go anywhere yesterday? I didn't go anywhere yesterday.

I went nowhere yesterday.

Exercise

A. Write negative answers to these questions in two different ways:

1. Have you any money?
2. Did you go anywhere in the holidays?
3. Did you buy anything this morning?
4. Was there anybody present when the accident happened?

B. Change the form of these sentences:

He hasn't any hobbies. He does not go anywhere. He does not see anybody. He is not interested in anything — except food!

Supplementary Written Exercises

COMPREHENSION

1. **The crowd gathered under the clock because**

- (a) it was twenty to twelve.
- (b) it was Wednesday evening.
- (c) they wanted to welcome the New Year.
- (d) the clock had stopped.

2. **They realized the clock had stopped**

- (a) before midnight.
- (b) after midnight.
- (c) at midnight.
- (d) just in time.

STRUCTURE

3. **They went to the Town Hall on Wednesday evening.**

They went

(a) the evening (b) on the evening (c) evening (d) in
the evening

4. **The people... under the Town Hall clock.**

(a) were (b) was (c) is (d) be

5. **... will it strike? In twenty minutes' time.**

(a) When (b) How long (c) How long ago (d) How much

6. **What time did it stop?... five to twelve.**

(a) On (b) At (c) In (d) During

7. **Did ... Happen? No, nothing happened.**

(a) nothing (b) anything (c) any (d) a thing

VOCABULARY

8. **How many times did the clock... ?**

(a) hit (b) beat (c) knock (d) strike

9. **It was fifteen minutes ... eleven.**

(a) pass (b) past (c) passed (d) pasted

10. **A clock usually has two hands, a minute hand and... hand.**

(a) a second (b) an hour (c) a time (d) a big

11. **Most people wear or carry**

(a) an alarm clock (b) an alarm (c) a clock (d) a watch

12. **It refused to welcome the New Year. It**

(a) denied it (b) wanted to (c) didn't want to (d) wished to

SENTENCE STRUCTURE

Join these two sentences, then check your answer against the text:

It was Wednesday evening. We went to the Town Hall.

On (lines 1-2)



My father was shocked. It is being repaired by a friend of my father's. father was shocked. Now we are not allowed to touch it. It is two of the strings were broken. My She struck the keys too hard and visitor. She tried to play jazz on it! Recently it was damaged by a my grandfather many years ago. time. The instrument was bought by belonged to our family for a long is kept in the living - room. It has in Germany in 1881. Our clavichord

جاء	came	[dʒæz]	jazz
موسيقى	music	[ɪnstrəmənt]	instrument
أداة	instrument	[kɔ:l]	call
أصغر	clavichord	[dʒɑ:ndʒ]	damage
ألمانيا	Germany	[pɪ:z]	play
غرفة	living - room	[ki:]	key

10 Not For Jazz

جاز مۇزىكىسىنى چېلىشقا بولمايدىكەن

We have an old musical instrument. It is called a clavichord. It was made in Germany in 1681. Our clavichord is kept in the living — room. It has belonged to our family for a long time. The instrument was bought by my grandfather many years ago. Recently it was damaged by a visitor. She tried to play jazz on it! She struck the keys too hard and two of the strings were broken. My father was shocked. Now we are not allowed to touch it. It is being repaired by a friend of my father's.



خام سۆزلەر

jazz [dʒæz] <i>n.</i>	جاز	مېھمانخانا
musical [ˈmju:zɪkəl] <i>a.</i>	مۇزىكىلىق	مەنسۇپ
instrument [ˈɪnstɪmənt] <i>n.</i>	سايماق	بولماق
call [kɔ:l] <i>vt.</i>	ئاتماق	يېقىندىن
clavichord [ˈklævɪkɔ:d] <i>n.</i>	تارلىق پىئاننو	بۇيان
Germany [ˈdʒə:məni] <i>n.</i>	گېرمانىيە	بۇزغۇن-
keep [ki:p] <i>vt.</i>	ساقلىماق	چىلىق قىلماق
living — room [ˈlɪvɪŋ rum] <i>n.</i>		چالماق
		پىئاننو تىلى

strike [straik] vt.	چەكمەك	touch [tʌtʃ] vt.	تەگمەك، تېگپ
hard [hɑ:d] ad.	ئېغىر		كەتمەك
string [striŋ] n.	تار	allow [ə'laʊ] vt.	ئىجازەت قىلماق
break [breik] vt.	ئۈزۈلمەك	repair [ri'peə] vt.	رېمونت قىلماق
shock [ʃɒk] vt.	سىلكىنمەك		

پايدىلىنىش تەرجىمىسى

بىزنىڭ تارلىق پىئانىنو دەپ ئاتىلىدىغان بىر قەدىمىي چالغۇ ئەسۋابىمىز بار. ئۇ 1681 - يىلى گېرمانىيىدە ياسالغانىكەن. ئۇ پىئانىنو مېھمانخانىمىزدا تۇرىدۇ. ئۇ ئائىلىمىزنىڭ ئىلكىگە ئۆتكىلى خېلى ئۇزۇن بولۇپتۇ. ئۇنى بوۋىمىز نۇرغۇن يىللار ئىلگىرى سېتىۋالغانىكەن. يېقىندا ئۇنى بىر زىيارەتچى بۇزۇپ قويدى. ئۇ جاز مۇزىكىسىنى چالماقچى بولۇپ، پىئانىنونىڭ تىلىنى بەك قاتتىق ئۇرغان چېغى، ئىككى تال تارى ئۈزۈلۈپ كەتتى. بۇنىڭ ئۈچۈن دادامنىڭ قاتتىق ئاچچىقى كەلدى. ئەمدىلىكتە دادام بىزنى ئۇنىڭغا چېقىلغىلى قويمايدىغان بولۇۋالدى. دادامنىڭ بىر ئاغىنىسى ئۇنى رېمونت قىلىۋاتىدۇ.

Comprehension Précis and Composition

Answer these questions *in not more than 45 words.*

1. Do we own an old clavichord, or do we own a new piano?
2. When was it made?
3. Who bought the instrument many years ago?
4. Who damaged it recently?
5. What did she try to do?
6. What did she break?
7. Who is repairing it now?

Key Structures

It was made in Germany in 1681.

a Read these two questions and answers:

Who built this bridge?

Prisoners of war built this bridge in 1942.

When was this bridge built?

This bridge was built in 1942.

In the first question we want to know *who* built the bridge.

In the second question we want to learn about *the bridge*. We can still say *who* built it. We can say:

This bridge was built *by prisoners of war in 1942*.

b Now read these pairs of sentences carefully. The first sentence in each pair tells us about *a person*. (Who) The second tells us about *a thing*. (What or Which)

Workmen are building a new road outside my house. (Who)

A new road is being built outside my House. (What)

The newsagent delivers our papers every morning. (Who)

Our papers are delivered every morning. (What)

The postman delivered a letter this morning. (Who)

A letter was delivered this morning. (What)

c Now read these sentences:

Instead of saying:

The police arrested the thief.

He gave me a present.

The headmaster has punished the boy.

We can say:

The thief was arrested (by the police).

I was given a present.

The boy has been punished (by the headmaster).

Exercises

A. Answer these questions on the passage. Write a complete answer to each question:

1. What is our old musical instrument called?
2. Where was it made?
3. Where is it kept?
4. When was it bought?
5. When was it damaged?
6. How many strings were broken?
7. How did my father feel about this?
8. What aren't we allowed to do?
9. What is being done to the clavichord?

B. Change the form of the phrases in italics. Do not refer to the passage until you finish the exercise:

We have an old musical instrument. *We call it a clavichord. Someone made it in Germany in 1681. We keep our clavichord in the living room. My grandfather bought the instrument many years ago. Recently a visitor damaged it. She struck the keys too hard and broke two of the strings. This shocked my father. He does not allow us to touch it. A friend of my father's is repairing it.*

Special Difficulties

a Made in, made of, made from, made by.

Made in(a country): It was made in Germany. (ll. 2—3)

Made of(a material): The tea — pot is made of silver.

Made from (a number of materials): Glass is made from sand and lime.

Made by(someone): This cake was made by my sister.

Exercise

Supply the correct words in the following:

1. Is your watch made... gold?
2. These knives were made ... Sheffield.
3. This cake was made... sugar, flour, butter and eggs.

b A friend of my father's (ll. 12—13)

Instead of saying:

We can say:

He is one of my father's
friends.

He is a friend of my father's.

Tom lent me one of his books. Tom lent me a book of his.

He is one of my friends. He is a friend of mine.

Change the form of the phrases in italics:

1. He borrowed *one of my records*.
2. She showed me *one of John's pictures*.
3. It was *one of her ideas*.
4. *One of your letters* was found on my desk.
5. *Some of their friends* came to see me.

Supplementary Written Exercises

COMPREHENSION

1. The old musical instrument

(a) has been in the family for a long time.

(b) was bought recently.

(c) was sold recently.

(d) was repaired recently.

2. How did the visitor damage the clavichord?

- (a) She played jazz on it.
 (b) She played it.
 (c) She cut the strings.
 (d) She hit the keys too hard.

STRUCTURE

3. Our clavichord is kept in the living — room. That's where we ... it

- (a) kept (b) have kept (c) are keeping (d) keep

4. It has belonged to our family. It's the

- (a) families (b) families' (c) family's (d) familys'

5. The family have had the clavichord... many years.

- (a) since (b) for (c) from (d) by

6. Who... it? Grandfather did.

- (a) buy (b) was bought (c) bought (d) did buy

7. We are not allowed to touch it. We ... touch it.

- (a) mustn't (b) mustn't to (c) haven't to (d) don't have to

VOCABULARY

8. What's it ...? A clavichord.

- (a) told (b) said (c) called (d) spoken

9. It's kept in the living — room. That's where we... it.

- (a) have (b) hold (c) lift (d) carry

10. The visitor damaged it. She... it.

- (a) hurt (b) pained (c) broke (d) destroye

11. Recently it was damaged. She damaged it

- (a) late (b) lastly (c) lately (d) finally

12. A friend of my father's is... the clavichord.

- (a) mending (b)making (c)doing (d)building

SENTENCE STRUCTURE

Rewrite this sentence, then check your answer against the text:

It was my grandfather who bought the instrument many years ago.

The instrument.....(lines 5—7)

1. The instrument.....(lines 5—7)
2. The family have had the clavichord... many years.
3. It has belonged to our family. It's the
4. Who...? Grandfather did.
5. We are not allowed to touch it. We... touch it.
6. What's it...? A clavichord.
7. It's kept in the living - room. That's where we... it.
8. Recently it was damaged. She damaged it
9. A friend of my father's is... the clavichord.

11 One Good Turn Deserves Another

ياخشلىققا ياخشىلىق قىلىش

I was having dinner at a restaurant when Harry Steele came in. Harry worked in a lawyer's office years ago, but he is now working at a bank. He gets a good salary, but he always borrows money from his friends and never pays it back. Harry saw me and came and sat at the same table. He has never borrowed money from me. While he



was eating, I asked him to lend me £2. To my surprise, he gave me the money immediately. 'I have never borrowed any money from you,' Harry said, 'so now you can pay for my dinner!'

خام سۆزلەر

turn [tə:n] n.	قىلىق، ھەرىكەت	office ['ɒfɪs] n.	ئىشخانا
deserve [di'zɜv] vt.	تېگىشلىك	bank [bæŋk] n.	بانكا
	بولماق	salary ['sæləri] n.	مائاش
restaurant ['restərɒnt] n.	رېستوران	borrow ['bɒrou] vt.	ئارىيەت ئالماق
lawyer ['lɔ:jə] n.	ئادۋوكات	immediately [i'mi:dʒətli] ad.	دەرھال

پايدىلىنىش تەرجىمىسى

مەن بىر رېستوراندا تاماق يەۋاتقىنىمدا، خەرى ستىل كىرىپ كەلدى. بىر قانچە يىل بۇرۇن، خەرى بىر ئادۋوكاتلار ئىش بېجىرىش ئورنىدا ئىشلەيتتى. ئەمما ھازىر ئۇ بىر بانكىدا ئىشلەيدۇ. ئۇنىڭ مائاشى خېلى

يۇقىرى، ئەمما ئۇ دائىم دوستلىرىدىن پۇل ئارىيەت ئالىدۇ، لېكىن ھەرگىز قايتۇرمايدۇ. خەرى مېنى كۆرۈپ مەن بار ئۈستەلگە كېلىپ ئولتۇردى. ئۇ ھازىرغىچە مەندىن پۇل سورىغان ئەمەس. ئۇ تاماق يەۋاتقاندا، مەن ئۇنىڭدىن ئىككى فوند ستېرلىك سورىدىم، مېنى ھەيران قالدۇرغىنى شۇ بولدىكى، ئۇ ماڭا دەرھال ئىككى فوند ستېرلىكنى بېرىپ:

— مەن ھېچقاچان سىزدىن پۇل ئارىيەت ئالغان ئەمەسمەن. شۇڭا ھازىر سىز مەن يېگەن تاماقنىڭ پۇلىنى تۆلۈۋېتىڭ! — دېدى.

Comprehension Précis and Composition

Answer these questions *in not more than 50 words*.

1. Where were you having dinner?
2. Did you see Harry Steele after a while or not?
3. What does he always borrow from his friends?
4. Did Harry sit at your table, or did he sit somewhere else?
5. How much did you ask him to lend you?
6. Did he give you the money at once or not?
7. What did he want you to do?

Key Structures

Review (KS 15—31)

Now, Often and Always. (KS 15)

What happened? (KS 17)

What has happened? (KS 19)

What were you doing when I telephoned? (KS 25)

It was made in Germany. (KS 31)

Exercises

- A. Which verbs in the passage tell use *a* what is happening now; *b* what always happens; *c* what happened; *d* what has happened;

e what was happening when/while... ?

B. Give the correct form of the verbs in brackets. Do not refer to the passage until you finish the exercise:

I (have) dinner at a restaurant when Harry Steele (come) in. Harry (work) in a lawyer's office years ago, but he now (work) at a bank. He (get) a good salary, but he always (borrow) money from his friends and never (pay) it back. Harry (see) me and (come) and (sit) at the same table. He never (borrow) money from me. While he (eat), I (ask) him to lend me £2. To my surprise, he (give) me the money immediately. 'I never (borrow) any money from you,' Harry (say), 'so now you can pay for my dinner!'

C. Give the correct form of the verbs in brackets:

1. He usually (get) up at 7 o'clock, but this morning he (get) up at 6 o'clock.
2. So far, we not (have) a reply.
3. While he (write) on the blackboard, the children (talk).
4. I can't come now. At the moment I (type) a letter.
5. As the royal visitors (pass), the people cheered.

D. Supply the correct form of the verbs in brackets. Refer to KS 31 if you have difficulty:

The Taj Mahal (build) in the seventeenth century for the emperor Shah Jehan. A few years after he (become) ruler, his wife, Mumtaz-i-Mahal, (die). The Taj Mahal (build) in her honour. Experts (call) in from many parts of the world to construct the domes and to decorate the walls. The Taj Mahal which (begin) in 1632 and (complete) in 1654 (cost) a fortune. Up to the present day, it (visit) by millions of people.

Special Difficulties

a I asked him to lend me £2. (ll. 9—10)

Study the word order in these sentences:

He wants *me* to ask you a question.

Frank helped *Tom* to dig this hole.

She taught *her son* to read.

We advised *them* to stay at home.

They did not allow *us* to enter the museum before 9 o'clock.

Exercises

A. Put the words in brackets in their correct order:

1. The officer ordered (to fire, at the enemy, the men).

2. He wants (his wife, this dress, to wear).

3. She wants (us, it, to explain).

4. I cannot allow (the room, him, to enter)

B. Write similar sentences using the following:

1. He asked... 2. We prefer... 3. He taught... 4. My mother wished... 5. Do you want...?

b Words Often Confused.

Salary (1. 4) and Wages.

Salary: He collects his salary at the end of each month.

Wages: The workmen collected their wages at the end of the week.

c Borrow and Lend.

Borrow: He has never borrowed money from me. (1. 8)

Lend: I asked him to lend me £2. (ll. 9—10)

I asked him to lend £2 to me. (See SD 18)

Exercise

Use any of the above words in the following sentences:

1. He is a bank manager and he gets a good...
2. I... him some money and he said he would give it back to me when he got his...
3. Yesterday he... my typewriter. I hope he returns it soon.
4. The postmen are on strike again. They want higher....
5. Workmen's... have gone up since the war.

Supplementary Written Exercises

COMPREHENSION

1. **Harry sat at the same table as the writer and**
 - (a) borrowed some money from him.
 - (b) lent some money to him.
 - (c) paid back some money to him.
 - (d) begged for some money.
2. **Harry wants the writer to pay for his dinner because**
 - (a) he gave him £2.
 - (b) the writer hasn't ever lent him any money before.
 - (c) the writer has never borrowed any money from Harry before.
 - (d) he hasn't any money.

STRUCTURE

3. **Harry Steele... into the restaurant when the writer was having dinner.**
 - (a) was going
 - (b) went
 - (c) has gone
 - (d) did go
4. **Harry is working at a bank**
 - (a) at the moment
 - (b) a year ago
 - (c) since last year

- (d) for a year
5. ... he has never borrowed any money from the writer.
 (a) Last week (b) Up till now (c) Since (d) A week ago.
6. ... did he ask for? £2.
 (a) How many (b) How (c) How much (d) How few
7. I have never borrowed any money from you. I... lend me some money.
 (a) want to (b) want (c) want you to (d) you want to

VOCABULARY

8. He gets a good salary. His salary is very
 (a) good (b) well (c) fine (d) beautiful.
9. Harry usually gets his salary at the end of the
 (a) day (b) year (c) month (d) week
10. Harry must pay the money back. He must
 (a) pay it again (b) pay it (c) repay it (d) pay it once more
11. Harry sat at the same table. He didn't sit at... one.
 (a) other (b) a different (c) extra (d) another
12. He gave him the money immediately. He gave him the money
 (a) soon (b) in a hurry (c) once more (d) at once

SENTENCE STRUCTURE

Rewrite this sentence, then check your answer against the text:

I was surprised when he gave me the money immediately.

To..... (lines 10–11)

12 Goodbye and Good Luck

خۇشچاغ قېلىڭ، سىزگە ئاق يول تەلەيمەن

Our neighbour, Captain Charles Alison, will sail from Portsmouth tomorrow. We shall meet him at the harbour early in the morning. He will be in his small boat, *Topsail*. *Topsail* is a famous little boat. It has sailed across the Atlantic many times. Captain Alison will set out at eight o'clock, so we shall have plenty



of time. We shall see his boat and then we shall say good bye to him. He will be away for two months. We are very proud of him. He will take part in an important race across the Atlantic.

خام سۆزلەر

luck [lʌk] n.	تەلەي	Atlantic [ət'læntik] a.	ئاتلانتىك
captain ['kæptɪn] n.	كاپىتان		ئوكياننىڭ
sail [seɪl] vi.	يۈرمەك (كېمىدە)	many times	كۆپ قېتىم
Portsmouth ['pɔ:tsməθ] n.	پوتسمپس	set out	يولغا چىقماق
harbour ['hɑ:bə] n.	پورت	plenty ['plenti] n.	تولۇش؛ نۇرغۇن
famous ['feɪməs] a.	مەشھۇر، داڭلىق	proud [praʊd] a.	پەخىرلەنگۈدەك
across [ə'krɒs] prep.	كېسىپ ئۆتۈپ	important [ɪm'pɔ:tənt] a.	مۇھىم
		race [reɪs] n. v.	مۇسابىقە

تېكىستنىڭ پايدىلىنىش تەرجىمىسى

كاپتان چارلىز ئەلسىن ئەتە پوتسىمېستىن يولغا چىقىدۇ. ئەتە تاڭ يورۇش بىلەنلا بىز ئۇنىڭ بىلەن خوشلاشقىلى پورتقا بارىمىز. ئۇ ئۆزىنىڭ توپسەيل ناملىق كېمىسى بىلەن يولغا چىقىدۇ. توپسەيل ناملىق ئۇ كېمە نەچچە قېتىم ئاتلانتىك ئوكياننى كېسىپ ئۆتۈپ داڭ چىقارغان. كاپتان ئەلسىن ئەتىگەن سائەت سەككىزدە يولغا چىقىدۇ. شۇنداق بولغانىكەن، ئۇنىڭغىچە بىزنىڭ خېلى كۆپ ۋاقتىمىز بار. ئاۋۋال بىز ئۇنىڭ كېمىسىنى زىيارەت قىلىپ، ئاندىن ئۇنىڭ بىلەن خوشلىشايلى. بىز ئۇنىڭدىن پەخىرلىنىمىز. چۈنكى ئۇ ئاتلانتىك ئوكياننى كېسىپ ئۆتۈشتىن ئىبارەت مۇھىم بىر مۇسابىقىگە قاتناشماقچى.

Comprehension Précis and Composition

Answer these questions *in not more than 45 words.*

1. Whom shall we meet at Portsmouth Harbour early tomorrow morning?
2. Where will he be?
3. At what time will he leave?
4. Shall we say goodbye to him, or shall we travel with him?
5. What will he take part in?

Key Structures

I'll see you tomorrow.

These sentences tell us about the future. Read them carefully.

Note that the word *shall* is often used with *I* and *We*. Pay close attention to the words in italics:

I shall see you tomorrow. I'll see you at 3 o'clock.

We shall travel by air. We'll be at the airport tomorrow morning.

George will be here this evening. He'll come by train.

Alice will meet him at the station. *She'll be* there at 5 o'clock.

The train will arrive at 4.55. *It'll be* here soon.

You will miss the train. *You'll be* late.

They will come here on foot. *They'll walk* from the station.

Exercises

A. Underline all the verbs in the passage which tell us what will happen.

B. Give the correct form of the verbs in brackets. Do not refer to the passage until you finish the exercise.

Our neighbour, Captain Charles Alison, (sail) from Portsmouth tomorrow. We (meet) him at the harbour early in the morning. He (be) in his small boat, *Topsail*. *Topsail* is a famous little boat. It has sailed across the Atlantic many times. Captain Alison (set out) at eight o'clock, so we (have) plenty of time. We (see) his boat and then we (say) goodbye to him. He (be) away for two months. We are very proud of him. He (take part) in an important race across the Atlantic.

C. In the paragraph below, the verbs in italics tell us *what happened*. Write the passage again. Change the verbs in italics so that they tell us *what will happen*.

I *went* to the theatre with my friend Reg. Reg and I *saw* the first performance of a play called 'The End of the Road'. After the play, the producer *gave* a short speech. He *spoke* to the audience about the play. The play *was* very successful and I think a great many people *enjoyed* it very much.

D. Put in *shall* or *will*:

1. The plane ... arrive in two hours' time.

2. I... wait here until he comes.
3. When... we see you again?
4. I... send you a telegram from Nassau.
5. My secretary... write to you shortly.

Special Difficulties

a Read these sentences. Each sentence contains the verb *be*.

This verb has a different meaning in each sentence:

He *will be away* for two months. (ll. 10—11)

I'm going out now. *I'll be back* at six o'clock.

If anyone telephones, tell them *I'll be out* all morning.

I went to Ted's house and asked to see him but he *wasn't in*.

Why don't you forget about it? *It's all over*. (It has finished.)

What's on at the local cinema this week?

She is very ill. She can't start work yet. She *is not up to* it. (she is not capable of it.)

b Now look at the verb *set* in these sentences:

Captain Alison will *set out* at eight o'clock. (1.7) (He will start his journey.)

Tom and I *set off* early in the morning. (We started our journey.)

Jansen *set up* a new world record for the 400 metres.

Exercise

Replace the words in italics by the correct form of *be* or *set*.

1. He *has not yet returned*. He will *return* in ten minutes.
2. A new play is *being performed* at the Globe Theatre.
3. When the concert *ended*, we went home.
4. They will *leave* very early tomorrow morning.
5. You can't take the exam yet. You are not *capable of* it.

6. He will be *absent* from home for two months.
7. She swam across the English Channel and *created* a new world record.

Supplementary Written Exercises

COMPREHENSION

1. **'Topsail' is famous because**
 - (a) it is a little boat.
 - (b) it belongs to Captain Alison.
 - (c) it is a little boat which has sailed across the Atlantic many times.
 - (d) it will sail from Portsmouth tomorrow.
2. **'Topsail'**
 - (a) it will win the race across the Atlantic.
 - (b) has won the race across the Atlantic.
 - (c) will be in the race across the Atlantic.
 - (d) was in the race across the Atlantic.

STRUCTURE

3. **Our neighbour, ... name is Charles Alison, will sail tomorrow.**
 - (a) whose (b) whose his (c) his (d) of whom
4. **He will sail from Portsmouth. He is ... Portsmouth now.**
 - (a) to (b) from (c) on (d) at
5. **His boat, ... is 'Topsail', is famous.**
 - (a) whose the name (b) the whose name (c) of whom the name (d) the name of which
6. **We shall have plenty of time. There will be ... time to see him.**
 - (a) enough (b) almost enough (c) less than enough (d)

hardly enough

7. We shall

- (a) say him goodbye (b) tell him goodbye (c) tell goodbye to him (d) say goodbye to him

VOCABULARY

8. He's our neighbour so he lives... us.

- (a) near (b) a long way from (c) in a different town from (d) next door to

9. It has sailed across the Atlantic many times. It has sailed across the Atlantic

- (a) sometimes (b) always (c) often (d) usually

10. He will set out at eight o'clock. That's when

- (a) the trip ends (b) the journey ends (c) the voyage stops (d) the journey begins

11. He will take part in a race. He will... in it.

- (a) be (b) take place (c) act (d) do

12. The Atlantic is

- (a) an ocean (b) a sea (c) a river (d) a lake

SENTENCE STRUCTURE

Arrange these groups of words in the right order, then check your answer against the text:

him/we shall meet/ early/ in the morning/ at the harbour
(lines 2-4)

13 The Greenwood Boys

يېشىل ئورمان ئۆسمۈرلىرى

The Greenwood Boys are a group of popular singers. At present, they are visiting all parts of the country.

They will be arriving here tomorrow. They will be coming by train and most of the young people in the town will be meeting them at the station. Tomorrow evening they will be singing at the Workers' Club.

The Greenwood Boys will be staying for five days. During this

time, they will give five performances. As usual, the police will have a difficult time. They will be trying to keep order. It is always the same on these occasions.



خام سۆزلەر

group [gru:p] n.	گۈرۈپپا	popular ['pɒpjulə] a.	قارشى
during ['djuəriŋ] prep.			ئېلىنىدىغان
	جەرياندا . . .	police [pə'li:s] n.	ساقچى
singer ['siŋə] n.	ناخشىچى	performance [pə'fɔ:məns] n.	
present ['preznt] n.	ھازىر		ئويۇن كۆرسىتىش
Worker's Club ['wə:kəz klʌb] n.		order ['ɔ:də] n.	تەرتىپ
	ئىشچىلار كۈلۈبى	occasion [ə'keɪʒən] n.	سورۇن
usual ['ju:ʒuəl] n.	ئادەتتە		

پايدىلىنىش تەرجىمىسى

يېشىل ئورمان ئۆسمۈرلىرى كىشىلەرنىڭ قىزغىن ئالقىشىغا ئېرىشكەن بىر توپ ناخشىچىلاردۇر. ھازىر ئۇلار پۈتۈن مەملىكەتنى ئايلىنىپ يۈرۈپ ئويۇن كۆرسەتمەكتە. ئۇلار ئەتىلا مۇشۇ يەرگە يېتىپ كېلىدۇ. ئۇلار پويىز بىلەن كېلىدۇ. شۇڭا، شەھەردىكى مۇتلەق كۆپ سانلىق ياشلار ئۇلارنى كۈتۈۋېلىش ئۈچۈن پويىز ئىستانسىسىغا چىقىدۇ. ئۇلار ئەتە كەچتە ئىشچىلار كۈلۈبىدا ناخشا ئېيتىدۇ. يېشىل ئورمان ئۆسمۈرلىرى ئۆمىكى بۇ يەردە بەش كۈن تۇرىدۇ. بۇ جەرياندا، ئۇلار بەش مەيدان ئويۇن كۆرسىتىدۇ. دېمەك، ئادەتتىكىگە ئوخشاشلا، ساقچىلارنىڭ كۈنى ئانچە ئاسان ئۆتمەيدىغان بولدى. مۇشۇنداق ئەھۋالدىمۇ ئۇلار ئادەتتىكىگە ئوخشاشلا جەمئىيەت تەرتىپىنى ساقلىشى كېرەك.

Comprehension Précis and Composition

Answer these questions *in not more than 50 words.*

1. Are the Greenwood Boys popular singers, or are they popular dancers?
2. When will they be coming here?
3. Who will be meeting them at the station?
4. How many performances will they give?
5. What will the police be trying to do as usual?

Key Structures

What will you be doing tomorrow?

a Read these sentences carefully. Pay close attention to the verbs in italics:

Now

I am writing letters now.

Tomorrow

I shall be writing letters all day

We *are decorating* this room. We *shall be decorating* this room
 tomorrow.
 He *is working* in the garden. He *will be working* in the garden
 tomorrow.
 She *is getting ready* for the party. She *will be getting ready* for the
 party tomorrow.
 Are you *washing* your car? Will you *be washing* your car
 tomorrow?
 They *are playing* football. They *will be playing* football
 tomorrow.

b Now read these pairs of sentences. Each pair has the same meaning:

Instead of:	We can say:
I'll come to your house tomorrow.	I'll be coming to your house tomorrow.
He'll arrive in a minute.	He'll be arriving in a minute.
He'll catch the 4 o'clock train.	He'll be catching the 4 o'clock train.
I'll see you next week.	I'll be seeing you next week.
She'll meet him at the station.	She'll be meeting him at the station.

Exercises

- A. Underline all the verbs in the passage which tell us what *will be happening*.
- B. Give the correct form of the verbs in brackets. Do not refer to the passage until you finish the exercise:

The Greenwood Boys are a group of popular singers. At present, they are visiting all parts of the country. They (arrive) here tomorrow. They (come) by train and most of the young people in the town (meet) them at the station. Tomorrow evening they (sing) at the Workers' Club. The Greenwood Boys (stay) for five days. During this time they will give five performances. As usual, the police will have a difficult time. They (try) to keep order. It is always the same on these occasions.

C. Change the form of the verbs in italics so that they tell us what will be happening:

1. I *am ironing* the clothes.
2. The train *will arrive* in a few minutes.
3. *We'll see* you in the morning.
4. We *are watching* the match.
5. He *is correcting* copybooks.

Special Difficulties

The Workers' Club. (1. 8) Compare SD 150

Read these questions and answers. Pay close attention to the position of the apostrophe (') in each answer:

Whose is this car? It is Tom's. It belongs to Tom.

Whose is this handbag? It is Susan's. It belongs to Susan.

Whose is this hammer? It is the workman's. It belongs to the workman.

Whose are these copybooks? They are the students' copybooks.

They belong to the students.

Whose are these toys? They are the children's. They belong to the

dren's. children.

Whose are these tools? They are the work— They belong to the men's. workmen.

Whose is this car? It is James' (or James's) car. It belongs to James.

When will he arrive? He will arrive in three hours' time.

How much petrol do you want? I want two pounds' worth of petrol.

Exercise

Answer these questions. The words you must use in your answers are given in brackets. Put the apostrophe in the right place:

1. Whose is this umbrella? (George)
2. Whose is this idea? (Jean)
3. Whose is this handbag? (That woman)
4. Whose poetry do you like best? (Keats)
5. Whose are these clothes? (The children)
6. Whose are these uniforms? (The soldiers)
7. When will you leave? (In six hours time)
8. How much damage was there? (A hundred pounds worth)

Supplementary Written Exercises

COMPREHENSION

1. **The popular singers will attract... in the town.**

(a) all the people (c) only the old people

(b) mainly the young people (d) no one

2. **The police will be there**

(a) because there will be trouble.

(b) because the singers are popular.

(c) because there will be a lot of young people there.

(d) in case there will be trouble.

STRUCTURE

3. Most of the young people will be there. . . the young people will be there.

(a) A lot (b) Nearly all (c) Some (d) Many

4. How . . . staying? For five days.

(a) long they will be (b) they will be (c) long will they be

(d) long they be

5. During this time they will give five performances. That's what they'll do. . . this time.

(a) at (b) on (c) for (d) while

6. The police will have a difficult time

(a) as usually (b) as usual (c) than usual (d) from usual

7. The police. . . expecting the singers to arrive soon.

(a) is (b) are (c) will (d) was

VOCABULARY

8. They are folk singers. So

(a) they are folk singers (b) they are public singers

(c) everyone likes them (d) no one likes them

9. At present they are visiting all parts of the country.

They are doing this

(a) now (b) for a short time (c) in future (d) all the time

10. They are visiting all parts of the country. So they will go

(a) to cities, towns and villages (b) only to villages

(c) only to towns (d) only to cities

11. The Greenwood Boys will give five performances. They will give five

(a) recitals (b) executions (c) plays (d) songs

12. It's always the same on these occasions. It's always the same at... like this.

(a) situations (b) conditions (c) places (d) times

SENTENCE STRUCTURE

Read this sentence:

They will be coming and the young people will be meeting them.

Now add the following phrases: *at the station, in the town, most of* and *by train*. Check your answer against the text (lines 4—7)

14 Do You Speak English?

ئىنگلىزچە سۆزلىيەلەمسىز

I had an amusing experience last year. After I had left a small village in the south of France, I drove on to the next town. On the way, a young man waved to me. I stopped and he asked me for a lift. As soon as he had got into the car, I said good morning to him in French and he replied in the same language. Apart from a few words, I do not know any French at all. Neither of us spoke during the journey. I had nearly reached the town, when the young man suddenly said, very slowly, 'Do you speak English?' As I soon learnt, he was English himself!



خام سۆزلەر

amusing [ə'mju:ziŋ] <i>a.</i>	قۇزغۇنچىلىق	lift [lift] <i>n</i>	ئاپتوموبىلغا چۈشۈش
experience [iks'piəriəns] <i>n.</i>	تەجەربە	as soon as	...بىلەنلا...
France [frɑ:ns] <i>n.</i>	فرانسىيە	reply [ri'plai] <i>vi.</i>	جاۋاب بەرمەك
drive [draiv] <i>vi.</i>	ھەيدىمەك	language [læŋgwɪdʒ] <i>n.</i>	تىل
wave [weiv] <i>vi.</i>	قول ئىشارىتى	apart [ə'pa:t] <i>ad.</i>	...دىن سىرت
	قىلماق	neither ['neɪðə] <i>prep.</i>	ھېچقايسىسى
		suddenly ['sʌdnli] <i>ad.</i>	بىردىنلا

journey [ˈdʒə:ni] n. سەپەر learn [lɜ:n] vt. خەۋەردار
reach [ri:tʃ] vt. يەتمەك بولماق

پايدىلىنىش تەرجىمىسى

ئۆتكەن يىلى قىزىقارلىق بىر ئىش بېشىمدىن كەچكەندى.
فرانسىيىنىڭ جەنۇبىدىكى بىر كىچىك يېزىدىن يولغا چىقىپ، ئاپتوموبىل
بىلەن يەنە بىر بازارغا يېتىپ كەلدىم. يولدا بىر يىگىت ماڭا قول ئىشارىتى
قىلدى. مەن پىكاپىمنى توختىتىپ ئۇنىڭ تەلپىگە ئاساسەن ئۇنى پىكاپىمغا
سېلىۋالدىم. ئۇ پىكاپىمغا كىرىشى بىلەنلا، مەن فرانسۇز تىلىدا ئۇنىڭغا:
«ئەسسالامۇ ئەلەيكۇم!» دېدىم. ئۇمۇ ماڭا ئوخشاش تىلدا جاۋاب قايتۇردى.
مەن بىر قانچە سۆزدىن باشقا، فرانسۇز تىلىنى زادى بىلمەيتتىم. يولدا
ھېچقايسىمىز گەپ قىلىشىمىدۇق. بازارغا كېلەي دەپ قالغاندا، تىل ئىشلىرى
يىگىت ناھايىتى تۆۋەن ئاۋازدا: «ئىنگلىزچە سۆزلىيەلەمسىز؟» دەپ
سورىدى. شۇ چاغدىلا مەن ئۇنىڭ ئەنگلىيىلىك ئىكەنلىكىنى بىلدىم.

Comprehension Précis and Composition

Answer these questions *in not more than 55 words.*

1. Whom did the writer give a lift to in the south of France last year?
2. Did they greet each other in English or in French?
3. Does the writer speak any French or not?
4. Did they sit in silence, or did they talk to each other?
5. What did the young man say at the end of the journey?
6. Was he English himself, or was he French?

Key Structures

After he had finished work he went home.

Read these two sentences:

He finished work. He went home.

We can join these two sentences together with the word *after*.

We can say:

After he had finished work he went home.

Note how these sentences have been joined. Pay close attention to the words in italics:

The children ran away. They broke the window.

The children ran away *after they had broken* the window.

The sun set. We returned to our hotel.

As soon as the sun had set we returned to our hotel.

He finished lunch. He asked for a glass of water.

When he had finished lunch he asked for a glass of water.

I did not understand the problem. He explained it.

I had not understood the problem until he explained it.

Exercises

A. These questions are about the passage. Write a complete sentence in answer to each question:

1. When did you drive on to the next town?
2. When did you say good morning to him in French?
3. When did the young man say 'Do you speak English?'?

B. Join these sentences together. Do not refer to the passage until you finish the exercise:

1. I left a small village in the south of France. I drove on to the next town.
2. He got into the car. I said good morning to him in French.
3. I nearly reached the town. The young man said, 'Do you

Speak English?’

C. Join these pairs of sentences with the words given in brackets:

1. (After) She wrote the letter. She went to the post-office.
2. (After) He had dinner. He went to the cinema.
3. (When) I fastened my seat-belt. The plane took off.
4. We did not disturb him. (until) He finished work.
5. (As soon as) He left the room. I turned on the radio.
6. He was very ill. (before) He died.

D. Give the correct form of the verbs in brackets:

1. The moment he had said this, he (regret) it.
2. It (begin) to rain before she took a taxi.
3. When all the guests had left, Derek (arrive).

Special Difficulties

Words Often Confused

a Ask and Ask for. He asked me for a lift. (1.5)

Ask (a question): After the lesson, he asked me a question

Ask for (something): He asked for an apple.

b Except, except for, apart from. Apart from a few words...

(ll. 8—9)

When *except* is used at the beginning of a sentence, it is usually followed by *for*. Read these sentences:

I invited everyone except George.

Except for/Apart from this, everything is in order.

c Which of, either of, neither of, both of. Neither of us... (1.10)

We use these words when we refer to *two* persons or things.

Which of the two do you want?

Either of them will do.

I like neither of them.

I bought both of them.

Exercise

Choose the correct words in these sentences:

1. (Except)(Except for) a slight headache,I feel all right now.
2. I liked them very much so I bought(neither of)(both of) them.
3. (Except) (Apart from) the fact that he drank too much, he was rude to everybody present.
4. I(asked)(asked for) a question. I did not(ask for)(ask) an answer.
5. He could not answer(neither of)(either of)the questions I (asked)(asked for).

Supplementary Written Exercises

COMPREHENSION

1. The young man stopped the writer because

- (a) he wanted to speak to him.
- (b) he wanted a free ride in the car.
- (c) he recognized him.

(d) he spoke French.

2. The two men didn't speak to each other during the journey because

- (a) neither of them spoke French.
- (b) neither of them spoke English.
- (c) they each thought the other was French.
- (d) they each thought the other was English.

STRUCTURE

3. **Where did he...?**

(a) drive (b) drove (c) driven (d) driving

4. **As soon as he had got into the car, I said good morning.**

I said good morning... he had got into the car.

(a) before (b) a long time after (c) just after

(d) a moment before

5. **'Good morning,' I**

(a) spoke (b) talked (c) told (d) said

6. **I speak a few words of French. I don't know... French.**

(a) many (b) much (c) plenty of (d) a little

7. **Neither of us spoke. We**

(a) neither spoke (b) either spoke (c) both didn't speak

(d) neither didn't speak

VOCABULARY

8. **On the way, a young man waved to me. This happened**

(a) before the writer's journey (b) during the writer's journey (c) after the writer's journey (d) a long time ago

9. **The young man waved to the writer. He... him.**

(a) saluted (b) greeted (c) signalled to (d) nodded

10. **He asked for a lift. He was a**

(a) tramp (b) hitch-hiker (c) passenger (d) foreigner

11. **He replied in French. He... the writer in French.**

(a) responded (b) answered (c) returned (d) remarked

12. **The writer had... reached the town when the young man spoke.**

(a) often (b) almost (c) sometimes (d) just as

SENTENCE STRUCTURE

Rewrite this sentence, then check your answer against the text:

I know no French at all.

I do not..... (lines 9-10)

VOCABULARY

8. On the way, a young man waved to me. This happened (a) before the writer's journey (b) during the writer's journey (c) after the writer's journey (d) a long time ago
9. The young man waved to the writer. He... (a) saluted (b) greeted (c) signalled to (d) nodded
10. He asked for a lift. He was a (a) tramp (b) hitch-hiker (c) passenger (d) foreigner
11. He replied in French. He... the writer in French. (a) responded (b) answered (c) returned (d) remarked
12. The writer had... reached the town when the young man spoke. (a) often (b) almost (c) sometimes (d) just as

15 Good News

خۇش خەۋەر

The secretary told me that Mr Harmsworth would see me. I felt very nervous when I went into his office. He did not look up from his desk when I entered. After I had sat down, He said that business was very bad. He told me that the firm could not afford to pay such large salaries. Twenty people had already left. I knew that my turn had come.



'Mr Harmsworth,' I said in a weak voice.

'Don't interrupt,' he said.

Then he smiled and told me I would receive an extra £100 a year!

خام سۆزلەر

secretary ['sekrətri] n.	كاتىپ	afford [ə'fɔ:d] vt.	ئۈستىگە
would [wud] v. aux.	...ماقچى،		ئالماق
	...مەكچى	weak [wi:k] a.	ئاجىز
feel [fi:l] vi.	ھېس قىلماق	interrupt [ɪntə'rʌpt] vt.	بۆلۈۋەتمەك
nervous ['nə:vəs] a.	جىددىي	extra ['ekstrə] a.	ئارتۇق،
look up	يۇقىرىغا قارماق		نورمىدىن سىرت
business ['biznis] n.	تىجارەت		

پايدىلىنىش تەرجىمىسى

كاتىپ ماڭا، خامزۇپس ئەپەندى سىزنى ئىزدىدى، دېدى. مەن ئۇنىڭ ئىشخانىسىغا كىرگىنىمدە، ئۇنىڭ چىرايىدا ناھايىتى جىددىلىك ئالامەتلىرى كۆرۈلدى. ئۇ ئۈستەلدىن يۇقىرىغا قاراپمۇ قويمىدى. مەن ئولتۇرۇپ بولغاندىن كېيىن، — تىجارىتىمىز بەك يامان بولدى، — دېدى ئۇ ماڭا، — شىركىتىمىز بۇنچە كۆپ مائاشنى تارقىتالمىغاچقا، 20 ئادەم كېتىپ بولدى.

شۇنىڭ بىلەن نۆۋەت ئەمدى ماڭا كەلگەنلىكىنى ئۇقتۇم.

— خامزۇپس ئەپەندى؟ — دېدىم مەن تۆۋەن ئاۋازدا.

— دىققىتىمنى چاچما، — دېدى خوجايىن.

ھايال ئۆتمەي ئۇ كۈلۈمسىرەپ، ماڭا يىلدا نورمىدىن سىرت 100 فوندىستېرلىك قوشۇپ بېرىدىغانلىقىنى ئېيتتى.

Comprehension Précis and Composition

Answer these questions *in not more than 55 words.*

1. Who wanted to see you?
2. How did you feel about this?
3. Where did you go?
4. Did he say that business was bad, or did he say that it was good?
5. Could the firm pay such large salaries or not?
6. How many people had left already?
7. Did he ask you to leave as well or not?
8. What did he offer you?

Key Structures

He said that... He told me...

Study these sentences carefully:

'I am busy,' he said.

He says that he is busy.

He said that he was busy.

He told me that he was busy.

'I never work on Sundays,' she said.

She says that she never works on Sundays.

She said that she never worked on Sundays.

She told Mr Harmsworth that she never worked on Sundays.

'I have just finished work,' Mr Jones said.

Mr Jones says that he has just finished work.

Mr Jones said that he had just finished work.

Mr Jones told his wife that he had just finished work.

'I broke that plate,' he said.

He says that he broke that plate.

He said that he had broken that plate.

He told me that he had broken that plate.

'Mr Jones will see you now,' she said.

She says that Mr Jones will see you now.

She said that Mr Jones would see you now.

She told me that Mr Jones would see you now.

'You can go now,' the teacher said.

The teacher says that you can go now.

The teacher said that you could go now.

The teacher told the pupil that he could go now.

Exercises

A. These questions are about the passage. Write a complete

sentence in answer to each question:

1a What did the secretary tell me?

b What were the secretary's exact words?

2a What did Mr Harmsworth say after I had sat down?

b What were Mr Harmsworth's exact words?

3a What did Mr Harmsworth tell me about the firm?

b What were Mr Harmsworth's exact words?

B. Supply *said* or *told* in the following sentences. Give the correct form of the verbs in brackets:

1. He...me that she(come) tomorrow.

2. The gardener...that he(cut) that tree down yesterday.

3. I...you I(have) never played tennis before.

4. What...he...that he(do)?

5. When...he...you that he(buy) this car?

6. He...he(cannot) understand me.

7. He...that he(work) all day yesterday.

8. He...me he never(write) letters to anybody.

9. Why...you...that you(be) busy?

10. He...that he (will wait) for me.

Special Difficulties

Words Often Confused and Misused

a Nervous and Irritable. I felt very nervous. (1. 2)

Nervous (restless or uneasy): Examinations make me nervous.

Irritable (easily made angry): He is such an irritable person, you can hardly speak to him.

b Office(1. 3), Study, Desk(1. 4).

Study these examples:

There are six typists in our office.

The living—room is next to the study. I often read in the study when I want peace and quiet.

My desk is covered with books.

c Afford(1. 7)

Study these examples:

Will you buy this car? I can't afford it. I can't afford £700.

You can afford this model. It's not very expensive.

I haven't been to the cinema lately. I can't afford the time.

Exercise

Supply any of the above words in the sentences below:

1. We shall use the spare room in our new house as a...
2. Smith works in a lawyer's ...
3. She felt very...before the plane took off.
4. I can only...to pay £5 a week rent.
5. Since his illness he has been very...He is always losing his temper.

Supplementary Written Exercises

COMPREHENSION

1. The writer felt nervous because

- (a) Mr Harmsworth wanted to see him.
- (b) the secretary told him that Mr Harmsworth wanted to see him.
- (c) business was very bad.
- (d) he thought he would lose his job.

2. The writer

- (a) expected to receive some extra money.
- (b) was surprised to receive some extra money.
- (c) wanted to receive some extra money.
- (d) asked for some extra money.

STRUCTURE

3. 'Mr Harmsworth... see you,' the secretary said.

- (a) would (b) shall (c) will (d) could

4. ... did he feel? Very nervous.

- (a) What (b) How (c) How much (d) Which

5. The firm couldn't pay... large salaries.

- (a) so (b) such a (c) such (d) a such

6. ... turn is it? It's your turn.

- (a) Which (b) To whom (c) Whom (d) Whose

7. 'Mr Harmsworth,' I said... a weak voice.

- (a) in (b) with (c) on (d) under

VOCABULARY

8. Mr Harmsworth wanted to see me. He wanted to... me.

- (a) watch (b) look at (c) look for (d) speak to

9. I felt nervous because I felt

- (a) angry (b) cross (c) afraid (d) ill

10. It's your turn.

- (a) It's your line (b) It's your row (c) You're next
- (d) It's your chance

11. Don't interrupt! Don't

- (a) speak (b) talk (c) talk while I'm talking (d) cut off

12. The writer would receive an extra £100 a year. He would get £100 a year

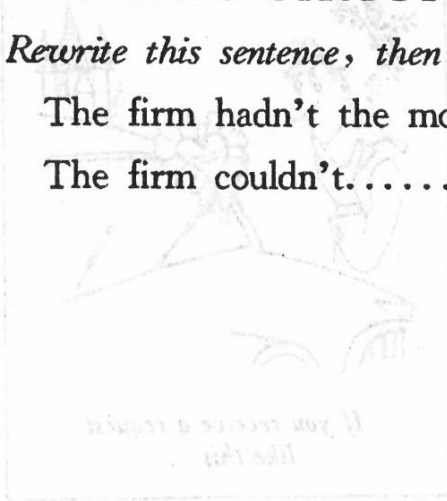
- (a) less (b) more (c) over (d) up

SENTENCE STRUCTURE

Rewrite this sentence, then check your answer against the text:

The firm hadn't the money to pay such large salaries.

The firm couldn't..... (lines 6—8)



You will enjoy your stay here if you pay attention to our street signs.
This note is only a reminder. If you receive a request like this, you
cannot fail to obey it.

polite [pə'laɪt] n.
park [pɑ:k] n.
place [pleɪs] n.
traffic ['træfɪk] n.
Sweden ['swɪ:dən] n.
note [nəʊt] n.
area [eɪrɪə] n.

16 A Polite Request

ئەدەپ بىلەن قويۇلغان تەلەپ

If you park your car in the wrong place, a traffic policeman will soon find it. You will be very lucky if he lets you go without a ticket. However, this does not always happen. Traffic police are sometimes very polite. During a holiday in Sweden, I found this note on my car: 'Sir, we welcome you to our city. This is a "No Parking" area.



You will enjoy your stay here if you pay attention to our street signs. This note is only a reminder.' If you receive a request like this, you cannot fail to obey it!

خام سۆزلەر

polite [pə'laɪt] <i>a.</i>	ئەدەپلىك	pay attention to	دېققەت قىلماق
park [pɑ:k] <i>vt.</i>	(ئاپتوموبىل)	sign [saɪn] <i>n.</i>	بەلگە
	توختاتماق	ticket [tɪkɪt] <i>n.</i>	بىلەت؛ چاقىرىقنامە
place [pleɪs] <i>n.</i>	جاي، ئورۇن	however [haʊ'evə] <i>ad.</i>	شۇنداقمۇ
traffic ['træfɪk] <i>n.</i>	قاتناش		ئېمىن، لېكىن
Sweden ['swɪ:dn] <i>n.</i>	شۋېتسىيە	reminder [rɪ'maɪndə] <i>n.</i>	ئەسلىتمە
note [nəʊt] <i>n.</i>	باغاقچە	obey [ə'beɪ] <i>vt.</i>	بويىسۇنماق
area ['ɛəriə] <i>n.</i>	رايون		

پايدىلىنىش تەرجىمىسى

مۇبادا، ئاپتوموبىلىڭىزنى تېگىشلىك بولمىغان جايدا توختىتىپ قويسىڭىز، قاتناش ساقچىلىرى شۇ زامان بىلىۋالىدۇ. ساقچى سىزگە جەرىمانە تالونى يېزىپ بەرمەي ئاپتوموبىلىڭىزنى ئېلىپ كېتىشىڭىزگە يول قويسا، ئۇ تەلىپىڭىزنىڭ ئوڭدىن كەلگەنلىكى بولىدۇ. لېكىن بۇنداق ئىش دائىم بولۇۋەرمەيدۇ. قاتناش ساقچىلىرى بەزىدە ناھايىتى ئەدەپلىك بولىدۇ. شۇپتىسىدە دەم ئېلىۋاتقان چاغلىرىدا، ئاپتوموبىلىمدا بىر باغاچچە پەيدا بولۇپ قالدى. ئۇنىڭدا: «ئەپەندى، شەھرىمىزگە كەلگەنلىكىڭىزنى قۇتلۇقلايمىز. ئەمما بۇ ئاپتوموبىل توختىتىش مەنىسى قىلىنغان جاي، ئەگەر سىز شەھرىمىزنىڭ يول بەلگىلىرىگە ئازراقلا دىققەت قىلسىڭىز، شەھرىمىزدە تۇرغان قىسقىغىنا ۋاقىتىڭىز تېخىمۇ كۆڭۈللۈك ئۆتكەن بولاتتى. بۇ باغاچچە پەقەتلا بىر ئەسلىمە، خالاس!» دەپ يېزىلغانىدى. مۇبادا سىزگە مۇشۇنداق بىر تەلەپ كەلسە، ھەرگىزمۇ ياق دەپمەيسىزغۇ دەيمەن!

Comprehension Précis and Composition

Answer these questions *in not more than 55 words*.

1. Do traffic police usually give you a ticket if you park your car in the wrong place or not?
2. When did the writer find a polite note on his car?
3. What did the traffic police want him to do?
4. Can anyone fail to obey a request like this or not?

Key Structures

If you open the door you will get a surprise.

Study these sentences. Pay close attention to the words in italics;

a If he is out, I'll call tomorrow.

If it rains tomorrow, we shall stay at home.

You'll miss the train *if you don't hurry*.

If you see him, will you tell him about it?

If he is working I shall not disturb him.

If I have time, I shall be writing to him tomorrow.

He will come tomorrow *if he can*.

If they can help you they will.

b *If you make* a mistake, correct it.

If you don't like the food, don't eat it.

Please don't disturb him *if he is busy*.

Exercises

A. How many times has the word *if* been used in the passage?

B. Give the correct form of the verbs in brackets. Do not refer to the passage until you finish the exercise:

1. If you (park) your car in the wrong place, a traffic policeman soon (find) it.
2. You (be) very lucky if he (let) you go without a ticket.
3. You (enjoy) your stay here if you (pay) attention to our street signs.
4. If you (receive) a request like this, you (cannot) fail to obey it.

C. Supply the correct form of the verbs in brackets in these sentences:

1. If it (rain) I shall take an umbrella with me.
2. You never (pass) this test if you don't work hard.
3. If he (be) here before 10 o'clock, I shall see him.
4. If he plays well, he (get) into the team.

5. If he(enjoy) concerts, why doesn't he come with us?

6. Tell him to wait for me if he (be)not in a hurry.

D. Supply the correct form of the verbs in brackets in this paragraph:

A mother received a letter from her eight—year—old daughter.

Here is part of it: 'If I(listen) to the radio, don't tell me to do my homework. If I (do) something wrong, (not shout) at me. If the house (be) untidy, (not blame) me. If you (want) me to do something, (not forget) to say "please". If I(play) a nice game. (not send) me to bed. If I(ask) for something, don't always say "No!" If it (be) cold (not put) the cat out. Don't say "don't" so often!'

Special Difficulties

Words Often Confused and Misused

a Police. Traffic police are sometimes very polite. (ll. 5—6)

Study these examples:

The police *are looking* for him. *They have* not found him.

There were police everywhere.

b Pay attention to, Care, Take care of, Look after.

Compare the following:

Please *pay attention to* the blackboard.

I don't care if he breaks his neck!

Don't worry about the garden. I'll *take care of* it while you are on holiday.

Please *look after* the children for me when I am out.

c Remind and Remember. This note is only a reminder. (1.11)

Remind: I reminded him to post my letter.

Remember: I remembered to post your letter.

Remember me to your mother.

d You. If you receive a request like this... (11.11—12)

Instead of saying:

One must be careful these
days.

One must never tell lies.

'You' can have the sense
of 'anyone'.

We can say:

You must be careful these
days.

You must never tell lies.

Exercise

Choose the correct words in the following sentences:

1. You can only learn if you (look after)(pay attention).
2. Don't forget to (remind)(remember) me about it tomorrow.
3. The police (is knocking)(are knocking) at the door.
4. Our neighbours will (pay attention to)(look after) our house
when we are away.
5. (Remind me) (Remember me) to your wife.

Supplementary Written Exercises

COMPREHENSION

1. Traffic police are

- (a) occasionally very polite.
- (b) never very polite.
- (c) always very polite.
- (d) seldom very polite.

2. In Sweden, the writer

- (a) parked his car in the wrong place and received a polite
note from the police.

- (b) parked his car in the wrong place and received a ticket from the police.
- (c) parked his car in the wrong place and paid a fine.
- (d) parked his car in the wrong place and quarrelled with a policeman.

STRUCTURE

3. **If you park your car in the right place you... receive a ticket.**
- (a) willn't (b) wouldn't (c) didn't (d) won't
4. **Traffic police never let you... without a ticket.**
- (a) go (b) to go (c) going (d) have gone
5. **We welcome you to our city. You... to our city.**
- (a) welcome (b) are welcome (c) have welcomed (d) are welcoming
6. **'No Parking' means**
- (a) don't leave your car here
(b) without parking (c) don't stop
(d) there's no room to park here
7. **This note is only a reminder. It's**
- (a) nothing (b) no one (c) nothing extra (d) nothing more

VOCABULARY

8. **This is a 'No Parking' area. Cars aren't allowed in this**
- (a) district (b) country (c) surrounding (d) kingdom
9. **You will enjoy your stay. It will... you.**
- (a) amuse (b) enjoy (c) laugh at (d) please
10. **You will enjoy your stay. How long will you... here?**

(a) rest (b) prevent (c) sit (d) remain

11. **This note is only a reminder. It will help**

(a) you remind (b) your souvenir (c) your remembrance
(d) you to remember

12. **You cannot fail to obey it. You can't... to do this.**

(a) refuse (b) deny (c) resist (d) withdraw

SENTENCE STRUCTURE

Rewrite this sentence, then check your answer against the text:

Park your car in the wrong place and a traffic policeman
will soon find it.

If..... (lines 1—2)

17 Always Young

مەڭگۈلۈك ياشلىق

My aunt Jennifer is an actress. She must be at least thirty—five years old, In spite of this, she often appears on the stage as a young girl. Jennifer will have to take part in a new play soon. This time, she will be a girl of seventeen. In the play, she must appear in a bright red dress and long black stockings. Last year in another play, she had to wear short socks and a bright, orange—coloured dress. If anyone ever asks her how old she is, she always answers, 'My dear, it must be *terrible* to be grown up!'



خام سۆزلەر

actress [ˈæktris] <i>n.</i> ئايال ئارتىس	stocking [ˈstɒkɪŋ] <i>n.</i> ئۈزۈن پايپاق
at least كەم دېگەندە، يوق دېگەندە	sock [sɒk] <i>n.</i> قىسقا پايپاق
in spite of تەقدىردىمۇ، . . . گە قارىماي	orange—coloured [ˈɒrɪndʒ ˈkɒləd] توق سېرىق
appear [əˈpiə] <i>vi</i> مەيدانغا چىقماق	ever [ˈevə] <i>ad.</i> ھەر زامان
stage [steɪdʒ] <i>n.</i> سەھنە	terrible [ˈterəbl] <i>a.</i> دەھشەتلىك،
bright [braɪt] <i>a.</i> (رەڭگى) ئوچۇق	ۋەھىملىك، قورقۇنچلۇق

پايدىلىنىش تەرجىمىسى

ھامما ئاچام جەننەت بىر ئارتىس. ئۇنىڭ يېشىمۇ كەم دېگەندە 35 تە بار. شۇنداق بولۇشىغا قارىماي، ئۇ سەھنىدە دائىم كىچىك قىزلارنىڭ رولىنى ئالىدۇ. جەننەت يەنە يېشى بىر ئويۇندا رول ئالماقچى. ئۇ بۇ قېتىم 17 ياشلىق بىر قىزنىڭ رولىنى ئالىدۇ. ئۈستىگە قىپقىزىل ئۇزۇن كۆڭلەك، پۈتتە قارا ئۇزۇن پايپاق كىيىدۇ. ئۆتكەن يىلى ئۇ بىر ئويۇندا، ئۈستىگە توق سېرىق رەڭلىك ئۇزۇن كۆڭلەك، پۈتتە قىسقا پايپاق كىيگەندى. ئەگەر ئۇنىڭ يېشىنى سورىسا، ئۇ دائىم: «يا ئاللا، ئادەم چوڭ بولسىمۇ بولمايدىكەن» دەپ جاۋاب بېرىدۇ.

Comprehension Précis and Composition

Answer these questions *in not more than 50 words.*

1. Is your aunt Jennifer an actress or a nurse?
2. Is she over thirty years old or is she under thirty years old?
3. Does she often appear on the stage as a young girl or not?
4. Will Jennifer act the part of a girl of seventeen in a new play soon or not?
5. Does she ever tell anyone how old she really is or not?

Key Structures

Must

Study these sentences:

(a) *Instead of saying:*

I must leave now.

He must leave now.

We can say:

I have to leave now.

Or: I have got to leave now.

He has to leave now.

Or: He has got to leave now.

Must you leave now?

Do you have to leave now?

Or: Have you got to leave now?

We must leave early
tomorrow.

We have to leave early
tomorrow.

Or: We have got to leave early
tomorrow.

Or: We shall have to leave early
tomorrow.

He said he must
leave early.

He said he would have to leave
early. (KS 41)

b We cannot use *must* in this sentence:

She had to go shopping yesterday.

c *Instead of saying:*

We can say:

I, personally, think he is a fool.

He must be a fool.

I, personally, think he is mad.

He must be mad.

I, personally, think she is over forty. She must be over forty.

Exercises

A. Underline the verbs *must* or *have to* in the passage.

B. Supply *must* or the correct form of *have to* in the spaces below.

Do not refer to the passage until you finish the exercise.

My aunt Jennifer is an actress, She ... be at least thirty—five years old. In spite of this, she often appears on the stage as a young girl. Jennifer will... take part in a new play soon. This time, she will be a girl of seventeen. In the play, she... appear in a bright red dress and long black stockings. Last year in another play, she ... wear short socks and bright, orange—coloured dress. If anyone

ever asks her how old she is, she always answers, 'My dear, it ... be terrible to be grown up!'

C. Write these sentences again using *must* or *have to* in place of the words in italics.

Example:

It is necessary for you to work hard.

You must(of 'have to') work hard.

1. *It will be necessary for you to see a doctor.*
2. *Is it necessary for you to make so much noise?*
3. She said *it would be necessary for us to stay here.*
4. *It is necessary for me to have some help.*
5. *It was necessary for him to go out last night.*

Special Difficulties

Words Often Confused and Misused

a As. She often appears on the stage as a young girl. (11. 3—4)

As can have a number of meanings:

I cannot come as I am busy. (because)

As I was leaving the house, the postman brought a letter,

(at the time when)KS 25

Do as you are told. (the thing that)

He works as an engineer. (in the position of)

b Dress, Suit, Costume. She must appear in a bright red dress. (11. 6—7)

Study these examples:

My sister bought a new dress yesterday.

My brother never wears ready-made suits.

All the actors wore fifteenth-century costumes.

c Grow and Grow up. It must be terrible to be grown up!
(ll. 12—13)

Study these examples:

Children grow quickly. The grass has grown very high.

Some people never grow up. (mature in mind)

Exercises

A. What does *as* mean in these sentences:

1. He works as a pilot.
2. You mustn't shout so loudly as you'll wake up the baby.
3. As we were listening to the radio, someone knocked at the door.

B. Choose the correct words in the following sentences:

1. Trees take a long time to(grow)(grow up).
2. My father bought a new(suit)(costume) recently.
3. She hired a(suit)(costume) for the fancy dress party.
4. Do you like my sister's new(dress)(costume)?

Supplementary Written Exercises

COMPREHENSION

1. The story about Jennifer suggests that

- (a) she is not too old to appear on stage as a young girl.
- (b) she is too young to appear on stage as a young girl.
- (c) she is the right age to appear on stage as a young girl.
- (d) she is too old to appear on stage as a young girl.

2. One of these statements is true. Which one?

- (a) We know exactly how old Jennifer is.
- (b) We do not know exactly how old Jennifer is.

- (c) Jennifer is thirty—five years old.
(d) Jennifer is over thirty—five years old.

STRUCTURE

3. **She must be at least thirty—five years old. In my opinion she**
(a) has (b) is (c) can (d) must
4. **... is she? At least thirty—five years old.**
(a) How (b) How big (c) How much (d) How old
5. **She must appear in a bright red dress. She will be dressed... red.**
(a) with (b) on (c) in (d) by
6. **She must appear in a bright red dress. That's what she**
(a) has done (b) have to do (c) has to do (d) had done
7. **She had to wear short socks. It was... for her to wear them.**
(a) certain (b) necessary (c) important (d) impossible

VOCABULARY

8. **She often appears as a young girl. She ... on the stage as a young girl.**
(a) is presented (b) points (c) shows (d) seems
9. **We went to the theatre to see a**
(a) play (b) game (c) toy (d) match
10. **Jennifer will take part in the play. She ... it.**
(a) will write (b) won't be in (c) will be in (d) will produce
11. **Men usually wear**
(a) socks instead of stockings (b) stockings instead of socks
(c) either socks or stockings (d) neither socks nor stockings

12. She is grown up. She is

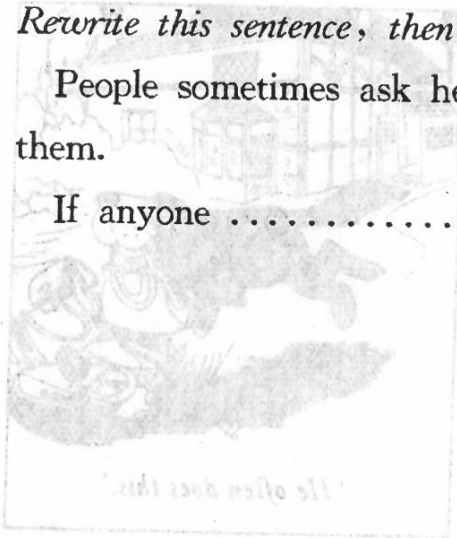
- (a) very old
- (b) an adolescent
- (c) a teenager
- (d) an adult

SENTENCE STRUCTURE

Rewrite this sentence, then check your answer against the text:

People sometimes ask her how old she is, but she never tells them.

If anyone (Compare lines 10–12)



The inn-keeper smiled and immediately went out. In a few minutes he returned with my bag and gave it back to me. 'I'm very sorry,' he said. 'My dog had taken it into the garden. He often does this.'

inn-keeper ['in,ki:po] n. innkeeper
 look for تلا
 pay the bill دفع الفاتورة
 take [teik] v. أخذ
 bag [bæg] n. كيس
 take [teik] v. أخذ

18 He Often Does This!

ئۇ دائىم شۇنداق قىلىدۇ

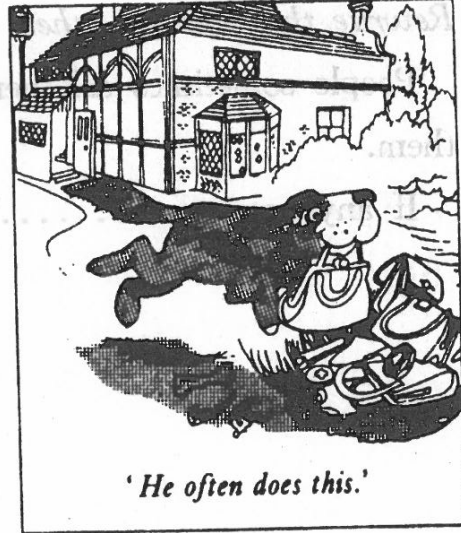
After I had had lunch at a village inn, I looked for my bag. I had left it on a chair beside the door and now it wasn't there! As I was looking for it, the inn-keeper came in.

'Did you have a good meal?' he asked.

'Yes, thank you,' I answered, 'but I can't pay the bill. I haven't got my bag.'

The inn-keeper smiled and immediately went out. In a few minutes he returned with my bag and gave it back to me.

'I'm very sorry,' he said, 'My dog had taken it into the garden. He often does this.'



'He often does this.'

خام سۆزلەر

inn[in] n.

دەڭ، ساراي

pay the bill

پۇل تۆلىمەك

look for

ئىزدەمەك

bag[bæg] n.

قول سومكىسى

inn-keeper['in'ki:pə] n. دەڭچى

take[teik] vt.

ئالماق

پايدىلىنىش تەرجىمىسى

يېزىدىكى بىر دەڭدە چۈشلۈك تامىقىمنى يەپ بولۇپ، قول سومكامنى ئىزدەشكە باشلىدىم. ئۇنى ئىشك يېنىدىكى ئورۇنداقتا قويغانىدىم، لېكىن ھازىر تاپالمايۋاتىمەن. ئۇنى ئىزدەۋاتسام دەڭچى كىرىپ كەلدى. — تااملار تېتىدىمۇ؟ — دەپ سورىدى ئۇ. — تېتىدى، رەھمەت سىزگە، — دېدىم مەن، — ئەمما تاماقنىڭ پۇلىنى تېخى تۆلىمىگەندىم. قول سومكامنى تاپالمايۋاتىمەن. دەڭچى مېنىڭدا كۈلۈپ قويۇپ، شۇ زامان سىرتقا چىقىپ كەتتى. بىرقانچە مىنۇتتىن كېيىن ئۇ قايتىپ كىرىپ قول سومكامنى ماڭا ئەكىلىپ بەردى. — ئالدىڭىزدا خىجىلمەن، — دېدى ئۇ، — ئىتىم ئۇنى باغچىغا ئەكىتىپتۇ. ئۇ دائىم شۇنداق قىلىدۇ.

Comprehension Précis and Composition

Answer these questions *in not more than 40 words*.

1. Did the writer have lunch at a village inn or not?
2. Could she find her bag after her meal or not?
3. Could she pay the bill or not?
4. Who soon found it for her?
5. Where had his dog taken it?

Key Structures

Have

Study these uses of *have*:

a Have you had lunch yet? (KS 19)

After he had finished work he went home. (KS 39)

b Instead of saying: *We can say:*

He owns a new house.

He has a new house.

Or: He has got a new house.

He possesses a lot of
money.

He has a lot of money.

Or: He has got a lot of money.

Does He possess a lot of
money?

Has he a lot of money?

Or: Has he got a lot of money?

He doesn't possess a lot
of money.

He hasn't a lot of money.

Or: He hasn't got a lot of money.

c Instead of saying:

We can say:

I took a bath before
dinner.

I had a bath before dinner.

Take a cigarette.

Have a cigarette.

I enjoyed myself at the
party.

I had a good time at the party.

I received a letter from
him yesterday.

I had a letter from him yesterday.

Exercises

A. These questions are on the passage. Write a complete sentence in answer to each question:

1. When did you look for your bag?
2. What had you done with your bag?
3. What did the inn-keeper ask you?
4. Why can't you pay the bill?
5. What had the dog done with the bag?

B. Supply the correct form of *have* in the following. Do not refer to the passage until you finish the exercise:

1. After I...lunch at the village inn,I looked for my bag.
2. I... left it on a chair beside the door.
3. '... a good meal?' he asked.
4. I can't pay the bill. I ... got my bag.
5. I'm very sorry. My dog ... taken it into the garden.

C. In which of these sentences can we put the verb *got* after *have*?

1. He had a drink before dinner.
2. Mrs Sullivan has a lot of money.
3. He had to leave early.
4. We have had a long conversation.
5. My mother has a headache.
6. They had a good time at the party.
7. This sock has a hole in it.
8. She has to be patient with him.
9. I have a bath every day.
10. This room has four windows.
11. He has a farm.
12. We had a letter from Jill yesterday.

Special Difficulties

a Read these sentences. Each one contains the verb *give*. The verb has a different meaning in each sentence:

He returned with my bag and *gave it back* to me. (11. 10—12)

Give in your copybooks to me.

He can't continue fighting. He will soon *give in*. (He will surrender.)

I *gave away* my collection of stampes to the little boy.

I have *given up* smoking. (I have stopped.)

Three of our officers *gave themselves up* to the enemy. (They surrendered.)

b Words Often Confused: *Beside* (1. 3), *Besides*.

Beside: Come and sit beside me. (next to me)

Besides: Besides this photograph, I have a number of others. (in addition to)

Exercises

A. Supply the missing words in the following sentences:

1. Will the person who took my ruler please give it ... to me.
2. When my children grew up, I gave all their toys ...
3. When do we have to give ... our compositions?
4. We were losing the battle but we did not give ...

B. Supply *beside* or *besides* in the following:

1. ... football he plays tennis.
2. Can you see that boy standing ... the tree?

Supplementary Written Exercises

COMPREHENSION

1. The writer

- (a) didn't have her bag with her when she went to the inn.
- (b) had her bag with her when she went to the inn.
- (c) lost her bag on the way to the inn.
- (d) lost her bag after she left the inn.

2. The inn-keeper

- (a) was angry because the writer couldn't pay her bill.

- (b) was sorry that the writer couldn't pay her bill.
(c) knew that the writer couldn't pay her bill.
(d) knew that the writer could pay her bill.

STRUCTURE

3. **After I had had lunch ... After I had ... it ...**
(a) paid for (b) eaten (c) kept (d) bought
4. **She couldn't find her bag. It wasn't**
(a) their (b) theirs (c) they're (d) there
5. **... I was looking for it. the inn-keeper came in.**
(a) Because (b) while (c) But (d) Even if
6. **I haven't got a bag. don't ... one.**
(a) get (b) buy (c) own (d) owe
7. **My dog had taken it into the garden. It was ... the garden.**
(a) to (b) into (c) at (d) in

VOCABULARY

8. **I looked for my bag. I ... it.**
(a) tried to look after (b) tried to look at (c) tried to find
(d) tried to see
9. **I had left it on the chair. That's where I ... it.**
(a) put (b) let (c) allowed (d) permitted
10. **The chair was beside the door. It was ... it.**
(a) near (b) far from (c) next to (d) besides
11. **The inn-keeper returned with my bag. He ... quickly.**
(a) turned (b) turned back (c) came back (d) turned round

قايغۇرۇپ، **sadly**['sædli] *ad.* ۋارقىرماق، توۋلىماق
 ئازابلىنىپ **return**['ri'tə:n] *vt.* قايتۇرماق
 ئەلۋەتتە **certainly**['sə:tənli] *ad.*

پايدىلىنىش تەرجىمىسى

— ئويۇن باشلىنىشى مۇمكىن، — دېدىم مەن.
 — ئويۇن بۇ چاغقا باشلىنىپ بولدى، — دېدى سۇزان.
 مەن دەرھال بېلەت سېتىش ئورنىغا يۈگۈرۈپ باردىم.
 — ماڭا ئىككى بېلەت بەرسىڭىز، — دېدىم.
 — كەچۈرۈڭ، بېلەت سېتىلىپ بولدى، — دېدى بېلەتچى قىز.
 — ناھايىتى ئەپسۇس! — دېدى سۇزان ئۈنلۈك ئاۋازدا.
 شۇ ئەسنادا، بىر ئادەم ئالدىراپ - سالدىراپ بېلەت سېتىش ئورنىغا كېلىپ:

— بۇ بېلەتلەرنى قايتۇرسام بولامدۇ؟ — دەپ سورىدى.
 — ئەلۋەتتە بولىدۇ، — دېدى بېلەتچى قىز.
 مەن شۇ زامان بېلەت سېتىش ئورنىغا قايتىپ بېرىپ:
 — ئاۋۇ ئىككى بېلەتنى ماڭا سېتىپ بەرگەن بولسىڭىز؟ — دېدىم.
 — ئەلۋەتتە بولىدۇ، — دېدى بېلەتچى قىز، — ئەمما بۇ بېلەتلەر چارشەنبە كۈنلۈك ئويۇننىڭ بېلىتى، شۇنداق بولسىمۇ ئالامسىز؟
 — ئالاي، — دېدىم ھەسرەتلىنىپ.

Comprehension Précis and Composition

Answer these questions *in not more than 45 words.*

1. When was the play going to begin?
2. How many tickets did you ask for?
3. Were there any left or not? P
4. Were Susan and you disappointed or not?

5. Who hurried to the ticket—office just then?
6. How many tickets did he return?
7. Were they for that day's performance, or were they for next Wednesday's performance?
8. Did you buy them or not?

Key Structures

Can and may

Study these uses of *can* and *may*:

a Instead of saying: *We can say:*

Will you let me use your Can I use your telephone please?

telephone please? Or: Could I use your telephone please?

Or: May I use your telephone please?

Or: Might I use your telephone please?

b Instead of saying: *We can say:*

Perhaps he will come He may come tomorrow.

tomorrow. Or: He might come tomorrow.

Perhaps he telephoned last He may have telephoned last

night, but I'm not sure. night, but I'm not sure.

Or: He might have telephoned last

night, but I'm not sure.

c Now study these expressions:

Do you want to come to the cinema with me?

I haven't got anything to do, so I *may as well* (or: I *might as well*) come with you.

Do you think he'll pass that exam?

He'll never pass. He *might as well* give up.

Exercises

A. Read the passage again. Put a line under the verbs *can*, *could*, *may* and *might*.

B. Use phrases with *can*, *could*, *may* or *might* in place of the words in italics. Do not refer to the passage until you finish the exercise.

'Perhaps the play will begin at any moment,' I said.

'Perhaps it has begun already,' Susan answered.

I hurried to the ticket—office, *'Will you let me have two tickets, please?'* I asked.

'I'm sorry, we've sold out,' the girl said.

Just then, a man hurried to the ticket—office.

'Will you let me return these two tickets?' He asked.

I went back to the ticket—office at once. *'Will you let me have those two tickets please?'* I asked.

'Certainly,' the girl said, *'but they are for next Wednesday's performance. Do you still want them?'*

'Not really, but I'll have them,' I said sadly.

Special Difficulties

Instead of saying:

I am sorry.

We have sold out.

We can say:

I'm sorry. (1. 7)

We've sold out. (1 . 7)

Exercise

Change the form of the verbs in italics:

1. I *haven't* seen him for three years.
2. There *are not* many people here.

3. He *doesn't* understand what *you're* saying.
4. She *did not* tell me she *had not* seen you.
5. I *shall not* stay a moment longer.
6. He *will not* do as *he is* told.
7. *When'll* I see you?
8. *What've* you done? *You've* broken that bottle!
9. *He's* in the living room. *He's* just come home.
10. I *cannot* understand why he *hasn't* arrived.
11. You *mustn't* believe him.
12. I *wasn't* expecting you. You *weren't* supposed to arrive until 6 o'clock.
13. That *man's* been in prison.
14. They *hadn't* seen the film before.

Supplementary Written Exercises

COMPREHENSION

1. **The writer couldn't get tickets for the performance that evening because**
 - (a) they had all been sold.
 - (b) there were only a few left.
 - (c) there was no one at the ticket-office.
 - (d) the girl at the ticket-office wouldn't give him any.
2. **The writer**
 - (a) was very pleased to get tickets for next Wednesday's performance.
 - (b) didn't buy tickets for next Wednesday's performance.
 - (c) didn't want tickets for next Wednesday's performance.

(d) wasn't too pleased to get tickets for next Wednesday's performance.

STRUCTURE

3. **The play may begin at any moment. It**

(a) has begun (b) won't begin for a long time (c) Hasn't begun yet (d) began a long time ago

4. **May I have two tickets please?... two tickets please?**

(a) You must give me (b) You have got to give me
(c) Could I have (d) You may give me

5. **May I have two tickets? Please let me... two tickets.**

(a) having (b) to have (c) had (d) have

6. **The performance ... next Wednesday.**

(a) was (b) will be (c) shall be (d) has been

7. **I might as well have them. I am ... to have them.**

(a) very pleased (b) very glad (c) not very glad (d) delighted

VOCABULARY

8. **I hurried to the ticket-office. I**

(a) went there (b) went there quickly (c) went there slowly
(d) didn't go there

9. **'What a pity!' Susan exclaimed. Susan was**

(a) pleased (b) glad (c) sorry (d) amused

10. **Can I return these tickets? I want to**

(a) give them back (b) give them in (c) give them up (d) give them off

11. **'Certainly,' the girl said. '...' the girl said.**

(a) Off course (b) Course (c) Of course (d) Surely not

12. Do you still want them? Do you want them?

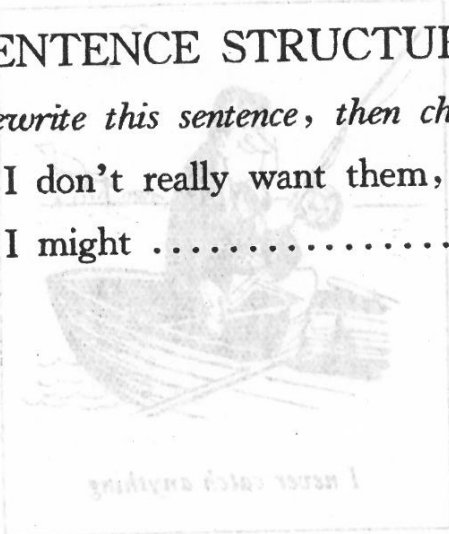
(a) yet (b) even (c) now (d) more

SENTENCE STRUCTURE

Rewrite this sentence, then check your answer against the text:

I don't really want them, but I'll have them.

I might (line 19)



Fishing is my favourite sport. I often fish for hours without catching anything. But this does not worry me. Some fishermen are unlucky. Instead of catching fish, they catch old boots and rubbish. I am even less lucky. I never catch anything - not even old boots. After having spent whole mornings on the river, I always go home with an empty bag. "You must give up fishing," my friends say. "It's a waste of time." But they don't realize one important thing. I'm not really interested in fishing. I am only interested in sitting in a boat and doing nothing at all!

fishing ['fɪʃɪŋ] n. صيد
 favourite ['feɪvərɪt] a. المفضل
 fisherman ['fɪʃmən] n. صياد
 spend [spend] v. تنفق
 empty ['empti] a. فارغ
 instead of بدلاً من
 unlucky [ʌn'lʌki] a. غير محظوظ
 anything ['enɪθɪŋ] n. شيء
 boot [bu:t] n. حذاء

20 One Man in a Boat

قېيىقتىكى يېگانە ئادەم

Fishing is my favourite sport. I often fish for hours without catching anything. But this does not worry me. Some fishermen are unlucky. Instead of catching fish, they catch old boots and rubbish. I am even less lucky. I never catch anything—not even old boots. After having spent whole mornings on the river, I always go home with an empty bag, ‘You must give up fishing!’ my friends say. ‘It’s a waste of time.’ But they don’t realize one important thing, I’m not really interested in fishing. I am only interested in sitting in a boat and doing nothing at all!



خام سۆزلەر

fishing [ˈfiʃɪŋ] <i>n.</i>	بېلىق تۇتۇش	worry [ˈwʌri] <i>vt.</i>	ئەندىشە قىلماق
favourite [feɪvərɪt] <i>a.</i>	ئەڭ ياخشى	fisherman [ˈfɪʃəmən] <i>n.</i>	بېلىقچى
	كۆرىدىغان، ئەڭ ياقتۇرىدىغان	spend [spend] <i>v.</i>	سەرپ قىلماق
fish [fɪʃ] <i>vi.</i>	بېلىق تۇتماق	empty [ˈempti] <i>a.</i>	قۇرۇق
for hours	بىر قانچە سائەت	instead of	... نىڭ ئورنىدا
catch [kætʃ] <i>vt.</i>	قارماققا ئېلىنماق	unlucky [ʌnˈlʌki] <i>a.</i>	تەلەيسىز،
anything [ˈeniθɪŋ] <i>n. pron.</i>			بىتەلەي
	ھەرقانداق نەرسە	boot [bu:t] <i>n.</i>	ئۆتۈك

waste [weɪst] n. ئىسراپ قىلماق really ['ri:əli] ad. راستتىنلا
realize ['ri:əlaɪz] vt. ھېس قىلماق

پايدىلىنىش تەرجىمىسى

بېلىق تۇتۇش مېنىڭ ئەڭ ياخشى كۆرىدىغان ئىشىم. مەن دائىم نەچچە سائەت ساقلاپمۇ بېلىق تۇتالمايمەن. ئەمما ئۇنىڭدىن قايغۇرمايمەن. بەزى بېلىقچىلار راستتىنلا تەلەپسىز كېلىدۇ. ئۇلار بېلىق ئورنىغا ئەسكى ئۆتۈك ۋە ئەخلەتلەرنى سۆرەپ چىقىدۇ. مەنمۇ شۇنداق تەلەپسىزلەرنىڭ بىرى. مەن ھېچنەرسىگە ئېرىشەلمىدىم. تەلپىمگە شۇ ئەسكى كەش بولسىمۇ چىققان بولسا كاشكى. دەريادا چۈشتىن بۇرۇنقى يېرىم كۈن ۋاقتىمنى سەرپ قىلىپ ھېچنەرسە تۇتالماي، ئۆيگە يەنە قۇرۇق قول قايتىمەن. «تۇتالمىغاندىكىن بېلىق تۇتمەن دەپ مەلەڭ بولما.» دەيدۇ دوستلىرىم. «ئۇ پەقەت ۋاقتىنى ئىسراپ قىلغانلىق. لېكىن ئۇلار بۇ يەردىكى مۇھىم بىر نەرسىنى ھەرگىز ھېس قىلالمايدۇ. مەن بېلىق تۇتۇشقا ئانچە بەك ھېرىسمەنمۇ ئەمەس. ھېرىس قىلىدىغىم پەقەت ھېچ ئىش قىلماي قېيىقتا ئولتۇرۇپ ھۇزۇرلىنىش.

Comprehension Précis and Composition

Answer these questions in not more than 50 words.

1. What is the writer's favourite sport?
2. What do some unlucky fishermen catch?
3. Is the writer as lucky as they are, or is he not so lucky?
4. Does he ever catch anything?
5. Is he really interested in fishing?
6. What is the only thing that interests him?

Key Structures

You must give up fishing.

Study these sentences carefully. Pay close attention to the verbs in italics. All these verbs end in *-ing*.

a *Eating* is always a pleasure.

Watching television is my favourite pastime.

Reading in bed is something I always enjoy.

b I am very keen on *cycling*.

She is afraid of *staying* in that house alone.

He is capable of *doing* anything.

c Note how these sentences have been joined:

He sat there. He did not say anything.

He sat there without *saying* anything.

He turned off the radio. He left the room.

Before *leaving* the room, he turned off the radio.

He looked at his watch. He hurried to the station.

After *looking* at his watch, he hurried to the station.

Or: *After having looked* at his watch, he hurried to the station.

I must apologize. I interrupted you.

I must apologize for *interrupting* you.

Or: I must apologize for *having interrupted* you.

I must apologize. I did not let you know earlier.

I must apologize for *not letting* you know earlier.

Or: I must apologize for *not having let* you know earlier.

He congratulated me. I won the competition.

He congratulated me on *winning* the competition.

Or: He congratulated me on *having won* the competition.

Exercises

A. Underline all the verbs in the passage that end in *-ing*.

B. Give the correct form of the verbs in brackets. Do not refer to the passage until you finish the exercise.

(Fish) is my favourite sport. I often fish for hours without (catch) anything. But this does not worry me. Some fishermen are unlucky. Instead of (catch) fish, they catch old boots and rubbish. I am even less lucky. I never catch anything—not even old boots. After (have spend) whole mornings on the river, I always go home with an empty bag. ‘You must give up (fish)!’ my friends say. ‘It’s a waste of time.’ But they don’t realize one important thing. I’m not really interested in (fish). I am only interested in (sit) in a boat and (do) nothing at all!

C. Join these pairs of sentences with the words given in brackets. Make any other necessary changes.

1. He went out of the restaurant. (without) He did not pay the bill.
2. She bought a pair of boots. (instead of) she did not get a pair of shoes.
3. She was afraid. (of) she did not spend the night alone.
4. (After) She heard the news. She fainted.
5. Think carefully. (before) Answer my question.
6. (on) I saw the plane coming towards me. I dashed for cover.

Special Difficulties

Words Often Confused

a Interested and Interesting. Excited and Exciting.

Study these examples:

Fishing is not interesting. I am not really interested in fishing.

(1. 12)

The match was very exciting. The crowd got very excited.

b It's and Its. a waste of time. (ll. 10—11)

Study these examples:

It's (=it is) cold today. It's raining too.

The cat drank its milk.

This engine has lost its power.

c Realize and Understand. They don't realize... (l. 11)

Study these examples:

I realized he was mad.

He didn't realize that he had made a mistake.

I don't understand English.

Exercise

Choose the correct words in the following:

1. I (realized) (understood) he was not telling me the truth.
2. This poem is difficult. (It's) (Its) impossible for you to (understand) (realize) (its) (it's) meaning.
3. There was some (excited) (exciting) news on the radio.
4. He is not an (interesting) (interested) person.
5. He is an explorer. He leads an (excited) (exciting) life.
6. I am not (interesting) (interested) in other people's affairs.

Supplementary Written Exercises

COMPREHENSION

1. The writer

- (a) always catches something.
- (b) never catches anything.
- (c) sometimes pulls up old boots and rubbish.
- (d) never goes home with an empty bag.

2. **The writer enjoys**

(a) catching fish.

(b) fishing.

(c) doing nothing.

(d) swimming in the river.

STRUCTURE

3. ... **is your favourite sport? Fishing.**

(a) Who (b) Which (c) Whom (d) Whose

4. **He doesn't catch anything. He never catches**

(a) nothing (b) anything (c) something (d) everything

5. **I am even less lucky. I am ... lucky.**

(a) more (b) as (c) not so (d) so

6. **His bag is empty. He has**

(a) a empty bag (b) an empty bag (c) empty bag (d) one
empty bag

7. **I am only interested in doing nothing. That's ... I'm interes—
ted in.**

(a) only (b) the one (c) all (d) the only

VOCABULARY

8. **Fishing is my favourite sport. It is**

(a) the one like best (b) prefer (c) my best (d) the best

9. **A fisherman usually... fish.**

(a) buys (b) sells (c) tries to catch (d) keeps

10. **He never... any fish.**

(a) holds (b) takes hold of (c) catches (d) takes

11. **He always goes... with an empty bag.**

(a) to home (b) to house (c) to the house (d) home

12. You must give up fishing. You must

(a) stop (b) begin (c) surrender (d) end

SENTENCE STRUCTURE

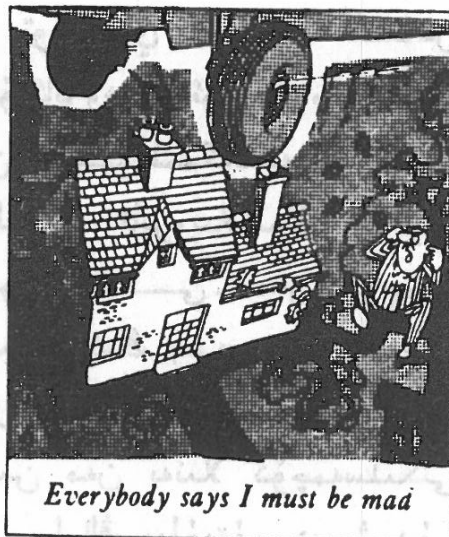
Join these two sentences with *without*, then check your answer against the text:

I often fish for hours. I don't catch anything. (lines 1-2)

21 Mad or Not?

ئۇ ساراڭمۇ نېمە؟

Aeroplanes are slowly driving me mad. I live near an airport and passing planes can be heard night and day. The airport was built during the war, but for some reason it could not be used then. Last year, however, it came into use. Over a hundred people must have been driven away from their homes by the noise. I am one of the few people left. Sometimes I think this house will be knocked down by a passing plane. I have been offered a large sum of money to go away, but I am determined to stay here. Everybody says I must be mad they are probably right.



خام سۆزلەر

mad[mæd] a.	ساراڭ	few[fju:] a.	ئاز سانلىق
drive[draiv] vt.	ھەيدىمەك	sum[sʌm]	پۇل
war[wɔ:] n.	ئۇرۇش، جەڭ	determine[di'tə:min] vt.	نىيەت قىلماق، كۆڭلىگە پۈكمەك
for some reason	بەزى سەۋەبلەر	probably['prɒbəli] ad.	بەلكىم، ئېھتىمال
noise[nɔiz] n.	شاۋقۇن		

پايدىلىنىش تەرجىمىسى

ئايرىپىلاننىڭ ئاۋازىدىن ساراڭ بولاي دېدىم. مەن ئايروودرومغا يېقىن جايدا تۇرغىنىم ئۈچۈن، كېچە - كۈندۈز توختىماي كېلىپ - كەتكەن ئايروپىلانلارنىڭ ئاۋازى ئاڭلىنىپ تۇرىدۇ. ئۇ ئايروودروم ئۇرۇش مەزگىلىدە ياسالغان بولۇپ، بەزى سەۋەبلەر تۈپەيلىدىن ئىشلىتىلمىگەنكىن. ئەمما، ئۆتكەن يىلدىن باشلاپ ئىشلىتىلىشكە باشلىدى. ئايروپىلاننىڭ شاۋقۇنى تۈپەيلىدىن 100 دىن ئارتۇق ئائىلە كۆچۈپ كەتتى. مەن كۆچمەي قالغانلارنىڭ بىرى. بەزىدە ئۆتكۈنچى ئايروپىلانلارنىڭ بىرەرى بۇ ئۆيۈمنى ئۆرۈۋېتىمەيدىكىن دەپمۇ ئويلاپ قالمەن. بەزىلەر ماڭا نۇرغۇن پۇل بېرىپ ئۆيۈمدىن كۆچۈرۈۋەتمەكچىمۇ بولدى. لېكىن مەن يەنىلا كۆچمەسلىكىنى قارار قىلدىم. كىشىلەرنىڭ ھەممىسى مېنى ساراڭ بولۇپتۇ، دېيىشىدۇ. بەلكىم ئۇلارنىڭ دېگىنى راستتۇ.

Comprehension Précis and Composition

Answer these questions *in not more than 50 words.*

1. Is the writer slowly going mad or not?
2. Where does he live?
3. What can be heard night and day?
4. Have most of his neighbours left their homes or not?
5. Has he been offered money to leave or not?
6. What is he determined to do?
7. What does everyone say?
8. Are they probably right or wrong?

Key Structures

Passing planes can be heard night and day. See **KS 31**

a Read these pairs of sentences carefully. The first sentence in each

pair tells us about a *person*. (Who) The second tells us about a *thing*.
(What or Which)

He will repair your watch. (Who)

Your watch will be repaired. (what)

He can repair your watch. (Who)

Your watch can be repaired. (What)

They must test this new car. (Who)

This new car must be tested. (What)

You have to write this letter again. (Who)

This letter has to be written again. (What)

I told you *he could do it.* (Who)

I told you *it could be done.* (What)

I told you *he would do it.* (Who)

I told you *it would be done.* (What)

I can't find my bag. *Someone has stolen it.* (Who)

I can't find my bag. *It has been stolen.* (What)

I can't find my bag. *Someone must have stolen it.* (Who)

I can't find my bag. *It must have been stolen.* (What)

b Instead of saying:

We can say:

The police will arrest the
thieves.

The thieves will be arrested
(by the police)

You must pay me for this.

I must be paid for this.

They cannot find him.

He cannot be found.

Exercises

A. There are some verbs in the passage which are like the examples given above. Can you find them?

B. Change the form of the phrases in italics. Do not refer to

the passage until you finish the exercise:

I live near an airport and *I can hear passing planes* night and day. *They built the airport* during the war, but for some reason *they could not use it* then. Last year, however, it came into use. *The noise must have driven over a hundred people away* from their homes. I am one of the few people left. Sometimes I think *a passing plane will knock down this house*. *They have offered me* a large sum of money to go away, but I am determined to stay here.

C. Change the form of these sentences. Your sentences must begin with the words in italics:

1. I will send *a message* immediately.
2. We must sell *all these goods*.
3. I told you he would receive *the parcel* in time.
4. He has to deliver *the letter* by hand.
5. They must have lost *your letter* in the post.

Special Difficulties

Words Often Confused and Misused

a Drive.

This verb can be used in many ways. Study these examples:

Aeroplanes are slowly driving me mad. (1. 1)

He drives his car very badly.

The farmer drove the cattle into the field.

Our army drove the enemy back.

During the war, many people were driven out of their homes.

b Home and House. (11. 8 and 10)

Study these examples:

After work I always go home. I stay at home during the week—end. There is no place like home.

They are building many new houses in our district. Houses are very expensive. I paid a lot of money for a new house.

Exercises

A. Write sentences using: drive out of, drive back and drive into.

B. Supply *house(s)* or *home* in the following:

1. It was raining heavily and I was glad to get ...
2. The government plans to build thousands of ... next year.
3. He is very rich. He owns a ... in the country.
4. Most people like to spend their Christmas holidays at ...

Supplementary Written Exercises

COMPREHENSION

1. The airport

- (a) has been used since the war. (c) came into use recently.
(b) has never been used. (d) has just come into use.

2. The writer

- (a) will be leaving his house soon.
(b) has accepted a lot of money for his house.
(c) likes the noise of passing planes.
(d) has refused to leave his house.

STRUCTURE

3. Passing planes can be heard night and day. You ... them all the time.

- (a) can heard (b) can to hear (c) can hear (d) can be heard

4. **It couldn't be used then. It wasn't ... to use it.**
 (a)able (b)allowed (c)impossible (d)possible
5. **Over a hundred people must have been driven away ... they were.**
 (a)I think (b)I'm sure (c)I'm certain (d)Of course
6. **I am one of the few people left. So there.**
 (a)are none left (b)is one left (c)are some left (d)are a lot left
7. **How much ... ? A large sum of money.**
 (a)you have been offered (b)have you been offered (c)you have offered (d)they offered you

VOCABULARY

8. **I have been offered some money. They want to ... me some money.**
 (a)serve (b)give (c)take (d)make
9. **I have been offered a large ... of money.**
 (a)amount (b)number (c)some (d)piece
10. **I am determined to stay here. I ... stay here.**
 (a)am will to (b)want to (c)may (d)am going to
11. **Everyone says I must be mad and they are probably right ... they are.**
 (a)Of course (b)It's certain (c)Perhaps (d)It's sure
12. **Everyone says I must be mad and they are probably ...**
 (a)just (b)fair (c)correct (d)equal

SENTENCE STRUCTURE

Rewrite this sentence, then check your answer against the text:

They built the airport during the war, but for some reason they couldn't use it then.

The airport ..., but for some reason it ... (lines 3—5)

22 A Glass Envelope

ئەينەك كوناۋېرت

My daughter, Jane, never dreamed of receiving a letter from a girl of her own age in Holland. Last year, we were travelling across the Channel and Jane put a piece of paper with her name and address on it into a bottle. She threw the bottle into the sea. She never thought of it again, but ten months later, she received a letter from a girl in Holland. Both girls write to each other regularly now. However, they have decided to use the post-office. Letters will cost a little more, but they will certainly travel faster.



خام سۆزلەر

Holland [ˈhɒlənd] <i>n.</i>	گوللاندىيە	throw [θrəʊ] <i>vt.</i>	ئاتماق، تاشلىماق
envelope [ˈenvɪləʊp] <i>n.</i>	لىپاپ، كوناۋېرت	regularly [ˈregjʊləli] <i>ad.</i>	رەتتەلىق
dream [dri:m] <i>vi.</i>	چۈش كۆرمەك	decide [diˈsaɪd] <i>vt.</i>	قارار قىلماق
own [əʊn] <i>a.</i>	ئۆزىنىڭ	post - office [ˈpəʊstˈɒfɪs] <i>n.</i>	پوچتىخانا
age [eɪdʒ] <i>n.</i>	ياش	cost [kɒst] <i>vi.</i>	سەرپ قىلماق
channel [ˈtʃænl] <i>n.</i>	قانال، بوغۇز	travel [ˈtrævl] <i>vt.</i>	توشۇلماق

پايدىلىنىش تەرجىمىسى

قىزىم جەين ئۆزى بىلەن تەڭتۇش بىر گوللاندىيىلىك قىزنىڭ خېتىنى تاپشۇرۇۋېلىشنى چۈشىدىمۇ كۆرمىگەندى. ئۆتكەن يىلى بىز دېڭىز بوغۇزىدىن ئۆتۈپ ساياھەت قىلىۋاتقىنىمىزدا، جەين بىر پارچە قەغەزگە ئۆزىنىڭ ئىسمى ۋە ئادرېسىنى يېزىپ، ئۇنى بىر بوتۇلكىنىڭ ئىچىگە سالدى - دە، دېڭىزغا تاشلىۋەتتى. شۇندىن كېيىن ئۇ بۇ ئىشنى زادى ئويلاپمۇ قويمىدى. لېكىن 10 ئايدىن كېيىن گوللاندىيىلىك بىر قىزنىڭ بىر پارچە خېتىنى تاپشۇرۇۋالدى. ھازىر بۇ ئىككى قىزنىڭ خەت - ئالاقىسى ناھايىتى رەتلىق داۋاملاشماقتا. قانداقلا بولمىسۇن، ئۇلار پوچتا ئارقىلىق ئالاقىلىشىشنى پۈتۈشتى. گەرچە خەتلەرنىڭ پوچتا ھەققى ئەرزان بولمىسىمۇ، لېكىن خەتلەرنىڭ ئالمىشىشى ئانچە ئاستا ئەمەس.

Comprehension Précis and Composition

Answer these questions *in not more than 55 words.*

1. When did Jane cross the Channel?
2. What did she throw into the sea?
3. What did it contain?
4. What did she receive ten months later?
5. Do they write to each other regularly now or not.?
6. Do they send their letters by post, or do they send them in bottles?

Key Structures

Verbs followed by *Of, From, In and On*

We can put *of, from, in, or on* after certain verbs:

Jane never dreamed *of* receiving a letter ... (ll. 1-2)

She never thought *of* it again. (l. 7)

She received a letter *from* a girl in Holland. (ll. 8-9)

Use this list for reference:

a OF: accuse, approve, assure, beware, boast (or about), complain (or about), consist, convince(or about), cure, despair, dream(or about), expect(or from), hear(or from), be/get rid, smell, suspect, think(or about), tire(*d*), warn(or against).

b FROM: borrow, defend(or against), demand(or of), differ, dismiss, draw(**SD** 158), emerge, escape, excuse(or for), hinder, prevent, prohibit, protect(or against), receive, separate, suffer.

c IN: believe, delight, employ (ed), encourage, engage (*d*), experience(*d*), fail, help (or with), include, indulge, instruct, interest(ed), invest, involve(*d*), persist, share.

d ON: act, base (*d*), call (**SD** 90), comment, concentrate, congratulate, consult(or about), count, decide, depend, economize, embark, experiment, insist, lean(or against), live, operate, perform (or in), pride(oneself), rely, vote(*on* a motion; *for* someone), write (or about).

Exercise

Supply the missing words(*of*, *from*, *in* or *on*) without referring to the above lists as far as possible:

1. I drew a lot of money ... the bank yesterday.
2. I refuse to comment ... his work.
3. It's no use complaining ... the cold.
4. The waiter's tip is included ... the bill.
5. He congratulated me ... having got engaged.
6. This warm coat will protect you ... the cold.
7. Did anything emerge ... your discussion?
8. I dreamt ... you last night.
9. You can never rely ... him to be punctual.
10. Nothing will prevent him ... succeeding.
11. Are you interested

... music? 12. I suppose I can count ... you for help ... this matter? 13. Beware ... the dog. 14. He persisted ... asking questions. 15. I insist ... your telling me the truth. 16. It took me a long time to get rid ... him. 17. Do you mean to say you have never heard Beethoven? 18. I separated them ... each other because they were fighting. 19. They can only cure him ... his illness if they operate ... him. 20. You can depend ... me. 21. I haven't accused him ... anything, but I suspect him ... having taken it. 22. Whatever made you think ... such a thing? 23. We expect a great deal ... you, Smith. 24. My hands smell ... soap. 25. They differ ... each other so much. 26. He invested a lot of money ... shipping. 27. The film was based ... a novel by Dickens. 28. Don't lean ... that shelf! You'll regret it. 29. She often suffers ... colds. 30. We have embarked ... a new scheme. 31. I believe ... taking my time. 32. Jones was dismissed ... the firm. 33. They began by experimenting ... rats. 34. Please concentrate ... what you are doing. 35. She prides herself ... her clean house. 36. The climber failed ... his attempt to reach the summit. 37. Many people escaped ... prison camps during the last war. 38. We must economize ... fuel. 39. He's never done any work. He lives ... his mother. 40. He was employed ... a factory before he joined the army. 41. And what does this delightful drink consist ... ? 42. I shall certainly act ... your advice. 43. Don't write ... the desk! 44. You should not boast ... your success. 45. You must encourage him ... his efforts. 46. I was instructed ... drawing once upon a time. 47. Two or three people were involved ... the accident. 48. Children should be prohibited ... smoking. 49. It is unreasonable to demand this ... him. 50. I can assure you ... my support. 51. Do you

approve ... hunting? 52. I despair... ever teaching him anything!
53. He performs beautifully ... the piano. 54. I warned him ...
the danger, but he wouldn't listen to me. 55. How much have you
borrowed ... me already? 56. Everyone shared ... his happiness.
57. He delights... annoying me.

Supplementary Written Exercises

COMPREHENSION

1. **Jane never dreamed of receiving a letter from a girl in Holland because**

- (a) it is a long way away.
- (b) she has never been abroad.
- (c) no one in Holland knows her address.
- (d) she didn't expect anyone to find the bottle.

2. **Both girls**

- (a) meet regularly now.
- (b) correspond in the normal way now.
- (c) send notes to each other in bottles.
- (d) travel regularly now.

STRUCTURE

3. **Jane never dreamed... a letter.**

- (a) to receive (b) to receiving (c) of receive (d) that she would receive

4. **She received a letter from a girl of her own age. The girl is ... she is.**

- (a) the same age with (b) the same age (c) as old (d) the

same age as

5. **Did she... the bottle into the sea?**

(a)threw (b)throw (c)thrown (d)throwing

6. **She never thought ... it again.**

(a)for (b)to (c)at (d)about

7. **The girls write ... regularly now.**

(a)to one another (b)the one to the other (c)each to other
(d)to other

VOCABULARY

8. **We were travelling across the Channel. We went on a ...
across the Channel.**

(a)sail (b)travel (c)trip (d)run

9. **Jane wrote her name and address on a... of paper.**

(a)lump (b)bar (c)tube (d)sheet

10. **Both girls write to each other regularly. They write**

(a)frequently (b)occasionally (c)sometimes (d)now and again

11. **You can buy ... at the post-office.**

(a)sweets (b)stamps (c)apples (d)sugar

12. **They will travel faster. They will travel**

(a)sooner (b)more quickly (c)hurriedly (d)shorter

SENTENCE STRUCTURE

Join these statements together to make one sentence. Then check your answer against the text:

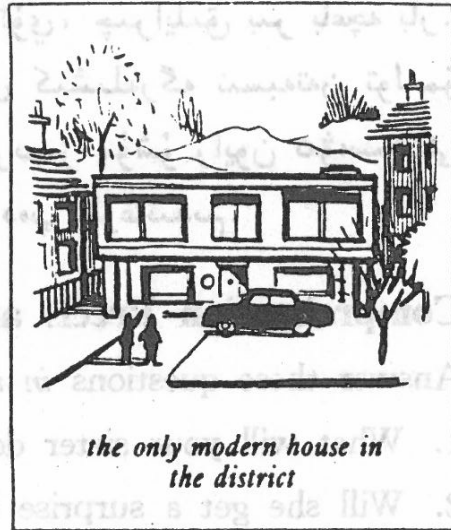
Last year we were travelling across the Channel. Jane put a piece of paper into a bottle. It had her name and address on it.

(lines 3—6)

23 A New House

يېڭى ئۆي

I had a letter from my sister yesterday. She lives in Nigeria. In her letter, she said that she would come to England next year. If she comes, she will get a surprise. We are now living in a beautiful new house in the country. Work on it had begun before my sister left. The house was completed five months ago. In my letter, I told her that she could stay with us. The house has many large rooms and there is a lovely garden. It is a very modern house, so it looks strange to some people. It must be the only modern house in the district.



خام سۆزلەر

Nigeria[nai'dʒiriə]	n.	نىجېرىيە	strange[streɪndʒ]	a.	غەلىتە
complete[kəm'pli:t]	vt.	پۈتتۈرمەك	some[sʌm]	a.	بەزى
modern['mɒdn]	a.	زامانىۋى	district['dɪstrɪkt]	n.	رايون

پايدىلىنىش تەرجىمىسى

تۈنۈگۈن مەن سىڭلىمنىڭ بىر پارچە خېتىنى تاپشۇرۇۋالدىم. ئۇ نىجېرىيەدە تۇرىدۇ. ئۇ خېتىدە كېلەر يىلى ئەنگلىيەگە بارمەن، دەپ

يېزىپتۇ. ئەگەر ئۇ كېلىدىغان بولسا، چوقۇم ھەيران قالىدۇ. چۈنكى بىز ھازىر يېزىدىكى يېڭى بىر ئۆيدە تۇرۇۋاتىمىز. بۇ ئۆيلەرنىڭ قۇرۇلۇشى سىڭلىم كېتىشتىن بۇرۇنلا باشلانغاندى. ئۆيلەر پۈتكىلىمۇ بەش ئاي بولدى. خېتىمدە ھويلىمىزدا بىر قانچە ئېغىز چوڭ ئۆي، چىرايلىق بىر باغچە بار. ئۆيلەر ناھايىتى زامانىۋى سېلىنغاچقا، بەزى كىشىلەرگە نىسبەتەن تولىمۇ غەلىتە تۇيۇلۇۋاتىدۇ. چۈنكى بىزنىڭ ئۆيلىرىمىز مۇشۇ رايون تەۋەسىدىكى بىردىنبىر زامانىۋى ئۆيلەر ھېسابلىنىدۇ، دەپ يازغانىدىم.

Comprehension Précis and Composition

Answer these questions *in not more than 50 words.*

1. What will your sister do next year?
2. Will she get a surprise if she comes or not?
3. Have you a new house in the country or not?
4. Have you invited your sister to stay with you or not?
5. Is it a very modern house, or is it an old house?
6. Has it got many large rooms and a lovely garden or not?

Key Structures

Review **KS 35—53**

I'll see you tomorrow. (**KS 35**)

What will you be doing tomorrow? (**KS 37**)

After he had finished work he went home. (**KS 39**)

He said that ... He told me ... (**KS 41**)

If you open the door you will get a surprise. (**KS 43**)

Must. (**KS 45**)

Have. (**KS 47**)

Can and May. (**KS 49**)

Passing planes can be heard night and day. (**KS 53**)

Exercises

A. Underline all the verbs in the passage. Revise any Key Structures you have forgotten.

B. Give the correct form of the verbs in brackets. Do not refer to the passage until you finish the exercise:

I (have) a letter from my sister yesterday. She (live) in Nigeria. In her letter, she (say) that she (come) to England next year. If she (come), she (get) a surprise. We now (live) in a beautiful new house in the country. Work on it (begin) before my sister (leave). The house (complete) five months ago. In my letter, I (tell) her that she (can stay) with us. The house (have) many large rooms and there (be) a lovely garden. It (be) a very modern house, so it (look) strange to some people.

C. Give the correct form of the verbs in brackets:

1. After he had read the book, he (write) a review of it.
2. He did not leave his office until he (finish) work.
3. If he (break) his promise, I shall never speak to him again.
4. If the weather is fine we (go) for a picnic.

D. Supply *said* or *told* in the following sentences. Give the correct form of the verbs in brackets:

1. She ... me she (will) be absent from work.
2. I ... my mother that I (lose) the key.
3. The manager ... that he (not like) my work.

E. Which verbs can we use in place of the verbs or phrases in italics?

1. He *owns* a new house.

2. He *possesses* a lot of money.
3. I *took* a bath before dinner.
4. *Take* a cigarette.
5. *Will you let me* use your telephone please?
6. *Perhaps the play will* begin at any moment.
7. *Perhaps it has* begun already.
8. *It is necessary for me* to take a taxi.

Special Difficulties

There is and It is.

The house has many large rooms and *there is* a lovely garden.

It is a very modern house, so it looks strange to some people.

(ll. 9—12)

Study these examples:

There is

There is a fine new school in our neighbourhood. It was only built last year. *There are* 250 pupils at the school. Last year *there were* only 180. Next year *there will be* over 300.

It is

What's the time? *It is* five o'clock.

How far away is the station from here? *It is* five miles away.

What's the weather like? *It is* very cold.

Exercise

Supply *it* or *there* in the following sentences:

1. ... is a pity that he could not come.
2. ... is a bus that leaves in ten minutes.
3. ... were some men digging up the road outside my house.
4. Look at those clouds. I think ... will be a thunderstorm.

5. ... is unusual for him to be late.
6. ... has been very cold this year.
7. ... has been no news of him.
8. I am sure ... will be fine tomorrow.
9. After dinner ... will be a long discussion on politics.
10. When will ... be convenient for you to come?

Supplementary Written Exercises

COMPREHENSION

1. The writer's sister will be surprised

- (a) when she sees the writer's new house.
- (b) when she comes to England.
- (c) when she sees the writer.
- (d) when she leaves Nigeria.

2. Some people will find the house strange because

- (a) it is modern.
- (b) it is new.
- (c) it is large.
- (d) it is old.

STRUCTURE

3. If she ... she will get a surprise.

- (a) comes (b) came (c) has come (d) will come

4. I like my sister's house. It's a

- (a) new beautiful house (b) beautiful house new (c) beautiful
new house (d) new house beautiful

5. The house ... five months ago.

- (a) has completed (b) completed (c) was completed (d) has been

completed

6. **I told her she could stay with us. That's what I**
(a)said to her (b)said her (c)told to her (d)told
7. **The house has many large rooms. ... many large rooms.**
(a)They have (b)They are (c)There have (d)There are

VOCABULARY

8. **I had a letter yesterday. I ... one.**
(a)sent (b)took (c)wrote (d)received
9. **She will come to England ... year.**
(a)last (b)next (c)the other (d)the last
10. **Our house is in the country. It's not in**
(a)Nigeria (b)the city (c)England (d)France
11. **Work on it had begun before my sister left. My sister left ...**
it had begun.
(a)after (b)without (c)behind (d)soon
12. **It is a very modern house. It was built**
(a)lastly (b)late (c)latest (d)recently

SENTENCE STRUCTURE

Rewrite this sentence, then check your answer against the text:

'You can stay with us,' I told her.

I told her that (lines 8—9)

24 It Could be Worse

تېخىمۇ بەتتەرلىشىشى مۇمكىن

I entered the hotel manager's office and sat down. I had just lost £50 and I felt very upset. 'I left the money in my room,' I said, 'and it's not there now.' The manager was sympathetic, but he could do nothing. 'Everyone's losing money these days,' he said. He started to complain about this wicked world but was interrupted by a knock at the door. A girl came in and put an envelope on his desk. It contained £50. 'I found this outside this gentleman's room,' she said. 'Well,' I said to the manager, 'there is still some honesty in this world!'



خام سۆزلەر

hotel [hou'tel] n.	مېھمانخانا	wicked ['wikid] a.	ناچار، يارماس
manager ['mænɪdʒə] n.	دېرىكتور	knock [nɒk] n.	چېكىش
upset [ʌp'set] vt.	ئىچى پۇشماق	contain [kən'teɪn] vt.	ئورناتماق
sympathetic [ˌsɪmpə'tetɪk] a.	ھېسداشلىق قىلىدىغان	outside ['aʊt'saɪd] pred.	... نىڭ
start [stɑ:t] vt.	باشلىماق	gentleman ['dʒentlmən] n.	ئەپەندى
complain [kəm'pleɪn] vi.	ئاغرىنماق	honesty ['ɒnɪstɪz] n.	سەمىمىي، سادىق
	رەنجىمەك		

پايدىلىنىش تەرجىمىسى

مەن مېھمانخانا دىرېكتورىنىڭ ئىشخانىسىغا كىرىپ ئولتۇردۇم. مەن 50 فوند ستېرلىڭنى يوقىتىپ قويغىنىم ئۈچۈن، كۆڭلۈم بەكمۇ پاراگەندە ئىدى.

— مەن پۇلنى ياتاق ئۆيۈمدە قويغانىدىم، — دېدىم مەن، — ھازىر پۇل يوق تۇرىدۇ. دىرېكتور ماڭا ھېسداشلىق قىلغاندەك قىلىسمۇ، لېكىن ھېچقانداق تەدبىر قوللانمىدى.

— مۇشۇ كۈنلەردە ھەممە ئادەمنىڭ پۇلى يوقىلىدىغان بولۇپ قالدى، — دېدى ئۇ.

دىرېكتور بۇ بىۋاپا دۇنيادىن ئاغرىنىۋاتقاندا، ئىشكىنىڭ چېكىلگەن ئاۋازى ئۇنىڭ سۆزىنى بۆلۈۋەتتى. بىر قىز بىر كوتۇپرتىنى كۆتۈرۈپ كىرىپ، دىرېكتورنىڭ ئۈستىلىگە قويدى. ئۇنىڭ ئىچىدە 50 فوند ستېرلىڭ بار ئىكەن.

— مەن بۇنى مۇشۇ ئەپەندىنىڭ ئىشىكى ئالدىدىن تېپىۋالدىم، — دېدى ئۇ.

— ياخشى بولدى، — دېدىم مەن دىرېكتورغا، — بۇ دۇنيادا يەنىلا ساداقەتمەن كىشىلەر يوق ئەمەسكەن!

Comprehension Précis and Composition

Answer these questions *in not more than 55 words.*

1. How much money had you just lost?
2. How did you feel?
3. Did you tell the manager about it or not?
4. Could he do anything or not?
5. What did he begin complaining about?
6. Who came in with the money just then?
7. Where had she found it?

8. Is there still some honesty in this world or not?

Special Difficulties

Review SD16—58

Exercises

A. Words Often Confused.

Choose the correct words in the following sentences:

1. I (took) (received) a letter from him yesterday. (SD20)
2. I met Harry (in the) (on the) way to the station. (SD22a)
3. (In the) (On the) way from Athens to London the plane stopped at Rome. (SD22a)
4. Everybody (believe) (believes) he will win. (SD28a)
5. Is your watch made (of) (from) gold? (SD32a)
6. At the end of the month I received my (salary) (wages). (SD34b)
7. Can you (borrow) (lend) me £5? (SD 34c)
8. I (asked) (asked for) an explanation. (SD40a)
9. (Except) (Apart from) that, everything is all right. (SD40b)
10. He is such a (n) (irritable) (nervous) person. He is always bad tempered. (SD42a)
11. The police (is) (are) looking for him. (SD44a)
12. Please (look after) (pay attention to) the blackboard. (SD44b)
13. (Remind) (Remember) me to your mother. (SD44c)
14. Father bought a new (suit) (costume) yesterday. (SD46b)
15. When I (grow) (grow up) I shall be an engine driver. (SD46c)
16. He was standing (besides) (beside) the window. (SD48b)
17. (It's) (Its) a very (excited) (exciting) film. (SD52a/b)
18. He does not (realize) (understand) English. (SD52c)

19. It was raining heavily so I was glad to get (house)
(home). (SD54b)

20. (It is)(There is)someone at the door. (SD58)

B. What a day! (SD16)

Write these sentences again. Each sentence must begin with *What*.

1. This is a wonderful garden!
2. He is causing a lot of trouble!
3. It is a tall building!
4. You are clever boy!

C. He lent me a book. He lent a book to me. (SD18)

She bought me a tie. She bought a tie for me. (SD18)

Write each of the following sentences in a different way:

1. He handed me the prize.
2. The waiter brought a bottle of beer to the man.
3. I've ordered some soup for you.
4. Bring that book to me please.
5. She promised a reward to the finder.

D. Is there any tea in the pot?

There isn't any tea in the pot.

There's no tea in the pot. (SD30)

Write negative answers to these questions in two different ways:

1. Have you any money?
2. Did you go anywhere in the holidays?
3. Was there anybody present when the accident happened?

E. Answer these questions. Put the apostrophe in the right

place: (SD38)

1. Whose umbrella is this? (George)
2. Whose is this handbag? (That woman)
3. Whose poetry do you like best? (Keats)
4. Whose are these clothes? (The children)
5. Whose are these uniforms? (The soldiers)

F. Knock (SD24); Be (SD36a); Give (SD48a).

Complete these sentences by adding any of the following words: up, off, over, back, on, or away.

1. He usually knocks... at 6 o'clock, but today he's working late.
2. I'm going out now, but I'll be... in half an hour.
3. I gave... smoking last year but I have just started again.
4. The concert was... and everybody left the hall.
5. A new play is... at the Phoenix.
6. I've given... all my old furniture.

G. Change the position of the words in italics. (SD24/26)

1. I put *on* my hat.
2. I took *off* my coat.
3. He put *out* the fire.
4. They cut *off* the king's head.

Supplementary Written Exercises

COMPREHENSION

1. The writer thought

- (a) he had lost his money.
- (b) someone had stolen his money.

- (c)the manager had the money.
- (d)the girl had stolen the money.

2. What had really happened?

- (a)The writer had lost the money.
- (b)The girl had stolen the money.
- (c)The manager had taken the money.
- (d)Someone had stolen the money.

STRUCTURE

3. The money... in his room.

- (a)was (b)were (c)are (d)has

4. He could do nothing. He couldn't do

- (a)something (b)nothing (c)anything (d)everything

5. A knock at the door... him.

- (a)interrupted (b)was interrupted (c)interrupting
- (d)was interrupting

6. Where did she find the money?... the room.

- (a)Outside (b)Out of (c)Out (d)Without

7.... room was it? This gentleman's.

- (a)To whom (b)Who (c)Whose (d)Of whom

VOCABULARY

8. The writer had lost his money. He felt upset. He must have been

- (a)sick (b)ill (c)worried (d)tired

9. The manager was sympathetic.

- (a)Everyone liked him (b)He liked everyone (c) He was sorry for the writer (d)He liked the writer

10. He lost this money. His money was

(a)losing (b)missing (c)going away (d)disappearing

11. You can't post this letter without

(a)an envelope (b)a packet (c)come string (d)a pen

12. The girl returned the money. She was very

(a)honourable (b)honest (c)honoured (d)trusting

SENTENCE STRUCTURE

Rewrite this sentence, then check your answer against the text:

When he started to complain about this wicked world, he was interrupted by a knock at the door.

He started..... (lines 7—9)

IF YOU CAN DO THIS TEST GO ON TO UNIT 2

Key Structures

A. Word Order in Simple Statements.

a There is a line under each word or group of words in the statements below. The words are not in the right order. Arrange them correctly:

1. The film I enjoyed yesterday.
2. My mother to market went.
3. The children asked continuously questions in class this morning.
4. We at home stay on Sundays.
5. This morning a book I from the library borrowed.

b Write these sentences again. Put the words in brackets in the right place:

1. She answers my letters. (rarely)
2. The shops close on Saturday afternoons. (always)
3. We work after six o'clock. (never)
4. We spend our holidays abroad. (sometimes)
5. Do you buy gramophone records? (ever)

B. Verbs.

a Now and Always.

The verbs in brackets tell us what is happening *now* and what *always* happens. Give the correct form of each verb:

I am looking out of my window. I can see some children in the street.

The children (play) football. They always (play) football in the street. Now a little boy (kick) the ball. Another boy (run) after

him but he cannot catch him.

b What happened?

The verbs in brackets tell us *what happened*. Give the correct form of each verb:

My friend, Roy, (die) last year. He (leave) me his record player and his collection of records. Roy (spend) a lot of money on records. He (buy) one or two new records every week. He never (go) to the cinema or to the theatre. He (stay) at home every evening and (listen) to music. He often (lend) records to his friends. Sometimes they (keep) them. He (lose) many records in this way.

c What has happened?

The verbs in brackets tell us *what has happened*. Give the correct form of each verb:

I just (receive) a letter from my brother Tim. He is in Australia. He (be) there for six months. Tim is an engineer. He is working for a big firm and he already (visit) a great number of different places in Australia. He just (buy) an Australia car and (go) to Alice Springs.

d What happened? What has happened?

The verbs in brackets tell us *what happened* and *what has happened*. Give the correct form of each verb:

1. What... you (buy) yesterday?
2. Up till now, he never (lend) me anything.
3. ... you (burn) those old papers yet?
4. He (fight) in Flanders in the First World War.
5. We just (win) the match.

e What was happening? What happened?

The verbs in brackets tell us *what was happening* and *what happened*. Give the correct form of each verb:

1. As my father(leave) the house, the postman(arrive).
2. Tom(work) in the garden while I(sit)in the sun.
3. As I(walk)down the street, I(meet)Charlie.
4. While he (read) the letter. he(hear) a knock at the door.
5. She(drop)the tray when I spoke to her.

f What will happen?

In the paragraph below, the verbs in italics tell us *what happened*. Write the passage again. Change the verbs in italics so that they tell us *what will happen*.

I *went* to the theatre with my friend Reg. Reg and I *saw* the first performance of a play called 'The End of the Road.' After the play, the producer *gave* a short speech. He *spoke* to the audience about the play. The play *was* very successful and I think a great many people *enjoyed* it very much.

g What will be happening?

Change the form of the verbs in italics so that they tell us *what will be happening*:

1. I *am ironing* the clothes.
2. The train *will arrive* in a few minutes.
3. *We'll see* you in the morning.
4. We *are watching* the match.
5. He *is correcting* copybooks.

h After he had finished work he went home.

Join these pairs of sentences with the words given in brackets:

1. (After)She wrote the letter. She went to the post—office.

2. (After)He had dinner. He went to the cinema.
3. (When)I fastened my seat belt. The plane took off.
4. We did not disturb him. (until)He finished work.
5. (As soon as)He left the room. I turned on the radio.

i It was made in Germany in 1681.

Supply the correct form of the verbs in brackets:

The Taj Mahal(build)in the sventeenth century for the emperor Shah Jehan. A few years after he(become)ruler, his wife, Mumtaz—i—Mahal, (die). The Taj Mahal(build)in her honour. Experts(call)in from many parts of the world to construct the domes and to decorate the walls. The Taj Mahal which(begin)in 1632 and (complete) in 1654(cost)a fortune. Up to the present day, it(visit)by millions of people.

j He said that...He told me...

Supply *said* or *told* in the following sentences. Give the correct form of the verbs in brackets:

1. He...me that she(come)tomorrow.
2. The gardener...that he(cut)that tree down yesterday.
3. I...you I(have)never played tennis before.
4. What...he..that he(do)?
5. When...he...you that he(buy) this car?

k If.

Give the correct form of the verbs in brackets:

1. If it(rain)I shall take an umbrella with me.
2. You never(pass)this test if you don't work hard.
3. If he(be)here before 10 o'clock, I shall see him.
4. If he plays well, he(get)into the team.

5. If he(enjoy)concerts, why doesn't he come with us?

7 Give the correct form of the verbs in brackets:

(Fish)is my favourite sport. I often fish for hours without(catch) anything. But this does not worry me. Some fishermen are unlucky. Instead of(catch)fish, they catch old boots and rubbish. I am even less lucky. I never catch anything—not even old boots. After(have spend)whole mornings on the river, I always go home with an empty bag. 'You must give up(fish)!' my friends say. 'It's a waste of time'. But they don't realize one important thing. I'm not really interested in(fish). I am only interested in (sit)in a boat and (do) nothing at all!

C. Must, Have, Can and May.

a Write these sentences again using *must* or *have to* in place of the words in italics:

1. *It will be necessary for you to* see a doctor.
2. *Is it necessary for you to* make so much noise?
3. She said *it would be necessary for us to* stay here.
4. *It is necessary for me to* have some help.
5. *It was necessary for him to* go out last night.

b Write these sentences again in a different way using *must be* in place of the words in italics:

1. *I, personally, think he is* a fool.
2. *I, personally, think he is* mad.
3. *I, personally, think he is* over forty.

c Write these sentences again in a different way using *can* or *may* in place of the words in italics:

1. *Will you let me* use your telephone please?

2. *Perhaps he will* telephone tomorrow.
3. *Will you let me* have two tickets please?
4. *Perhaps the play has* begun already.
5. *Will you let me* leave the table please?

D. A, The and Some.

a Write these words again. Put in *a* or *some* in front of each one: soap, picture, milk, money, woman, window, bus, sand, rice, newspaper, water, cloud, son, coal, secretary, oil.

b Put in *a* or *the* where necessary in the passage below:

I have just moved to... house in... Bridge Street. Yesterday... beggar knocked at my door. He asked me for... meal and... glass of beer. In return for this, ... beggar stood on his head and sang... songs. I gave him... meal. He ate... food and drank... beer. Then he put... piece of cheese in his pocket and went away. Later... neighbour told me about him. Everybody knows him. His name is... Percy Buttons. He calls at every house in... street once... month and always asks for... meal and... glass of beer.

E. The best and the worst.

Give the correct form of the words in brackets. Supply *than* where necessary:

1. It is... (unusual) film I have ever seen.
2. Mr Jones is a... (good) teacher... Mr Brown.
3. This book is... (interesting)... that one.
4. She is... (lazy) pupil in the class.
5. The weather today is... (bad)... it was yesterday.

F. When did you arrive? I arrived at ten o'clock.

Supply the correct words in the following sentences:

1. He has gone abroad. He will return...two years' time.
2. ...Saturdays I always go to the market.
3. I never go to the cinema...the week.
4. I can't see him...the moment. I'm busy.
5. My birthday is...November 7th. I was born...1948.
6. The days are very short...December.
7. We arrived at the village late...night. We left early...the morning.

G. Verbs followed by *of*, *from*, *in* and *on*.

Supply the missing words in the sentences below:

1. Is this included...the bill?
2. I received a telephone call...him yesterday.
3. You can rely...me.
4. I am thinking...going abroad next year.
5. Are you interested...music?
6. I am tired...telling you the same thing again and again.

Special Difficulties

a Words Often Confused.

Choose the correct words in the following sentences:

1. (By the way)(On the way)have you seen Tom lately?
2. I(borrowed)(lent)this book from the library.
3. Can you (ask)(ask For)questions in English?
4. That tree has(grown)(grown up)a lot since I last saw it.
5. (Besides)(Beside) being a teacher, he is also a novelist.
6. The cat has drunk(it's)(its)milk.

7. Have you seen Tom(yet)(still)?
8. I put the papers on your(desk)(office).
9. You can't jump over that fence. (It is)(There is)impossible.
10. I like staying at(house)(home)during the week—end.

b. Knock, Give and Be.

Supply the missing words in the following:

1. Someone is knocking... the door.
2. The doctor told him to give... smoking.
3. What's... at the cinema this week?
4. You can't see Mr Jones. He is... at the moment. He will be... in ten minutes.
5. The soldier hit the guard very hard and knockd him...

c Where possible, change the position of the words in italics:

1. Who knocked *over* this vase?
2. She is looking *after* the children.
3. Put *on* your jacket.
4. Bring it *back* quickly.
5. The thieves woke *up* the night—watchman.

d Put the words in brackets in their correct order:

1. The officer ordered(to fire, at the enemy, the men).
2. He wants(his wife, this dress, to wear).
3. She wants(us, it, to explain).
4. I cannot allow(the room, him, to enter).
5. She taught(to read, her son).

e Write these sentences in a different way. Omit the words in italics.

1. She made this dress *for* me.
2. I lent my typewriter *to* him.
3. I showed the letter *to* George.
4. Pass that cup *to* your mother.
5. Johnny gave the doll *to* his sister.

INSTRUCTIONS TO THE STUDENT

In Unit 1 you learned how to write simple statements. In Unit 2 you will learn how to join simple statements together with words like 'and', 'but', 'so'. You will learn how to write sentences which contain more than one idea.

Unit 2

Before you begin each exercise, read these instructions carefully. Read them each time you begin a new piece. They are very important.

How to work—Comprehension and Précis

Unit 2 contains twenty-four short passages. There are questions under each piece. Your answers to these questions will often contain more than one idea. Put your answers together to make a short paragraph.

1. Read the passage carefully two or three times. Make sure you understand it.
2. Write a full answer to each question. When you find two or three questions together, join up your answers with the joining words given in brackets. Each answer you write must be a complete sentence.
3. Your answers to the questions must follow each other. All your answers together will then make a complete paragraph.
4. Read through your work and correct your mistakes.
5. Count the number of words in your paragraph. Words like 'the', 'is', 'and', etc. count as single words. Words which are joined by a hyphen (e.g. living-room) also count as single words. Do not go over the word limit. At the end of your paragraph write

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the number of words that you have used.

Example

Work through this example carefully and then try to do the exercises in Unit 2 in the same way.

What's the Time?

People often collect things. Stamps, books and records are fairly common. But the strangest collection I have ever seen belongs to a man who possesses 1500 clocks. There are clocks in every room of his house. The living—room is surrounded by shelves which have been filled with clocks. As there is not enough room for so many clocks, the man has filled several trunks and stored them in the garage. His wife complains every day about the work she has to do, for it is not easy to dust several hundred clocks. She also complains about the noise. Each clock keeps its own time, so chimes can be heard almost any time during the day and night. In her opinion, however, there is something even worse than dust and noise. Even with so many clocks around, she never knows what time it is!

Comprehension and Précis

Answer these questions *in not more than 70 words*.

1. How many clocks has a man collected? Has he put them in every room of his house or not? (*and*)
2. Has he surrounded his living—room with them or not? What else has he filled? (*not only...but...as well*)
3. Does his wife have to dust hundreds of clocks or not?
4. Does she complain about the work and the noise or not?

5. Does each clock keep the correct time, or does it keep its own time?
6. What does she hear day and night? Does she ever know the correct time or not? (*Because of this...not only...but*)

Answer

A man has collected 1500 clocks *and* has put them in every room of his house. He has *not only* surrounded his living—room with them, *but* has filled several trunks *as well*. His wife has to dust hundreds of clocks. She complains about the work and noise. Each clock keeps its own time. *Because of this*, she *not only* hears chimes day and night, *but* never knows the correct time. (70 words)

Composition

In Unit 2 Composition has been dealt with separately. This Unit contains two types of composition exercise:

1. Learning how to select correct verbs and joining words.

(Passages 25—36.)

2. Joining simple sentences together. (Passages 37—48.)

Examples

Work through these examples carefully and then try to do the composition exercises in the same way.

1. Composition

Rewrite these sentences using the correct verbs and joining words:

He never (knows) (understands) the correct time (and) (but) is often late for work. It was his birthday last week (so) (yet) his wife (took) (bought) him a present. She (brought) (bought) him an alarm clock

(but)(and)he was(delighted)(enjoyed)with it.

Answer

He never *knows* the correct time *and* is often late for work. It was his birthday last week *so* his wife bought him a present. She *bought* him an alarm clock *and* he was *delighted* with it.

2. Composition

Rewrite the following sentences using the joining words in brackets:

1. His wife tells him he must sell the clocks. He must give them away to a museum. (*either...or*)
2. He refuses to do so. He spends even more money on clocks. (*not only...but*)
3. He says he will not sell them. He will not give them away. (*neither...nor*)

Answer

His wife tells him he must *either* sell the clocks *or* give them away to a museum. He *not only* refuses to do so *but* spends even more money on clocks. He says he will *neither* sell them *nor* give them away.

Letter—writing

This is begun in Unit 2. Carefully follow the instructions given under each passage.

Key Structures and Special Difficulties

When you finish the Letter—writing exercise, go on to the language exercises that follow. The **Key Structures** deal with exactly the same problems that were considered in Unit 1. You may refer back if you

have forgotten anything. A little more new information about the Key Structures is added here. **Special Difficulties** are dealt with after the Key Structures. The work you do in grammar is based on material contained in the passages. Refer to do the passages frequently. They will help you to understand the grammar and to do the exercises.

2. Composition

Rewrite the following sentences using the joining words in brackets:

1. His wife tells him he must sell the clocks. He must give them away to a museum. (either...or)
2. He refuses to do so. He spends even more money on clocks. (not only...but)
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Answer

His wife tells him he must either sell the clocks or give them away to a museum. He not only refuses to do so but spends even more money on clocks. He says he will neither sell them nor give them away.

Letter-writing

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25 Do the English Speak English?

ئەنگىلىيىلىكلەرنىڭ سۆزلىگىنى ئىنگلىز تىلىمۇ؟

I arrived in London at last. The railway station was big, black and dark. I did not know the way to my hotel, so I asked a porter. I not only spoke English very carefully, but very clearly as well. The porter, however, could not understand me. I repeated my question several times and at last he understood. He



answered me, but he spoke neither slowly nor clearly. 'I am a foreigner,' I said. Then he spoke slowly, but I could not understand him. My teacher never spoke English like that! The porter and I looked at each other and smiled. Then he said something and I understood it. 'You'll soon learn English!' he said. I wonder. In England, each man speaks a different language. The English understand each other, but I don't understand *them*! Do they speak English?

خام سۆزلەر

arrive[ə'raiv] vi.	يېتىپ بارماق	porter['pɔ:tə] n.	ھاممال
London['lʌndən] n.	لوندون	carefully['keəfʊli] ad.	تەپسىلىي
at last	ئەڭ ئاخىرىدا	clearly['kliəli] a.	ئېنىق، ئوچۇق
railway['reilwei] n.	تۆمۈر يول	neither... nor...	...مايلا قالماي...
dark[da:k] a.	قاراڭغۇ		...بولماسلىق

several ['sevrəl] a. نۇرغۇن، نەچچە different ['difrənt] a. ئوخشاش
 foreigner ['fɔːrɪnə] n. چەت ئەللىك بولمىغان، ئوخشىمايدىغان
 wonder ['wʌndə] vi. ئەجەبلەنمەك

پايدىلىنىش تەرجىمىسى

ئەڭ ئاخىرى لوندونغا يېتىپ كەلدىم. پويىز ئىستانسىسى چوڭ ئىكەن. ئەمما ھەممە نەرسە قارا بولغاچقا بەكمۇ قاراڭغۇ كۆرۈنىدىكەن. مەن مېھمانخانىغا بارىدىغان يولنى بىلمىگىنىم ئۈچۈن، بىر ھامالدىن سورىدىم. مەن ئىنگلىز تىلىنى ناھايىتى ئەستايىدىل سۆزلەپلا قالماي، بەلكى ئېنىق سۆزلىدىم. ئەمما ئۇ يەنىلا مېنىڭ نېمە دېگەنلىكىمنى چۈشەنمىدى. مەن سۆزۈمنى بىر قانچە قېتىم تەكرارلىغاندىن كېيىن ئاخىرى مەقسىتىمنى چۈشەندى، ئۇ ماڭا جاۋاب قايتۇردى، ئەمما سۆزلىرى ئاستا بولۇپلا قالماي، بەلكى ناھايىتى مۇجەمل ئىدى.

— مەن بىر چەت ئەللىك، — دېدىم مەن. ئۇ گېپىمنى ئاڭلاپ تېخىمۇ ئاستا سۆزلەشكە باشلىدى. لېكىن، يەنىلا چۈشەنەلمىدىم. مېنىڭ ئىنگلىز تىلى ئوقۇتقۇچۇم ئەزەلدىن ئۇنداق سۆزلىمەيتتى! ھامال بىلەن ئىككىمىز بىر-بىرىمىزگە قارىشىپ تۇرۇپ كۈلۈشتۈق. كېيىن ئۇ بىر نەرسىلەرنى دېۋىدى، سۆزىنى چۈشەندىم.

— ئىنگلىزچىدە تىلىڭىز چىقاي دەپتۇ، — دېدى ئۇ. شۇنىسى قىزىقكى، ئەنگلىيىلىكلەرنىڭ ھەممىسى ئوخشاش بولمىغان شېۋىلەردە سۆزلەيدىكەن. ئىنگلىزلار بىر-بىرىنىڭ تىلىنى چۈشىنىدىكەن. ئەمما مەن ئۇلارنىڭ نېمە دېگەنلىكىنى زادى چۈشەنەلمىدىم! ئۇلار راستتىنلا ئىنگلىز تىلىدا سۆزلەمدۇ؟

Comprehension and Précis

Answer these questions in not more 70 words.

1. Did you arrive at a railway station in London or not? Did you

- ask a porter the way to your hotel or not? Could he understand you or not? (*and...but*)
2. Did he understand you at last or not? Could you understand his answer? (*but*)
 3. Did your teacher ever speak English like that or not?
 4. What did the porter say to you?
 5. Does each man speak a different language in England or not?
 6. Do they understand each other or not? Do you understand them? (*but*)

Letter—writing

The address appears at the top right—hand corner of the page. It is called 'The Heading.' The address is always followed by the date:

14 Grafton St. ,
Croydon,
Surrey,
England.

24th April, 19—

Exercise

Write your home address. Follow the above pattern carefully.

Key Structures

Word Order in Compound Statements

a Do you remember the six parts of a simple statement? Refer to **KS13c** if you have forgotten them.

b We can join simple statements together to make *compound statements*. Here are some of the joining words we use; and, but, so, yet, or, both... and, either... or, neither... nor, not only... but

...as well(or also).

Study these sentences carefully. Pay close attention to the way they have been joined:

He finished lunch. He went into the garden.

He finished lunch *and went* into the garden.

I ran to the station. I missed the train.

I ran to the station *but missed* the train.

I saw him yesterday. He did not greet me.

I saw him yesterday *but he* did not greet me.

He teaches English. I teach English.

Both he and I teach English.

He teaches English. He teaches French.

He teaches *both English and French*.

You must tell him. I must tell him.

Either you or I must tell him.

He plays soccer. He plays rugby.

He plays *either soccer or rugby*.

He does not speak English. I do not speak English.

Neither he nor I speak English.

He does not speak English. He does not speak French.

He speaks *neither English nor French*.

He cannot read. He cannot write.

He can *neither read nor write*.

You must wash the dishes. You must sweep the floor.

You must *not only* wash the dishes *but* sweep the floor *as well*.

Exercises

- A. Underline the joining words in the passage.
- B. Join these pairs of sentences. Use the joining words in brackets.

Do not refer to the passage until you finish the exercise.

1. I did not know the way to my hotel. I asked a porter. (*so*)
2. I spoke English very carefully. I spoke very clearly. (*not only ... but... as well*)
3. I repeated my question several times. At last he understood. (*and*)
4. He answered me. He did not speak slowly. He did not speak clearly. (*but... neither... nor*)
5. Then he spoke slowly. I could not understand him. (*but*)
6. Then he said something. I understood it. (*and*)
7. The English understand each other. I don't understand them. (*but*)

C. Join these sentences with the words in brackets:

1. I knocked at the door. He did not open it. (*but*)
2. He went on holiday. I went on holiday. (*Both... and*)
3. He must be mad, He must be very wise. (*either ... or*)

Composition

Join the following sentences using the words in brackets:

1. My sister went shopping. I went shopping. (*Both... and*)
2. We got very tired. We got very hungry. (*not only... but... as well*)
3. It was three o'clock. We could not get lunch. We had a cup of tea. (*and... so*)

Supplementary Written Exercises

COMPREHENSION

1. **Why couldn't the writer understand the porter?**
 - (a) the writer didn't know any English.
 - (b) The porter didn't speak English.
 - (c) The writer couldn't understand the porter's English.
 - (d) The writer was a foreigner.
2. **The writer**
 - (a) didn't think the porter was English.
 - (b) expected everyone in England to speak like his teacher.
 - (c) doesn't think the English speak English.
 - (d) think that English speak many different languages.

STRUCTURE

3. **English... not a difficult language.**
 - (a) are (b) is (c) was (d) has
4. **... did you repeat your question? Several times.**
 - (a) How many times (b) How many (c) How much (d) How
5. **He didn't speak slowly and he didn't speak clearly**
 - (a) neither (b) either (c) too (d) nor
6. **The porter and I looked at each other... both smiled.**
 - (a) I (b) He (c) We (d) They
7. **He said something and I understood it. He said something... I understood.**
 - (a) who (b) whose (c) whom (d) which

VOCABULARY

8. **I repeatd my question several times. I repeated it... times.**

(a)much (b)a number of (c)only a few (d)three

9. **At last he understood. He understood**

(a)in the and (b)at least (c)lastly (d)at the finish

10. **I am a foreigner. I am**

(a)an alien (b)a stranger (c)overseas (d)abroad

11. **My teacher... me English.**

(a)learnt (b)trained (c)instructed (d)taught

12. **'You'll soon learn English,' he said. I wonder. I**

(a)am not sure (b)am sure (c)wander (d)know

SENTENCE STRUCTURE

Rewrite this sentence, then check your answer against the text:

Because I did not know the way to my hotel, I asked a porter.

I (lines 2—4)

26 The Best Art Critics

ئەڭ ياخشى سەنئەت تەقرىزچىلىرى

I am an art student and I paint a lot of pictures. Many people that they understand modern art. They always tell you what a picture is 'about'. Of course, many pictures are not 'about' anything. They are just pretty patterns. We like them in the same way that we like pretty curtain material. I think that young children often appreciate modern



pictures better than anyone else. They notice more. My sister is only seven, but she always tells me whether my pictures are good or not. She came into my room yesterday.

'What are you doing?' she asked.

'I'm hanging this picture on the wall,'

I answered. 'It's a new one. Do you like it?'

She looked at it critically for a moment. 'It's all right,' she said, 'but isn't it upside—down?'

I looked at it again. She was right! It was!

خام سۆزلەر

art [ɑ:t] n.

سەنئەت

a lot of

نۇرغۇن

critic ['kritik] n.

تەقرىزچى

pretend [pri'tend] vt.

نەقابلانماق

paint [peint] vt.

سۈزمەك

pretty ['priti] a.

چىرايلىق

pattern['pætən] n.	نەقىش	hang[hæŋ] vt.	ئاسماق
curtain['kə:tn] n.	پەردە	critically['kritikəli] ad.	تەنقىد
material[mə'tiəriəl] n.	ماتېرىيال		خاراكتېرلىك
appreciat[ə'pri:ʃieit] vt.	ھۆزۈرلەنماق	moment['moumənt] n.	بىر ئاز
notice['nəutis] vt.	دېققەت قىلماق		(ۋاقىت)
whether['weðə] conj.	دۇ... دۇ	upside—down['ʌpsaid'daun] a.	دۈم كۆمتۈرۈلگەن
	يوق؛ ...مۇ ئەمەس		

پايدىلىنىش تەرجىمىسى

مەن بىر سەنئەت ئۆگىنىۋاتقان ئوقۇتقۇچى بولغىنىم ئۈچۈن، نۇرغۇن رەسىملەرنى سىزىپ باقتىم. نۇرغۇن كىشىلەر باركى، ئۇلار ھازىرقى زامان سەنئىتىنى چۈشىنىدىغان قىياپەتكە كىرىۋالدى. ئۇنداق كىشىلەر دائىم مەلۇم بىر سۈرەتنىڭ ئۆز ئىچىگە ئالغان مەزمۇنى ھەققىدە باشقىلارغا گەپ ساتىدۇ. ھېچقانداق بىر مەنىنى ئىپادىلىيەلمەيدىغان رەسىملەرمۇ يوق ئەمەس، ئەلۋەتتە. ئۇنداق رەسىملەر پەقەت بىر گۈزەل نەققاشتىنلا ئىبارەت، خالاس. بىز بۇنداق رەسىملەرنى پەقەت دېرىزە پەردىسى ئۈچۈن ئىشلىتىدىغان گۈزەل ماتېرىيال قاتارىدىلا مۇئامىلە قىلىمىز. مېنىڭچە، كىچىك بالىلار ھەرقانداق نەرسىنى تېخىمۇ ئىنچىكىلىك بىلەن كۆزىتىدىغان بولغاچقا، ئۇلارنىڭ زامانىۋى رەسىملەردىن ھۆزۈرلىنىش ئىقتىدارى ھەرقانداق كىشىنىڭكىدىن يۇقىرى بولىدۇ. مېنىڭ سىڭلىم ئەمدىلا يەتتە ياشقا كىردى. ئەمما ئۇ دائىم سىزغان رەسىملىرىمنىڭ قايسىسىنىڭ ياخشى، قايسىسىنىڭ ياخشى ئەمەسلىكىنى سۆزلەپ بېرىدۇ. ئۇ تېخى تۈنۈگۈنلا مېنىڭ ئۆيۈمگە كىرگەنىدى.

— نېمە ئىش قىلىۋاتىسىز؟ — دەپ سورىدى ئۇ مەندىن.

— مەن بۇ رەسىمنى تامغا ئېسىۋاتىمەن، — دېدىم مەن، — بۇ يېڭىدىن

سىزىلغان رەسىم، ساڭا ياقتىمۇ؟

ئۇ خۇددى سەنئەت تەقرىزچىلىرىغا خاس نەزەرى بىلەن رەسىمگە بىر

پەس قاراپ چىققاندىن كېيىن، — يارايدۇ، — دەدى، — ئەمما، بۇ رەسىم
تەتۈر ئېسىلىپ قالدۇمۇ نېمە؟
مەن رەسىمگە يەنە بىر قېتىم قاراپ چىقتىم. راستتىنلا ئۇنىڭ دېگىنى
توغرا چىقتى.

Comprehension and Précis

Answer these questions *in not more than 70 words.*

1. Does the writer study art, or does he study music? Does he paint a lot of pictures or not? (*and*)
2. Do many people really understand modern art or not?
3. Do paintings always have a meaning or not?
4. Are they sometimes pretty patterns or not?
5. Do young children appreciate modern paintings better than others or not? Do they notice more or not? (*not only...but*)
6. When did the writer's young sister go into his room? Did she examine his new picture or not? (*and*)
7. Had he hung it upside—down, or had he hung it the right way up? Did she notice this immediately or not? (*and*)

Composition

Rewrite these sentences using the correct verbs and joining words:

I (looked at) (watched) the picture (but) (and) I could not (understand) (realize) it. It was in black and white and was (called) (named) 'Trees and Snow.' I could see (neither) (not only) trees (or) (nor) snow.

Letter—writing

Which of the following addresses is correct?

John Madgewick,	Grafton St. ,14,	14 Grafton St. ,
14 Grafton St. ,	Croydon,	Croydon,
Croydon,	Surrey,	Surrey,
Surrey,	England.	England.
England.	24th April,19—	24th April,19—

Key Structures

These things always happen.

a I am having breakfast. Do you always get up so late? (Now and Always KS15)

b These things always happen:

The earth *goes* round the sun.

The sun *rises* in the *east* and *sets* in the west.

c We rarely put *—ing* at the end of these verbs; appear, appreciate, believe, feel, forget, hear, know, like, look like, notice, remember, resemble, see, think(that), understand.

These verbs tell us what *always* happens:

I *hear* that you *like* classical music.

I *remember* Tom very well. Do *you know* him?

Exercises

A. Underline the verbs in the passage that tell us what *always* happens and those which tell us what is happening *now*.

B. What is happening? What always happens?

Give the correct form of the verbs in brackets:

'Some people still(believe)the world is flat,'he said.

'You(joke),'I replied. 'I(not know)anyone who does.'

'Well, you(know)me,'he replied. 'I(believe)that the earth is flat. I met a man the other day. I (forget)his name now. He said that the earth(look)like a flat dish.'

'...you(try)to tell me that you(believe)him?'I asked.

'I certainly do,'he answered. ' I(think)that he is right.'

'And which side of the dish...you(live)on?'

'Oh,I(not know). He didn't tell me that!'

Special Difficulties

Speech Marks

In written conversation, we put speech marks('...')or('...') round the words that are actually spoken. Read this carefully:

'What are you doing?'she asked.

'I'm hanging this picture on the wall,'I answered. 'It's a new one. Do you like it'?

She looked at it critically for a moment. 'It's all right,' she said, 'but isn't it upsidedown?' (ll. 14—18)

Some things to notice:

- a The speech marks are above the line. They go outside all other marks like commas (,)full stops(.)and question marks(?).
- b The speaker's first word begins with a capital letter.
- c Words like 'said'and 'asked'are followed by a comma. We put a full stop after them only when they come at the end of a sentence.
- d When words like 'said'or 'asked'interrupt the speaker, the second half of the sentence begins with a small letter.
- e We begin a new paragraph each time a new speaker is introduced.

Exercise

Write this piece of conversation again using speech marks:
Look! she said, isn't that man drunk? I think we should cross the road, answered her husband. It's too late now, she replied. Eh, you two. Look where you're going, called the drunk. Can't you walk in a straight line?

Supplementary Written Exercises

COMPREHENSION

1. The writer thinks

- (a) you can't always 'explain' modern pictures.
- (b) you can always 'explain' modern pictures.
- (c) modern pictures are always about something.
- (d) we can use modern pictures as curtain material.

2. The writer's sister

- (a) paints pictures
- (b) didn't like her brother's picture.
- (c) didn't see her brother's picture.
- (d) noticed that her brother had made a mistake.

STRUCTURE

3. Many people pretend that they... modern art.

- (a) understood (b) are understanding (c) understand
- (d) understands

4. What is it about? Tell me

- (a) what is it about (b) what it is about (c) what about it is
- (d) what about is it

5. She tells me... my pictures are good or not.

(a)weather (b)that (c)if (d)unless

6. Do you like my picture? It's

(a)a new (b)one new (c)new one (d)a new one

7. I look at it again. She... right! It was!

(a)had (b)has (c)is (d)was

VOCABULARY

8. We like them... we like pretty curtain material

(a)just as (b)the same (c)just the same (d)so

9. This curtain material is very good

(a)clothes (b)cloth (c)substance (d)matter

10. Young children often appreciate modern pictures. They... them.

(a)estimate (b)esteem (c)value (d)understand and enjoy

11. They notice more. They... more.

(a)remark (b)observe (c)say (d)take care

12. It's upside—down. It isn't

(a)up (b)down (c)the right way down (d)the right way up

SENTENCE STRUCTURE

Rewrite this sentence, then check your answer against the text:

Are my pictures good or not?

Please tell me (Compare lines 12—13)

27 A Wet Night

يامغۇرلۇق تۈن

Late in the afternoon, the boys put up their tent in the middle of a field. As soon as this was done, they cooked a meal over an open fire. They were all hungry and the food smelt good. After a wonderful meal, they told stories and sang songs by the camp fire. But some time later it began to rain. The boys felt tired so they put out the fire and crept into their tent. Their sleeping — bags



a stream had formed in the field.

were warm and comfortable, so they all slept soundly. In the middle of the night, two boys woke up and began shouting. The tent was full of water! They all leapt of their sleeping—bags and hurried outside. It was raining heavily and they found that a stream had formed in the field. The stream wound its way across the field and then flowed right under their tent!

خام سۆزلەر

tent[tent] n.	چېدىر	cook[kuk] v.	تاماق ئەتمەك
middle['midl] n.	ئوتتۇرسى	smell[smel] vi.	پۇرماق
field[fi:ld] n.	ئېتىز	wonderful['wʌndəfʊl] a.	ياخشى
hungry['hʌŋgri] a.	ئاچ قورساق	camp[kæmp] n.	لاگېر، دالا
open fire	گۈلخان	creep[kri:p] vi.	ياماشماق

sleeping—bag [ˈsli:piŋ ˈbæg] <i>n.</i>	stream [stri:m] <i>n.</i>	زور مىقداردا، heavily [ˈhevili] <i>ad.</i>
خالتا يوتقان	form [fɔ:m] <i>vi.</i>	ئېرىق
comfortable [ˈkʌmfətəbl] <i>a.</i>	wind [waind] <i>vt.</i>	نى ئايلىنىپ.
راھەت.	flow [fləu] <i>vi.</i>	ئىلگىرىلىمەك
soundly [ˈsaundli] <i>ad.</i>	wake [weik] <i>vi.</i>	ئاقماق
قانغۇدەك	leap [li:p] <i>vi.</i>	دەل
right [rait] <i>ad.</i>		

پايدىلىنىش تەرجىمىسى

كەچ بولاي دېگەندە، بالىلار ئېتىزلىقنىڭ ئوتتۇرىسىغا بىر چېدىر تىكتى. ئارقىدىنلا تاماق ئېتىشكە باشلىدى. ھەممەيلەننىڭ قورسىقى بەك ئېچىپ كەتكەچكە، تاماقنىڭ مەزىلىك پۇرىقىمۇ دىماغقا ئۇرۇلۇپ تۇراتتى. مەزىلىك تاماقتىن كېيىن ئۇلار ئوتنى چۆرىدەپ ئولتۇرۇپ ھېكايە ۋە ناخشا ئېيتىشتى. ئەمما، ئۇزۇن ئۆتمەي يامغۇر يېغىشقا باشلىدى. ئۇلارمۇ چارچىغان بولسا كېرەك، ئوتنى ئۆچۈرۈپ چېدىرغا كىرىپ كېتىشتى. ئۇلارنىڭ خالتا يوتقانلىرى ئىسسىق ھەم راھەت بولغاچقا، ھەممىسى تاتلىق ئۇيقۇغا كېتىشتى. يېرىم كېچە بولغاندا، ئۇلار ئىچىدىن ئىككى بالا ئويغىنىپ ۋارقىراشقا باشلىدى. چېدىر سۇغا تولۇپ كېتىپتۇ! ئۇلارنىڭ ھەممىسى خالتا يوتقانلىرىدىن چاچراپ تۇرۇپ، ئالمان - تالمان چېدىرنىڭ سىرتىغا قاراپ يۈگۈرۈشتى. سىرتتا بولسا قاتتىق يامغۇر يېغىۋاتاتتى. ئېتىزمۇ ئېرىق بولۇپ كەتكەندى. ئېرىقتىكى سۇلار ئەگرى - بۈگرى يوللارنى بويلاپ ئېتىزدىن ئۆتۈپ، دەل ئۇلارنىڭ چېدىرى ئاستىدىن ئىلگىرىلەپ ئاقماقتا ئىدى.

Comprehension and Précis

Answer these questions *in not more than 70 words.*

1. Where did the boys put up their tent? What did they cook?

(and)

2. What did they do after their meal? Did it begin to rain or not? Did they creep into their tent or not? (*but... so*)
3. Did the boys wake up in the middle of the night or not?
4. Was the tent full of water or not? Did they rush outside or did they in their tent? (*so*)
5. Where had a stream formed? Where did it flow? (*and*)

Composition

Rewrite these sentences using the correct verbs and joining words:

I am very tall (and)(but) I must be careful. Doorways are often low (and)(but) I usually (beat) (knock) my head against them. My head always(hurts)(pains). I have never (met) (recognized) a tall architect. Have you?

Letter—writing

The order of the heading is as follows: the number of the house, the name of the street, the town or city, the area, the country and the date. Put in the name of the country only when you are writing to someone who lives abroad.

Exercise

Arrange the following heading in the correct order:

California, Woodside, 21st Feb. , 19—, U. S. A. , 21 Brook St. ,

Key Structures

What happened? (KS 17)

Read these sentences carefully. The verbs in italics tell us

what happened:

I *lost* my umbrella a few days ago.

I *bought* this coat yesterday.

I *dreamt* of you last night.

She paid the bill and *left* the shop.

Exercises

A. Underline the verbs in the passage that tell us *what happened*.

B. Give the correct form of the verbs in brackets. Do not refer to the passage until you finish the exercise:

Late in the afternoon, the boys(put)up their tent in the middle of a field. As soon as this(do), they(cook)a meal over an open fire. They were all hungry and the food(smell)good. After a wonderful meal, they(tell)stories and (sing)songs by the camp fire. But some time later it(begin)to rain. The boys(fell)tired so they(put)out the fire and(creep)into their tent. Their sleeping—bags were warm and comfortable, so they all(sleep)soundly. In the middle of the night, two boys(wake)up and(begin)shouting. The tent(be)full of water! They all(leap)out of their sleeping—bags and(hurry)outside. It was raining heavily and they(find)that a stream had formed in the field. The stream (wind)its way across the field and then(flow)right under their tent!

Special Difficulties

(See SD 24,26)

Study these sentences. Each one contains the verb *put*. The verb has a different meaning in each sentence:

The boys *put up* their tent in the middle of a field. (ll. 1—2)

They *put out* the fire and crept into their tent. (ll. 8—9)

I *put on* my coat and left the house.

You needn't go back to London tonight. We can *put you up* for the night. (We can provide you with a bed.)

The teacher sent the boy to the headmaster. He could not *put up with* him any longer. (He could not stand him.)

Take out your note-books. *Put down* all the sentences that are on the blackboard. (Write all the sentences...)

We cannot have the meeting tonight. We shall have to *put it off* until tomorrow. (We shall have to postpone it.)

Close your books and *put them away*.

Exercise

Use the correct expression with *put* in each of the following:

1. Mrs Bowers told her children to...their toys and go to bed.
2. You can stay here tonight. We can...you... in the spare room.
3. I'm not ready yet. I haven't...my shoes...
4. 'Open your copy books and ...the following,' the teacher said.
5. Father is...the fire he lit in the garden.
6. When they have...that new building, it will spoil the view.
7. I have...my trip to Japan until next month.
8. I am getting a divorce. I can't...him any longer.

Supplementary Written Exercises

COMPREHENSION

1. The boys went to bed because

- (a) it was late
- (b) they had sung songs.
- (c) it began to rain
- (d) it had begun to rain and they felt tired.

2. The boys

(a) had a good night's sleep.

(b) stayed in their tent all night.

(c) had camped in the path of a stream.

(d) had camped beside a stream.

STRUCTURE

3. Where did they...?

(a) it put up (b) their tent put up (c) put up it (d) put their tent up

4. ... this was done, they cooked a meal over an open fire.

(a) As soon (b) Just as (c) Until (d) Just after.

5. They cooked a meal because

(a) they had hunger (b) they had hungry (c) they were hunger

(d) they felt hungry.

6. They sang songs by the camp fire. The sang songs... the camp fire.

(a) close (b) near (c) besides (d) at

7. Were did the stream...?

(a) flow (b) flowed (c) flew (d) fly

VOCABULARY

8. They cooked a meal because they wanted to

(a) sing songs (b) tell stories (c) play (d) eat

9. The boys put out the camp fire. The fire wasn't

(a) switched on (b) on fire (c) on (d) alight

10. They crept into their tent, so they

(a) made a lot of noise (b) ran quickly (c) were very quiet

(d) were very noisy

11. The boys slept comfortably. Their sleeping — bags were

(a) a comfort (b) in comfort (c) comfortable (d) comfortably

12. They slept soundly. They slept

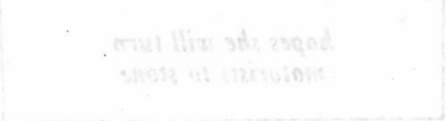
(a) noisily (b) fast (c) deeply (d) good

SENTENCE STRUCTURE

Rewrite this sentence, then check your answer against the text:

As soon as they did this, they cooked a meal over an open fire.

As soon as this..... (lines 2—4)



has parked a car outside his gate. Because of this, he has not been able to get his own car into his garage even once. Jasper has put up 'No Parking' signs outside his gate, but these have not had any effect. Now he has put an ugly stone head over the gate. It is one of the ugliest faces I have ever seen. I asked him what it was and he told me that it was Medusa, the Gorgon. Jasper hopes that she will turn motorists to stone. But none of them has been turned to stone yet!

parking ['pɑ:kɪŋ] n. ڤارڪنگ
motorist ['mɔ:tərɪst] n. موٽرڪار سوار
gate [geɪt] n. ڊگھو درو
once [wʌns] ad. ڀيرو
effect [ɪ'fekt] n. ڪارڻ
worry ['wɒri] n. ڇوڪڙو

28 No Parking!

ئاپتوموبىل توختىتىشقا بولمايدۇ

Jasper White is one of those rare people who believes in ancient myths. He has just bought a new house in the city, but ever since he moved in, he has had trouble with motorists. When he returns home at night, he always finds that someone has parked a car outside his gate. Because of this, he has not been able to get his own car into his garage



even once. Jasper has put up 'No Parking' signs outside his gate, but these have not had any effect. Now he has put an ugly stone head over the gate. It is one of the ugliest faces I have ever seen. I asked him what it was and he told me that it was Medusa, the Gorgon. Jasper hopes that she will turn motorists to stone. But none of them has been turend to stone yet!

خام سۆزلەر

parking[ˈpɑ:kɪŋ] n.	ئاپتوموبىل توختىتىش	قۇسۇر چىقارماق
rare[rɛə] a.	كەم ئۇچرايدىغان	ئاپتوموبىل شاپۇرى
believe in[biˈli:v in]	ئېتىقاد	دەرۋازا
ancient[ˈeɪnʃənt] a.	قەدىمىي	بىر قېتىم
myth[miθ] n.	ئەپسانە	ئۈنۈم
have trouble with	چاتاق تاپماق،	سەت، كۆرۈمسىز
		ugly[ˈʌɡli] a.

stone head ['stəʊn'hed] تاش (برى)

Gorgon ['gɔ:gən] n. گوگېن ئويمىلىق باش ھەيكىلى

Medusa [mi'dju:zə] n. (گرېك ئەپسانىلىرىدىكى يىلان مېدېوزې)

باشلىق ئايال (غەلىتە) (ئەپسانىلەردە ئېيتىلغان يىلان

... ئايلانماق turn [tə:n] vt. باشلىق ئايال غەلىتلەر ئىچىدىكى

پايدىلىنىش تەرجىمىسى

جەسپى ۋايت قەدىمىي گرېك ئەپسانىلىرىگە ئىشىنىدىغان، كەم ئۇچرايدىغان كىشىلەرنىڭ بىرى. ئۇ يېقىندىلا شەھەردىن بىر يۈرۈش يېڭى ئۆي سېتىۋالغانىدى. لېكىن ئۇ يېڭى ئۆيگە كۆچۈپ كىرگەندىن بۇيان، توختىماي ئاپتوموبىل شوپۇرلىرى بىلەن جېدەللىشىدۇ. ئۇ دائىم كەچتە ئۆيىگە قايتىپ كەلسىلا، دەرۋازىسى ئالدىدا كىشىلەرنىڭ ئاپتوموبىل توختىتىپ قويغانلىقىنى كۆرىدۇ. شۇ تۈپەيلىدىن، ئۇ ئۆزىنىڭ پىكاپىنى بىر قېتىم ئاپتوموبىلخانىسىغا ئېلىپ كىرەلمىدى. جەسپىر ئىشىكى ئالدىغا «ئاپتوموبىل توختىتىشقا بولمايدۇ» دېگەن تاختاينى ئېسىپمۇ قويدى، لېكىن ئۈنۈمى بولمىدى. ئەمدىلىكتە ئۇ دەرۋازىسىغا ناھايىتى كۆرۈمسىز بىر تاش ئويمىلىق باش ھەيكىلىنى ئېسىپ قويدى. ئۇ ھەيكەلنىڭ چىرايىنى مەن كۆرگەن چىرايلار ئىچىدىكى ئەڭ قورقۇنچلۇق بىرى دېيىشكە بولاتتى. مەن ئۇنىڭدىن دەرۋازىغا ئېسىپ قويغىنىڭىز نېمە؟ دەپ سورىسام، ئۇ ماڭا، ئۇ بولسا مېدېوزې، گوگېن، دەپ چۈشەندۈردى. جەسپىر مېككىجىدىن ئۆزىنىڭ چىشىغا تەگكەن شوپۇرلارنىڭ ھەممىسىنى تاشقا ئايلاندۇرۇۋېتىشىنى ئۈمىد قىلىدىكەن. ئەمما ھازىرغا قەدەر بىرمۇ ئادەمنىڭ تاشقا ئايلانغانلىقىنى كۆرگەنلەر يوق!

Comprehension and Précis

Answer these questions in not more than 65 words.

1. What does Jasper White believe in?

2. Where do motorists always park their cars? Has he put up 'No Parking' signs or not? Have they paid any attention to them or not? (*so...but*)
3. What has he put over his gate now?
4. Whose head is it?
5. What does he want her to do? Has she done so yet or not? (*but*)

Composition

Rewrite these sentences using the correct verbs and joining words:
 My wife (*drives*) (*leads*) a car. She has (*driven*) (*ridden*) a car for many years (*and*) (*but*) she says that women drivers (*do not deserve*) (*are not worth*) their bad reputation. Yet, on the road, she often (*criticizes*) (*judges*) other women drivers.

Letter — writing

I am writing to someone who lives in the same country as I do.

Which of these two headings would be correct?

19 High Lane, 19 High Lane,

Newton, Newton,

Middlesex. Middlesex,

10th Sepetember, 19— England.

10 th September, 19—

Key Structures

What has happened?

Study these sentences carefully. Pay close attention to the words in italics:

I have just received a letter from my brother, Tim. (**KS19**)

I have not seen Tim *since* last January.

I have not seen Tim *since* 1964.

I have not seen Tim *for* three years.

Tim has been abroad *for* three years.

Up till now he has won five prizes.

Up till now I have been to New York *three times*.

I have been to New York *three times so far*.

Have you been to New York?

Have you seen this film?

Have you read this book?

Exercises

A. Underline the verbs in the passage that tell us *what has happened*.

B. Give the correct form of the verbs in brackets. Do not refer to the passage until you finish the exercise:

Jasper White is one of those rare people who believes in ancient myths. He just (buy) a new house in the city, but ever since he moved in, he (have) trouble with motorists. When he returns home at night, he always finds that someone (park) a car outside his gate. Because of this, he (not be) able to get his own car into his garage even once. Jasper (put) up 'No Parking' signs outside his gate, but these (not have) any effect. Now he (put) an ugly stone head over the gate. It is one of the ugliest faces I ever (see). I asked him what it was and he told me that it was Medusa, The Gorgon. Jasper hopes that she will turn motorists to stone. But none of them (turn) to stone yet!

Special Difficulties

Who, Which, That, and Whose

Instead of saying:

The man *whom* you met
yesterday is an actor.

The book *which* you lent me
is not very interesting.

The flowers *that* I love best
are roses.

We *cannot* leave out *who*, *which*, *that* or *whose* in these
sentences:

Jasper White is one of those rare people who believes in
ancient myths. (ll. 1—2)

This is the hotel *which* was built last year.

This is the island *that* was bought by a millionaire.

The pilot *whose* plane landed in a field was not hurt.

Exercise

Supply *who*, *which*, *that* or *whose* only where necessary:

1. The only game...I play are football. and tennis.

2. He is the only student...understands English well.

3. He is a writer...books are seldom read.

4. This is the hotel at...we are staying.

5. Is this the money...you lost?

6. That is the horse...won the race.

7. He is the sort of person...everyone admires.

Supplementary Written Exercises

COMPREHENSION

1. Jasper White

- (a) doesn't like motorists.
- (b) doesn't like cars.
- (c) is angry with motorists who park in front of his house.
- (d) can't get his car out of his garage.

2. **Jasper White has put Medusa's head over his gate because**

- (a) she turns motorists to stone
- (b) she is ugly.
- (c) she is made of stone.
- (d) he believes in ancient myths.

STRUCTURE

3. **How many people... in ancient myths?**

- (a) believes (b) believe (c) are believing (d) believing

4. **He has just bought a new house. He has been in it... a short time.**

- (a) since (b) for (c) about (d) ago

5. **There is always a car outside his gate... he can't get into his garage.**

- (a) For this (b) Because (c) That's why (d) Because of

6. **It is one of the ugliest faces I have ever seen. I've never seen**

- (a) an ugly one (b) an ugliest one (c) the ugliest one (d) an uglier one

7. **... of them has been turned to stone.**

- (a) No one (b) Not one (c) No (d) Even one

VOCABULARY

8. **The myth is an ancient one. Jasper himself isn't**

- (a) an ancient (b) ancient (c) an old (d) old

9. He is a rare person. You... meet such people.

- (a)often (b)never (c)seldom (d)sometimes

10. Not all motorists are good

- (a)guides (b)conductors (c)leaders (d)drivers

11. You can see some... outside his gate. They say 'No Parking'.

- (a)labels (b)notices (c)signals (d)notes

12. The signs haven't had any effect. They haven't... anyone.

- (a)affected (b)effected (c)resulted in (d)imposed

SENTENCE STRUCTURE

Rewrite this sentence, then check your answer against the text:

'What is it ?' I asked.

I asked him what (lines 14)

29 Taxi!

تەكسى

Captain Ben Fawcett bought an unusual taxi and has begun a new service. The 'taxi' is a small Swiss aeroplane called a 'Pilatus Porter'. This wonderful plane can carry seven passengers. The most surprising thing about it, however, is that it can land anywhere; on snow, water, or even on a ploughed field. Captain Fawcett's first passenger



landed in a deserted car-park

was a doctor who flew from Birmingham to a lonely village in the Welsh mountains. Since then, Captain Fawcett has flown passengers to many unusual places. Once he landed on the roof of a block of flats and on another occasion, he landed in a deserted car park. Captain Fawcett has just refused a strange request from a businessman. The man wanted to fly to Rockall, a lonely island in the Atlantic Ocean, but Captain Fawcett did not take him because the trip was too dangerous.

خام سۆزلەر

- taxi['tæksi] n. تەكسى surprising['səpraɪzɪŋ] a. كىشىنى
 captian['kæptɪn] n. كاپىتان ھەيران قالدۇرىدىغان
 unusual[ʌn'ju:ʒuəl] a. غەيرىي land[lænd] vi. يەرگە قونماق
 anywhere['eniweə] ad. ھەر نورمال
 Swiss[swɪs] n. شۋېتسارىيە قانداق جايدا

ploughed field	ئاغدۇرۇلغان ئېتىز	occasion	[ə'keɪʒən] n.	ۋاقىت، پەيت
Birmingham	[ˈbæ:mɪŋəm] n.	بېمىڭخېم	deserted	[dɪ'zæ:tɪd] a.
lonely	[ˈləʊnli] a.	يەككە، يالغۇز، يېگانە	car park	[ˈkɑ:pɑ:k] n.
Welsh	[welʃ] a.	ۋەلش	businessman	[ˈbɪznɪsmən] n.
mountains	[ˈmaʊntɪnz] n.	تاغلىق	island	[ˈaɪlənd] n.
roof	[ru:f] n.	ئۆگزە	ocean	[ˈəʊʃən] n.
block	[blɒk] n.	بىر رەت	dangerous	[ˈdeɪndʒərəs] a.
flat	[flæt] n.	ساراي		خەتەر-لىك

پايدىلىنىش تەرجىمىسى

كاپىتان فوست غەيرى نورمال بىر تەكسى سېتىۋېلىپ، بىر خىل يېڭى تىپتىكى مۇلازىمەت كەسپىنى باشلىدى. ئۇ سېتىۋالغان «تەكسى» شۋېتسارىيەدە ئىشلەنگەن بىر كىچىك ئايروپىلان بولۇپ، «پلەيتس پوتېر» دەپ ئاتىلاتتى. بۇ چىرايلىق ئايروپىلان بىر قېتىمدا يەتتە يولۇچى توشۇيالايتتى. ئەمما، كىشىنى ھەيران قالدۇرىدىغىنى شۇكى، ئۇ مەيلى قار، سۇ ياكى ئاغدۇرۇلغان ئېتىزلىق بولسىمۇ يەرگە قونالايتتى. كاپىتان فوستنىڭ تۇنجى يولۇچىسى بىر دوختۇر بولۇپ، ئۇ بېمىڭخېمدىن ۋەلش رايونىنىڭ بىر ياقا رايونىغا ئۇچتى. شۇنىڭدىن باشلاپ، كاپىتان فوست نۇرغۇن يولۇچىلارنى نۇرغۇنلىغان پەۋقۇلئاددە جايلارغا ئاپىرىپ قويدى. ئۇ بىر قېتىم بۇ يۈرۈش ھەشەمەتلىك ساراينىڭ ئۆگزىسىگە، يەنە بىر قېتىم بىر تاشلاندىق ئاپتوموبىل توختىتىش مەيدانىغا قونغانىدى. كاپىتان فوست يېقىندىلا بىر سودىگەرنىڭ غەلىتە تەلپىنى رەت قىلدى. ئۇ سودىگەر تىنچ ئوكياندىكى يالغۇز بىر ئارال - روکولغا ئۇچۇشنى ئىلتىماس

the number of words that you have used.

Example

Work through this example carefully and then try to do the exercises in Unit 2 in the same way.

What's the Time?

People often collect things. Stamps, books and records are fairly common. But the strangest collection I have ever seen belongs to a man who possesses 1500 clocks. There are clocks in every room of his house. The living—room is surrounded by shelves which have been filled with clocks. As there is not enough room for so many clocks, the man has filled several trunks and stored them in the garage. His wife complains every day about the work she has to do, for it is not easy to dust several hundred clocks. She also complains about the noise. Each clock keeps its own time, so chimes can be heard almost any time during the day and night. In her opinion, however, there is something even worse than dust and noise. Even with so many clocks around, she never knows what time it is!

Comprehension and Précis

Answer these questions *in not more than 70 words*.

1. How many clocks has a man collected? Has he put them in every room of his house or not? (*and*)
2. Has he surrounded his living—room with them or not? What else has he filled? (*not only...but...as well*)
3. Does his wife have to dust hundreds of clocks or not?
4. Does she complain about the work and the noise or not?

5. Does each clock keep the correct time, or does it keep its own time?
6. What does she hear day and night? Does she ever know the correct time or not? (*Because of this...not only...but*)

Answer

A man has collected 1500 clocks *and* has put them in every room of his house. He has *not only* surrounded his living-room with them, *but* has filled several trunks *as well*. His wife has to dust hundreds of clocks. She complains about the work and noise. Each clock keeps its own time. *Because of this*, she *not only* hears chimes day and night, *but* never knows the correct time. (70 words)

Composition

In Unit 2 Composition has been dealt with separately. This Unit contains two types of composition exercise:

1. Learning how to select correct verbs and joining words.
(Passages 25—36.)
2. Joining simple sentences together. (Passages 37—48.)

Examples

Work through these examples carefully and then try to do the composition exercises in the same way.

1. Composition

Rewrite these sentences using the correct verbs and joining words:

He never (knows) (understands) the correct time (and) (but) is often late for work. It was his birthday last week (so) (yet) his wife (took) (bought) him a present. She (brought) (bought) him an alarm clock

(but)(and)he was(delighted)(enjoyed)with it.

Answer

He never *knows* the correct time *and* is often late for work. It was his birthday last week *so* his wife bought him a present. She *bought* him an alarm clock *and* he was *delighted* with it.

2. Composition

Rewrite the following sentences using the joining words in brackets:

1. His wife tells him he must sell the clocks. He must give them away to a museum. (*either...or*)
2. He refuses to do so. He spends even more money on clocks. (*not only...but*)
3. He says he will not sell them. He will not give them away. (*neither...nor*)

Answer

His wife tells him he must *either* sell the clocks *or* give them away to a museum. He *not only* refuses to do so *but* spends even more money on clocks. He says he will *neither* sell them *nor* give them away.

Letter—writing

This is begun in Unit 2. Carefully follow the instructions given under each passage.

Key Structures and Special Difficulties

When you finish the Letter—writing exercise, go on to the language exercises that follow. The **Key Structures** deal with exactly the same problems that were considered in Unit 1. You may refer back if you

have forgotten anything. A little more new information about the Key Structures is added here. **Special Difficulties** are dealt with after the Key Structures. The work you do in grammar is based on material contained in the passages. Refer to do the passages frequently. They will help you to understand the grammar and to do the exercises.

2. Composition

Rewrite the following sentences using the joining words in brackets:

1. His wife tells him he must sell the clocks. He must give them away to a museum. (either...or)
2. He refuses to do so. He spends even more money on clocks. (not only...but)
3. He says he will not sell them. He will not give them away. (neither...nor)

Answer

His wife tells him he must either sell the clocks or give them away to a museum. He not only refuses to do so but spends even more money on clocks. He says he will neither sell them nor give them away.

Letter-writing

This is begun in Unit 3. Carefully follow the instructions given under each passage.

Key Structures and Special Difficulties

When you finish the letter-writing exercise, go on to the language exercises that follow. The Key Structures deal with exactly the same problems that were considered in Unit 1. You may refer back if you

25 Do the English Speak English?

ئەنگىلىيىلىكلەرنىڭ سۆزلىگىنى ئىنگلىز تىلىمۇ؟

I arrived in London at last. The railway station was big, black and dark. I did not know the way to my hotel, so I asked a porter. I not only spoke English very carefully, but very clearly as well. The porter, however, could not understand me. I repeated my question several times and at last he understood. He answered me, but he spoke neither slowly nor clearly. 'I am a foreigner,' I said. Then he spoke slowly, but I could not understand him. My teacher never spoke English like that! The porter and I looked at each other and smiled. Then he said something and I understood it. 'You'll soon learn English!' he said. I wonder. In England, each man speaks a different language. The English understand each other, but I don't understand *them*! Do they speak English?



خام سۆزلەر

arrive[ə'raiv] vi.	يېتىپ بارماق	porter['pɔ:tə] n.	ھاممال
London['lʌndən] n.	لوندون	carefully['keəfʊli] ad.	تەپسىلىي
at last	ئەڭ ئاخىرىدا	clearly['kliəli] a.	ئېنىق، ئوچۇق
railway['reilwei] n.	تۆمۈر يول	neither... nor...	...مايلا قالماي...
dark[da:k] a.	قاراڭغۇ		...بولماسلىق

several ['sevrəl] a. نۇرغۇن، نەچچە different ['dɪfrənt] a. ئوخشاش
 foreigner ['fɔrɪnə] n. چەت ئەللىك بولمىغان، ئوخشىمايدىغان
 wonder ['wʌndə] vi. ئەجەبلەنمەك

پايدىلىنىش تەرجىمىسى

ئەڭ ئاخىرى لوندونغا يېتىپ كەلدىم. پوپىز ئىستانسىسى چوڭ ئىكەن. ئەمما ھەممە نەرسە قارا بولغاچقا بەكمۇ قاراڭغۇ كۆرۈنىدىكەن. مەن مېھمانخانىغا بارىدىغان يولنى بىلمىگىنىم ئۈچۈن، بىر ھامالدىن سورىدىم. مەن ئىنگلىز تىلىنى ناھايىتى ئەستايىدىل سۆزلەپلا قالماي، بەلكى ئېنىق سۆزلىدىم. ئەمما ئۇ يەنىلا مېنىڭ نېمە دېگەنلىكىمنى چۈشەنمىدى. مەن سۆزۈمنى بىر قانچە قېتىم تەكرارلىغاندىن كېيىن ئاخىرى مەقسىتىمنى چۈشەندى، ئۇ ماڭا جاۋاب قايتۇردى، ئەمما سۆزلىرى ئاستا بولۇپلا قالماي، بەلكى ناھايىتى مۇجەمل ئىدى.

— مەن بىر چەت ئەللىك، — دېدىم مەن. ئۇ گېپىمنى ئاڭلاپ تېخىمۇ ئاستا سۆزلەشكە باشلىدى. لېكىن، يەنىلا چۈشەنەلمىدىم. مېنىڭ ئىنگلىز تىلى ئوقۇتقۇچۇم ئەزەلدىن ئۇنداق سۆزلىمەيتتى! ھامال بىلەن ئىككىمىز بىر-بىرىمىزگە قارشىپ تۇرۇپ كۈلۈشتۈق. كېيىن ئۇ بىر نەرسىلەرنى دېۋىدى، سۆزىنى چۈشەندىم.

— ئىنگلىزچىدە تىلىڭىز چىقاي دەپتۇ، — دېدى ئۇ. شۇنىسى قىزىقى، ئەنگلىيىلىكلەرنىڭ ھەممىسى ئوخشاش بولمىغان شېۋىلەردە سۆزلەيدىكەن. ئىنگلىزلار بىر-بىرىنىڭ تىلىنى چۈشىنىدىكەن. ئەمما مەن ئۇلارنىڭ نېمە دېگەنلىكىنى زادى چۈشەنەلمىدىم! ئۇلار راستتىنلا ئىنگلىز تىلىدا سۆزلەمدۇ؟

Comprehension and Précis

Answer these questions in not more 70 words.

1. Did you arrive at a railway station in London or not? Did you

- ask a porter the way to your hotel or not? Could he understand you or not? (*and...but*)
2. Did he understand you at last or not? Could you understand his answer? (*but*)
 3. Did your teacher ever speak English like that or not?
 4. What did the porter say to you?
 5. Does each man speak a different language in England or not?
 6. Do they understand each other or not? Do you understand them? (*but*)

Letter—writing

The address appears at the top right—hand corner of the page. It is called 'The Heading.' The address is always followed by the date:

14 Grafton St. ,
Croydon,
Surrey,
England.

24th April, 19—

Exercise

Write your home address. Follow the above pattern carefully.

Key Structures

Word Order in Compound Statements

a Do you remember the six parts of a simple statement? Refer to **KS13c** if you have forgotten them.

b We can join simple statements together to make *compound statements*. Here are some of the joining words we use: and, but, so, yet, or, both... and, either... or, neither... nor, not only... but

... as well (or also).

Study these sentences carefully. Pay close attention to the way they have been joined:

He finished lunch. He went into the garden.

He finished lunch *and went* into the garden.

I ran to the station. I missed the train.

I ran to the station *but missed* the train.

I saw him yesterday. He did not greet me.

I saw him yesterday *but he* did not greet me.

He teaches English. I teach English.

Both he and I teach English.

He teaches English. He teaches French.

He teaches *both English and French*.

You must tell him. I must tell him.

Either you or I must tell him.

He plays soccer. He plays rugby.

He plays *either soccer or rugby*.

He does not speak English. I do not speak English.

Neither he nor I speak English.

He does not speak English. He does not speak French.

He speaks *neither English nor French*.

He cannot read. He cannot write.

He can *neither read nor write*.

You must wash the dishes. You must sweep the floor.

You must *not only* wash the dishes *but* sweep the floor *as well*.

Exercises

- A. Underline the joining words in the passage.
- B. Join these pairs of sentences. Use the joining words in brackets.

Do not refer to the passage until you finish the exercise.

1. I did not know the way to my hotel. I asked a porter. (*so*)
2. I spoke English very carefully. I spoke very clearly. (*not only ... but... as well*)
3. I repeated my question several times. At last he understood. (*and*)
4. He answered me. He did not speak slowly. He did not speak clearly. (*but... neither... nor*)
5. Then he spoke slowly. I could not understand him. (*but*)
6. Then he said something. I understood it. (*and*)
7. The English understand each other. I don't understand them. (*but*)

C. Join these sentences with the words in brackets:

1. I knocked at the door. He did not open it. (*but*)
2. He went on holiday. I went on holiday. (*Both... and*)
3. He must be mad, He must be very wise. (*either ... or*)

Composition

Join the following sentences using the words in brackets:

1. My sister went shopping. I went shopping. (*Both... and*)
2. We got very tired. We got very hungry. (*not only... but... as well*)
3. It was three o'clock. We could not get lunch. We had a cup of tea. (*and... so*)

Supplementary Written Exercises

COMPREHENSION

1. **Why couldn't the writer understand the porter?**
 - (a) the writer didn't know any English.
 - (b) The porter didn't speak English.
 - (c) The writer couldn't understand the porter's English.
 - (d) The writer was a foreigner.
2. **The writer**
 - (a) didn't think the porter was English.
 - (b) expected everyone in England to speak like his teacher.
 - (c) doesn't think the English speak English.
 - (d) think that English speak many different languages.

STRUCTURE

3. **English... not a difficult language.**
 - (a) are (b) is (c) was (d) has
4. **... did you repeat your question? Several times.**
 - (a) How many times (b) How many (c) How much (d) How
5. **He didn't speak slowly and he didn't speak clearly**
 - (a) neither (b) either (c) too (d) nor
6. **The porter and I looked at each other... both smiled.**
 - (a) I (b) He (c) We (d) They
7. **He said something and I understood it. He said something... I understood.**
 - (a) who (b) whose (c) whom (d) which

VOCABULARY

8. **I repeatd my question several times. I repeated it... times.**

(a)much (b)a number of (c)only a few (d)three

9. At last he understood. He understood

(a)in the and (b)at least (c)lastly (d)at the finish

10. I am a foreigner. I am

(a)an alien (b)a stranger (c)overseas (d)abroad

11. My teacher... me English.

(a)learnt (b)trained (c)instructed (d)taught

12. 'You'll soon learn English,' he said. I wonder. I

(a)am not sure (b)am sure (c)wander (d)know

SENTENCE STRUCTURE

Rewrite this sentence, then check your answer against the text:

Because I did not know the way to my hotel, I asked a porter.

I (lines 2—4)

26 The Best Art Critics

ئەڭ ياخشى سەنئەت تەقرىزچىلىرى

I am an art student and I paint a lot of pictures. Many people that they understand modern art. They always tell you what a picture is 'about'. Of course, many pictures are not 'about' anything. They are just pretty patterns. We like them in the same way that we like pretty curtain material. I think that young



children often appreciate modern pictures better than anyone else. They notice more. My sister is only seven, but she always tells me whether my pictures are good or not. She came into my room yesterday.

'What are you doing?' she asked.

'I'm hanging this picture on the wall,'

I answered. 'It's a new one. Do you like it?'

She looked at it critically for a moment. 'It's all right,' she said, 'but isn't it upside—down?'

I looked at it again. She was right! It was!

خام سۆزلەر

art [ɑ:t] n.

سەنئەت

a lot of

نۇرغۇن

critic ['kɹɪtɪk] n.

تەقرىزچى

pretend [pri'tend] vt.

نقابلانماق

paint [peɪnt] vt.

سىزماق

pretty ['prɪti] a.

چىرايلىق

pattern[ˈpætən] n.	نەقىش	hang[hæŋ] vt.	ئاسماق
curtain[ˈkə:tn] n.	پەردە	critically[ˈkritikəli] ad.	تەنقىد
material[məˈtɪəriəl] n.	ماتېرىيال		خاراكتېرلىك
appreciate[əˈpri:ʃieɪt] vt.	ھۆزۈرلەنماق	moment[ˈmoumənt] n.	بىر ئاز
notice[ˈnəʊtɪs] vt.	دېققەت قىلماق		(ۋاقىت)
whether[ˈweðə] conj.	دۇ... دۇ	upside—down[ˈʌpsaɪdˈdaʊn] a.	دۈم كۆمتۈرۈلگەن
	يوق؛ ...مۇ ئەمەس		

پايدىلىنىش تەرجىمىسى

مەن بىر سەنئەت ئۆگىنىۋاتقان ئوقۇتقۇچى بولغىنىم ئۈچۈن، نۇرغۇن رەسىملەرنى سىزىپ باقتىم. نۇرغۇن كىشىلەر باركى، ئۇلار ھازىرقى زامان سەنئىتىنى چۈشىنىدىغان قىياپەتكە كىرىۋالدى. ئۇنداق كىشىلەر دائىم مەلۇم بىر سۈرەتنىڭ ئۆز ئىچىگە ئالغان مەزمۇنى ھەققىدە باشقىلارغا گەپ ساتىدۇ. ھېچقانداق بىر مەنىنى ئىپادىلىيەلمەيدىغان رەسىملەرمۇ يوق ئەمەس، ئەلۋەتتە. ئۇنداق رەسىملەر پەقەت بىر گۈزەل نەققاشتىنلا ئىبارەت، خالاس. بىز بۇنداق رەسىملەرنى پەقەت دېرىزە پەردىسى ئۈچۈن ئىشلىتىدىغان گۈزەل ماتېرىيال قاتارىدىلا مۇئامىلە قىلىمىز. مېنىڭچە، كىچىك بالىلار ھەرقانداق نەرسىنى تېخىمۇ ئىنچىكىلىك بىلەن كۆزىتىدىغان بولغاچقا، ئۇلارنىڭ زامانىۋى رەسىملەردىن ھۆزۈرلىنىش ئىقتىدارى ھەرقانداق كىشىنىڭكىدىن يۇقىرى بولىدۇ. مېنىڭ سىڭلىم ئەمدىلا يەتتە ياشقا كىردى. ئەمما ئۇ دائىم سىزىغان رەسىملىرىمنىڭ قايسىسىنىڭ ياخشى، قايسىسىنىڭ ياخشى ئەمەسلىكىنى سۆزلەپ بېرىدۇ. ئۇ تېخى تۈنۈگۈنلا مېنىڭ ئۆيۈمگە كىرگەندى.

— نېمە ئىش قىلىۋاتىسىز؟ — دەپ سورىدى ئۇ مەندىن.
 — مەن بۇ رەسىمنى تامغا ئېسىۋاتىمەن، — دېدىم مەن، — بۇ يېڭىدىن سىزىلغان رەسىم، ساڭا ياقتىمۇ؟

ئۇ خۇددى سەنئەت تەقرىزچىلىرىغا خاس نەزەرى بىلەن رەسىمگە بىر

پەس قاراپ چىققاندىن كېيىن، — يارايدۇ، — دېدى، — ئەمما، بۇ رەسىم
تەتۈر ئېسىلىپ قالدىمۇ نېمە؟
مەن رەسىمگە يەنە بىر قېتىم قاراپ چىقتىم. راستتىنلا ئۇنىڭ دېگىنى
توغرا چىقتى.

Comprehension and Précis

Answer these questions *in not more than 70 words*.

1. Does the writer study art, or does he study music? Does he paint a lot of pictures or not? (*and*)
2. Do many people really understand modern art or not?
3. Do paintings always have a meaning or not?
4. Are they sometimes pretty patterns or not?
5. Do young children appreciate modern paintings better than others or not? Do they notice more or not? (*not only...but*)
6. When did the writer's young sister go into his room? Did she examine his new picture or not? (*and*)
7. Had he hung it upside—down, or had he hung it the right way up? Did she notice this immediately or not? (*and*)

Composition

Rewrite these sentences using the correct verbs and joining words:

I (looked at) (watched) the picture (but) (and) I could not (understand) (realize) it. It was in black and white and was (called) (named) 'Trees and Snow.' I could see (neither) (not only) trees (or) (nor) snow.

Letter—writing

Which of the following addresses is correct?

John Madgewick,	Grafton St. ,14,	14 Grafton St. ,
14 Grafton St. ,	Croydon,	Croydon,
Croydon,	Surrey,	Surrey,
Surrey,	England.	England.
England.	24th April,19—	24th April,19—

Key Structures

These things always happen.

a I am having breakfast. Do you always get up so late? (Now and Always KS15)

b These things always happen:

The earth *goes* round the sun.

The sun *rises* in the *east* and *sets* in the west.

c We rarely put *—ing* at the end of these verbs: appear, appreciate, believe, feel, forget, hear, know, like, look like, notice, remember, resemble, see, think(that), understand.

These verbs tell us what *always* happens:

I *hear* that you *like* classical music.

I *remember* Tom very well. Do you *know* him?

Exercises

A. Underline the verbs in the passage that tell us what *always* happens and those which tell us what is happening *now*.

B. What is happening? What always happens?

Give the correct form of the verbs in brackets:

'Some people still(believe)the world is flat,'he said.

'You(joke),'I replied. 'I(not know)anyone who does.'

'Well, you(know)me,'he replied. 'I(believe)that the earth is flat. I met a man the other day. I (forget)his name now. He said that the earth(look)like a flat dish.'

'...you(try)to tell me that you(believe)him?'I asked.

'I certainly do,'he answered. ' I(think)that he is right.'

'And which side of the dish...you(live)on?'

'Oh,I(not know). He didn't tell me that!'

Special Difficulties

Speech Marks

In written conversation, we put speech marks('...')or('...') round the words that are actually spoken. Read this carefully:

'What are you doing?'she asked.

'I'm hanging this picture on the wall,'I answered. 'It's a new one. Do you like it?'

She looked at it critically for a moment. 'It's all right,' she said, 'but isn't it upsidedown?' (ll. 14—18)

Some things to notice:

a The speech marks are above the line. They go outside all other marks like commas (,)full stops(.)and question marks(?).

b The speaker's first word begins with a capital letter.

c Words like 'said'and 'asked'are followed by a comma. We put a full stop after them only when they come at the end of a sentence.

d When words like 'said'or 'asked'interrupt the speaker, the second half of the sentence begins with a small letter.

e We begin a new paragraph each time a new speaker is introduced.

Exercise

Write this piece of conversation again using speech marks:
Look! she said, isn't that man drunk? I think we should cross the road, answered her husband. It's too late now, she replied. Eh, you two. Look where you're going, called the drunk. Can't you walk in a straight line?

Supplementary Written Exercises

COMPREHENSION

1. The writer thinks

- (a) you can't always 'explain' modern pictures.
- (b) you can always 'explain' modern pictures.
- (c) modern pictures are always about something.
- (d) we can use modern pictures as curtain material.

2. The writer's sister

- (a) paints pictures
- (b) didn't like her brother's picture.
- (c) didn't see her brother's picture.
- (d) noticed that her brother had made a mistake.

STRUCTURE

3. Many people pretend that they... modern art.

- (a) understood (b) are understanding (c) understand
- (d) understands

4. What is it about? Tell me

- (a) what is it about (b) what it is about (c) what about it is
- (d) what about is it

5. She tells me... my pictures are good or not.

(a)weather (b)that (c)if (d)unless

6. **Do you like my picture? It's**

(a)a new (b)one new (c)new one (d)a new one

7. **I look at it again. She... right! It was!**

(a)had (b)has (c)is (d)was

VOCABULARY

8. **We like them... we like pretty curtain material**

(a)just as (b)the same (c)just the same (d)so

9. **This curtain material is very good**

(a)clothes (b)cloth (c)substance (d)matter

10. **Young children often appreciate modern pictures. They... them.**

(a)estimate (b)esteem (c)value (d)understand and enjoy

11. **They notice more. They... more.**

(a)remark (b)observe (c)say (d)take care

12. **It's upside—down. It isn't**

(a)up (b)down (c)the right way down (d)the right way up

SENTENCE STRUCTURE

Rewrite this sentence, then check your answer against the text:

Are my pictures good or not?

Please tell me (Compare lines 12—13)

27 A Wet Night

يامغۇرلۇق تۈن

Late in the afternoon, the boys put up their tent in the middle of a field.

As soon as this was done, they cooked a meal over an open fire.

They were all hungry and the food smelt good. After a wonderful meal,

they told stories and sang songs by the camp fire. But some time later it began to rain. The boys felt tired

so they put out the fire and crept into their tent. Their sleeping — bags

were warm and comfortable, so they all slept soundly. In the middle

of the night, two boys woke up and began shouting. The tent was full of water!

They all leapt of their sleeping—bags and hurried outside. It was raining heavily and they found that a stream had formed in the field.

The stream wound its way across the field and then flowed right under their tent!



خام سۆزلەر

tent[tent] n. چەدىر cook[kuk] v. تاماق ئەتمەك

middle['midl] n. ئوتتۇرسى smell[smel] vi. پۇرسماق

field[fi:ld] n. ئېتىز wonderful['wʌndəfʊl] a. ياخشى

hungry['hʌŋgri] a. ئاچ قورساق camp[kæmp] n. لاگېر، دالا

open fire گۈلخان creep[kri:p] vi. ياماشماق

sleeping—bag [ˈsli:piŋ ˈbæg] <i>n.</i>	stream [stri:m] <i>n.</i>	زور مىقداردا، heavily [ˈhevili] <i>ad.</i>
comfortable [ˈkʌmfətəbl] <i>a.</i>	form [fɔ:m] <i>vi.</i>	ئېرىق
soundly [ˈsaundli] <i>ad.</i>	wind [waind] <i>vt.</i>	شەكىللەنمەك
wake [weik] <i>vi.</i>	flow [fləu] <i>vi.</i>	... نى ئايلىنىپ
leap [li:p] <i>vi.</i>	right [rait] <i>ad.</i>	راھەت
		قانغۇدەك
		ئويمانماق
		سەكرىمەك

پايدىلىنىش تەرجىمىسى

كەچ بولاي دېگەندە، بالىلار ئېتىزلىقنىڭ ئوتتۇرىسىغا بىر چېدىر تىكتى. ئارقىدىنلا تاماق ئېتىشكە باشلىدى. ھەممەيلەننىڭ قورسىقى بەك ئېچىپ كەتكەچكە، تاماقنىڭ مەزىلىك پۇرىقىمۇ دىماغقا ئۇرۇلۇپ تۇراتتى. مەزىلىك تاماقتىن كېيىن ئۇلار ئوتنى چۆرىدەپ ئولتۇرۇپ ھېكايە ۋە ناخشا ئېيتىشتى. ئەمما، ئۇزۇن ئۆتمەي يامغۇر يېغىشقا باشلىدى. ئۇلارمۇ چارچىغان بولسا كېرەك، ئوتنى ئۆچۈرۈپ چېدىرغا كىرىپ كېتىشتى. ئۇلارنىڭ خالتا يوتقانلىرى ئىسسىق ھەم راھەت بولغاچقا، ھەممىسى تاتلىق ئۇيقۇغا كېتىشتى. يېرىم كېچە بولغاندا، ئۇلار ئىچىدىن ئىككى بالا ئويغىنىپ ۋارقىراشقا باشلىدى. چېدىر سۇغا تولۇپ كېتىپتۇ! ئۇلارنىڭ ھەممىسى خالتا يوتقانلىرىدىن چاچراپ تۇرۇپ، ئالمان - تالمان چېدىرنىڭ سىرتىغا قاراپ يۈگۈرۈشتى. سىرتتا بولسا قاتتىق يامغۇر يېغىۋاتاتتى. ئېتىزمۇ ئېرىق بولۇپ كەتكەندى. ئېرىقتىكى سۇلار ئەگرى - بۈگرى يوللارنى بويلاپ ئېتىزدىن ئۆتۈپ، دەل ئۇلارنىڭ چېدىرى ئاستىدىن ئىلگىرىلەپ ئاقماقتا ئىدى.

Comprehension and Précis

Answer these questions *in not more than 70 words.*

1. Where did the boys put up their tent? What did they cook?

(and)

2. What did they do after their meal? Did it begin to rain or not? Did they creep into their tent or not? (*but...so*)
3. Did the boys wake up in the middle of the night or not?
4. Was the tent full of water or not? Did they rush outside or did they in their tent? (*so*)
5. Where had a stream formed? Where did it flow? (*and*)

Composition

Rewrite these sentences using the correct verbs and joining words:

I am very tall (and)(but) I must be careful. Doorways are often low (and)(but) I usually (beat) (knock) my head against them. My head always(hurts)(pains). I have never(*met*)(*recognized*)a tall architect. Have you?

Letter—writing

The order of the heading is as follows: the number of the house, the name of the street, the town or city, the area, the country and the date. Put in the name of the country only when you are writing to someone who lives abroad.

Exercise

Arrange the following heading in the correct order:

California, Woodside, 21st Feb. , 19—, U. S. A. ,21Brook St. ,

Key Structures

What happened? (**KS 17**)

Read these sentences carefully. The verbs in italics tell us

what happened:

I *lost* my umbrella a few days ago.

I *bought* this coat yesterday.

I *dreamt* of you last night.

She paid the bill and *left* the shop.

Exercises

A. Underline the verbs in the passage that tell us *what happened*.

B. Give the correct form of the verbs in brackets. Do not refer to the passage until you finish the exercise:

Late in the afternoon, the boys(put)up their tent in the middle of a field. As soon as this(do), they(cook)a meal over an open fire. They were all hungry and the food(smell)good. After a wonderful meal, they(tell)stories and (sing)songs by the camp fire. But some time later it(begin)to rain. The boys(fell)tired so they(put)out the fire and(creep)into their tent. Their sleeping—bags were warm and comfortable, so they all(sleep)soundly. In the middle of the night, two boys(wake)up and(begin)shouting. The tent(be)full of water! They all(leap)out of their sleeping—bags and(hurry)outside. It was raining heavily and they(find)that a stream had formed in the field. The stream (wind)its way across the field and then(flow)right under their tent!

Special Difficulties

(See SD 24,26)

Study these sentences. Each one contains the verb *put*. The verb has a different meaning in each sentence:

The boys *put up* their tent in the middle of a field. (ll. 1—2)

They *put out* the fire and crept into their tent. (ll. 8—9)

I *put on* my coat and left the house.

You needn't go back to London tonight. We can *put you up* for the night. (We can provide you with a bed.)

The teacher sent the boy to the headmaster. He could not *put up with* him any longer. (He could not stand him.)

Take out your note-books. *Put down* all the sentences that are on the blackboard. (Write all the sentences...)

We cannot have the meeting tonight. We shall have to *put it off* until tomorrow. (We shall have to postpone it.)

Close your books and *put them away*.

Exercise

Use the correct expression with *put* in each of the following:

1. Mrs Bowers told her children to...their toys and go to bed.
2. You can stay here tonight. We can...you... in the spare room.
3. I'm not ready yet. I haven't...my shoes...
4. 'Open your copy books and ...the following,' the teacher said.
5. Father is...the fire he lit in the garden.
6. When they have...that new building, it will spoil the view.
7. I have...my trip to Japan until next month.
8. I am getting a divorce. I can't...him any longer.

Supplementary Written Exercises

COMPREHENSION

1. The boys went to bed because

- (a) it was late
- (b) they had sung songs.
- (c) it began to rain
- (d) it had begun to rain and they felt tired.

2. The boys

(a) had a good night's sleep.

(b) stayed in their tent all night.

(c) had camped in the path of a stream.

(d) had camped beside a stream.

STRUCTURE

3. Where did they...?

(a) it put up (b) their tent put up (c) put up it (d) put their tent up

4. ... this was done, they cooked a meal over an open fire.

(a) As soon (b) Just as (c) Until (d) Just after.

5. They cooked a meal because

(a) they had hunger (b) they had hungry (c) they were hunger

(d) they felt hungry.

6. They sang songs by the camp fire. The sang songs... the camp fire.

(a) close (b) near (c) besides (d) at

7. Were did the stream...?

(a) flow (b) flowed (c) flew (d) fly

VOCABULARY

8. They cooked a meal because they wanted to

(a) sing songs (b) tell stories (c) play (d) eat

9. The boys put out the camp fire. The fire wasn't

(a) switched on (b) on fire (c) on (d) alight

10. They crept into their tent, so they

(a) made a lot of noise (b) ran quickly (c) were very quiet

(d) were very noisy

11. The boys slept comfortably. Their sleeping — bags were

(a) a comfort (b) in comfort (c) comfortable (d) comfortably

12. They slept soundly. They slept

(a) noisily (b) fast (c) deeply (d) good

SENTENCE STRUCTURE

Rewrite this sentence, then check your answer against the text:

As soon as they did this, they cooked a meal over an open fire.

As soon as this..... (lines 2—4)

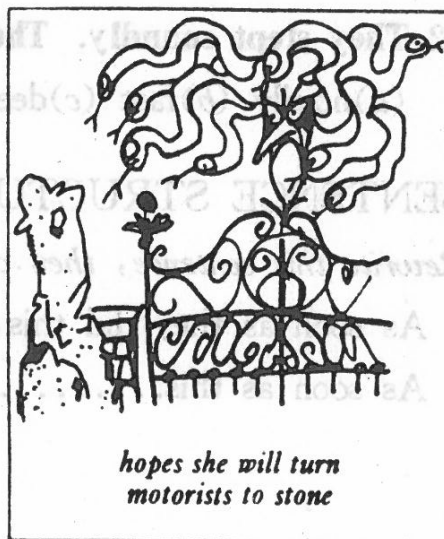
Jasper hopes that she will turn motorists to stone. But none of them has been turned to stone yet!

parking [pɑ:kɪŋ] n. [پارکینگ]
motorist [məʊtərɪst] n. [موتورسٹ]
gate [geɪt] n. [گیت]
once [wʌns] ad. [ایک بار]
effect [ɪˈfekt] n. [اثر]
ugly [ʊɡli] a. [بگڑا]

28 No Parking!

ئاپتوموبىل توختىتىشقا بولمايدۇ

Jasper White is one of those rare people who believes in ancient myths. He has just bought a new house in the city, but ever since he moved in, he has had trouble with motorists. When he returns home at night, he always finds that someone has parked a car outside his gate. Because of this, he has not been able to get his own car into his garage



even once. Jasper has put up 'No Parking' signs outside his gate, but these have not had any effect. Now he has put an ugly stone head over the gate. It is one of the ugliest faces I have ever seen. I asked him what it was and he told me that it was Medusa, the Gorgon. Jasper hopes that she will turn motorists to stone. But none of them has been tured to stone yet!

خام سۆزلەر

parking[ˈpɑːkɪŋ] n.	ئاپتوموبىل توختىتىش	قۇسۇر چىقارماق
rare[rɛə] a.	كەم ئۇچرايدىغان	ئاپتوموبىل شوپۇرى
believe in[biˈliːv in]	ئېتىقاد	دەرۋازا
ancient[ˈeɪnʃənt] a.	قەدىمىي	بىر قېتىم
myth[miθ] n.	ئەپسانە	ئۈنۈم
have trouble with	چاتاق تاپماق،	سەت، كۆرۈمسىز
motorist[ˈmɔːtərɪst] n.		
gate[geɪt] n.		
once[wʌns] ad.		
effect[ˈɪfekt] n.		
ugly[ˈʌɡli] a.		

stone head ['stəʊn'hed] تاش (برى)

Gorgon ['gɔ:gən] n. گوگېن ئويمىلىق باش ھەيكىلى

Medusa [mi'dju:zə] n. (گرېك ئەپسانىلىرىدىكى يىلان مېدېوزې)

باشلىق ئايال غەلىتە) (ئەپسانىلەردە ئېيتىلغان يىلان

... ئايلانماق turn [tə:n] vt. باشلىق ئايال غەلىتىلەر ئىچىدىكى

پايدىلىنىش تەرجىمىسى

جەسپى ۋايت قەدىمىي گرېك ئەپسانىلىرىگە ئىشىنىدىغان، كەم ئۇچرايدىغان كىشىلەرنىڭ بىرى. ئۇ يېقىندىلا شەھەردىن بىر يۈرۈش يېڭى ئۆي سېتىۋالغانىدى. لېكىن ئۇ يېڭى ئۆيگە كۆچۈپ كىرگەندىن بۇيان، توختىماي ئاپتوموبىل شوپۇرلىرى بىلەن جېدەللىشىدۇ. ئۇ دائىم كەچتە ئۆيىگە قايتىپ كەلسىلا، دەرۋازىسى ئالدىدا كىشىلەرنىڭ ئاپتوموبىل توختىتىپ قويغانلىقىنى كۆرىدۇ. شۇ تۈپەيلىدىن، ئۇ ئۆزىنىڭ پىكاپىنى بىر قېتىم ئاپتوموبىلخانسىغا ئېلىپ كىرەلمىدى. جەسپىر ئىشىكى ئالدىغا «ئاپتوموبىل توختىتىشقا بولمايدۇ» دېگەن تاختاينى ئېسىپمۇ قويدى، لېكىن ئۇنۇمى بولمىدى. ئەمدىلىكتە ئۇ دەرۋازىسىغا ناھايىتى كۆرۈمسىز بىر تاش ئويمىلىق باش ھەيكىلىنى ئېسىپ قويدى. ئۇ ھەيكەلنىڭ چىرايىنى مەن كۆرگەن چىرايلار ئىچىدىكى ئەڭ قورقۇنچلۇق بىرى دېيىشكە بولاتتى. مەن ئۇنىڭدىن دەرۋازىغا ئېسىپ قويغىنىڭىز نېمە؟ دەپ سورىسام، ئۇ ماڭا، ئۇ بولسا مېدېوزې، گوگېن، دەپ چۈشەندۈردى. جەسپىر مېككىجىنىدىن ئۆزىنىڭ چىشىغا تەگكەن شوپۇرلارنىڭ ھەممىسىنى تاشقا ئايلاندۇرۇۋېتىشنى ئۈمىد قىلىدىكەن. ئەمما ھازىرغا قەدەر بىرمۇ ئادەمنىڭ تاشقا ئايلانغانلىقىنى كۆرگەنلەر يوق!

Comprehension and Précis

Answer these questions in not more than 65 words.

1. What does Jasper White believe in?

2. Where do motorists always park their cars? Has he put up 'No Parking' signs or not? Have they paid any attention to them or not? (*so...but*)
3. What has he put over his gate now?
4. Whose head is it?
5. What does he want her to do? Has she done so yet or not? (*but*)

Composition

Rewrite these sentences using the correct verbs and joining words:
 My wife (*drives*) (*leads*) a car. She has (*driven*) (*ridden*) a car for many years (*and*) (*but*) she says that women drivers (*do not deserve*) (*are not worth*) their bad reputation. Yet, on the road, she often (*criticizes*) (*judges*) other women drivers.

Letter — writing

I am writing to someone who lives in the same country as I do.

Which of these two headings would be correct?

19 High Lane,

19 High Lane,

Newton,

Newton,

Middlesex.

Middlesex,

10th Sepetember, 19—

England.

10 th September, 19—

Key Structures

What has happened?

Study these sentences carefully. Pay close attention to the words in italics:

I have just received a letter from my brother, Tim. (**KS19**)

I have not seen Tim *since* last January.

I have not seen Tim *since* 1964.

I have not seen Tim *for* three years.

Tim has been abroad *for* three years.

Up till now he has won five prizes.

Up till now I have been to New York *three times*.

I have been to New York *three times so far*.

Have you been to New York?

Have you seen this film?

Have you read this book?

Exercises

A. Underline the verbs in the passage that tell us *what has happened*.

B. Give the correct form of the verbs in brackets. Do not refer to the passage until you finish the exercise:

Jasper White is one of those rare people who believes in ancient myths. He just (buy) a new house in the city, but ever since he moved in, he (have) trouble with motorists. When he returns home at night, he always finds that someone (park) a car outside his gate. Because of this, he (not be) able to get his own car into his garage even once. Jasper (put) up 'No Parking' signs outside his gate, but these (not have) any effect. Now he (put) an ugly stone head over the gate. It is one of the ugliest faces I ever (see). I asked him what it was and he told me that it was Medusa, The Gorgon. Jasper hopes that she will turn motorists to stone. But none of them (turn) to stone yet!

Special Difficulties

Who, Which, That, and Whose

Instead of saying:

The man *whom* you met
yesterday is an actor.

The book *which* you lent me
is not very interesting.

The flowers *that* I love best
are roses.

We *cannot* leave out *who*, *which*, *that* or *whose* in these
sentences:

Jasper White is one of those rare people who believes in
ancient myths. (ll. 1—2)

This is the hotel *which* was built last year.

This is the island *that* was bought by a millionaire.

The pilot *whose* plane landed in a field was not hurt.

Exercise

Supply *who*, *which*, *that* or *whose* only where necessary:

1. The only game...I play are football. and tennis.
2. He is the only student...understands English well.
3. He is a writer...books are seldom read.
4. This is the hotel at...we are staying.
5. Is this the money...you lost?
6. That is the horse...won the race.
7. He is the sort of person...everyone admires.

Supplementary Written Exercises

COMPREHENSION

1. Jasper White

- (a) doesn't like motorists.
- (b) doesn't like cars.
- (c) is angry with motorists who park in front of his house.
- (d) can't get his car out of his garage.

2. Jasper White has put Medusa's head over his gate because

- (a) she turns motorists to stone
- (b) she is ugly.
- (c) she is made of stone.
- (d) he believes in ancient myths.

SENTENCE STRUCTURE

STRUCTURE

3. How many people... in ancient myths?

- (a) believes (b) believe (c) are believing (d) believing

4. He has just bought a new house. He has been in it... a short time.

- (a) since (b) for (c) about (d) ago

5. There is always a car outside his gate... he can't get into his garage.

- (a) For this (b) Because (c) That's why (d) Because of

6. It is one of the ugliest faces I have ever seen. I've never seen

- (a) an ugly one (b) an ugliest one (c) the ugliest one (d) an uglier one

7.... of them has been turned to stone.

- (a) No one (b) Not one (c) No (d) Even one

VOCABULARY

8. The myth is an ancient one. Jasper himself isn't

- (a) an ancient (b) ancient (c) an old (d) old

9. **He is a rare person. You... meet such people.**

- (a)often (b)never (c)seldom (d)sometimes

10. **Not all motorists are good**

- (a)guides (b)conductors (c)leaders (d)drivers

11. **You can see some... outside his gate. They say 'No Parking'.**

- (a)labels (b)notices (c)signals (d)notes

12. **The signs haven't had any effect. They haven't... anyone.**

- (a)affected (b)effected (c)resulted in (d)imposed

SENTENCE STRUCTURE

Rewrite this sentence, then check your answer against the text:

'What is it ?' I asked.

I asked him what (lines 14)

29 Taxi!

تەكسى

Captain Ben Fawcett bought an unusual taxi and has begun a new service. The 'taxi' is a small Swiss aeroplane called a 'Pilatus Porter'. This wonderful plane can carry seven passengers. The most surprising thing about it, however, is that it can land anywhere: on snow, water, or even on a ploughed field. Captain Fawcett's first passenger



was a doctor who flew from Birmingham to a lonely village in the Welsh mountains. Since then, Captain Fawcett has flown passengers to many unusual places. Once he landed on the roof of a block of flats and on another occasion, he landed in a deserted car park. Captain Fawcett has just refused a strange request from a businessman. The man wanted to fly to Rockall, a lonely island in the Atlantic Ocean, but Captain Fawcett did not take him because the trip was too dangerous.

خام سۆزلەر

taxi['tæksi] n.	تەكسى	surprising['səpraiziŋ] a.	كەشكىنى
captain['kæptin] n.	كاپىتان	land[lænd] vi.	يەرگە قونماق
unusual[ʌn'ju:ʒuəl] a.	غەيرىي	anywhere['eniweə] ad.	ھەر
Swiss[swis] n.	شۋېتسارىيە		قانداق جايدا

ploughed field	ئاغدۇرۇلغان ئېتىز	occasion	[ə'keɪzən] n.	ۋاقت، پەيت
Birmingham	[ˈbɜːmɪŋəm] n.	بېمىڭخېم	deserted	[di'zə:tɪd] a. كېرەكسىز
lonely	[ˈləʊnli] a.	يالغۇز، يەككە.	car park	[ˈkɑːpɑ:k] n. ئاپتومو-بىل توختىتىش مەيدانى
Welsh	[welʃ] a.	ۋەلش	businessman	[ˈbɪznɪsmən] n. سو-دېگەر
mountains	[ˈmaʊntɪnz] n.	تاغلىق	island	[ˈaɪlənd] n. ئارال
roof	[ru:f] n.	ئۆگزە	ocean	[ˈəʊjən] n. ئوكيان
block	[blɒk] n.	بىر رەت	dangerous	[ˈdeɪndʒərəs] a. خەتەر-لىك
flat	[flæt] n.	ساراي		

پايدىلىنىش تەرجىمىسى

كاپىتان فوست غەيرىي نورمال بىر تەكسى سېتىۋېلىپ، بىر خىل يېڭى تىپتىكى مۇلازىمەت كەسپىنى باشلىدى. ئۇ سېتىۋالغان «تەكسى» شۋېتسارىيەدە ئىشلەنگەن بىر كىچىك ئايروپىلان بولۇپ، «پلەيتس پوتېر» دەپ ئاتىلاتتى. بۇ چىرايلىق ئايروپىلان بىر قېتىمدا يەتتە يولۇچى توشۇيالايتتى. ئەمما، كىشىنى ھەيران قالدۇرىدىغىنى شۇكى، ئۇ مەيلى قار، سۇ ياكى ئاغدۇرۇلغان ئېتىزلىق بولسىمۇ يەرگە قونالايتتى. كاپىتان فوستنىڭ تۇنجى يولۇچىسى بىر دوختۇر بولۇپ، ئۇ بېمىڭخېمدىن ۋەلش رايونىنىڭ بىر ياقا رايونىغا ئۆچتى. شۇنىڭدىن باشلاپ، كاپىتان فوست نۇرغۇن يولۇچىلارنى نۇرغۇنلىغان پەۋقۇلئاددە جايلارغا ئاپىرىپ قويدى. ئۇ بىر قېتىم بۇ يۈرۈش ھەشەمەتلىك ساراينىڭ ئۆگزىسىگە، يەنە بىر قېتىم بىر تاشلاندىق ئاپتوموبىل توختىتىش مەيدانىغىمۇ قونغانىدى. كاپىتان فوست يېقىندىلا بىر سودىگەرنىڭ غەلىتە تەلپىنى رەت قىلدى. ئۇ سودىگەر تىنچ ئوكياندىكى يالغۇز بىر ئارال - روكونغا ئۇچۇشنى ئىلتىماس

قىلغانىدى. لېكىن ئۇ مۇساپە بەك خەتەرلىك بولغىنى ئۈچۈن، كاپىتان
فوست ئۇنىڭ تەلپىنى رەت قىلدى.

Comprehension and Précis

Answer these question *in not more than 60 words.*

1. Has Captain Ben Fawcett bought a small Swiss aeroplane, or has he bought an ordinary taxi? Does he use it as a taxi or not? (*and*)
2. What is it called?
3. How many passengers can it carry? Can it land anywhere or not? (*not only... but*)
4. Has Captain Fawcett taken passengers to many strange places in his plane or not?
5. Did he refuse to fly a businessman to Rockall or not?
6. Was the journey too dangerous or not?

Composition

Rewrite these sentences using the correct verbs and joining words:

The plane (not only) (neither) (flew) (threw) close to the river, (but) (or) also flew under a bridge. (Then) (However) it (climbed) (ran) into the air. The people on the bridge (waved) (shook) to the pilot (and) (yet) he did not (notice) (look after) them.

Letter—writing

I am writing to someone who lives abroad. Which of these two headings would be correct?

19 High Lane,
Newton,
Middlesex.
10th September, 19—

19 High Lane,
Newton,
Middlesex,
England.
10th September, 19—

Key Structures

What happened? What has happened? (KS 21)

Study these pairs of sentences. Pay close attention to the words in italics:

I saw him *in* 1964.

I have not seen him *since* 1964.

I saw him *three years ago*.

I have not seen him *for three years*.

He stayed at this hotel *last month*.

Have you *ever* stayed at this hotel?

I went abroad last year.

Up till now, I have never been abroad *before*.

Exercises

A. Underline the verbs in the passage which tell us *what happened* and *what has happened*.

B. Give the correct form of the verbs in brackets. Do not refer to the passage until you finish the exercise:

Captain Ben Fawcett (buy) an unusual taxi and (begin) a new service. The 'taxi' is a small Swiss aeroplane called a 'Pilatus Porter'. This wonderful plane can carry seven passengers. Captain Fawcett's first passenger (be) a doctor who (fly) from Birmingham to a lonely village in the Welsh mountains. Since then, Captain Fawcett (fly) passengers

to many unusual places. Once he(land)on the roof of a block of flats and on another occasion. he(land)in a deserted car park. Captain Fawcett just(refuse)a strange request from a businessman. The man (want)to fly to Rockall, but Captain Fawcett (not take)him because the trip(be)too dangerous.

Special Difficulties

Words Often Confused

a Refuse and Deny.

Refuse(a request or something offered): Captain Fawcett has just refused a strange request from a businessman.
(ll. 16—17)

Deny(an accusation): He denied that he had stolen the money.

b Bring, Take, and Fetch. He did not take him. (ll. 18—19)

Bring(come from somewhere with something): He brought the book with him when he came to see me.

Take (away from somewhere or someone): He took the book with him when he left. (Compare SD 20)

Fetch(go somewhere, pick something up and bring it back): I asked him to go to my room and fetch my glasses.

c Very and Too. The trip was too dangerous. (l. 19)

Very: I arrived very late but I caught the train.

Too: I arrived too late and I missed the train.

Exercise

Choose the correct words in the following:

1. When you go to the kitchen, please(fetch)(bring)me a glass of water.
2. The ball went over the fence and the football player asked

- a boy to(fetch)(bring)it.
3. When I asked him he(refused) (denied) to tell me.
 4. Do you(deny)(refuse)that you have told me a lie?
 5. How are you? (Too)(Very)well thank you.

Supplementary Written Exercises

COMPREHENSION

1. The most remarkable thing about the 'Pilatus Porter'

is that

- (a)it can be used as a taxi.
 - (b)it doesn't need a runway to land on.
 - (c)it can carry seven passengers.
 - (d)it is a Swiss aeroplane.
- 2. Captain Fawcett**
- (a)is prepared to fly passengers anywhere.
 - (b)flies passengers anywhere.
 - (c)will fly passengers anywhere except very dangerous places.
 - (d)will fly passengers anywhere except Rockall.

STRUCTURE

3. The 'taxi' is a small Swiss aeroplane... called a 'Pilatus Porter'.

(a)who is (b)whom is (c)which is (d)whose is

4. This is the most surprising thing about it. It is... than anything.

(a)most surprising (b)more surprising (c)more surprised
(d)most surprised

5. He flew a doctor to a Welsh village... he has flown to

many unusual Places.

(a)From then (b)By then (c)By that time (d)Since that
time

6. **He was asked... a business—man to fly to Rockall and he refused.**

(a)from (b)by (c)with (d)out of

7. **The man wanted to fly to Rockall... to take him there.**

(a)He wanted the pilot (b)He wanted (c)The pilot he wanted
(d)The pilot the man wanted

VOCABULARY

8. **It's an unusual taxi. It isn't very**

(a) accustomed (b) common (c) usually (d) used to

9. **The ploughed field is ready for**

(a) sewing (b) sowing (c) seeding (d) growing

10. **It's a lonely village. It is**

(a)far (b)far from anywhere (c)alone (d)the only one

11. **Captain Fawcett has flown passengers to many unusual**

(a)parts (b)pieces (c)spots (d)sections

12. **The car park was deserted. It was**

(a)a desert (b)empty (c)abandoned (d)wasted

SENTENCE STRUCTURE

Join these sentences, then check your answer against the text:

Captain Fawcett's first passenger was a doctor. The doctor flew from Birmingham to a lonely village. (lines 8—11)

30 Football or Polo?

پۈتبولمۇ ياكى سۇ توپمۇ

The Wayle is a small river that cuts across the park near my home. I like sitting by the Wayle on fine afternoons.

It was warm last Sunday, so I went and sat on the river bank as usual.

Some children were playing games on the bank and there were some people rowing on the river. Suddenly, one of the children kicked a ball very hard and it went towards a passing boat. Some



people on the bank called out to the man in the boat, but he did not hear them. The ball struck him so hard that he nearly fell into the water. I turned to look at the children, but there weren't any in sight; they had all run away! The man laughed when he realized what had happened. He called out to the children and threw the ball back to the bank.

خام سۆزلەر

polo['pəuləu] n.	سۇ توپى	kick[kik] n.	تەپمەك
cut[kʌt] vi.	كەسمەك، كېسىپ	towards[tə'wɔ:dz] prep.	قا، گا، گە، كە
bank[kæŋk] n.	قىرغاق، دەريا	hard[hɑ:d] ad.	قاتتىق
	بويى	nearly['niəli] ad.	تاس قالماق
row[rəu] vi.	قېيىق ھەيدىمەك	sight[sait] n.	كۆرۈش دائىرسى

پايدىلىنىش تەرجىمىسى

ۋەيل بىر كىچىك دەريا بولۇپ، ئۆيىمىزنىڭ يېنىدىكى بىر باغچىنى كېسىپ ئۆتدۇ. ھاۋا ئوچۇق بولغان كۈنلىرى چۈشتىن كېيىن مەن ۋەيل دەرياسىنىڭ بويىغا كېلىپ ئولتۇرۇشنى ياخشى كۆرىمەن. ئۆتكەن يەكشەنبە ھاۋا ئىللىق ئىدى، شۇڭا ئادەتتىكىگە ئوخشاشلا دەريا بويىغا بېرىپ ئولتۇردۇم. بىرمۇنچە بالىلار دەريا بويىدا ئويناۋاتاتتى، يەنە بىرمۇنچە كىشىلەر دەريادا قېيىق ھەيدەۋاتاتتى. بىردىنلا بىر بالا سۇدا كېتىۋاتقان قېيىققا قارىتىپ توپنى قاتتىق تەپتى. ئۇنى كۆرگەن نۇرغۇن كىشىلەر قېيىقتىكى ئادەمنى ئاگاھلاندۇرۇپ ۋارقىرىغان بولسىمۇ، لېكىن ئۇ ھېچ نەرسىنى ئاڭلىمىدى. توپ ئۇنىڭغا قاتتىق تەگكەچكە ئۇ سۇغا يىقىلىپ چۈشكىلى تاسلا قالدى. مەن بۇرۇلۇپ قارىسام، ئۇ بالىلار ئاللىقاچان تىكىۋېتىپتۇ. ئۇلار قېچىپ كەتتى! قېيىقتىكى ئادەم نېمە ئىش بولغانلىقىنى سەزگەندىن كېيىن ئىختىيارسىز كۈلۈپ كەتتى - دە، بالىلارنى چاقىرىپ توپنى دەريا ياقىسىغا ئېتىپ بەردى.

Comprehension and Précis

Answer these questions *in not more than 70 words.*

1. Did the writer sit by the river last Sunday or not?
2. Were some children playing games nearby or not?
3. Who kicked a ball hard? Where did it go? (*and*)
4. Did the man in the boat see the ball? Did he hear people shouting? (*neither... nor*)
5. Did the ball hit the man or not? What did the children do? (*and*)
6. Was the man angry or not? Where did he throw the ball? (*However, ... and*)

Composition

Rewrite these sentences using the correct verbs and joining words:

The wind(threw)(blew)his hat into the river. He(put)(took)out his hand(and)(but)tried to(reach)(catch)it(so)(but)he could not(so)(but)he(jumped)(fell)into the river(and)(but)got it.

Letter—writing

Arrange the following heading in the correct order:

Middlesex, England, 10th September, 19—, 19 High Lane,
Newton.

Key Structures

A, The, Some and Any(KS 23)

a Some and Any (Compare SD 30)

Note the use of *some* and *any* in these sentences:

Is there any milk in the bottle?

There isn't any milk in the bottle, but there is some in this jug.

Is there any soap in the bathroom?

There isn't any soap in the bathroom, but there's some in the cupboard.

Are there any nails in that tin?

There aren't any in the tin, but there are some in this box.

b Names

We cannot put *a* or *the* in front of names. (KS 23c)

John lives in England. He has a house in London.

But we must put *the* in front of the names of oceans, seas, rivers, mountain ranges and certain countries:

Who was the first person to sail across *the* Pacific?

It can get very rough in *the* Mediterranean.

Many great cities are built on rivers. Paris is on *the* Seine,

London is on *the* Thames and Rome is on *the* Tiber.

I know a man who has been on climbing expeditions in many parts of the world. He has climbed in *the* Alps, *the* Himalayas, and *the* Rocky Mountains.

Instead of saying:

we can say:

I went to America last year.

I wen to *the* United States of America last year

Would you like to live in Russia?

Would you like to live in *the* Soviet Union?

Exercises

A. Underline the words *a*, *the*, *some* and *any* in the passage.

B. Put in the words *a*, *the*, *some* and *any* where necessary. Do not refer to the passage until you finish the exercise.

...Wayle is...small river that cuts across...park near my home. I like sitting by...Wayle on fine afternoons. It was warm last Sunday, so I went and sat on...river bank as usual...children were playing... games on...bank and there were...people rowing on...river. Suddenly, one of...children kicked...ball very hard and it went towards...passing boat...people on...bank called out to...man in...boat, but he did not hear them...ball struck him so hard that he nearly fell into...water. I turned to look at...children, but there weren't...in sight.

C. Answer these questions in two ways using *some* and *any*:

1. Did you take any photographs? Yes,... No,...

2. Did you buy any bread? Yes,.. No,..
 3. Did you see any people outside the cinema? Yes,.. No,..
- D. Put in *a* or *the* where necessary:
1. ...refrigerators are necessary in...hot countries.
 2. Which river is... longest, ... Nile,... Amazon, or...
Mississippi.
 3. Heyerdahl crossed... Pacific on...raft.
 4. Why is... Britain sometimes called.. United Kingdom?
 5. We sailed up... Red Sea and then went through... Suez
Canal.

Supplementary Written Exercises

COMPREHENSION

1. The writer

(a) likes sitting on the bank of the river when it's fine.

(b) rarely goes to the river.

(c) likes sitting on the bank of the river all the time.

(d) likes sitting on the bank of the river on Sundays.

2. One of these statements is true. Which one?

(a) Some people tried to warn the man about the ball.

(b) Some people shouted to the writer, but he didn't hear them.

(c) The children laughed when they realized what had happened.

(d) The man was angry with the children and kept and kept
their ball.

STRUCTURE

3. There is a river near the writer's home. It is called

(a)a Wayle (b)Wayle (c)this Wayle (d)the Wayle

4. **It cuts across the park. It goes... it.**

(a)through (b)over (c)round (d)along

5. **Why did they kick the ball so... ?**

(a)hardly (b)hard (c)hardy (d)hardily

6. **The ball went towards a passing boat. It went... of a passing boat.**

(a)forwards (b)forward (c)in the direction (d)in direction

7. **There weren't any in sight. They**

(a)couldn't see (b)hadn't seen (c)couldn't be seen

(d)weren't seen

VOCABULARY

8. **The man was rowing, so he was using**

(a) rows (b)sticks (c)oars (d) rudders

9. **Some people on the bank... the man.**

(a)cried (b)cried with (c)cried for (d)cried to

10. **The man in the boat didn't... anyone shouting.**

(a)hear (b)listen to (c)mind (d)take care of

11. **The ball... him very hard.**

(a)knocked at (b)beat (c)bounced (d)hit

12. **They had run away, so they had**

(a)dismissed (b)disturbed (c)displaced (d)disappeared

SENTENCE STRUCTURE

Join these sentences, then check your answer against the text:

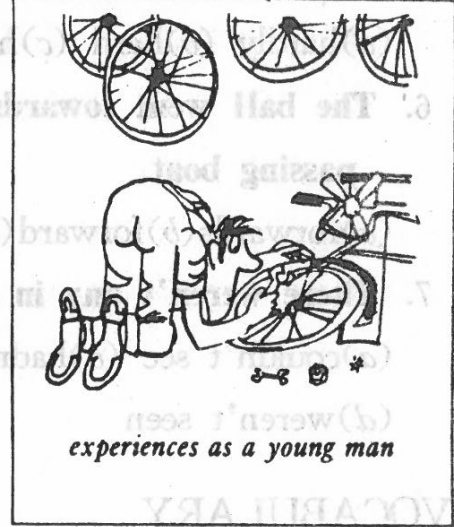
The ball struck him hard. He nearly fell into the water.

The ball struck him so..... (lines 12-14)

31 Success Story

مۇۋەپپەقىيەت يولى

Yesterday afternoon Frank Hawkins was telling me about his experiences as a young man . Frank is now the head of a very large business company , but as a boy he used to work in a small shop. It was his job to repair bicycles and at that time he used to work fourteen hours a day. He saved money for years and in 1938 he bought a small work—shop of his own. During the war Frank used to make spare parts for aeroplanes. At that time he had two helpers . By the end of the war , the small work—shop had become a large factory which employed seven hundred and twenty—eight people. Frank smiled when he remembered his hard early years and the long road to success. He was still smiling when the door opened and his wife came in. She wanted him to repair their son's bicycle!



خام سۆزلەر

success[sək'ses] n.	نەتىجە فازد.	company[kʌmpəni] n.	شېركەت
head[hed] n.	نەش	shop[ʃɒp] n.	رېمونتخانا
	خوجاين	bicycle['baɪsɪkl] n.	ۋېلسىپىت

save[seiv] vt. ئىقتىساد، تېجىمەك، **employ**[im'plɔi] vt. ياللىماق
 قىلىن، تەس **hard**[hɑ:d] a. قىلماق
work—shop['wɜ:k'ʃɒp] n. سېخ **remember**[ri'membə] vt. ئەسلىمەك
helper['helpə] n. ياردەمچى، **the long road to success** ئۇزۇنغا
 سوزۇلغان مۇۋەپپەقىيەت يولى شاگىرت

پايدىلىنىش تەرجىمىسى

تۈنۈگۈن چۈشتىن كېيىن، فرەنگك خوكىنر ماڭا ئۆزىنىڭ ياشلىق دەۋرىدىكى كەچۈرمىشلىرىنى ئېيتىپ بەردى. فرەنگ ھازىر بىر چوڭ شىركەتنىڭ دىرېكتورى ئىدى. ئەمما ئۇ بالىلىق دەۋرىدە بىر كىچىك دۇكاندا ئىشلەيدىكەن. ئۇنىڭ قىلىدىغان ئىشى ۋېلىسپىت رېمونت قىلىش بولغاچقا، كۈندە 14 سائەت ئىشلەيدىكەن. ئۇ بىر قانچە يىل پۇل ئىقتىساد قىلىپ، 1938 - يىلى ئۆز ئالدىغا بىر كىچىك سېخ سېتىۋالغانىكەن. ئۇرۇش دەۋرىدە فرەنگ ئايروپىلان زاپچاسلىرىنى ياسايدىكەن. ئۇ چاغلاردا ئۇنىڭ ئىككى ياردەمچىسى بار ئىكەن. ئۇرۇش ئاياغلاشقاندىن كېيىن ئۇ كىچىك سېخنى چوڭ بىر زاۋۇتقا ئۆزگەرتىپ قۇرۇپ 728 ئىشچى قۇبۇل قىلىپتۇ. فرەنگ ئۆزىنىڭ بۇرۇنقى جاپالىق كۈنلىرىنى ۋە ئۇزۇنغا سوزۇلغان مۇۋەپپەقىيەت يوللىرىنى ئەسلىگىندە ئىختىيارسىز ھالدا مېيىقىدا كۈلۈپ قويانتى. ئۇ شۇنداق كۈلۈۋاتقىنىدا، ئىشىك ئېچىلىپ ئۇنىڭ خوتۇنى كىرىپ كەلدى - دە، ئۇنى بالىسىنىڭ ۋېلىسپىتىنى رېمونت قىلىشقا بۇيرۇدى.

Comprehension and Précis

Answer these questions in not more than 80 words.

1. What was Frank Hawkins telling the writer about?
2. Where did Frank use to work as a boy?
3. What did he use to do there?
4. When did he buy his own shop? What did he make during

- the war? (*and*)
5. Did he employ a lot of people by the end of the war or not?
 6. Who came into the room after a while?
 7. What did she want him to repair?

Composition

Rewrite these sentences using to the correct verbs and joining words:

Frank (not only) (neither) (repaired) (made)his son's bicycle, (but) (also)went for a ride on it (as well) (both). He (said) (told) me later: 'I (make) (do) aeroplanes, (and) (but) I prefer bicycles.'

Letter—writing

Which of the following headings is correct:

Mr Bill Howard,	214 Duke St,	Duke St, 214
214 Duke St,	Perth,	14th May ,19 —
Perth,	Western Australia.	Perth,
Western Australia.	14th May,19 —	Western Australia.

Key Structures

He used to work fourteen hours a day.

Do you remember these sentences ? (KS 25)

When I *was watering* the garden,It *began* to rain.

As I *was getting on* the bus,I *slipped* and *hurt* my foot .

Now compare them with these sentences:

I *used to go* to work by bus.Now I go by car.

He *used to be* a postman a long time ago. He's a taxi driver now.

I have given up smoking. I *used to smoke* very heavily.

I *used to collect* stamps when I was a boy.

My uncle *used to live* in New Zealand but he's now living in Australia.

Exercises

A. Underline the verbs in the passage which tell us *what was happening, what happened* and *what used to happen*.

B. Give the correct form of the verbs in brackets. Do not refer to the passage until you finish the exercises:

1. Frank is now the head of a very large business company, but as a boy he (work) in a small shop. It (be) his job to repair bicycles and at that time he (work) fourteen hours a day. He (save) money for years and in 1938 he (buy) a small work—shop.
2. Frank (smile) when he (remember) his hard early years. He still (smile) when the door (open) and his wife (come) in.

C. What was happening? What happened? What used to happen? Give the correct form of the verbs in brackets:

While my wife (work) in the kitchen, I (sit) in the garden. I (look) at cars which (pass) in the street, when a small car (stop) outside my gate and a man (get) out. I was most surprised to see that the man was Ted Hale. We (be) at the same school years ago. In those days, Ted (come) to our house nearly everyday and we often (go) out together. We (be) great friends, but one day we (quarrel) and I never (see) him again. As he (get) out of his car, I (call) my wife and we both (hurry) out to greet an old friend.

Special Difficulties

Words Often Misused and Confused

a Experience. Note the following:

Frank Hawkins was telling me about his experiences. (1—2)

This job requires a lot of experience.

He is an experienced worker.

b Save . Note the following:

He saved money for years. (1. 8)

The young man dived into the river and saved the boy's life.

c Work and Job . Note the following :

It was his job to repair bicycles. (5—6)

I've just found a new job . I begin work on Monday.

Exercise

Choose the correct words in the following sentences:

1. He is a very (experience) (experienced) doctor.
2. My father enjoys doing (jobs) (works) about the house.
3. I am looking for a new (work) (job).
4. The government is trying to persuade people to (economize) (save) money.

Supplementary Written Exercises

COMPREHENSION

1. **When he was a young man , Frank**
 - (a) owned a small shop.
 - (b) made spare parts for aeroplanes.
 - (c) made spare parts for bicycles.

(d) worked hard and saved his money.

2. Frank has been very successful

(a) and he still repairs bicycles for a living.

(b) but he might occasionally repair a bicycle.

(c) and he would never repair a bicycle now.

(d) and he is only interested in aeroplanes.

SENTENCE STRUCTURE

STRUCTURE

3. Frank used to work in a small shop. he

(a) doesn't any more (b) still does (c) is now (d) has never
done anything else

4. He used to work fourteen hours a day . He did this ... day.

(a) one (b) some (c) each (d) a

5. He had a shop of his own. It was ... shop.

(a) his own (b) his's (c) his' own (d) his'

6. At the end of the war , 728 people ... in the shop.

(a) were employed (b) employed (c) are employed (d) employ

7. ... this bicycle? their son's.

(a) Who's is (b) Whoses (c) Who's (d) Whose is

VOCABULARY

8. Frank is the ... of a business company.

(a) director (b) headmaster (c) superior (d) leader

9. He saved money, so he had to

(a) spare it (b) economise (c) keep it (d) rescue it

10. Spare parts for aeroplanes are made in Frank's

(a) industry (b) fabric (c) factory (d) work—house

11. **He employed over seven hundred people.**
 (a) They worked for him (b) He worked for them (c) They employed him (d) They were in charge.
12. **He was still smiling when the door opened and his wife**
 (a) went in (b) entered in (c) entered (d) entered into

SENTENCE STRUCTURE

Rewrite this sentence, then check your answer against the text:

She asked him if he would repair their son's bicycle.

She wanted..... (line 18)

1. He used to work fourteen hours a day. He did this ... day.
 (a) one (b) some (c) each (d) a
2. He had a shop of his own. It was ... shop.
 (a) his own (b) his's (c) his' own (d) his'
3. At the end of the war, 728 people ... in the shop.
 (a) were employed (b) employed (c) are employed (d) employ
4. ... this bicycle? their son's.
 (a) Who's in (b) Whose (c) Who's (d) Whose is

VOCABULARY

8. Frank is the ... of a business company.
 (a) director (b) headmaster (c) superior (d) leader
9. He saved money, so he had to ...
 (a) spare it (b) economise (c) keep it (d) rescue it
10. Spare parts for aeroplanes are made in Frank's ...
 (a) industry (b) fabric (c) factory (d) work-house

32 Shopping Made Easy

ئېلىش - بېرىش ئاسانلاشتى

People are not so honest as they once were. The temptation to steal is greater than ever before — especially in large shops. A detective recently watched a well-dressed woman who always went into a large store on Monday mornings. One Monday, there were fewer people in the shop than usual when the woman came in, so it was easier for the de—



ctive to watch her. The woman first bought a few small articles. After a little time, she chose one of the most expensive dresses in the shop and handed it to an assistant who wrapped it up for her as quickly as possible. Then the woman simply took the parcel and walked out of the shop without paying. When she was arrested, the detective found out that the shop—assistant was her daughter. The girl 'gave' her mother a free dress once a week!

خام سۆزلەر

shopping['ʃɒpɪŋ] n.	ئېلىش - بېرىش، سودىلىق قىلىش	temptation[temp'teɪʃən] n.	قىزىقتۇرۇش، ئازدۇرۇش
honest['ɒnɪst] a.	سەمىمىي، سادىق، ئاق كۆڭۈل	greater['greɪtə] a.	تېخىمۇ چوڭ
once[wʌns] ad.	ئۆز ۋاقتىدا، بىر چاغلاردا	especially[is'peʃəli] ad.	بۆلۈپمۇ
		watch[wɒtʃ] vt.	تىكىلىپ قارىد.
			ماق، دىققەت قىلماق

well-dressed ['wel'drest] a.	ياردەمچى	assistant [ə'sistənt] n.	بەرمەك
ياخشى كىيىنگەن، چىرايلىق كىيىن	ئورساق	wrap [ræp] vt.	گەن
store [stɔ:] n. دۇكان، ماگىزىن،	پەقەتلا، يال	simply ['simpli] ad.	غۇزلا
article ['ɑ:tɪkl] a. تاۋار، مال،	قولغا ئالماق،	arrest [ə'rest] vt.	تۇتماق
after a little time بىر ئازدىن	shop-assistant ['ʃɒp ə'sistənt] n.	پىركازچىك، مال سانقۇچى	كەيىن، بىردەمدىن كەيىن
choose [tʃu:z] vt. تاللىماق،	ھەقسىز، پۇلسىز،	free [fri:] a.	خىللىماق
dress [dres] n. كىيىم	پۇل خەجلىمەي	hand [hænd] vt. سۈنۈپ،	ئۇزاتماق،

پايدىلىنىش تەرجىمىسى

كىشىلەر ھازىر بۇرۇنقىغا ئوخشاش سەمىمىي ئەمەس. كىشىلەرنى ئازدۇرۇپ پۇلنى ئېلىۋېلىش بۇرۇنقىغا قارىغاندا تېخىمۇ ئەۋجىگە چىقتى، بۇلۇپمۇ چوڭ ماگىزىنلاردا شۇنداق بولماقتا. يېقىندا بىر رازۇپچىك چىرايلىق كىيىنگەن بىر ئايالنىڭ ھەر دۈشەنبە كۈنى ئەتىگەندە بىر چوڭ ماگىزىنغا كىرىدىغانلىقىغا دىققەت قىلغان. بىر دۈشەنبە كۈنى، ئۇ ئايال ماگىزىنغا كىرىپ كەلگەندە، ماگىزىندا ئادەتتىكىگە قارىغاندا ئادەم ئاز ئىدى. شۇڭا، رازۇپچىكنىڭ ئۇ ئايالنى كۆزىتىشى تەسكە چۈشمىدى. ئۇ ئايال ئاۋۋال بىر قىسىم ئۇششاق - چۈششەك تۇرمۇش بۇيۇملىرىنى سېتىۋالدى. بىر ئازدىن كەيىن ئۇ ماگىزىندىكى ئەڭ قىممەت بىر قۇر كىيىمنى تاللاپ، پىركازچىققا سۈنۈپ بەردى ۋە تېزدىن ئوراپ بېرىشنى تاپىلدى. ئۇنىڭدىن كەيىن ئۇ ئايال ئورالغان كىيىمنى قولغا ئېلىپلا پۇلنى تۆلىمەي، ماگىزىندىن غىيىپدە چىقىپ كەتتى. ئۇ ئايال قولغا ئېلىنغاندىن كەيىن رازۇپچىك پىركازچىكنىڭ ھېلىقى ئايالنىڭ قىزى ئىكەنلىكىنى، ئۇ قىزنىڭ

ھەر ھەپتەدە ئاپسىغا پۇل ئالمايلا، بىر قۇر كىيىم بېرىدىغانلىقىنى بىلدى.

Comprehension and Précis

Answer these questions *in not more than 70 words*.

1. Whom did a detective watch in a large store one Monday?
2. What did she buy? Did she choose an expensive dress or not?
(and then)
3. Did the assistant wrap it up for her or not? Did the woman take it with her or not? (and)
4. Did she pay for it or not? Did the detective arrest her or not?
(so)
5. Who was the assistant?
6. What did she give her mother once a week?

Composition

Rewrite these sentences using the correct verbs and joining words:

I (came)(arrived at) the office late as usual (so) (but) Mr Blake (saw)(understood)me (and)(or)he was very angry. 'This is your last day here, Jones,' he said. 'You can (neither) (either) (stay)(sit) here (or) (nor) go home!'

Letter—writing

Each line of the address is followed by a comma. The last line is followed by a full stop. We do not put a comma or full stop after the date.

Exercise

Arrange the following heading in the correct order. Put in full stops or commas where necessary:

New York/504 West 94th St. /N. /Y. /24th June, 19—/U. S. A.

Key Structures

People are not so honest as they once were.

Do you remember these sentences? (KS 27)

Mary is tall ,but Jane is taller, Jane is taller than Mary. Betty is very tall . She is the tallest girl in the class.

Now study these sentences carefully:

a He is *as old as I am*.

He unlocked the door *as quickly as* he could.

She is not *as intelligent as* we think .

Or: She is not *so intelligent as* we think .

b *Instead of saying:*

There *isn't much I can do to* help him.

He hasn't got as much work to do as I have.

There weren't many people in the shop.

He *hasn't as many books as* I have.

There *isn't much whisky* in this bottle, but you can have *some* if you want it.

There *aren't many apples* on the tree, but you can pick *some* if you want to

We can say:

There is little I can do to help him.

He's got less work to do than I have.

There were very few people in the shop.

He has fewer books *than* I have.

There *isn't much whisky* in this bottle, but you can have *a little if* you want it.

There *aren't many apples* on the tree, but you can pick *a few* if you want to.

Exercises

A. How many comparisons can you find in the passage ?

Underline them ?

B. Supply the missing words and give the correct form of the words in brackets. Do not refer to the passage until you finish the exercises.

People are not ... honest... they once were. The temptation to steal is (great) than ever before—especially in large shops. A detective recently watched a well—dressed woman who always went into a large store on Monday mornings. One Monday, There were (few) people in the shop than usual when the woman came in, so it was (easy) for the detective to watch her. The woman first bought a ... small articles. After a ... time, she chose one of the (expensive) dresses in the shop and handed it to an assistant who wrapped it up for her... quickly... possible.

Special Difficulties

Words Often Confused

A and one (KS 23)

Study these examples:

A detective watched a well—dressed woman... (ll. 4—5)

One Monday, there were fewer people in the shop... (ll. 7—8)

Compare:

There is a boy in the classroom.

There is only one boy in the classroom. (And not two or more.)

Exercises

Put in *a /an* or *one*:

... day I received ... postcard from Harry. He invited me to go on ... excursion. As he was setting out that afternoon, there was only ... thing to do . I had to send ... telegram . I went to ... post-office and asked for ... form. I wrote ... telegram of ... word; NO.

Supplementary Written Exercises

COMPREHENSION

1. The detective saw the woman

- (a) every Monday.
- (b) pay the assistant for the dresses.
- (c) buy a few things.
- (d) put the dresses in her bag.

2. It was easy for the woman to steal because

- (a) she was clever.
- (b) no one ever saw her.
- (c) she was related to one of the assistants.
- (d) an assistant wrapped her parcels.

STRUCTURE

3. People are not so honest as they once were, They are ... honest.

- (a) as (b) so (c) less (d) fewer

4. There were fewer people in the shop than usual. There were

- (a) as many as usual (b) not as many as usual (c) as few as usual (d) more than usual

5. The woman bought a few small articles. She bought

(a) a little (b) some (c) one (d) three

6. Which dress did she ... ?

(a) chosen (b) chose (c) choose (d) choosing

7. It was one of the most expensive dresses... the shop.

(a) in (b) of (c) from (d) to

VOCABULARY

8. A detective recently watched a well-dressed woman. He...
her.

(a) looked (b) looked for (c) looked after (d) looked at

9. The woman first bought a few small articles. She bought
some small

(a) things (b) pieces (c) bits (d) parts

10. The assistant wrapped it . She ... it.

(a) packed (b) turned (c) enveloped (d) made a parcel of

11. She was arrested. She

(a) escaped (b) was caught (c) was stopped (d) was seen

12. The dress was free. It

(a) was priceless (b) was worthless (c) cost nothing

(d) was grateful

SENTENCE STRUCTURE

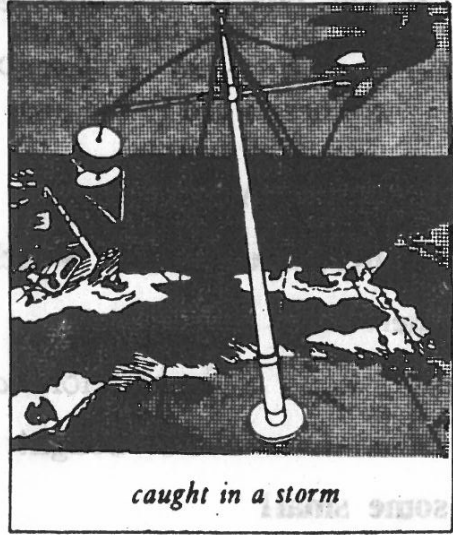
Join these sentences, then check your answer against the text:

One Monday, there were fewer people in the shop than usual.
The woman came in . It was easier for the detective to watch
her. (lines 7—10)

33 Out of the Darkness

قاراڭغۇدىن قۇتۇلۇش

Nearly a week passed before the girl was able to explain what had happened to her. One afternoon she set out from the coast in a small boat and was caught in storm. Towards evening, the boat struck a rock and the girl jumped into the sea. Then she swam to the shore after spending the whole night in the water. During



that time she covered a distance of eight miles. Early next morning, she saw a light ahead. She knew she was near the shore because the light was high up on the cliffs. On arriving at the shore, the girl

struggled up the cliff towards the light she had seen. That was all she remembered. When she woke up a day later, she found herself in hospital.

خام سۆزلەر

darkness[ˈdɑ:knis] *n.* قاراڭغۇ، **storm** [stɔ:m] *n.* بوران-چاپقۇن

قاراڭغۇلۇق **towards**[tə'wɔ:dz] *prep.* گە...

explain[iks'plein] *vt.* چۈشەندۈرمەك، **يېقىن**

ئوقتۇرماق **rock**[rɒk] *n.* قورام تاش

coast[kəʊst] *n.* دېڭىز ياقىسى، **shore**[ʃɔ:] قىرغاق، ساھىل

دېڭىز بويى **distance**['distəns] *n.* ئارىلىق

- (a) a little (b) some (c) one (d) three
6. Which dress did she ... ?
 (a) chosen (b) chose (c) choose (d) choosing
7. It was one of the most expensive dresses... the shop.
 (a) in (b) of (c) from (d) to

VOCABULARY

8. A detective recently watched a well-dressed woman. He... her.
 (a) looked (b) looked for (c) looked after (d) looked at
9. The woman first bought a few small articles. She bought some small
 (a) things (b) pieces (c) bits (d) parts
10. The assistant wrapped it . She ... it.
 (a) packed (b) turned (c) enveloped (d) made a parcel of
11. She was arrested. She
 (a) escaped (b) was caught (c) was stopped (d) was seen
12. The dress was free. It
 (a) was priceless (b) was worthless (c) cost nothing
 (d) was grateful

SENTENCE STRUCTURE

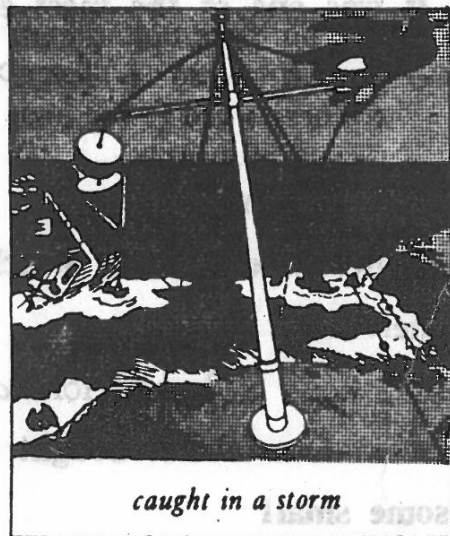
Join these sentences, then check your answer against the text:

One Monday, there were fewer people in the shop than usual.
 The woman came in . It was easier for the detective to watch
 her. (lines 7—10)

33 Out of the Darkness

قاراڭغۇدىن قۇتۇلۇش

Nearly a week passed before the girl was able to explain what had happened to her. One afternoon she set out from the coast in a small boat and was caught in storm. Towards evening, the boat struck a rock and the girl jumped into the sea. Then she swam to the shore after spending the whole night in the water. During



that time she covered a distance of eight miles. Early next morning, she saw a light ahead. She knew she was near the shore because the light was high up on the cliffs. On arriving at the shore, the girl struggled up the cliff towards the light she had seen. That was all she remembered. When she woke up a day later, she found herself in hospital.

خام سۆزلەر

darkness [ˈdɑːknɪs] <i>n.</i>	قاراڭغۇ، قاراڭغۇلۇق	storm [stɔːm] <i>n.</i>	بوران-چاپقۇن
explain [ɪksˈpleɪn] <i>vt.</i>	چۈشەندۈرمەك، ئۇقتۇرماق	towards [təˈwɔːdz] <i>prep.</i>	...گە
coast [kəʊst] <i>n.</i>	دېڭىز ياقىسى، دېڭىز بويى	rock [rɒk] <i>n.</i>	قورام تاش
		shore [ʃɔː] <i>n.</i>	قىرغاق، ساھىل
		distance [ˈdɪstəns] <i>n.</i>	ئارىلىق

light [lait] n.	چىراغ	struggle ['strʌgl] vi	جان تالاشماق،
ahead [ə'hed] ad.	ئالدىدا		تىركەشمەك
cliff [klif] n.	تىك يار	hospital ['hɒspɪtl] n.	دوختۇرخانا

پايدىلىنىش تەرجىمىسى

ئۇ قىز ئۆزىنىڭ كەچۈرمىشلىرىنى سۆزلەپ بولغۇچە بىر ھەپتىدەك ۋاقىت ئۆتتى. بىر كۈنى چۈشتىن كېيىن ئۇ بىر قېيىققا ئولتۇرۇپ دېڭىز ياقىسىدىن يولغا چىقىپ، دېڭىزدا بوران - چاپقۇنغا دۇچ كەپتۇ. كەچ بولغاندا، قېيىق بىر قورام تاشقا سوقۇلۇش بىلەن تەڭ قىز دېڭىزغا سەكرەپتۇ. ئۇ دېڭىزدا توختىماي بىر كېچە سۇ ئۈزۈپ، ئاخىرى قىرغاققا چىقىپتۇ. شۇ جەرياندا، ئۇ قىز جەمئىي سەككىز ئىنگىلىز مىلى سۇ ئۈزۈپتۇ. ئەتىسى تەڭ يورۇش بىلەن تەڭ، ئۇ ئالدى تەرەپتىن كېلىۋاتقان بىر نۇرنى كۆرۈپتۇ. ئۇ تىك يارنىڭ ئۈستىدە ۋىلىلداپ تۇرغان چىراغقا قاراپ، ئۆزىنىڭ قىرغاققا ئانچە يىراق بولمىغان جايدا ئىكەنلىكىنى پەملەپتۇ. ئۇ قىرغاققا يېتىپ بارغاندىن كېيىن كۆرۈنگەن چىراغقا قاراپ، جېنىنىڭ بارىچە تىك قىياغا يامىشىشقا باشلاپتۇ. ئۇنىڭ ئېسىدە قالغانلىرىمۇ مۇشۇلارلا ئىكەن. ئەتىسى ئۇ قىز كۆزىنى ئاچقاندا، ئۆزىنىڭ دوختۇرخانىدا ياتقانلىقىنى كۆرۈپتۇ.

Comprehension and Précis

Answer these question *in not more than 65 words.*

1. When did the girl set out from the coast? Was she caught in a storm or not? (*and*)
2. Did her boat strike a rock or not? Did she jump into the sea, or did she remain in the boat? (*so*)
3. How many miles did she swim that night ?

4. When did she reach the shore?
5. What had she seen high up on the cliffs? Did she climb up or not? (*and*)
6. Where did she find herself a day later?

Composition

Rewrite these sentences using the correct verbs and joining words:
 On Saturday I (wanted) (needed) to go to a football match. It (not only)(neither)rained all day (or) (but)it was cold as well , (but) (so) I (stayed)(waited) at home (and) (but)(watched) (looked) the match on television.

Letter — Writing

Arrange the following heading in the correct order. Put in full stops or commas where necessary:

Grimsby/Lincs. /17 Howland St. /England/18th, May, 19—

Key Structures

Where did he go? He went to the cinema. (**Compare KS 29**)

Read these sentences carefully. Pay close attention to the words in *italics*. We can often use phrases like these to answer questions beginning with *Where*, or *Which direction*.

a Phrases with *to* and *from*:

He flew *to Washington* last night . He will be flying *from Washington to Chicago* on Wednesday.

b Phrases with *into* and *out of*:

Where is Betty? She has just gone *into the kitchen*.

Where did you throw that piece of paper? I threw it *out of the window*.

c Phrases with *for*:

We set out *for the village* at six o'clock next morning.

George has left *for Scotland*.

d Phrases with *towards*:

The car came *towards me*.

She swam *towards the shore*.

e Phrases with *at*:

The boy threw a stone *at a dog*.

It is rude to point *at people*.

Exercises

A. Answer these questions about the passage:

1. Where did the girl set out from?
2. Where did she jump?
3. Where did she swim?

B. Supply the missing words in the following sentences:

1. Tell him to come ... my office. I want to speak to him.
2. The ship sailed ... the harbour and disappeared from sight.
3. We climbed ... the top of the mountain.
4. The team set out ... Australia yesterday.
5. This ship sails ... Venice ... London once a week.
6. He aimed ... the bird, fired, and missed.
7. Please bring these things ... the kitchen for me.
8. Have you received a letter ... Alan yet?

C. Write sentences using the following:

1. bird/flew/the room. 2. parachutist /jumped /aeroplane.
3. child /pointed /fat lady. 4. put /milk /refrigerator.

Special Difficulties

Words Often Confused and Misused.

a Passed and Past. A week passed... (l. 1)

Study these examples:

He passed my house this morning . ('Passed' is a verb.)

He walked past my house.

He told me about his past experiences.

He seems to live in the past.

b Next and Other.

Study these examples:

Early next morning she saw a light ahead. (l. 10)

We arrived in Paris on Tuesday evening . The next day we went sight — seeing . (the day after)

I saw Mary the other day. (a few days ago.)

Exercise

Choose the correct expressions in the following :

1. I tried to telephone you(the other day)(the next day). You must have been out.
2. Have you (past)(passed) your driving test?
3. On the first day all went well. But on the (next) (other) day there was a storm.
4. The crowd cheered as the soldiers marched (past)(passed).

Supplementary written Exercises

COMPREHENSION

1. The girl was in the boat

(a)all day.

(b)all night .

(c)for about ten hours.

(d)for about four hours.

2. The girl woke up in hospital a day later

(a)and explained what had happened to her.

(b)but some time passed before she could explain what had happened to her.

(c)and at once remembered what had happened to her.

(d)but never remembered what had happened to her.

STRUCTURE

3. What ... to her?

(a)did happen (b)was happened (c)happening (d)happened

4. She swam to the shore ... the night in the water.

(a)having spent (b)having spending (c)when spending

(d)had spent

5. How ... was the shore? Eight miles.

(a)away far (b)far from (c)far away (d)long

6. That was all she remembered, She couldn't remember

(a)some more (b)any more (c)no more (d)none more

7. She was taken ... hospital.

(a)to the (b)to (c)in (d)in the

VOCABULARY

8. She was caught in a storm . The weather was

(a)fine (b)warm and sunny (c)very rough (d)wet

9. She saw a light ahead . The light was ... her

(a)behind (b)beside (c)in front of (d)above

10. Cliffs are usually

(a)narrow (b)wide (c)steep (d)sharp

11. She struggled up the cliff . It wasn't

(a)easy (b)hard (c)difficult (d)long

12. That was all she remembered . She couldn't ... very much.

(a)remind (b)memorise (c)recollect (e)mind

SENTENCE STRUCTURE

Rewrite this sentence, then check your answer against the text:

When she arrived at the shore, the girl struggled up the cliff.

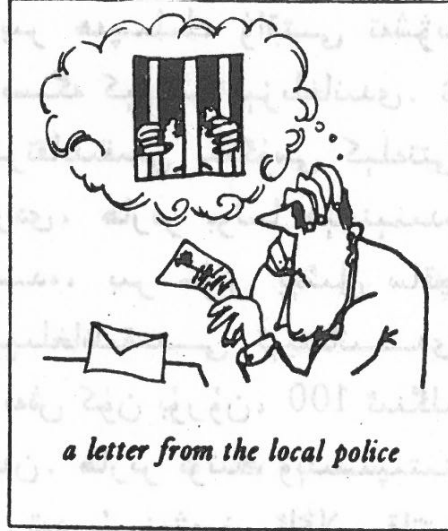
On (lines 12—14)

VOCABULARY

34 Quick Work

تېز ئىش

Ted Robinson has been worried all the week. Last Tuesday he received a letter from the local police. In the letter he was asked to call at the station. Ted wondered why he was wanted by the police, but he went to the station yesterday and now he is not worried any more. At the station, he was told by a smiling policeman that his bicycle had been found. Five days ago, the policeman told him, the bicycle was picked up in a small village four hundred miles away. It is now being sent to his home by train. Ted was most surprised when he heard the news. He was amused too, because he never expected the bicycle to be found. It was stolen twenty years ago when Ted was a boy of fifteen!



خام سۆزلەر

quick[kwik] a.	چاققان، تېز	ئەندىشە قىلماق
local ['ləukəl] a.	يەرلىك	تېپىۋالماق
station['steiʃən] n.	ساقچى ئىدارىسى	ئەجەبلەنمەك،
wonder['wʌndə] vt.	ھەيران قالماق،	ھەيران قالماق
	ئەجەبلەنمەك	كۈلدۈرمەك،
worry ['wʌri] v.	تەشۋىشلەنمەك،	كۈلگۈسىنى كەلتۈرمەك

پايدىلىنىش تەرجىمىسى

تەد روبىنسون ئۆتكەن سەيشەنبە كۈنى يەرلىك ساقچى ئىدارىسىنىڭ بىر پارچە خېتىنى تاپشۇرۇۋالغاندىن بۇيان، بىر ھەپتىلىك ۋاقتى تەشۋىش ئىچىدىلا ئۆتتى. خەتتە ئۇنىڭ ساقچى ئىدارىسىگە كېلىشى يېزىلغانىدى. تەد ساقچىلارنىڭ ئۆزىنى نېمە سەۋەبتىن چاقىرتقانلىقىنى بىلگۈسى كېلەتتى. ئەمما، تۈنۈگۈن ئۇ ساقچى ئىدارىسىگە باردى، ھازىر بولسا ھېچنېمىدىن تەشۋىشلەنمەيدىغان بولدى. ساقچى ئىدارىسىدە، بىر خۇش پېئىل ساقچى ئۇنىڭغا يوقاپ كەتكەن ۋېلىسپېتىنىڭ تېپىلغانلىقىنى ئېيتقاندى. ساقچىنىڭ ئېيتىشىچە، ئۇنىڭ ۋېلىسپېتى بەش كۈن بۇرۇن، 100 ئىنگىلىز مىلى يىراقلىقتىكى بىر يېزىدىن تېپىلغانىكەن. ھازىر ئۇنىڭ ۋېلىسپېتىنى ساقچىلار پويىز ئارقىلىق ئۆيىگە ئەۋەتىپتۇ. تەد بۇ خەۋەرنى ئاڭلاپ قاتتىق ئەجەبلەندى، كۈلگۈسىمۇ كەلدى. چۈنكى ئۇ 20 يىل بۇرۇنقى بالىلىق دەۋرىدە يوقالغان ۋېلىسپېتىنىڭ تېپىلىشىنى زادى ئويلىمىغانىدى.

Comprehension and Précis

Answer these question *in not more than 55 words.*

1. Was Ted Robinson worried or not ?
2. Whom had he received a letter from?
3. Where did he go yesterday?
4. Is he worried any more or not?
5. What have the police found?
6. Was Ted surprised or not? Was he amused or not?
(not only...but...as well)
7. When was his bicycle stolen?
8. How old was he then?

Composition

Rewrite these sentences using the correct verbs and joining words:
The man was (not only) (neither) tired (nor) (but) hungry (as well) (either). (However) (Therefore) all the hotels in the town (existed) (were) full, (but) (so) he went to the police station. The police (put) (gave) him a meal (and) (but) a bed for the night.

Letter — writing

In the address we usually write 'St.' for 'Street'; 'Rd.' for 'Road'; 'Sq.' for 'Square'; 'Ave.' for 'Avenue'; 'Pl.' for 'Place'. We write words like 'Lane' and 'Drive' in full.

Exercise

Write these words in the way shown above:

Place, Avenue, Street, Road, Square

Key Structures

He was asked to call at the station.

Do you remember these sentences? (KS 31)

Prisoners of war built this bridge in 1942. (Who)

This bridge was built (by prisoners of war) in 1942. (What)

Now study these sentences:

They asked me to make a speech. (Who)

I was asked to make a speech. (Who)

You will notice that the form of the verb depends on the person or thing we mention first. We mention the most important person or thing first.

Instead of saying:

They are sending *him* abroad.

We can say:

He is being sent abroad.

The police were questioning the <i>man</i> .	The <i>man</i> was being questioned (by the police).
He told <i>me</i> to wait for him.	I was told to wait for him.
They have found <i>your wallet</i> .	<i>Your wallet</i> has been found.
He never expected them to find the <i>bicycle</i> .	He never expected the <i>bicycle</i> to be found.

Exercises

A. Answer these question on the passage . Write a complete sentence in answer to each question ;

1. Who has been worried all the week?
2. What was Ted asked to do?
3. What did Ted wonder?
4. What was Ted told at the station?
5. Where was Ted's bicycle picked up?
6. Where is the bicycle being sent?
7. What did Ted feel when he heard the news?
8. Why was Ted amused?
9. How long ago was the bicycle stolen?

B. Change the form of the phrase in italics. Do not refer to the passage until you finish the exercise :

1. *Something has worried Ted* all the week.
2. In the letter *they asked him* to call at the station.
3. Ted wondered why *the police wanted him*.
4. At the station, *a smiling policeman told him that they had found his bicycle*.
5. *They picked up the bicycle* in a small village.
6. *They are sending it* to his home by train.

7. *This amused him* because he never expected *them to find the bicycle. Someone stole it* twenty years ago.

Special Difficulties

Read these sentences. Each sentence contains the verb *call*. The verb has a different meaning in each sentence:

He was asked to *call at* the station. (3—4)

He *called out* to me but I did not hear him.

I *called on* George yesterday. (I paid him a short visit.)

She'll *call you up* tomorrow. (She will telephone you.)

It began to rain so we *called off* the match. (We cancelled it.)

Exercise

Supply the missing words in the following sentences:

1. I called you... five times yesterday. Were you out?
2. It's too late to go to the pictures. why don't we call the whole thing...?
3. We called ... to him but he could not hear us.
4. I called ... the post — office on my way to work.

Supplementary Written Exercises

COMPREHENSION

1. **Ted was worried because**

- (a) he received a letter.
- (b) the police wanted him.
- (c) he went to the station yesterday.
- (d) he didn't know why the police wanted him.

2. Ted

- (a) had probably forgotten all about his bicycle.
- (b) probably expected to find his bicycle again.
- (c) probably expected to get a letter from the police.
- (d) was probably sorry to learn that his bicycle had been found.

STRUCTURE

3. Ted has been worried all week and he's ... worried.

- (a) even (b) still (c) yet (d) any more

4. The police ... Ted's bicycle.

- (a) had been finding (b) had been found (c) had found
- (d) have been finding

5. ... was the bicycle picked up ? In a small village.

- (a) Where (b) Why (c) What (d) When

6. He never expected that ... find the bicycle.

- (a) to (b) to be (c) they (d) they would

7. Someone ... it twenty years ago.

- (a) stolen (b) has stolen (c) stole (d) was stolen

VOCABULARY

8. All the police at the station are ... men.

- (a) topical (b) local (c) native (d) neighbourly

9. The police wanted Ted to call at the station. They wanted him to call ... them.

- (a) at (b) in (c) on (d) up

10. The bicycle was picked up four hundred miles away. It was ... by a policeman.

- (a) picked (b) found (c) dropped (d) lifted

11. Ted was amused . He must have

- (a)shouted (b)cried (c)laughed (d)clapped

12. The bicycle was stolen. Ted was

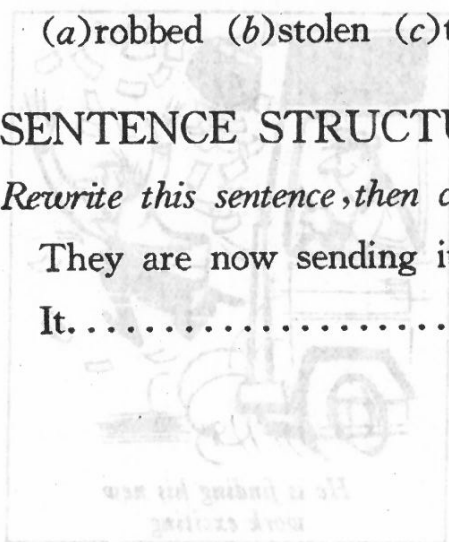
- (a)robbed (b)stolen (c)taken (d)stealing

SENTENCE STRUCTURE

Rewrite this sentence, then check your answer against the text:

They are now sending it to his home by train.

It.....(lines 12 — 13)



Shortly afterwards, the police stopped the car and both men were arrested. The thieves' car was badly damaged and easy to recognize. Roy stopped his bus and telephoned away in their car. Roy drove his bus into the back of it. While the a fight that he dropped the bag. As the thieves were trying to get the bus straight at the thieves. The one with the money got such of them was carrying a bag full of money. Roy acted quickly and drove arrested.

35 Stop Thief!

ئوغرى تۇتۇش

Roy Trenton used to drive a taxi.

A short while ago, however, he became a bus driver and he has not regretted it. He is finding his new work far more exciting.

When he was driving along Catford Street recently, he saw two thieves rush out of a shop and run towards a waiting car. One



of them was carrying a bag full of money. Roy acted quickly and drove the bus straight at the thieves. The one with the money got such a fright that he dropped the bag. As the thieves were trying to get away in their car, Roy drove his bus into the back of it. While the battered car was moving away, Roy stopped his bus and telephoned the police. The thieves' car was badly damaged and easy to recognize. Shortly afterwards, the police stopped the car and both men were arrested.

خام سۆزلەر

stop[stɒp] vt.	تۇتماق، قولغا ئالماق	regret[ri'grɛt] vt.	پۇشايماق قىلماق
while[wail] n.	بىر ئاز ۋاقىت، ئانچە ئۆتمەي	excite[ik'sait] vt.	ھايجانلانماق
bus — driver['bʌs 'draɪvə] n.	ئاپتوبۇس شوپۇرى	far[fa:] ad.	...دىن كۆپ
		rush[rʌʃ] vt.	ئىنتىلمەك، ئىنتىد- زار بولماق

act[ækt]vt.	ھەرىكەت قىلماق	afterwards['ɑ:ftəwədz]ad.	كېيىن
straight [streit]ad.	بىردەك	move[mu:v]vi	ھەرىكەتلەندۈرمەك
such[sʌtʃ] ad.	شۇنداق	badly['bædli] ad.	ئېغىر
fright[frait] n.	چۆچۈش، قورقۇش	recognize['rekəgnaiz]vt.	تونۇماق،
drop[drɒp] vt.	تاشلىۋەتمەك		پەرق ئەتمەك
batter['bætə] vt.	بۇزۇۋەتمەك	shortly['ʃɔ:tli] ad.	قىسقىغىنا

پايدىلىنىش تەرجىمىسى

روي چەتتىن بۇرۇن تەكسى ھەيدەيتتى. يېقىندا نېمە ئىش بولدىكىن- تاڭ، ئۇ ئاپتوبۇس ھەيدەۋاتىدۇ. ئۇ ھازىر بۇ ئىشىغىمۇ پۇشايمان قىلمايدىكەن. ئۇ يېڭىدىن تاپقان بۇ ئىشىغا خېلى رازىدەك قىلىدۇ. يېقىندا ئۇ كەتفود كوچىسىدا ماشىنا ھەيدەپ كېتىۋاتقاندا، ئىككى ئوغرىنىڭ ماگىزىنىدىن ئېتىلىپ چىقىپ توختىتىپ قويۇلغان پىكاپقا قاراپ يۈگۈرۈپ كېتىۋاتقانلىقىنى كۆردى. ئوغرىلارنىڭ بىرى لىق پۇل توشقۇزۇلغان بىر سومكىنى كۆتۈرۈپ قېچىۋاتقانكەن. روي ئىشنى پەملىگەندىن كېيىن تېزدىن ھەرىكەتكە كەلدى - دە، ئاپتوبۇسنى بىۋاسىتە ئوغرىلارغا قارىتىپ ھەيدەپ ماڭدى. پۇلنى ئېلىپ ماڭغان ئوغرىلار بەك قورقۇپ كەتكەنلىكتىن، سومكىنى تاشلاپ قاچتى. ئوغرىلار ماشىنىسى بىلەن قاچماقچى بولغاندا، روي ئاپتوبۇسنى پىكاپنىڭ ئارقىسىغا توغرىلاپ سوقتى. ئوغرىلار سوقۇلغان پىكاپتا جېنىنى ئېلىپ قاچقاندىن كېيىن روي ئاپتوبۇسنى توختىتىپ ساقچى ئىدارىسىگە تېلېفون بەردى. ئوغرىلارنىڭ پىكاپى ئېغىر دەرىجىدە مېچىۋېتىلگەچكە، ئۇنى تونۇماق ئانچە تەسكە چۈشمەيتتى. ئۇزۇن ئۆتمەي، ساقچىلار روي تەمىنلىگەن ئۇچۇرغا ئاساسەن، ئوغرىلارنىڭ پىكاپىنى توسۇۋېلىپ ھەر ئىككى ئوغرىنى بىراقلا قولغا چۈشۈردى.

Comprehension and Précis

Answer these question *in not more than 70 words*:

1. Is Roy finding his new job as a bus—driver exciting or not?
2. In which street did he see two thieves recently?
3. Were they running out of a shop, or were they running out of a bank ? Where did Roy drive his bus? Did they drop the stolen money or not? Did they get into a car, or did they run away? (*and...so ...and*)
4. Where did Roy drive his bus then ? Did he damage their car or not? (*and*)
5. Whom did he telephone after this?
6. Were both men arrested later or did they get away?

Composition

Rewrite these sentences using the correct verbs and joining words:

The politician tried to (do) (make) a speech in the park (so) (but) no one (listened to) (heard) him. The audience shouted (and) (or) threw things (so) (but) the speaker got into his car and (drove) (ran) away.

Letter — writing

Supply commas or full stops where necessary in this heading:

20 Crawford Ave

Cranley

Dorset

England

October 4th 19—

Key Structures

Review **KS 74—89**

These things always happen. (**KS 74**)

What happened? (**KS 76**)

What has happened (**KS77**)

He used to work fourteen hours a day. (**KS83**)

He was asked to call at the station. (**KS89**)

Exercises

A. Underline all the verbs in the passage.

B. Give the correct form of the verbs in brackets. Do not refer to the passage until you finish the exercise.

Roy Trenton (drive) a taxi. A short while ago, however, he (become) a bus—driver and he (not regret) it. He (find) his new work far more exciting. When he (drive) along Catford Street recently, he (see) two thieves rush out of a shop and run towards a waiting car. One of them (carry) a bag full of money. Roy (act) quickly and (drive) the bus straight at the thieves. The one with the money (get) such a fright that he (drop) the bag. As the thieves (try) to get away in their car, Roy (drive) his bus into the back of it. While the battered car (move) away, Roy (stop) his bus and (telephone) the police. The thieves' car badly (damage) and easy to recognize. Shortly afterwards, the police (stop) the car and both men (arrest.)

C. Give the correct form of the verbs in brackets:

1. This is what I (mean). (... you understand) me?

2. Years ago, he (smoke) but he (not smoke) any more.

3. The new Town Hall (complete) last week.

4. I (not see) him since 1961.
5. She (drop) her handkerchief as she (cross) the road.

Special Difficulties

So and Such

Study these examples:

The one with the money got such a fright that he dropped the bag. (ll. 10—12)

He was so tired that he could not wake up.

You should not speak to such people (People of this sort.)

You mustn't be so impatient.

Exercise

Supply *so*, *such*, or *such a* in these sentences:

1. He ran ... quickly that I could not catch him.
2. Whoever told you ... thing?
4. You should not make ... many mistakes.
3. You should not say ... things.
5. This picture is ... beautiful that I shall hang it in my room.
6. It was ... good book that it was bought by a film company.
7. It was ... extraordinary exhibition that I went twice.
8. He is ... lazy boy that he never does anything.

Supplementary Written Exercises

COMPREHENSION

1. Roy Trenton

(a) prefers driving a bus to driving a taxi.

(b) prefers driving a taxi to driving a bus.

(c) is sorry he isn't a taxi — driver.

(d) is glad he didn't change his job

2. Because of Roy's action

(a) the thieves were never caught .

(b) the thieves' car was damaged, but they were never caught.

(c) it was impossible for the police to catch the thieves.

(d) it was easy for the police to catch the thieves.

STRUCTURE

3. Roy Trenton used to drive a taxi. This means he ... a taxi.

(a) has stopped driving (b) is used to driving (c) got used to driving (d) still drives

4. He noticed two thieves ... out of a shop.

(a) to come (b) are coming (c) in coming (d) come

5. Which thief got a fright ? ... with the money.

(a) He (b) Him (c) That (d) The one

6. He got such a fright . He was ... frightened.

(a) so (b) such (c) such a (d) a so

7. The car was easy to recognize, so it wasn't ... difficult for the police to catch the thieves.

(a) much (b) very (c) many (d) too

VOCABULARY

8. He hasn't regretted it. He ... it.

(a) isn't sorry about (b) doesn't pity (c) isn't pleased with (d) doesn't laugh about

9. It's very to drive a bus.

(a) excited (b) exciting (c) excite (d) excitedly

10. **Roy drove the bus... at the thieves.**

(a)directly (b)immediately (c) at once (d)soon

11. **The thief dropped the bag . He**

(a)let it (b)left it (c)fell it (d)let it fall

12. **The thieves' car was battered because Roy**

(a)saw it (b)rang the police (c)recognize it (d)hit it

SENTENCE STRUCTURE

Join these sentences, then check your answer against the text:

He was driving along Catford Street recently. He saw two thieves. They rushed out of a shop . They ran towards a waiting car. (lines 5—7)

VOCABULARY

36 Across the Channel

دېڭىز بوغۇزىدىن كېسىپ ئۆتۈش

Erna Hart is going to swim across the English Channel tomorrow. She is going to set out from the French coast at five o'clock in the morning. Erna is only fourteen years old and she hopes to set up a new world record. She is a strong swimmer and many people feel that she is sure to succeed.



Erna's father will set out with her in a small boat. Mr Hart has trained his daughter for years. Tomorrow he will be watching her anxiously as she swims the long distance to England. Erna intends to take short rests every two hours. She will have something to drink but she will not eat any solid food. Most of Erna's school friends will be waiting for her on the English coast. Among them will be Erna's mother, who swam the Channel herself when she was a girl.

خام سۆزلەر

English Channel ['ɪŋɡlɪʃ tʃænl] n.

بەستلىك

ئەنگلىيە بوغۇزى

swimmer ['swɪmə] n. سۇ ئۆزگۈچى

swim [swɪm] v.

سۇ ئۈزۈش

feel [fi:l] vt.

ھېس قىلماق،

record ['rekɔ:d] n.

خاتىرە يازماق

... دەپ ھېسابلىماق

strong [strɒŋ] a.

ساغلام، قاۋۇل،

sure [ʃʊə] a.

جەزمەن، چوقۇم

succeed[sək'si:d] vi	نەتىجە قازان-	بولماق
train[trein] vt	پېتىشتۈرمەك	دەم ئېلىش
watch[wɒtʃ] vt.	دېققەت قىلماق	مۇقىم
anxiously['æŋkʃəsli] ad.	ئالدىراش	كۈتمەك
intend[in'tend] vt.	... ماقچى	... نىڭ ئوتتۇرىسىدا
	ماق	rest[rest] n.
		solid['sɒlɪd] a.
		wait[weit] v.
		among [ə'mʌŋ] prep.

پايدىلىنىش تەرجىمىسى

ئېرنا خارت ئەتە ئەنگلىيە بوغۇزىدىن ئۈزۈپ ئۆتمەكچى. ئۇ ئەتىگەن سائەت بەشتە فرانسىيە دېڭىز ياقىسىدىن يولغا چىقىدۇ. ئېرنا ئەمدىلا 14 ياشقا كىرگەن بولسىمۇ، لېكىن دۇنيا رېكورتى يارىتىش مەقسىتىدە بولماقتا. ئۇ ناھايىتى ساغلام بىر سۇ ئۈزۈش تەنھەرىكەتچىسى بولغىنى ئۈچۈن، كىشىلەر ئۇنى جەزمەن نەتىجە قازىنىدۇ، دەپ قارىماقتا. ئېرنانىڭ دادىسىمۇ قولۋاقتا ئۇنىڭ بىلەن بىللە يولغا چىقىدۇ. خارت ئەپەندى بىر قانچە يىلدىن بۇيان قىزىنى ئىزچىل تۈردە چېنىقتۇرۇپ كەلمەكتە. ئەتە ئۇ ئېرنانىڭ ئۈزۈنغا سوزۇلغان ئەنگلىيە بوغۇزىغا قاراپ جىددىي ئۈزۈۋاتقانلىقىنى كۆرىدۇ. ئېرنا ھەر ئىككى سائەتتە بىر قېتىم دەم ئېلىۋېلىپ، ئاز - تولا ئۈسسۈلۈك ئىچىدۇ، لېكىن ھېچقانداق يېمەكلىك يېمەيدۇ. ئېرنانىڭ مۇتلەق كۆپ ساندىكى ساۋاقداشلىرى ئەنگلىيە بوغۇزى قىرغىقىدا ئۇنى كۈتمەكتە. ئۇلارنىڭ ئىچىدە ئېرنانىڭ ئاپىسىمۇ بار. چۈنكى ئۇنىڭ ئۆزىمۇ ياشلىق دەۋرىدە بۇ بوغۇزدىن ئۈزۈپ ئۆتكەنىدى.

Comprehension and Précis

Answer these question *in not more than 55 words.*

1. Who is going to swim across the English Channel tomorrow?
2. How old is she? Is she a strong swimmer or not? (and)
3. Whom has Erna been trained by?

4. Will he follow her in a small boat or not?
5. Where will Erna's mother be waiting?
6. What did she do as a girl?

Composition

Rewrite these sentences using the correct verbs and joining words:

The man on the raft saw the boat (so) (but) he tried to send a signal.
 He (took off) (put out) his shirt (or) (and) (waved) (shook) it (but)
 (so) the men on the boat (neither) (either) saw (or) (heard) (listened
 to) him.

Letter — writing

We do not always write the names of areas or postal districts in full when writing the address. Sometimes we write part of a name or only capital letters. For instance: 'Berks.' stands for 'Berkshire'; 'Calif.' for 'California'; 'N. W. 3.' for 'North West 3'; 'N. Y.' for 'New York'.

Exercise

Write these words again in the way they might appear in an address:

Street, Road, Avenue, Square, Place, New York, West 8, South
 West 3.

Key Structures

She is going to swim across the Channel tomorrow.

Instead of saying: (KS 35):

I shall travel by air.

He will sell his car.

We can say:

I am going to travel by air.

He is going to sell his car.

They will move to a new house.

I intend to write to him.

She means to ask for an explanation.

They are going to move to a new house.

I am going to write to him.

She is going to ask for an explanation.

We can often use *going to* in place of *shall* or *will* in simple statements and questions. (KS 13) We cannot use *going to* in sentences like this one:

You will enjoy yourself if you travel by sea.

Exercises

A. Underline the verbs in the passage which tell us *what will happen*, *what is going to happen*, and *what will be happening*. (KS 37)

B. Give the correct form of the verbs in brackets. Do not refer to the passage until you finish the exercise:

Erna Hart (swim) across the English Channel tomorrow. She (set out) from the French coast at five o'clock in the morning. Erna is only fourteen years old and she hopes to set up a new world record. Erna's father (set out) with her in a small boat. Mr Hart has trained his daughter for years. Tomorrow he (watch) her anxiously as she swims the long distance to England. Erna intends to take short rest every two hours. She (have) something to drink but she (not eat) any solid food. Most of Erna's school friends (wait) for her on the English coast. Among them (be) Erna's mother, who swam the Channel herself when she was a girl.

C. Write these sentences again. Use *going to* in place of the verbs in italics:

1. We *intend* to leave at six o'clock.
2. I *intend to* pay these bills tomorrow.
3. Do you *intend to* write to him?
4. She *does not intend to* look for a new job.
5. When *do you intend to* buy a new car?

Special Difficulties

Words Often Confused

a Watch, Look at, Follow.

Watch (something happening): Tomorrow he will be watching her anxiously. (ll. 10—11)

Look at: Look at the blackboard. Look at your book. Look at this picture.

Follow (go after): I followed my mother into the kitchen.

b Solid, Firm, Stable.

Solid (not liquid): She will not eat any solid food. (ll. 14 — 15)

Firm (not loose): I've fixed that hook. It is firm now.

(not doubtful): He gave me a firm refusal.

(not lenient): You must be very firm with that child.

Stable (often describing character): He is a very stable person.

Exercise

Use any of the above words in the following sentences:

1. I came to a ... decision and I will not change my mind.
2. I stood on the bridge and ... the boats passing by.
3. May I ... your photograph album?
4. The ice in the pond is so ... that you can walk on it.
5. I tried to persuade him but he remained ...

Supplementary Written Exercises

COMPREHENSION

1. **One of these statements is true. Which one?**

- (a) Both Erna's parents are very interested in their daughter's attempt to swim the Channel.
- (b) Only Erna's father is interested in his daughter's attempt.
- (c) Only Erna's mother is interested in her daughter's attempt.
- (d) Erna's mother and father aren't interested in their daughter's attempt to swim the Channel.

2. **Erna**

- (a) will only eat solid food during the swim.
- (b) will not drink anything during the swim.
- (c) will swim across the Channel without stopping.
- (d) will stop at intervals during the swim.

STRUCTURE

3. **She is sure to succeed . Many people feel sure... it.**

- (a) to (b) for (c) in (d) of

4. **He will be watching her anxiously ... she swims the long distance to England.**

- (a) though (b) meanwhile (c) while (d) during

5. **... does she intend to take short rests? Every two hours.**

- (a) Since when (b) How long (c) How much (d) How often

6. **Erna's friends will be on the coast. That's where ... of them will be.**

- (a) more (b) the most (c) most (d) the more

7. **Erna's mother will be ... the crowd.**

(a)between (b)beside (c)among (d)around

VOCABULARY

8. Erna hopes to ... a new world record.

(a)do (b)make (c)build (d)fix

9. She is sure to succeed. She's sure to be

(a)successful (b)success (c)succession (d)a succession

10. Mr Hart has trained her. He's her

(a)leader (b)guide (c)trainee (d)instructor

11. He'll be watching anxiously. He'll feel

(a)sad (b)unhappy (c)worried (d)thoughtful

12. She'll take short rests every two hours. She will ... every two hours.

(a) stay (b) remain (c) relax (d) sleep

SENTENCE STRUCTURE

Arrange these groups of words in the right order, then check your answer against the text:

from the French coast /she /in the morning /is going to /at five o'clock' /set out (lines 2—4)

37 The Olympic Games

ئولىمپىك تەنھەرىكەت مۇسابىقىسى

The Olympic Games will be held in our country in four years' time. As a great many people will be visiting the country, the government will be building new hotels, an immense stadium, and a fine new swimming pool. They will also be building new roads and a special railwayline. The



Games will be held just outside the capital and the whole area will be called 'Olimpic City'. Workers will have completed the new roads by the end of this year. By the end of next year, they will have finished work on the new stadium. The fine modern buildings have been designed by Kurt Gunter. Everybody will be watching anxiously as the new buildings go up. We are all very excited and are looking forward to the Olympic Games because they have never been held before in this country.

خام سۆزلەر

Olympic Games [əu'limpik geimz] n.	immense [i'mens] a.	غايەت زور
ئولىمپىك تەنھەرىكەت مۇسابىقىسى	stadium ['steidjəm] n.	ئۈستى ئوچۇق
hold [həuld] vt.	... ئۆتكۈزۈش	تەنتەربىيە مەيدانى
government ['gʌvənmənt] n.	swimming pool ['swimiŋ'pu:l] n.	سۈ ئۈزۈش كۆلى
ھۆكۈمەت		

special ['speʃəl] a. ئالاھىدە، capital ['kæpitl] a. پايتەخت
 design [di'zain] vt. لايىھىلەش، پەۋقۇلئاددە
 railway—line ['reilwei'lain] n. تۆمۈر يول
 excited [ik'saitid] a. ھاياجانلانغان

پايدىلىنىش تەرجىمىسى

ئولىمپىك تەنھەرىكەت مۇسابىقىسى يەنە تۆت يىلدىن كېيىن دۆلىتىمىزدە ئۆتكۈزۈلىدۇ. نۇرغۇنلىغان كىشىلەر مەملىكىتىمىزنى زىيارەت قىلىدىغان بولغاچقا، ھۆكۈمەت نۇرغۇن يېڭى مېھمانخانا، ناھايىتى چوڭ بىر تەنھەرىكەت مەيدانى ۋە يېڭىدىن چىرايلىق بىر سۇ ئۈزۈش كۆلى قاتارلىقلارنى ياسىماقچى. ئۇلار يەنە يېڭى يوللارنى ۋە مەخسۇس بىر تۆمۈريول ياسىماقچى. مۇسابىقە پايتەختىمىزنىڭ سىرتىدا ئۆتكۈزۈلىدىغان بولغاچقا، ھەممە رايونلار «ئولىمپىك شەھىرى» دەپ ئاتالماقتا. ئىشچىلار مۇشۇ يىلنىڭ ئاخىرىدىن بۇرۇن يېڭى يوللارنى پۈتتۈرۈپ بولىدۇ، كېلەر يىلنىڭ ئاخىرىغىچە، يېڭى تەنھەرىكەت مەيدانى پۈتىدۇ. يېڭى زامانىۋى بىنالارنى كۈرت گۈنتېر ئەپەندى لايىھىلىدى. ھەممەيلەن يېڭى بىنالارنىڭ تېز رەك پۈتۈشىنى تەقەززالىق بىلەن كۈتمەكتە. مەملىكىتىمىزدە تۇنجى قېتىم ئولىمپىك تەنھەرىكەت مۇسابىقىسى ئۆتكۈزۈلىدىغانلىقى ئۈچۈن، كۆپچىلىكنىڭ ھەممىسى چوڭقۇر ھاياجانلىنىش ئىچىدە تەقەززالىق بىلەن بۇ مۇسابىقنى كۈتمەكتە.

Comprehension and Précis

Answer these question *in not more than 70 words.*

1. When will the Olympic Games be held in our country? Where will the government be putting up new buildings? (so)
2. Who has designed the buildings? When will workers have completed the new stadium? (and)
3. Will the Games be held in this country for the first time or

not? Are we looking forward to them or not? (*and*)

Composition

Rewrite the following sentences using the joining words in brackets:

1. My brother is going to the Olympic Games. I am going to the Olympic Games. (*Both... and*)
2. We bought tickets a long time ago . We shall be leaving soon. (*and*)
3. We shall see the Games. We shall visit many parts of the country. (*not only ... but... as well*)

Letter — writing

We must write the date in full under the address. We can write the date in two ways:

e. g. 17th April, 19— or April 17th , 19—. Numbers are written as follows; 1st(the first); 2nd(the second); 3rd(the third); 4th(the fourth) etc.

Exercise

Write these dates as they would appear in a letter:

May 6; June 21; July 30; March 3; April 22; July 1.

Key Structures

Workers will have completed the new roads by the end of this year.

a Do you remember these sentences: (KS 37)

Now

I am writing letters now.

Tomorrow

I shall be writing letters all day tomorrow.

I'll see you tomorrow.

I'll be seeing you tomorrow.

b Compare these two questions and answers:

When will they finish this bridge?

They will finish it next year.

They will have finished this bridge?

They will have finished this bridge in a year's time.

Study these examples:

I shall have completed this novel by next June.

He will have moved to a new flat in two months' time.

You will have learnt the results of the examination by then.

I shall have received a reply by this time tomorrow.

Exercises

A. Underline the verbs in the passage which tell us *what will happen*, *what will be happening*, and *what will have happened*.

B. Give the correct form of the verbs in brackets. Do not refer to the passage until you finish the exercise:

The Olympic Games (hold) in our country in four years' time . As a great many people (visit) the country ,the government (build) new hotels,an immense stadium,and a fine new swimming pool. They also (build) new roads and special railway—line. The Games (hold) just outside the capital and the whole area (call) 'Olympic City'. Workers (complete) the new roads by the end of this year. By the end of next year they (finish) work on the new stadium . The fine modern buildings have been designed by Kurt Gunter. Everybody (watch)anxiously as the new buildings go up.

Special Difficulties

a Hold . The Olympic Games will be held in our country (ll. 1—2)

This verb may be used in the sense of 'conduct,' 'observe' or 'celebrate'. Study these examples:

A festival is held at Edinburgh every year.

We are going to hold a meeting tomorrow to discuss the subject.

The next conference will be held in Geneva.

b Study these sentences. The verb *look* has a different meaning in each sentence:

Look forward to (expect with pleasure): I am looking forward to the summer holidays.

Look out (be careful): Look out! A bus is coming.

Look up (get information from a reference book): I don't understand this word. I shall look it up in a dictionary.

(visit): Don't forget to look me up when you return.

Exercise

Supply the correct form of *hold* or *look* in these sentences:

1. We shall be ... a party tomorrow. I am ... it very much.
2. ...! You nearly knocked that jug over!
3. They say he is very famous. I shall ... him ... in Who's Who'.
4. The students' union ... an interesting debate on capital punishment yesterday.
5. My friend Ingrid lives in Stockholm . Why don't you ... her ... when you're there?
6. Examination will be ... next week. I'm not ... them.

Supplementary Written Exercises

COMPREHENSION

1. Because of the Olympic Games

- (a) there has been a lot of new building.
- (b) a lot of new building was completed.
- (c) a lot of new building has been planned.
- (d) there was a lot of new building.

2. The Olympic Games

- (a) have just been held in this country.
- (b) have never been held before in this country.
- (c) are held in this country every four years.
- (d) were held in this country four years ago.

STRUCTURE

3. Workers will have completed the new roads by the end of this year. They

- (a) have already finished
- (b) haven't finished yet
- (c) finished a long time ago
- (d) are finishing now

4. By the end of next year they will have finished the new stadium. This means they will finish it ... the end of next year.

- (a) at
- (b) before
- (c) after
- (d) long before

5. The buildings have been designed by Kurt Gunter, so the designs

- (a) are not complete yet
- (b) are now complete
- (c) will be completed soon
- (d) haven't been completed yet

6. We are all very excited ... are very excited.

- (a) All we
- (b) Us all
- (c) All us
- (d) All of us

7. We are looking forward to the Olympic Games.... they have never been held before in this country.

(a)for (b)why (c)because of (d)due to

VOCABULARY

8. How often do we ... the Olympic Games?

(a)make (b)do (c)have (d)play

9. It will be an immense stadium. It will be

(a)tall (b)wide (c)high (d)huge

10. A motorway is a

(a)street (b)road (c)avenue (d)high street

11. Kurt Gunter designed the buildings . He is probably

(a)an engineer (b)an architect (c)a builder (d)a mechanic

12. We are looking forward to the games. So we will be ... when they begin.

(a)pleased (b)unhappy (c)sorry (d)impatient

SENTENCE STRUCTURE

Rewrite this sentence, then check your answer against the text:

Kurt Gunter has designed the fine modern buildings.

The fine modern buildings (lines 14–15)

38 Everything Except the Weather

ئاقلىنىڭمۇ كەتكۈزۈپ قويدىغان يېرى بولىدۇ

My old friend, Harrison, had lived in the Mediterranean for many years before he returned to England. He had often dreamed of retiring in England and had planned to settle down in the country. He had no sooner returned than he bought a fine house and went to live there.



Almost immediately he began to complain about the weather, for even though it was still summer, it rained continually and it was often bitterly cold. After so many years of sunshine, Harrison got a shock. He acted as if he had never lived in England before. In the end, it was more than he could bear. He had hardly had time to settle down when he sold the house and left the country. The dream he had had for so many years ended there. Harrison had thought of everything except the weather.

خام سۆزلەر

Mediterranean [ˌmedɪtə'reɪnjən] *n.* **weather** ['weðə] *n.* ھاۋا كىلىمات

retire [ri'taɪə] *v.* ۋەتەننى ئۆزگەرتىش پېنسىيەگە چىقماق

except [ɪk'sept] *prep.* ... دىن **settle** ['setl] *vi.* ماكانلاشماق،

سەرت ئورۇنلاشماق

complain[kem'plein] vi. - ئاغرىدۇ **sunshine**['sʌnʃaɪn] n. كۈن نۇرى
 ھاق، رەنجىمەك، خاپا بولماق **shock**[ʃɒk] n. زەربە
continually [kən'tɪnjuəli] ad. ... تاس **hardly**['hɑ:dli] ad. ...
 ئۈزلۈكسىز، توختىماي، كەينى-كەينىدىن قىل قالغان، قالغان،
no sooner than ... بىلەنلا **end**[end] vi. تۈگىمەك
 ... بولماق **thought**[θɔ:t] vi. ئويلىماق
bitterly['bitəli] ad. يامان، ئەسكى

پايدىلىنىش تەرجىمىسى

كونا دوستۇم خەرىسن ئەنگلىيەگە قايتىشتىن بۇرۇن، مېدىتېرران دېڭىزى رايونىدا بىر قانچە يىل تۇرغانىدى. لېكىن، ھەمىشە ئەنگلىيەدە يېنىسىگە چىقىپ يېزىدا ماكانلىشىشنى پىلانلايتتى. ئۇ يېقىندا ئەنگلىيەگە قايتىپ كېلىپ، چىرايلىق بىر يۈرۈش ئۆي سېتىۋالغاندىن كېيىن ئۆيلىرىگە كۆچۈپ كىردى. شۇنىڭ بىلەن بىرلا ۋاقىتتا ھاۋادىن ئاغرىنىشقا باشلىدى. چۈنكى، ياز پەسلى بولۇشىغا قارىماي يامغۇر توختىماي يېغىپ ھاۋا بارغانسېرى سوۋۇپ كېتىۋاتاتتى. ئۇ بىر قانچە يىل كۈن نۇرى ياخشى چۈشىدىغان جايلاردا ياشىغاچقا، بۇرۇن ئەنگلىيەدە تۇرۇپ باقمىغاندەك، بۇ يەرنىڭ ھاۋاسىغا ئانچە كۆنەلمەيۋاتاتتى. ئاخىر ئۇ ئەنگلىيەنىڭ ھاۋاسىغا زادى كۆنەلمىدى - دە، تېخى يېڭىدىن سېتىۋالغان ئۆيلىرىگە تولۇق جايلىشىپ بولماي تۇرۇپلا، ئۆيلىرىنىڭ ھەممىسىنى سېتىۋېتىپ ئەنگلىيەدىن كەتتى. ئۇنىڭ چەت ئەلدە تۇرۇپ كۆرگەن بىر قانچە يىللىق شېرىن چۈشى شۇنىڭ بىلەن ئاياغلاشتى. خەرىسن چەت ئەلدە تۇرغان چاغلىرىدا، ھەممە ئىشلارنى ئۆيلىغان بولسىمۇ، لېكىن ئەنگلىيەنىڭ ھاۋاسىنى ئويلىمىغانىدى.

Comprehension and Précis

Answer these questions *in not more than 60 words.*

1. Where had he writer's friend, Harrison, spent many years?

- What did he want to do? What did he buy? (*but... so*)
- Was the summer that year very good, or was it very bad?
What did he complain about? (*and*)
 - Did Harrison sell the house in the end or not? Did he leave the country or not? (*Harrison not only... but also*)

Composition

Rewrite the following sentences using the joining words in brackets:

- He bought an old car. It was in a very bad state. (*but*)
- The engine was worn out. The gear—box was full of sawdust.
(*The engine ... not only .. but ... as well*)
- He could not drive it. He could not sell it. He could not even give it away. (*neither... nor... nor*)

Letter — writing

The Date: The following months of the year are usually written in full : March, April, May, June, and July. The remaining months are often written as follows: 'Jan', 'Feb', 'Aug,' 'Sept', 'Oct', 'Nov', and 'Dec'.

Exercise Write today's date in the way it should appear on a letter.

Key Structure

He acted as if he had never lived in England before.

a Do you remember these sentences? (KS 39)

The children ran away *after they had broken* the window.

As soon as the sun had set we returned to our hotel.

When he had finished lunch he asked for a glass of water.

I had not understood the problem until he explained it.

b Now study these sentence. They tell us *what happened some time ago* and *what had happened some time before*.

He *lived* in Scotland for fifteen years *ago*.

He *had lived* in Scotland fifteen years *before* he came to England.

The police *found* Billy Wilkins *last night*. He *had run away* from home five days *before*.

He *had spent* the last two nights near a farmhouse. The police *took* him home at once.

When she *saw* him, his mother *burst* into tears. She *said* he *had never run away before*.

Exercises

A. Underline the verbs in the passage which tell us *what happened some time ago* and *what had happened some time before*.

B. Give the correct form of the verbs in brackets. Do not refer to the passage until you finish the exercise.

My old friend, Harrison, (live) in the Mediterranean for many years before he (return) to England. He often (dream) of retiring in England and (plan) to settle down in the country. He no sooner (return) than he (buy) a fine house and (go) to live there. Almost immediately he (begin) to complain about the weather, for even though it (be) still summer, it (rain) continually and it (be) often bitterly cold. After so many years of sunshine, Harrison (get) a shock. He (act) as if he never (live) in England before. In the end, it (be) more than he could bear. He hardly (have) time to settle down when he (sell) the house and (leave) the country. The dream he (have) for many years (end) there. Harrison (think) of everything except the weather.

Special Difficulties

Words Often Confused and Misused

a No sooner... than; hardly... when

Study these examples:

He had no sooner returned than he bought a fine house. (ll. 6—7)

He had hardly had time to settle down when he sold the house.

(ll. 15—16)

b Country and Countryside:

Study these examples:

He had planned to settle down in the country. (ll. 4—5)

He sold the house and left the country. (ll. 16—17)

The countryside around Vienna is very beautiful.

c Continuously and Continually.

Study these examples:

It rained continually. (l. 10) (i. e. At frequent intervals.)

The river flows under this bridge continuously. (i. e. It does not stop at all.)

Exercises

A. Join these sentences using no sooner... than:

1. I had left the house. It began to rain.

2. We had hung the picture on the wall. It fell down.

B. Choose the correct words in the following sentence:

1. The sea moves (continuously)(continually).

2. He borrows money from people (continuously)(continually).

3. The Robertsons do not live here any more. They now live in the(countryside)(country).

Supplementary Written Exercises

COMPREHENSION

1. What was Harrison looking forward to doing?

- (a) Complaining about the weather.
- (b) Spending his old age in England.
- (c) Buying a house somewhere.
- (d) Living in the Mediterranean.

2. Harrison probably couldn't stand the English climate because

- (a) it rained continually.
- (b) it was cold.
- (c) he had spent so long in the Mediterranean, he had forgotten what it was like.
- (d) he had never lived in England before.

STRUCTURE

3. Harrison had made plans ... he returned to England.

- (a) before (b) when (c) as soon as (d) after

4. He acted ... he had never lived in England before.

- (a) as though (b) like (c) as (d) even if

5. It was more than he could bear. He couldn't bear it

- (a) more (b) longer (c) any longer (d) no more

6. He had hardly had time to settle down. ... he had settled down.

- (a) No sooner (b) As soon as (c) Scarcely (d) Hardly

7. When did he ...? He left immediately.

- (a) live (b) left (c) leaves (d) leave

VOCABULARY

8. Harrison retired in England . So . . . a job.

- (a) he was going to get (b) he had (c) he would have
(d) he didn't have

9. He wanted to settle down in the country . He wanted to

- (a) rest there (b) live there permanently (c) live there for a
while (d) go there for a visit

10. It rained continually. It

- (a) stopped occasionally (b) never stopped (c) hardly rained at all
(d) never rained

11. He . . . as if he had never lived in England before.

- (a) made (b) did (c) conducted (d) behaved

12. It was more than he could bear. He couldn't . . . it.

- (a) suffer (b) put up (c) carry (d) stand

SENTENCE STRUCTURE

Join these two sentences with *no sooner . . . than*. Then check your answer against the text.

He returned. He bought a fine house and went to live there. (lines 5 - 7)

39 Am I All Right?

مەن ياخشى بولدۇممۇ

While John Gilbert was in hospital, he asked his doctor to tell him whether his operation had been successful, but the doctor refused to do so. The following day, the patient asked for a bedside telephone. When he was alone, he telephoned the hospital exchange and asked for Doctor



Millington. When the doctor answered phone, Mr Gilbert said he was inquiring about a certain patient, a Mr John Gilbert. He asked if Mr Gilbert's operation had been successful and the doctor told him that it had been. He then asked when Mr Gilbert would be allowed to go home and the doctor told him that he would have to stay in hospital for another two weeks. Then Dr Millington asked the caller if he was a relative of the patient. 'No,' the patient answered, 'I am Mr John Gilbert.'

خام سۆزلەر

operation [ˌɒpə'reɪʃən] n. ئوپېراتسىيە

successful [sək'sesfʊl] a. ئۈنۈملۈك

following ['fɒləwɪŋ] a. ئۇلاپلا،

كەينىدىنلا

patient ['peɪʃənt] n. كېسەل (ئادەم)،

بىمار

bedside ['bedsaɪd] a. كارىۋات

يېنىدىكى

alone [ə'ləʊn] a. يالغۇز، تەنھا

exchange [ɪks'tʃeɪndʒ] n. تېلېفون

تېلېفون بەرگۈچى **caller**['kɔ:lə] *n.* باش ئاپپاراتى
 ئۇرۇق - تۇغقان **relative**['relatɪv] *n.* سۈرۈشتۈرمەك **inquire**[in'kwaiə] *vi.*
 مەلۇم بىر **certain**['sə:tn] *a.*

پايدىلىنىش تەرجىمىسى

جون گىلبېرت دوختۇرخانىدا ياتقاندا، دوختۇردىن ئوپېراتسىيەنىڭ ئوڭۇشلۇق بولغان - بولمىغانلىقىنى سورىغان بولسىمۇ، لېكىن دوختۇر ئۇنىڭغا جاۋاب بېرىشنى رەت قىلدى. ئەتىسى ئۇ ياتاققا يالغۇز قالغان ۋاقىتتىن پايدىلىنىپ، تېلېفوننى قولغا ئالدى - دە، دوختۇرخانىنىڭ تېلېفون باش ئاپپاراتىغا تېلېفون بېرىپ، مىلىڭتون دوختۇرنى سورىدى. مىلىڭتون دوختۇر تېلېفون تۇرۇپكىسىنى ئالغاندا، گىلبېرت ئەپەندى ئۇنىڭدىن بىر كېسەلنىڭ ئەھۋالىنى سوراپدىغانلىقىنى، ئۇنىڭ ئوپېراتسىيەسىنىڭ ئوڭۇشلۇق بولغان - بولمىغانلىقىنى بىلمەكچى ئىكەنلىكىنى سورىدى. دوختۇر ئۇنىڭغا ئوپېراتسىيەنىڭ ئوڭۇشلۇق بولغانلىقىنى ئېيتتى. ئۇنىڭدىن كېيىن ئۇ يەنە دوختۇردىن گىلبېرت ئەپەندىنىڭ قاچانلاردىن دوختۇرخانىدىن چىقسا بولىدىغانلىقىنى سورىدى. دوختۇر ئۇنىڭغا گىلبېرت ئەپەندىنىڭ يەنە ئىككى ھەپتە دوختۇرخانىدا يېتىشى لازىملىقىنى ئېيتتى. كەينىدىنلا، دوختۇر تېلېفون بەرگۈچىدىن ئۇنىڭ گىلبېرت ئەپەندىنىڭ نېمىسى ئىكەنلىكىنى سورىغاندا، ئۇ « مەن ئۇنىڭ ھېچنېمىسى ئەمەس! » دەپ جاۋاب بەردى، « مەن جون گىلبېرت ئەپەندى. »

Comprehension and Précis

Answer these questions *in not more than 60 words.*

1. What did Dr Millington refuse to tell his patient, John Gilbert?
2. Whom did the patient telephone next day? Whom did he inquire about? (*and*)
3. Did the doctor answer a number of question about the patient

or not? Did he ask whether the caller was a relative or not?

(and then)

4. Did the caller then tell him who he was or not?

Composition

Rewrite the following sentences using the joining words in brackets:

1. After the telephone call, Dr Millington was angry. He went to Gilbert's room. (*so*)
2. Gilbert was telephoning the nurses. He was asking questions about himself. (*and*)
3. Then the doctor burst out laughing. The patient burst out laughing. (*both... and*)

Letter — writing

Write the following dates in the way they might appear on a letter:

3 January; February 28; 20 August; 13 September; October 22.

Key Structure

He said that ... he told me ... he asked ... (KS 41)

'I am very tired,' he said.

What did he say?

He said that he was very tired.

He told me that he was very tired.

'Are you tired?' she asked.

What did she ask?

She asked if (or whether) you were tired.

'Will Jack arrive tomorrow?' Tom asked.

What did Tom ask?

Tom asked if (or whether) Jack would arrive the next day.

'When will Jack arrive?' Tom asked.

What did Tom ask?

Tom asked when Jack would arrive.

'Have you ever been abroad?' Mary asked.

What did Mary ask?

Mary asked if (or whether) you had ever been abroad.

'Why didn't you write to me?' Jane asked.

What did Jane ask?

Jane asked why I hadn't written to her.

Exercise

Here is part of the conversation between Mr Gilbert and Dr Millington:

1. 'I am inquiring about a certain patient,' Mr Gilbert said.
2. 'Was Mr Gilbert's operation successful?' he asked.
3. 'Yes, it was,' the doctor told him.
4. 'When will Mr Gilbert be allowed to go home?' he asked.
5. 'He will have to stay in hospital for another two weeks,' the doctor told him. 'Are you a relative of the patient?' Dr Millington asked the caller.
6. 'No,' the patient answered, 'I am Mr John Gilbert.'

Now answer these questions. Do not refer to the passage until you finish the exercise.

1. What did Mr Gilbert say?
2. What did he ask?
3. What did the doctor tell him?
4. What did he (Mr Gilbert) ask?
5. What did the doctor tell him? What did Dr Millington ask

the caller?

6. What did the patient answer?

Special Difficulties

Speech Marks. (SD 74)

Exercise

Write this piece of conversation again using speech marks. Refer to the dialogue in the exercise above when you have finished.

I am inquiring about a certain patient, Mr Gilbert said. Was Mr Gilbert's operation successful? He asked. Yes, it was, the doctor told him. When will Mr Gilbert be allowed to go home? he asked. He will have to stay in hospital for another two weeks, the doctor told him. Are you a relative of the patient? Dr Millington asked the caller. No, the patient answered, I am Mr John Gilbert.

Supplementary Written Exercises

COMPREHENSION

1. John Gilbert wanted a bedside telephone

- (a) to telephone the nurses.
- (b) to ring the hospital exchange.
- (c) to make outside calls.
- (d) to find out about his operation.

2. Dr Millington answered the questions on the phone because he probably thought the caller

- (a) was a relative of John Gilbert. (b) was the patient. (c) was the patient's father. (d) was another doctor.

STRUCTURE

3. **John Gilbert was in hospital. He was taken...hospital last week.**

(a) at (b) in (c) to (d) on

4. **The doctor refused to ...about his operation.**

(a) say him (b) tell to him (c) speak him (d) speak to him

5. ...? **A bedside telephone.**

(a) For what did he ask (b) What did he ask (c) For what did he ask for (d) what did he ask for

6. **When will he be allowed to go home ? When will they...?**

(a) let him go (b) let him to go (c) leave him to go
(d) leave him

7. **He will have to stay in hospital. That's what he**

(a) has done (b) must do (c) must be doing
(d) must have done

VOCABULARY

8. **A ... usually performs operation.**

(a) surgeon (b) doctor (c) nurse (d) matron

9. **The following day he asked for a telephone. He did this the ... day.**

(a) other (b) followed (c) next (d) after

10. **John Gilbert was a patient. He was**

(a) a sick (b) an ill (c) a sick man (d) not in a hurry

11. **He was alone. He was**

(a) on his own (b) lonely (c) with himself (d) unique

12. **He inquired about a patient. He wanted**

(a) informations (b) information (c) knowledges (d) knowledge

SENTENCE STRUCTURE

Join the following sentences. Make any changes you like, but do not alter the sense. Then check your answer against the text:

John Gilbert was in hospital. Had his operation been successful? He asked his doctor. The doctor refused to tell him.

While..... (lines 1-4)

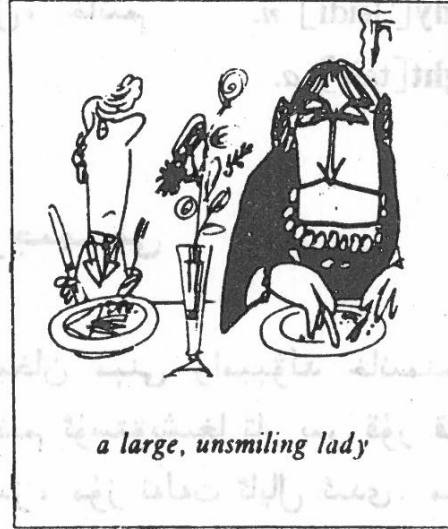
VOCABULARY

8. A ... usually performs operation.
(a) surgeon (b) doctor (c) nurse (d) matron
9. The following day he asked for a telephone. He did this the ... day.
(a) other (b) followed (c) next (d) after
10. John Gilbert was a patient. He was
(a) a sick (b) an ill (c) a sick man (d) not in a hurry
11. He was alone. He was
(a) on his own (b) lonely (c) with himself (d) unique
12. He inquired about a patient. He wanted
(a) informations (b) information (c) knowledges (d) knowledge

40 Food and Talk

غز الانغاچ پاراڭلشش

Last week at a dinner-party, the hostess asked me to sit next to Mrs Rumbold. Mrs Rumbold was a large, unsmiling lady in a tight black dress. She did not even look up when I took my seat beside her. Her eyes were fixed on her plate and in a short time, she was busy eating. I tried to make conversation.



'A new play is coming to "The Globe" soon,' I said. 'Will you be seeing it?'

'No,' she answered.

'Will you spending your holidays abroad this year?' I asked.

'No,' she answered.

'Will you be staying in England?', I asked.

'No,' she answered.

In despair, I asked her whether she was enjoying her dinner.

'Young man,' she answered, 'If you ate more and talked less, we would both enjoy our dinner!'

خام سۆزلەر

dinner-party ['dinə'pɑ:ti] n.

زياپت

hostess [həʊstis] n.

ئايال سا.

هېبخان

unsmiling [ˈʌnˈsmaɪlɪŋ] a.

كۈلمەيدىغان، مۇز تەلەت، مۇز

چىراي

lady [ˈleɪdi] n.

ئايال، خانىم

tight [taɪt] a.

تار

eyes be fixed on plate كۆزلىرى

تەخسىگە تىكىلىپ تۇرغان

the Globe [gləʊb] n. يەر شارى

تىياتىرخانىسى

despair [disˈpeɪə] n. ئۈمىد ئۈزۈش،

رايى قايتىش

پايدىلىنىش تەرجىمىسى

ئۆتكەن ھەپتە بىر زىياپەتتە، ساھىبخان مېنى رامبېۋىل خانىمنىڭ يېنىدا ئولتۇرغۇزۇپ قويدى. رامبېۋىل خانىم ئۈستۈشىغا تار بىر قۇرقارا كىيىم كىيىۋالغان بولۇپ، تۈلۈمدەك سېمىز، مۇز تەلەت ئايال ئىدى. مەن ئۇنىڭ يېنىدا ئولتۇرغاندىن كېيىن ئۇ ماڭا قاراپمۇ قويماي تەخسىگە تىكىلگەن پېتى قورساق توپغۇزۇش بىلەن ئاۋارە ئىدى. مەن ئۇنىڭ بىلەن پاراڭلىشىشقا ئۇرۇنۇپمۇ باقتىم.

— يېقىندا «يەر شارى تىياتىرخانىسى» دا يېڭى بىر ئويۇن كۆرسىتىلىدىكەن،

— دېدىم مەن، — كۆرگىڭىز بارمۇ؟

— ياق، — دەپ جاۋاب بەردى ئۇ.

— بۇ يىلقى دەم ئېلىش ۋاقتىڭىزدا چەت ئەللەرگە چىقامسىز؟ — دەپ

سورىدىم مەن.

— ياق، — دېدى ئۇ يەنە جاۋابەن.

— سىز ئەنگلىيىدىلا تۇرماقچىمۇ؟ — دەپ سورىدىم مەن.

— ياق، — دېدى ئۇ يەنە.

— بۇ يېمەكلىكلەر ئاغزىڭىزغا تېتىدىمۇ؟ — دەپ سورىدىم چوڭقۇر

ئۈمىدسىزلىك ئىچىدە ئۇنىڭدىن يەنە.

— يىگىت، — دېدى ئۇ جاۋابەن، — كۆپرەك يەپ، ئازراق سۆزلىگەن

بولسىڭىز، يېمەكلىكلەر ھەممىزنىڭ ئاغزىغا تېتىغان بولاتتى.

Comprehension and Précis

Answer these question *in not more than 70 words.*

1. Where did the writer sit at the dinner—party?
2. Did he try to make conversation or not? Was she busy eating or not? (*but*)
3. Did he talk about the new play at 'The Globe' or not? Did he talk about the holidays or not? (*and*)
4. Did she answer his questions briefly or not?
5. Did he ask her if she was enjoying her dinner or not?

What did she answer? (*Then...and*)

Composition

Rewrite the following sentences using the joining words in brackets:

1. She refused to answer any questions . She did not ask any questions. (*not only ...but...either*)
2. She was not interested in the theatre. She was not interested in travel. (*neither ...nor*)
3. She liked eating good food. She did not like talking about it. (*but*)

Letter — writing

Rewrite the following dates in the way they would appear on a letter:

2/3/65; 21/9/54; 13/8/61; 1/12/67; 22/1/66; 11/11/70.

Key Structure

If you ate more and talked less we would both enjoy our dinner.

a Do you remember these sentences: (KS 43)

If he is out, I'll call tomorrow.

You will miss the train *if you don't hurry*.

If he is working I shall not disturb him.

If I have time, I shall be writing to him tomorrow.

Please don't disturb him *if he is busy*.

b Now study these sentences carefully:

If you went to the exhibition you would enjoy it.

If you saw him you wouldn't recognize him.

Would he get annoyed *if I told* him about it?

If I were in your position, I would act differently.

He would help you *if he were* here.

If you could make him change his mind, you would save him a lot of trouble.

Exercise

Give the correct form of the verbs in brackets:

1. He would enjoy this if he (*be*) present.
2. She can do better if she (*try*).
3. If you play with matches you (*burn*) your fingers.
4. If you broke this window you (*have to*) pay for it.
5. If you (*lose*) your way you would have to ask a policeman.
6. If you (*not apologize*) he will never speak to you again.
7. If he (*be*) clever, he would not have any difficulty.
8. What would you do if you (*win*) a lot of money?
9. If I were you I (*not be*) so confident.
10. If you (*can*) help me I would be grateful.

Special Difficulties

Make and Do

Study these phrases:

a *Make* I tried to make conversation. (ll. 7—8)

When she had *made the beds*. She went downstairs.

You mustn't *make so much noise*.

I *made a promise* never to see him again.

He's the sort of person who always *makes trouble*.

Do you think it will *make any difference*?

He is learning English but he hasn't *made much progress*.

He *made a lot of money* in South America.

I was asked to *make a speech*.

I'll never *make the same mistake* again.

I found it difficult to *make up my mind*.

b *Do*

He always *does his best*.

When did you *do your homework*?

Do me a favour please.

I *did a few jobs* about the house.

I can't *do any more work* today.

I want you to *do exercise 24* on page 16.

I *did a lot of shopping* yesterday.

That shop *does very good business*.

Exercise

Supply the correct form of *make* or *do* in the following:

1. He ... a mistake and I told him to... the exercise again.
2. He ... business in Australia and... a lot of money.
3. I know you are ... your best but you are not... very
much progress.
4. After I had ... the beds, I went out and ... some shopping.

Supplementary Written Exercises

COMPREHENSION

1. The writer asked questions because

- (a) he wanted to find out about Mrs Rumbold.
- (b) he wanted to know if Mrs Rumbold was going abroad.
- (c) he wanted to be sociable.
- (d) he always talks too much.

2. Which word best describes Mrs Rumbold ? She was

- (a) hungry (b) polite (c) rude (d) talkative

STRUCTURE

3. The writer sat next to Mrs Rumbold ... the dinner—party.

- (a) on (b) during (c) in (d) along

4. She asked me to sit next to Mrs Rumbold . ‘... next to her,’ she said.

- (a) Please to sit (b) To sit (c) Please sit (d) Please sitting

5. I took my seat beside her. I ... beside her.

- (a) sat (b) seated (c) was sitted (d) was seating

6. A new play is coming to ‘The globe’ soon. It

- (a) hasn't come yet (b) is here (c) has already come
- (d) came

7. I asked her ... she was enjoying her dinner.

- (a) weather (b) in case (c) if (d) unless

VOCABULARY

8. The opposite of ‘tight’ is

- (a) lose (b) loose (c) loses (d) loosen

9. Her eyes were fixed on the plate. She .. it.

- (a) was glancing at (b) was staring at (c) was thinking
about (d) was stuck to

10. 'The Globe' must be a

- (a) circus (b) theatre (c) play (d) night club

11. Mrs Rumbold won't go abroad. She rarely goes

- (a) outside (b) overseas (c) out (d) foreign

12. Are you enjoying your dinner ? Is it... ?

- (a) enjoying you (b) amusing you (c) entertaining you
(d) giving you pleasure

SENTENCE STRUCTURE

Join these sentences, then check your answer against the text:

Please eat more and talk less. We will both enjoy our dinner.

If you ate..... (lines 19—20)

41 Do You Call That a Hat?

ئاۋۇ شىلەپمۇ

'Do you call that a hat?' I said to my wife.

'You needn't be so rude about it,' my wife answered as she looked at herself in the mirror.

I sat down on one of those modern chairs with holes in it and waited. We had been in the hat shop for half an hour and my wife was still in front of the mirror.

'We mustn't buy things we don't need,' I remarked suddenly. I regretted saying it almost at once.

'You needn't have said that,' my wife answered. 'I need not remind you of that terrible tie you bought yesterday.'

'I find it beautiful,' I said. 'A man can never have too many ties.'

'And a woman can't have too many hats,' she answered.

Ten minutes later we walked out of the shop together.

My wife was wearing a hat that looked like a lighthouse!



خام سۆزلەر

hat[hæt] n.

wife[waif] n.

لازم بولماق، need[ni:d] v. aux. شىلەپە

كېرەك بولماق، ئېھتىياجى تۇغۇلماق خوتۇن

rude[ru:d] a.	قوپال	باھالماق
in front of	... نىڭ ئالدىدا	دېگۈدەك almost['ɔ:lməust] ad.
mirror['mirə] n.	ئەينەك	ئېسىگە remind[ri'maɪnd] vt.
modern[mədən] a.	يېڭى	سالماق، سەمگە سالماق
	پاسوندىكى	گالستۇك tie[tai] n.
hole[həul] n.	تۆشۈك، كامار	چىراغ مۇنارى n lighthouse['laɪthaus]
remark[ri'mɑ:k] vt.	سۆزلىمەك،	ماياك

پايدىلىنىش تەرجىمىسى

— ئۇنى بىر شىلەپە دېدىڭىزمۇ؟ — دېدىم مەن ئايالىمغا.

— ئۇنداق بىئەدەپلىك قىلماڭ، — دېدى خوتۇنۇم جاۋابەن ئەينەككە قاراپ.

مەن بىر تورسىمان توقۇلما ياغاچ ئورۇنداقتا ئولتۇرۇپ ئۇنى كۈتمەكتە ئىدىم. بىز شىلەپە دۈكىنىدا تۇرغىنىمىزغا يېرىم سائەت بولغان بولسىمۇ، لېكىن خوتۇنۇم يەنىلا ئەينەكنىڭ ئالدىدىن نېرى كېتەلمەيتتى.

— ئېھتىياجلىق بولمىغان نەرسىنى ئالمايلى، — دېدىم مەن بىردىنلا، ئەمما دەپ بولۇپ شۇ زامان پۇشايمان قىلدىم.

— ئۇنداق دېيىشىڭىزنىڭ ھاجىتى يوق، — دېدى خوتۇنۇم، — تۈنۈگۈن سىز ئۇ سەت گالستۇكنى سېتىۋالغاندا مەن ھېچنېمە دېمىگەندىم.

— مەن ئۇنى ياقتۇرۇپ قالدىم، — دېدىم، — ئەر كىشى دېگەنگە بىر قانچە گالستۇكنىڭ ئارتۇق بولۇشى ھېچقانچە گەپ ئەمەس.

— ئايال كىشىنىڭمۇ بىر قانچە شىلەپىسى بولۇپ قالسا ھېچ ئىش بولماس، — دېدى ئۇ.

ئون مىنۇتتىن كېيىن بىز ئۇ ماگىزىندىن چىقتۇق. قارىسام خوتۇنۇمنىڭ كىيىۋالغان شىلەپىسى خۇددى ئۈستىگە چىراغ يېقىلغان مۇنارغا ئوخشايتتى.

Comprehension and Précis

Answer these questions *in not more than 70 words*.

1. Was the writer's wife trying on a hat or not? Did he like it or not? (*but*)
2. Did he sit down or not? Did he wait for her or did he leave the shop? (*and*)
3. Did they begin arguing again or not? (*Then*)
4. What had he bought the day before? Did his wife like it or not? (*but*)
5. Did he say, 'A man can never have too many ties,' or did he say, 'A man can never have too many hats'?.?
6. Did his wife use exactly the same argument or not? Did she buy the hat or not? (*and*)
7. What did it look like?

Composition

Rewrite the following sentences using the joining words in brackets:

1. My wife has too many hats. She has too many dresses.
(*not only...but...as well*)
2. We have been invited to a party this evening . She does not want to go. (*but*)
3. She keeps looking at all those dresses. She keeps saying, 'I haven't got anything to wear! ' (*and*)

Letter — writing

Rewrite the following dates in the way they would appear on a letter:

7/5/55;1/10/68;31/1/67;18/2/63;23/6/70;17/4/27.

Key Structure

Must ,Have to and Need

a Do you remember these sentences: (KS 45)

I must leave now. I have (got)to leave now.

He must be a fool.

b Now study these sentences:

I need a new hat . I must buy one.

He needs a haircut. He must have one.

I won't buy that. I don't need it.

c *Instead of saying:*

We can say:

You needn't wait for me.

You don't have to wait for me.

You needn't have waited for me.

You didn't have to wait for me.

d Now compare *mustn't* and *needn't* in these sentences:

You mustn't make a noise. The children are asleep.

You needn't drive so quickly . we have plenty of time.

Or: You don't have to (haven't got to)drive so quickly;we have plenty of time.

You mustn't smoke in a theatre. It is forbidden.

You needn't come with us if you don't want to.

Or: You don't have to (haven't got to)come with us if you don't want to.

Exercises

- A. Study the use of *need*, *needn't* and *mustn't* in the passage.
- B. Supply *need*, *needn't*, and *mustn't* in the following. Do not refer to the passage until you finish the exercise:
1. 'You ... be so rude about it', my wife answered as she looked at herself in the mirror .
 2. 'We ... buy things we don't ...', I remarked suddenly.
 3. 'You ... have said that', my wife answered. 'I ... not remind you of that terrible tie you bought yesterday.
- C. Supply *mustn't* or *needn't* in these sentences:
1. You ... leave your car here. Can't you see the 'No Parking' sign?
 2. I ... go to bed late tonight . I have to get up early tomorrow.
 3. You ... finish your soup if you don't like it.
 4. You ... push. There's plenty of room on the bus.
 5. You ... read in bed. It's bad for your eyes.

Special Difficulties

Words Often Confused.

Remark , Observe , and Notice.

Study these examples:

'We mustn't buy things we don't need', I remarked. (ll. 10—11)

'We mustn't buy things we don't need', I observed.

He observed me carefully . (He looked at me.)

Did you notice how she was dressed?

Exercise

Supply the correct form of *remark* or *notice* in the following:

1. 'That's a fine picture,' He ...
2. No one ... me when I entered the room.
3. He made a lot of rude...about the hat she was wearing.
4. He failed to ...that I had changed the furniture round.

Supplementary Written Exercises

COMPREHENSION

1. **The writer probably**
 - (a) didn't like the hat his wife had chosen.
 - (b) liked the hat his wife had chosen.
 - (c) chose a hat for his wife.
 - (d) chose the hat that looked like a lighthouse..
2. **The writer was sorry he made rude remarks because**
 - (a) his wife reminded him that he had bought a terrible tie.
 - (b) he has a lot of ties.
 - (c) his wife has a lot of hats.
 - (d) his wife bought the hat.

STRUCTURE

3. **Do you have to buy this hat? No, I ... It isn't necessary.**
 - (a) mustn't (b) won't (c) needn't (d) don't need
4. **She is still in front of the mirror. She hasn't moved**
 - (a) still (b) even (c) also (d) yet
5. **We mustn't buy things we**
 - (a) needn't (b) need not (c) don't need (d) haven't need
6. **... do you find it ? Beautiful.**
 - (a) What (b) How (c) How much (d) Where
7. **A man can never have too many ties. It's**

(a)unable (b)impossible (c)improbable (d)incapable

VOCABULARY

8. **She looked in the mirror and saw her**

(a)reflection (b)idol (c)imagination (d)picture

9. **I needn't remind you of that terrible tie. You don't want me to ... that terrible tie.**

(a)recall you (b)remember you (c)memorise you (d)make you remember

10. **They walked out together ... walked out.**

(a)They both (b)They all (c)Some of them (d)Neither of them

11. **His wife was wearing a hat . She**

(a)was dressing it (b)was putting it on (c)had it on (d)was carrying it

12. **It looked like a lighthouse . It ... a lighthouse.**

(a)appeared similar (b)resembled (c)matched (d)likened

SENTENCE STRUCTURE

Rewrite this sentence ,then check your answer against the text:

It's impossible for a woman to have too many hats.

A woman. (line 18)

42 Not Very Musical

موزىكىغا سەزگۈر ئەمەسكەن

As we had had a long walk through one of the markets of Old Delhi, we stopped at a square to have a rest. After a time, we noticed a snake — charmer with two large baskets at the other side of the square, so we went to have a look at him. As soon as he saw us, he picked up a long pipe which was covered with coins and



began to play jazz tunes

opened one of the baskets. When he began to play a tune, we had our first glimpse of the snake. It rose out of the basket and began to follow the movements of the pipe. We were very much surprised when the snake charmer suddenly began to play jazz tunes and popular modern songs. The snake, however, continued to 'dance' slowly. It obviously could not tell the difference between Indian music and jazz!

خام سۆزلەر

musical ['mju:zɪkəl] a.	موزىكا	notice ['nəʊtɪs] n. v.	دېققەت؛
	ھەۋەسكارلىرى		دېققەت قىلىش
market ['mɑ:kɪt] n.	بازار	snake-charmer ['sneɪk 'tʃɑ:mə] n.	يىلان ئويناتقۇچى
Old Delhi [ould'deli]	كونا دېھلى		
basket ['bɑ:skɪt] n.	سېۋەت	pipe [paɪp] n.	نەي، نەيلىك چالغۇ
square [skweə] n.	مەيدان		ئەسۋابلىرى، سۇنای

coin[kɔɪn] n.	تەڭگە پۇل	continue['kən'tɪnju] vi.	توختىد-
tune[tju:n] n.	ئاھاڭ		ماسلىق، ئۈزۈلمەسلىك
glimpse[glimps] n.	كۆرۈپ قېلىش	obviously['ɒbviəsli] ad.	روشن
snake[sneɪk] n.	يىلان		ھالدا
follow['fɒləʊ] vt.	ئەگىشىپ	difference['dɪfrəns] n.	پەرق
movement['mu:vmənt] n.	رىتمى		

پايدىلىنىش تەرجىمىسى

بىز كونا دېھلىدىكى بىر بازارنى كېسىپ ئۆتۈپ بىر ئاز ماڭغاندىن كېيىن بىر مەيداندا توختاپ ئازراق دەم ئالدۇق. بىر ئازدىن كېيىن مەيداننىڭ نېرىقى چېتىدە بىر يىلان ئويناقتۇچىنىڭ چوڭ ئىككى سېۋەتنى تۇتۇپ تۇرغانلىقىغا كۆزىمىز چۈشۈپ، كۆرۈپ بېقىش ئارزۇسىدا ئۇنىڭ يېنىغا باردۇق. يىلان ئويناقتۇچى بىزنى كۆرۈش بىلەن تەڭلا ئۈستىگە تەڭگىسىمان مېتال گۈللەر چېكىلگەن ئۇزۇن سۇناينى ئېلىپ، بىر سېۋەتنىڭ ئاغزىنى ئاچتى. ئۇ سۇناينى چېلىشقا باشلىشى بىلەن كۆزىمىز يىلانغا چۈشتى. يىلان سېۋەتتىن بېشىنى چىقىرىپ سۇناي ئاۋازىنىڭ رىتىمى بويىچە ھەرىكەت قىلىشقا باشلىدى. بىزنى تېخىمۇ ئەجەبلەندۈرگىنى شۇ بولدىكى، يىلان ئويناقتۇچى سۇناينىڭ ئاۋازىنى بىردىنلا جاز مۇزىكىسى ۋە ئېقىپ يۈرگەن زامانىۋى ناخشا مۇزىكىلىرىغا ئۆزگەرتكەن بولسىمۇ، لېكىن يىلان يەنىلا لەرزىلىك «ئۇسسۇل» ئوينىغاندەك مىدىرلاشقا باشلىدى. ئۇنىڭ ھىندى مۇزىكىسى بىلەن جاز مۇزىكىسىنى پەرقلەندۈرەلمىگەنلىكى ناھايىتى ئېنىق ئىدى.

Comprehension and Précis

Answer these question in not more than 70 words.

1. What did we watch in a square in Old Delhi?
2. Did he have a long pipe and two large baskets or not?

3. Did he play a tune or not? What did the snake in one of the baskets do? (*and*)
4. Did the snake — charmer play modern tunes or not? Did the snake continue to dance slowly, or did it dance quickly?
(*Then ... but*)
5. Did it know the difference between Indian music and jazz or not?

Composition

Rewrite the following sentences using the joining words in brackets:

1. The snake—charmer opened his basket. He started to play a tune. The snake refused to move. (*and... but*)
2. The snake—charmer shook the basket. The snake obeyed him.
(*Then ... and*)
3. Everybody was frightened . These snakes are not dangerous.
(*but*)

Letter — writing

Arrange the following headings in the correct order. Supply full stops and commas; make any other changes you consider necessary:

1. 84 Wiley Drive/Buxton/England/Derbyshire/8 January 19—
2. May 21 19— /New York/844 West 54th Street/N. Y/U. S/A.

Key Structure

Have

- a Do you remember these sentences: (KS 47)

<i>Instead of saying:</i>	<i>We can say:</i>
He owns a new house.	He has a new house.
	Or: He has got a new house.
He possesses a lot of money.	Or: He has a lot of money.
	Or: He has got a lot of money.
I took a bath before dinner.	I had a bath before dinner.
I enjoyed myself at the party.	I had a good time at the party.

b Sometimes we can use *have* in place of an ordinary verb.

Study these examples:

<i>Instead of saying:</i>	<i>We can say:</i>
I <i>walked</i> in the garden.	I <i>had a walk</i> in the garden.
He wanted to <i>drink</i> a glass of water.	He wanted to <i>have a drink</i> of water
We <i>will talk</i> about the problem tomorrow.	We <i>will have a talk</i> about the problem tomorrow.
<i>Look at this</i>	<i>Have a look at this.</i>

Exercises

A. Point out four examples in the passage where *have* is used in place of an ordinary verb.

B. Write these sentences again using *have* in place of the verbs in italics:

1. Yesterday I *rode* on a horse for the first time in my life.
2. I *was looking* at those old photographs last night.
3. He *washed* before going out.
4. I *swam* in the sea this morning.

5. Those two sailors *fought* in the bar last night.
6. Mary and John have been *quarrelling*.
7. He *tried* again. (Use 'another' in place of 'again')
8. She is *resting* .
9. I wanted to *smoke*.
10. Did you *sleep well last night*? (Use 'a good ' in place of 'well')

Special Difficulties

See SD 24 and 26

Study these sentences . Each sentence contains the verb *pick*.

This verb has a different meaning in each sentence:

He *picked up* a long pipe which was covered with coins. (ll. 7—8)

I shall *pick you up* in the car this evening .

I *picked up* a lot of English while I was in England. (I learnt)

There are so many beautiful cards on display, I can't *pick out* the ones I like best. (I can't choose.)

Exercise

Use the correct form of the verb *pick* in place of the verbs in italics:

1. That book has fallen on the floor. Please *get* it for me.
2. I shall *collect* the parcel on my way to work.
3. I can't *select* the material I want.
4. Where did you *learn* those tricks?

Supplementary Written Exercises

COMPREHENSION

1. They stopped at a square because

- (a) they noticed a snake—charmer.
- (b) there was a market.
- (c) a snake — charmer was playing a pipe.
- (d) they were tired.

2. The snake probably 'danced'

- (a) by listening to the Indian music.
- (b) by listening to the jazz.
- (c) by looking at the snake — charmer.
- (d) by following the movements of the snake — charmer's

pipe.

STRUCTURE

3. We stopped at a square ... have a rest.

- (a) so to (b) in order (c) in order that (d) in order to

4. We went to have a look at him. We wanted to ... him.

- (a) have (b) see (c) look (d) have seen

5. Did it ... out of the basket?

- (a) rose (b) rise (c) raise (d) risen

6. We were very much surprised . We were ... surprised.

- (a) more (b) many (c) most (d) the most

7. It could not tell the difference between Indian music and jazz. It

- (a) might not (b) may not (c) must not (d) wasn't able to

VOCABULARY

8. It was covered with coins. There were coins... it.

(a)in (b)over (c)under (d)all over

9. He began to play a tune. It was a nice

(a)melody (b)music (c)echo (d)harmony

10. We had our first glimpse of the snake. We

(a)saw it (b)looked at it (c)saw it for a moment

(d)stared at it

11. The songs are popular ... like them.

(a)The people (b)The country people (c)The folk (d)Many people

12. The snake, however, continued to dance... the snake continued to dance.

(a)But (b)So (c)Though (d)Even

SENTENCE STRUCTURE

Join these sentences, then check your answer against the text:

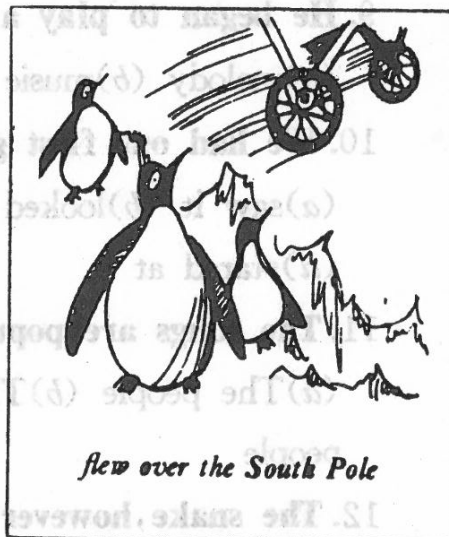
He saw us. He picked up a long pipe . It was covered with coins. He opened one of the baskets.

As..... (lines 7—9)

43 Over the South Pole

جەنۇبىي قۇتۇپتىن ئۇچۇپ ئۆتۈش

In 1929, three years after his flight over the North Pole, the American explorer, R. E. Byrd, successfully flew over the South Pole for the first time. Though, at first, Byrd and his men were able to take a great many photographs of the mountains that lay below, they soon ran into serious trouble. At one point, it seemed certain that their plane would crash. It could only get over the moun-



tains if it rose to 10,000 feet. Byrd at once ordered his men to throw out two heavy food sacks. The plane was then able to rise and it cleared the mountains by 400 feet. Byrd now knew that he would be able to reach the South Pole which was 300 miles away, for there were no more mountains in sight. The aircraft was able to fly over the endless white plains without difficulty.

قىزىق ئۇچىنچى دەرس

south[sauθ] n.	جەنۇب	though [ðəu] conj.	گەرچە، . . .
north[nɔ:θ] n.	شىمال		بولسىمۇ
pole[pəul] n.	قۇتۇپ	man[mæn] n.	ھەمراھ، بىللە
flight [flait] n.	ئۇچۇش		بارغانلار
explorer[iks'plɔ:rə] n.	ئېكسپېدېنتسىيىچى	lie[lai] vi.	جايلاشماق
		serious['siəriəs] a.	قاتتىق

trouble[ˈtrʌbl] *n. v.* ئاۋارچىلىك، ئاۋارە قىلماق
order[ˈɔ:də] *vt.* خالتا
sack[sæk] *n.* ئاۋارە قىلماق
point[point] *n.* نۇقتا، جاي
clear[kliə] *vt.* ئۆتمەك
seem[si:m] *vi.* دەك بىلىنمەك
aircraft[ˈɛəkrɑ:ft] *n.* ئايروپىلان
crash[kræʃ] *n.* يىقىلىپ چۈشۈش، يوق
without[ˈwiðaut] *prep.* كۆز يەتكۈسىز،
endless[ˈendlis] *a.* چەكسىز،
foot[fut] *n.* فۇت (ئىنگىلىز-
plain[plein] *n.* تۈزلەڭلىك (چىسى)

پايدىلىنىش تەرجىمىسى

ئامېرىكىلىق ئېكسپېدىتسىيىچى رى. ئېى . بېرد جەنۇبىي قۇتۇپتىن
 ئۇچۇپ ئۆتۈپ ئۈچ يىلدىن كېيىن، يەنى 1929 - يىلى شىمالىي قۇتۇپتىن
 مۇۋەپپەقىيەتلىك ھالدا ئۇچۇپ ئۆتتى. دەسلەپتە، بىرد ۋە ئۇنىڭ
 ھەمراھلىرى گەرچە نۇرغۇن تاغلارنى سۈرەتكە ئالغان بولسىمۇ، لېكىن ئۇلار
 سۈرەت تارتىۋېلىپ ئۇزۇنغا قالمايلا ئېغىر قىيىنچىلىقلارغا يولۇقتى. بىر
 يەرگە كەلگەندە، ئۇلارنىڭ ئايروپىلانى سوقۇلۇپ كۈكۈم - تالقان بولغىلى
 تاس قالدى. ئايروپىلان 10 مىڭ ئىنگىلىز چىسى ئېگىزلىكتە ئۇچقاندىلا،
 ئاندىن تاغدىن ئۆتكىلى بولاتتى. بىرد ھەمراھلىرىغا تېزدىن يېمەكلىك
 قاچىلانغان ئىككى خالتىنى تاشلىۋېتىشنى بۇيرۇدى. چۈنكى، پەقەت
 مۇشۇنداق قىلغاندىلا ئايروپىلان ئاندىن يۇقىرى ئۆرلىيەلەيتتى ۋە تاغ
 چوققىسىدىن 400 ئىنگىلىز چىسى ئېگىزلىككە ئۆرلەپ تاغدىن ئۆتەلەيتتى.
 شۇ ئەسنادا، بىرد ئۆزىدىن 300 ئىنگىلىز مىلى يىراقلىقتىكى جەنۇبىي
 قۇتۇپقا جەزمەن يېتىپ بارالايدىغانلىقىغا ئىشەنچ باغلىدى. چۈنكى ئۇ ئارىلىقتا
 ھېچقانداق تاغ بولمىغاچقا، ئايروپىلان توسالغۇسىز ئاپئاق تۈزلەڭلىكتىن
 ئۇچۇپ ئۆتەلەيتتى.

Comprehension and Précis

Answer these question *in not more than 65 words.*

1. When did the American explorer, R. E. Byrd become the first man to fly over the South Pole?
2. Did he take a lot of photographs during the flight or not? Did he run into difficulties or not? (*but then*)
3. Could his plane get over the mountains or not? What did he order his men to do? (*so*)
4. Did the plane then fly over the mountain or did it crash? Did it continue without further trouble or not? (*and*)

Composition

Rewrite the following sentences using the joining words (conjunctions) in brackets:

1. Byrd stayed in the Antarctic for a year. He made many more flights. (*and*)
2. He went back to America in 1930. He returned to the Antarctic in 1946. (*but*)
3. This time he had 4000 men with him. He had thirteen ships and seventeen aeroplanes. (*not only... but... as well*)

Letter — writing

1. Write your home address and the date in the way they would appear in a letter to a friend in your own country.
2. Write the address of a person who lives abroad.

Key Structures

Can and Able to

- a Do you remember these sentences: (KS 49)

Can I use your telephone?

Could I use your telephone?

b *Can* and *Able to*. Study these examples carefully:

Instead of saying:

He will come if he *can*.

I *can* see you tomorrow.

I *couldn't* understand him.

He said he *could* see me next week.

c We must use *was able to* when we want to show that an action has been completed successfully. We can not use *could* in these sentences:

He *was able to* go to London yesterday and he enjoyed himself very much.

He didn't agree with me at first but I *was able to* persuade him.

He was able to leave Europe before the war began.

Exercises

A. Underline the verbs *can* and *able to* in the passage.

B. Give the correct form of *can* and *able to* in this paragraph. Do not refer to the passage until you finish the exercise.

Though, at first, Byrd and his men... take a great many photographs of the mountains that lay below, they soon ran into serious trouble. At one point, it seemed certain that their plane would crash. It... only get over the mountains if it rose to 10,000 feet. Byrd at once

ordered his men to throw out two heavy food sacks. The plane then . . . rise and it cleared the mountains by 400 feet. Byrd now knew that he . . . reach the South Pole which was 300 miles away. for there were no more mountains in sight. The aircraft . . . fly over the endless white plains without difficulty.

Special Difficulties

Phrases with At.

Study these examples:

At *first* Byrd and his men were able to take photographs.

(ll. 4—6)

Byrd *at once* ordered his men to throw out two food sacks.

(ll. 11—13)

Billy is not *at home at present*. He's *at school*.

After walking for several hours, we arrived at the village *at last*.

It's a pity you can't come to the concert. *At any rate* you'll be able to hear it on the radio.

I know he's often rude to people, but he's a very pleasant person *at heart*.

I didn't know you wouldn't be coming. *At least* you could have telephoned me.

He behaves very strangely *at times*.

I don't know what I can do about it. I'm completely *at a loss*.

Exercise

Use a phrase with *at* in place of the words in italics. Make any other necessary changes:

1. We found our way home *in the end*.
2. He stayed *in the house* all day yesterday.