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ENGLISH FOR UNDERGRADUATES

D. H. Howe
T. A. Kirkpatrick
D. J. Kirkpatrick

PRESCRIBED BY THE UNIVERSITY OF SINDH

For B.A./B.Sc./B.Com.(Hons. & Pass Courses), B.S./B.Sc. (Home Econ.) Part I & II
Pharm D./M.A. and M.Sc. (Previous)

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How to use this book

General aims

The aim of *English for Undergraduates* is to provide students with a course that focuses on their needs as learners of English in the present day. Accordingly, the emphasis is on the communicative use of contemporary English for practical purposes. The course, therefore, provides material not only to extend the students' general language proficiency, but also to systematically develop their abilities to use English as a tool for study and to prepare them for their future careers.

Form of the book

English for Undergraduates is divided into eleven integrated units and a set of test papers. Each unit is divided into five sections: *Reading*, *Language practice*, *Using English* or *Reading for information*, *Practical conversation* and *Composition*. The different sections are carefully integrated to give students the opportunity to think, read, talk and write about different aspects of a single theme. Students are especially encouraged to think for themselves about what they are reading and doing and to express their own ideas, thus developing their confidence in using the language in a wide variety of situations. The units systematically and progressively develop the reading, summary and composition skills of the students, as well as their discussion and other oral skills.

Important note: The amount of time spent on each activity can be decided only by the teacher, according to the requirements of a particular class and the time available. It should not be thought that every section must be given the same emphasis or even worked through at all. Each unit contains enough practice in the essential language skills to make selection or varying emphasis possible without reduction in teaching effectiveness.

Reading

The *Reading* section normally consists of a passage or passages with pre-reading exercises, comprehension and vocabulary exercises, exercises that examine the structure of the passage and summary exercises.

The reading passages: These present students with a wide variety of different types of reading that they will encounter in everyday life and are, as far as possible, authentic in language and format. They are taken from contemporary sources such as magazines, brochures and newspapers. The reading passages also provide a basis for other language works later in the unit, particularly composition.

The comprehension exercises: These can be divided into three main areas: *pre-reading*, *while-reading* and *post-reading* exercises.

Pre-reading: It is important to prepare students for what they will read *before* they actually read it. Accordingly, every reading passage in this course is preceded by *anticipation* exercises, designed to direct students' attention to special features of the passage and make them think about and express views anticipating the contents of the passage. These pre-reading questions are an essential preliminary to reading. They require the student to survey the text and speculate about its possible content before reading it more closely to confirm if their predictions were correct.

While-reading: It is also important to give students a *reason* for reading. These exercises are thus designed to set students a specific task to accomplish as a result of their reading. Usually, the exercises are of the *information transfer* type, that is, they require students to extract information from the passage and re-present it in a different format.

Post-reading: These exercises resemble the more traditional type of comprehension questions and require students to think about and evaluate what they have read. They include multiple-

choice and open-ended questions and test understanding of implications, opinions, the writer's intentions, as well as facts.

The vocabulary exercises: The use of authentic reading material means that students are faced with more new words than they would be in traditional graded reading passages. In order to help students understand and retain new vocabulary, the new words in most units have been divided into two types: words for *recognition* only and words for *production*. Vocabulary exercises are then designed in a way that requires students to use contextual clues to make intelligent guesses about the meaning of words. There are also exercises requiring students to use 'production' items they have learned. Thus students are helped to build up an active vocabulary of useful words.

The text-structure exercises: These draw students' attention to how sentences and paragraphs are linked and how the writer has organized and presented his material. These exercises are designed to improve both writing and reading abilities.

The summary exercises: A wide variety of exercises are presented to help students develop their summarizing skills. These include improving and correcting summaries, selecting information from the passage to complete reports and letters, comparing summaries, as well as the more traditional type of summary exercises. The exercises are progressive and considerable guidance on technique is given to students in the opening units.

Language practice

This section provides a series of carefully graded and contextualized exercises, designed to engage the students in meaningful communicative use of language. First, students are presented with models of language items and explanations of their functions. They are then guided through a series of exercises, some tightly controlled and others much less so, which require the students to use the language intelligently, *not* mechanically.

Using English

This section, which alternates with the *Reading for information* section, described below, presents students with practical tasks where they must use language intelligently, in realistic contexts. These tasks include writing questionnaires, making and handling enquiries, arguing and debating, writing rules and regulations, writing minutes, dealing with customers, taking notes, acquiring and exchanging information and reporting back.

The *Using English* sections not only give students practice in using English confidently in a wide variety of situations, but also help students to develop essential practical skills such as note taking and form filling.

Reading for information

This section is designed to familiarize students with a wide variety of reading material, which is different from the type of material found in the *Reading* sections and to give students the opportunity to practice and acquire the skills needed to use such material for their own reference. For example, students are given practice in reading indexes, tables of contents, programmes and further practice in scanning reading mater for specific information. The *Reading for information* sections, together with the exercises in the *Reading* sections, provide extensive opportunity for students to practice all the reading skills.

Extended Reading

This section has a selection of short stories, essays, literary criticism and poetry. These are meant to give students an opportunity to develop their English language proficiency through literature.

Practical conversation

The section is normally divided into four parts: *Pronunciation practice*, *Dialogue reading*, *Dialogue practice* and *Picture conversation*.

Pronunciation practice: This reviews and practices the sounds of English that students find especially troublesome. Pronunciation practice is provided by minimal word pairs and by practicing the words in the context of sentences. There are exercises both on vowel and consonant sounds, on consonant clusters and on stress and intonation.

Dialogue reading: This gives students practice in reading the kind of dialogues they will meet in the Certificate examination. The dialogues are normally related to the reading passages.

Dialogue practice: This requires students to work together to complete a dialogue illustrating one or more language functions. *Dialogue practice* supplements the preceding *Dialogue reading* section. It aims to increase students' fluency by requiring them to work in pairs to create and practice their own dialogue.

Picture conversation: In this section, a picture, which is usually related to the theme of the reading passage, is accompanied by questions. The questions are designed to encourage students to express their own points of view, as well as asking them to make factual observations about the picture. Thus students develop the ability to talk about matters of general interest.

Composition

The *Composition* exercises are presented in two parts: *Discussion* and *Writing*. The discussion should always precede the writing so that the students will have plenty of ideas available for their compositions. They can then concentrate on presenting their ideas as an well-organised piece of writing. The *Reading* section, at the beginning

of the unit, provides the basis for the *Composition* so those students may draw on the information to boost their own ideas for the topic they will be writing about. As in the other sections, the emphasis in this section is on giving students practice in using English in realistic situations. The compositions are varied to ensure that students can practise all types of composition.

Discussion: This normally takes the form of a group discussion with each group finally reporting back to the class as a whole. The aim is to provide a practical exercise in communication that will generate and explore the ideas which the students will write about. The discussion is as important as the writing and at least as much time should be spent on it. Full instructions are given on what to discuss and how to discuss it.

Writing: The compositions are designed to be as practical and useful as possible and to introduce students to many kinds of writing. They therefore include letters, reports, stories, extracts from diaries as well as the more traditional type of composition.

Study notes

Each unit ends with a set of *Study notes* which briefly restate the main language points covered in the unit. They are designed to help students remember what they have studied and to serve as an aid to revision.

Test papers

This set of papers is designed to revise the skills taught in *English for Undergraduates*.

DEPARTMENT OF ENGLISH
UNIVERSITY OF SINDH

REVISED COMPULSORY ENGLISH SYLLABUS 2006
for

B.A., B.Sc., B.Com., (Hons. & Pass Courses), B.S.,/B.Sc. (Home Economics) Part I and II
Pharm D.,/M.A. & M.Sc. (Previous)

AIMS:

General

1. To develop the ability to communicate effectively.
2. To help students develop the ability to read effectively and independently.
3. To help students acquire language skills progressively.
4. To help students develop intellectual abilities.
5. To make the experience of English language teaching and learning more interesting.
6. To help students develop their English language proficiency through literature to a level from where they can pursue higher education through the medium of English.

Specific Objectives:

A: Listening / Speaking Skills

To develop the ability to:

- a) Comprehend spoken English inside and outside the classroom.
- b) Express ideas/opinions on topics related to students' lives and experiences.

B: Reading (Comprehension) Skills

To enable the students to read a text:

- a) To identify main idea/topic sentences.
- b) To find specific information.
- c) To distinguish between relevant and irrelevant information.
- d) To predict.
- e) To recognize and interpret cohesive devices (link words).
- f) To recognize and interpret the tone and attitude of the author.

- g) To interpret charts and diagrams.
- h) To recognize and interpret the rhetorical organization of a text.
- i) To distinguish between facts and opinions.

C: Vocabulary Building Skills

a) To guess the meaning of unfamiliar words through:

- i) Context clues
- ii) Prefixes and suffixes
- iii) Idioms and phrasal verbs
- iv) Logical Connectors

b) To develop the ability to use a dictionary to:

- i) find out meanings of different words
- ii) Check spellings
- iii) Check/find pronunciation of unfamiliar words

D: Writing Skills

To be able to write

- a) Formal and informal letters
- b) Job applications and curriculum vitae
- c) Summaries
- d) Paragraphs and Essays
- e) Punctuation

E: Language Structure/Grammar

To understand and use:

- i) Tenses
- ii) Prepositions
- iii) W/H questions
- iv) Voice (Active & Passive)
- v) Direct to Indirect/Reported Speech
- vi) Articles
- vii) Conditionals

Reading Text:

English for Undergraduates

Howe D.H., Kirkpatrick T.A. and Kirkpatrick, D.L.,
Oxford University Press, 2005.

Grammar and Composition:

Oxford Practice Grammar

New Edition with Tests and Answers
Eastwood, John
Oxford University Press, 2005.

University of Sindh

Dept. of English: Part I — Course Outline – Units 1 – 8

Unit	Page	Reading	Language practice	Using English
1	2	A traffic nightmare	Expressing result using <i>as a result</i> , <i>consequently</i> , <i>therefore</i> , <i>so</i> ; reported speech; reporting commands, requests, questions	Making notes; abbreviations; writing minutes of a meeting
2	20	The Age of the Probot	Sequencing events using <i>as</i> , <i>before</i> , <i>after</i> ; giving reasons and expressing surprise with <i>because</i> and <i>although</i>	Dealing with customers; writing a questionnaire
3	36	Gentle Giants	Identifying people and things and giving more information about them using <i>who</i> , <i>which</i> , <i>that</i> , <i>whom</i>	—
4	52	The Door Swings Open	Asking questions and giving information about what other people said, thought, did, etc. using <i>that</i>	Enroling on a course; filling in an application form
5	68	—	Giving and getting information; Two word puzzles for vocabulary revision	At the hotel reception desk; asking for and giving directions
6	76	How to study	Giving commands and advice; making comparisons and giving reasons	—
7	94	The Tripods	Asking for permission and giving reasons; giving and refusing permission with reasons	Making a flow chart; interpreting a graph
8	108	The Great Jewel Robbery	Making deductions using <i>must</i> , <i>must have</i> , <i>can</i> , <i>can't have</i> , <i>couldn't have</i> and giving reasons	—

Reading for information	Practical conversation	Composition
-	Pronunciation practice: revision of common sounds; dialogue reading: a reporter interviews a member of the public; asking for opinions, expressing likes and dislikes; picture conversation: a traffic accident	A letter: replying to a letter from the authorities
-	Pronunciation practice: consonant clusters; dialogue practice: talking about the future; picture conversation: household chores	Inventions: a factual or imaginative composition
Interpreting rules and regulations	Pronunciation practice: final consonants; dialogue practice: complaining and apologizing; picture conversation: the Pet Walkathon	A letter: writing instructions for a friend
-	Pronunciation practice: running together vowel sounds at the end and at the beginning of words which follow each other; dialogue reading: plans and intentions; dialogue practice: asking for and giving directions; picture conversation: a committee meeting	Writing a speech for or against a proposal
Extracting information from a recorded telephone message in order to write a telex	Making up a dialogue	Writing a telex; filling in a form
A library project: using the library catalogue	Stressed and unstressed words in a sentence; dialogue reading: talking about hobbies; picture conversation: in the library	Using facts from a questionnaire to write an article for the class magazine
-	Pronunciation practice: more stress patterns; dialogue reading: an interview (talking about outdoor activities); dialogue practice: decisions and explanations; picture conversation: campers and hikers	Writing a script for a play for radio
Advertisements: what human needs/desires do they appeal to?	Pronunciation practice: intonation (the basic tunes); dialogue reading: possibility, probability; dialogue practice: making suggestions; picture conversation	Writing a factual report (based on evidence and deduction)

Unit	Page	Reading	Language practice	Using English
9	126	London Road	Talking about decisions: <i>I've made up my mind; I have decided/reached a decision</i> ; expressing certainty/doubt; willingness/unwillingness: <i>I'm sure/not sure; I'm certain/not certain; Are you sure?</i>	Following instructions; Talking about the past/present/future; categories
10	142	A job advertisement	Using <i>wish</i> to express regret, as a polite form of <i>want</i> , and to express greetings; using <i>hope</i> to express expectation; <i>would rather</i> and <i>prefer</i> to express preferences	Applying for jobs; letters; résumés
11	162	-	Using language functions in a dialogue; two word puzzles for vocabulary revision	Making a decision and giving reasons
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	210	Appendix II	The Summary	

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Reading for information	Practical conversation	Composition
-	Pronunciation practice: intonation (the falling tone); dialogue reading; expressing congratulations and sympathy; dialogue practice: the election; picture conversation: at the airport	A letter: comparing advantages and disadvantages
-	Pronunciation practice: intonation (Tune 2); dialogue reading/dialogue practice and picture conversation: interviews for jobs	An article: presenting and discussing both sides of an argument
Interpreting a graph to complete a report; putting tasks in the correct order with information from the minutes of a meeting	Sequencing: completing a dialogue	Preparing a report

UNIT 1

Reading

Traffic arrangements affect drivers, pedestrians and shop owners. However, when these arrangements are in the area where you live, you may have particularly strong views about them.

New traffic arrangements have been introduced in the Beach Road area. How do the people who live in Beach Road feel about them? Read the newspaper article on page 3 to find out.

A What do you think?

Before you read the article, survey it, that is, read the headline, the first and last paragraphs and the opening sentences of the other paragraphs. Remember, when you survey a passage you have two aims: to get a general understanding of it and to try to predict some of its contents. After you have surveyed the article, and before you read it in detail, try to answer the questions and complete the statements below.

1 Does the headline suggest the Beach Road residents are in favour of

7 The fifth paragraph suggests that the authorities are...a pedestrian crossing.

- Read residents are in favour of, against, strongly against or neutral towards the new traffic arrangements?
- 2 Does the first sentence of paragraph 1 suggest that the new arrangements have terrified, puzzled, or affected the residents?
 - 3 What word in the last paragraph suggests the residents regard the situation as serious and requiring immediate action?
 - 4 The second paragraph will probably describe...traffic arrangements.
 - A the new
 - B the old
 - C future
 - 5 The third paragraph will probably describe...traffic arrangements.
 - A the new
 - B the old
 - C future
 - 6 The fourth paragraph will probably explain...
 - A why the new traffic arrangements were made.
 - B what is meant by traffic flow.
 - C the action the authorities will take to deal with the residents.

- A for
- B undecided about
- C against
- 8 Government departments often have to make decisions that affect people's lives. What can they do to try to make sure that the people affected will support their decision?
- 9 Do you think *Black Monday* (paragraph 2) means...
 - A the sky was black with thunder?
 - B the date on the calendar was black?
 - C it was a day when something bad happened?
- 10 From your survey of the article, do you think the new traffic arrangements in the Beach Road area...
 - A are final and cannot be changed?
 - B may be changed in the future?
 - C will definitely be changed?

Before you read the article on page 3 in detail, read the instructions for exercise B which are at the top of page 4.

BEACH ROAD TRAFFIC NIGHTMARE RESIDENT SAY 'STOP!'

Residents and schools in Beach Road are protesting against new traffic arrangements which have, according to one resident, 'turned our lives into a nightmare'.

The new arrangements came into force last Monday (*Black Monday* as another resident called it) but before then, Beach Road was a one-way road or traffic travelling from south to north. This suited the resident and the three schools there because not much traffic used the road. Most used the more convenient Hill Street, two blocks to the west which was also open only to traffic travelling from south to north.



But now things have changed. As from last Monday, Hill Street can only be used by traffic travelling in the reverse direction. To make matters worse, Park Street, which lies between Hill Street and Beach Road, and was open to two way traffic, is now limited to southbound traffic. As a result, all south to north traffic is now squeezed into hitherto peaceful Beach Road. 'We now have non-stop traffic from midnight to midnight,' said one angry resident of the old people's home. 'To get across to the park or the clinic now, we need a pair of wings!'

A spokesman for the authorities stated, 'These changes have been made in

order to improve traffic flow. Computer-aided studies show that traffic coming from the City Centre along Bay Street to Clifton Bridge will be speeded up considerably if it is allowed to travel down Hill Street and Park Street. This means that all northbound traffic will have to go along Island Way and turn north into Beach Road. This will be inconvenient for the inhabitants there to start with, but once they get used to it, the complaints will die down.

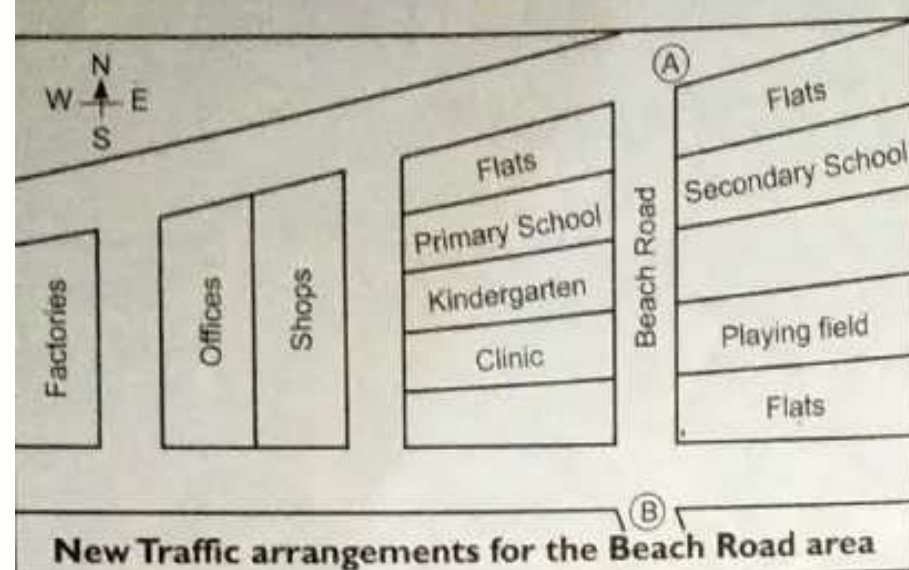
Asked if there were any plans to install a pedestrian crossing as already demanded

by some residents, the spokesman replied, 'We have no such plans at present. However, we will be monitoring the situation carefully, and if there seems to be a need for some form of crossing, it will receive serious consideration. It should be pointed out, however, that such a crossing, as well as costing money, would interfere with traffic flow.'

The committee of the Beach Road Residents' Association (BRRA) will hold an emergency meeting tonight to discuss the situation.

B Finding the facts

Now read the newspaper article on page 3. As you read, complete this map of the Beach Road area, following the instructions listed below and using the information given in the article.



- 1 Mark Hill Street, Bay Street, Park Street, and Island Way on the map.
- 2 Draw arrows in Hill Street and Beach Road to show the direction of traffic under the new traffic arrangements.
- 3 There are two letters on the map, A and B. Which one shows the position of Clifton Bridge and which one shows the City Centre. Mark these two places on the map.
- 4 Mark the old people's home and the park on the map.

C Words in context

- 1 Find a phrase in paragraph 1 that means the opposite of *expressing support for*.
- 2 Which words in paragraph 2 tell us the new arrangements *had to be*

- 5 *Hitherto* in paragraph 3 means...
A until now.
B now.
C from now on.
D now and then.

- obeyed from last Monday?
- 3 Find a word in paragraph 3 that means *opposite*.
 - 4 In paragraph 3, the word *squeezed* suggests that the traffic in Beach Road is...
 - A heavy.
 - B noisy.
 - C congested.
 - D confused.
 - 6 Find phrases in paragraph 4 that mean *going north* and *become fewer*.
 - 7 Find words in paragraph 5 that mean *put into position* and *watching closely*.

D Using words in context

Now use the words from the newspaper article that you found as answers for exercise C to complete this passage. Change the form of the words if necessary. More than one word may be needed for each blank space.

The proposed new rules for booking football pitches will (1) on the first of next month. If any members of the club wish (2) these proposals they should do so within one week, otherwise it will be assumed that they support them. The main change concerns the booking fee. (3) it has been five dollars. In future it will be

ten dollars. We expect some complaints from members about the new charge to start with, but we are confident these will (4) after a few months. We shall be (5) the application of the new rules to make sure everyone is treated fairly and next month we shall be (6) a computer to make sure all requests are handled efficiently.

E Think about it

- 1 What evidence is there to show that the residents of Beach Road are against the new traffic arrangements?
- 2 Does the spokesman believe that the residents' complaints about the new traffic arrangements are justified? Support your answer with reason.
- 3 Why does the spokesman mention that the studies for the new traffic arrangements were *computer-aided*?
- 4 Does the spokesman feel sympathetic or unsympathetic towards the demand for a pedestrian crossing? Give reasons for your answer.

Language practice

A Expressing result

In paragraph 3 of the newspaper article on page 3, you can read these two sentences: 'To make matters worse, Park Street . . . is now limited to southbound traffic. As a result, all south to north traffic is now squeezed into . . . Beach Road.'

The second sentence expresses the result or consequence of what is said in the first sentence. The writer makes this clear by using the words **As a result**. Other words that can be used to express this relationship of result are **consequently**, **therefore**, and **so**.

- 1 Read the pairs of sentences below. Then, in the second sentence, express the result or consequence of what is said in the first sentence, using *as a result*, *consequently*, *therefore* or *so*.



The residents do not like the new traffic arrangements. They are protesting.



The old people find it difficult to cross the road. They want a pedestrian crossing.



Beach Road used to be quiet. The residents were happy.



The authorities are worried about the situation. They are watching it closely.

2 Now add a second sentence expressing result to each of the sentences below. You may use information from the passage on page 3 if you wish.

- a. All northbound traffic now goes along Beach Road. **As a result, ...**
- b. Hill Street and Park Street are now open to southbound traffic. **Consequently, ...**
- c. The people eventually got used to the new arrangements. **So ...**
- d. It is important to discuss the situation immediately. **Therefore, ...**

B Reported speech

As you may already know, when you report what people say, you usually change the tense of the verb and the pronoun:

Direct speech	Reported speech
'We need a zebra crossing.'	They said (that) they needed a zebra crossing.
'I have organized a protest.'	She said (that) she had organized a protest.
'The traffic lights have made the road safer.'	He said (that) the traffic lights had made the road safer.
'To change the rules, we had to take a vote.'	They said (that) to change the rules they had had to take a vote.

Note: The word that can either be included or omitted.

Look at the picture and read what two Beach Road residents and a spokesman for the Transport Department said to a newspaper reporter. Write what they said in reported speech. You are given the beginning of each sentence below.

One residents said that...

Another resident said that...

A spokesman stated that...



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C Reporting commands or requests

When we report a command (an order) or a request we use a reporting verb (told, asked) with the infinitive form of the verb in the original command or request:

Direct speech	Reported speech
'Stop talking.'	He told them to stop talking.
'Please shut the window.'	She asked him to shut the window.
'Don't walk on the road.'	He told her not to walk on the road.
'Could you water the plants, please?'	She asked her to water the plants.



The driving test

1 Hamid Khan is about to take his driving test. He is sitting in the car with the driving examiner. The examiner is going to tell Hamid where to go and what to do. Read the dialogue below with a partner.

Examiner: All right, Mr Khan. Could you start the car and drive to the end of this road, please?

Hamid: This way?

Examiner: Yes, good. Now, turn right at the end of the road.

Hamid: Did you say turn left here?

Examiner: No, no. Stop! You can't turn left here. Look at the road sign.
 Hamid: Oh, yes. Sorry, I'll turn right.
 Examiner: Good, Now go straight ahead and stop the car when you come to a suitable place.
 Hamid: Yes, I'll stop the car here.
 Examiner: You can't stop here. That road sign says 'No parking'. Start the car again and drive to the traffic lights.
 Hamid: All right. I'll just overtake this bus.
 Examiner: What are you doing?
 Hamid: Well, that bus was going too slowly.
 Examiner: Stay in this lane. Didn't you see the road sign? It said 'No overtaking'.
 Hamid: Oh, no, I didn't see it.
 Examiner: Mr Khan, just turn left into this street and park the car.
 Hamid: Here we are.
 Examiner: Well, Mr Khan, I advise you to learn the road signs before your next driving test.

- 2 In the dialogue above, the examiner instructs Hamid to do many things during the driving test. For example, he says, 'Could you start the car and drive to the end of this road, please?' Read the dialogue again and as you read, underline the words the examiner uses when he makes a request, or gives an order.

- 3 Look at the note on the left below, which was written to Hamid Khan by his friend Tariq. Imagine you are Hamid Khan and write a letter to Tariq telling him all the things the examiner told you to do during the driving test. The instructions you underline in the dialogue will help you. The letter has been started for you.

Hamid,

I'm taking my driving test in March. I know that you were doing yours sometime this month. Could you write and tell me what the examiner told you to do during the test? It might help me with mine.

Write soon.

Tariq,

Dear Tariq,

You asked me to write and tell you what the examiner told me to do during my driving test. Perhaps it will help you in March.

First, he asked me to start the car and drive to the end of the road. Next, he ordered me to... Then he told me... because there was a road sign saying, 'No left turn'. After that,...

Finally, he advised me...

Good luck with your driving test.

Regards,

Hamid.

D Reporting question

When we report a question, we usually change the tense of the verb and the pronoun, but we also change the word order and omit the question mark. Read the examples below.

Question starting with question words:

Direct speech	Reported speech
'Where will you live?'	She asked where I would live.
'Why did she do that?'	He asked why she did that.
'Where is your new office?'	They asked where my new office was.

Questions which don't start with question words:

Direct speech	Reported speech
'Are you working?'	She asked if/whether I was working.
'Can I turn left here?'	He asked if/whether he could turn left here.
'Have you seen the sign?'	He asked if/whether I had seen the sign.

Before you take a driving test in Pakistan, you must sit a written examination to make sure you know the rules of the road and understand the road signs. Asma has just taken the written test and wants to check if she answered the questions about road signs correctly. However, she doesn't have a copy of the Highway Department's book of road signs so she phones her friend Najma to check.

Work in pairs. S1 is Asma and S2 is Najma. Do not look at your partner's part of the exercise.

S1 Look at the road signs below which you were asked about in your test. Describe each one to S2 and then listen to S2's questions. Respond by reporting the question you were asked about each sign. Follow the example.



S1: This sign is a red circle with a blue centre and a red diagonal line.

S2: What was the question in the test?

S1: They asked if/whether I would park the car beside it.

S2: Well, the sign means no parking, so the answer is no.



S2 Look at the road signs below and read the words which tell you what they mean. Listen to what S1 says and decide which sign she is describing. Then ask what the question in the driving test was. Finally, listen to her reply and say what the sign means and what the correct answer should be. Follow the example.



S1: This sign is a red circle with a blue centre and a red diagonal line.

S2: What was the question in the test?

S1: They asked if/whether I would park the car beside it.

S2: Well, the sign means no parking, so the answer is no.



No U-turns



No stopping



No left turn
(No right-turn if
symbol reversed)



Ahead only
(at a junction)



No overtaking



Maximum speed



Give way to
pedestrians



No entry for
vehicles

Using English

A Making notes

- As reported in the newspaper article on page 3, the Beach Road Residents' Association is holding an emergency meeting to discuss the traffic situation. Read the notice below. (The agenda is a list of items to be discussed at the meeting.)

Beach Road Residents' Association Emergency meeting 9th May, 1988 at 8 p.m.

Committee members

Mrs Ali - Chairperson	(representing the flat owners)
Mr Munir - Secretary	(" " secondary school)
Mr Khan - Member	(" " primary school)
Miss Riaz - " "	(" " kindergarten)
Mrs Zia - " "	(" " old people's home)

Agenda

- To review the new traffic arrangements.
- To report on the problems caused.
- To propose solutions to these problems.

Mr Munir is the secretary of the committee. His job is to make notes of the important points of the meeting. Later he will use these notes to write a summary of the meeting. (This special kind of summary is called the *minutes* of the meeting.)

Mr Munir is a very careful secretary. During the meeting he makes his notes. After the meeting he checks them against a tape recording of the meeting to ensure they are correct. Below are Mr Munir's notes and following them (on page 11) is a tapescript of the meeting.

- Imagine you are Mr Munir. Check his notes of the meeting against the tapescript on page 11 and correct the eight mistakes made in the notes.

Notes on BRRA emergency committee meeting at 8 p.m. on 9/5 in Beach Road Secondary School.

1. Review of new traffic arrangements

Chairman-All traffic from Clif Bridge to C Centre now from N to S along Hill Street

Result-huge Increase traffic; probs for B Road authorities

Q-What exactly are probs?

2. Problems caused by n.t.a.

a. Crossing road- (i) old people, difficulty shopping, clinic, cinema; also noise and fumes.

(ii) primary school-diffy. getting chn. across to plg. field; also n. and f.

(iii) kindergarten-ditto.

(iv) See School-chn. diffy. bus stop-school also n. and f.

(v) Flat-owners-diffy. sleeping; chn. to school, n. and f.

b. Noise and fumes-see above

Chairman-Q-what are solutions?

3. Solutions to problems

a. Approach District Council-cancel n.t.a.

b. Newspaper campaign-cancel n.t.a.

c. Ped. crossing installed immed.

d. Both a. and b.

4. Adjournment of meeting

Adjourned 9 p.m. - meet again 10/5, 8 p.m.

Tapescript of the meeting

Mrs Ali: Good evening, everyone. Have you all got a copy of the agenda? Good. I don't propose to spend much time on the first item as I'm sure we all know the details. Briefly, all traffic coming from Clifton Bridge and heading for the City Centre now goes from south to north along Beach Road instead of through Hill Street and Park Street as before. This enormous increase in traffic is causing problems to those who live and work in Beach Road and I'd like to hear exactly what these problems are. Has anyone any comments? Mrs Zia?

Mrs Zia: The new arrangements are causing the old people in the home one major problem. There's hardly ever a break in the traffic to cross the road to the market, or the clinic. Lots of us used to go to the park, too, to sit during the day. It's now difficult and dangerous to go there. Also the increased noise and fumes are affecting the health of many of us.

Mrs Ali: Thank you, Mrs Zia. Mr Khan?

Mr Khan: Our problem at the primary school is getting the children across the road to the playing field and playground. We like to take the children there once everyday but now it's so dangerous we've had to give it up. Also, the increased noise is making teaching difficult and we find the fumes troublesome.

Miss Riaz: I'd like to say we have the same problem at the kindergarten, and also there's a lot more noise and fumes and these are having a bad effect on the children.

Mrs Ali: Thank you, Miss Riaz. Mr Munir?

Mr Munir: We have the same noise and fume problem at the

and we also have a problem crossing the road. Buses stop opposite our entrance and students then have to cross the road to the school. Formerly this wasn't dangerous because there wasn't much traffic. Now it's become very risky indeed.

Mrs Ali: Thank you. Now, the flat owners' problems are similar to the ones you've all mentioned. Those on the east side have difficulty in shopping, and sending their children to the two schools on the west side while those on the west side have a problem sending their children to the secondary school on the east side. We've also had many complaints about noise and fumes. So the question is, how are we going to solve our problems?

Mr Khan: I propose we approach the Municipal Council and ask them to get the new traffic arrangements cancelled and go back to the old arrangements.

Miss Riaz: I believe we should write to the newspaper and start a campaign to get the new arrangements cancelled. This might be quicker than going through the Municipal Council.

Miss Zia: Getting things changed back might not be possible and will certainly take a long time. I suggest we ask immediately for a pedestrian crossing to be installed before an accident happens.

Mr Munir: I'm in favour of getting the new arrangements cancelled and having a pedestrian crossing as well. We'll need it for safety even if we go back to the old arrangements.

Mrs Ali: Well, we've all got a lot of ideas to discuss but it's nine o'clock so I propose we adjourn the meeting for now and meet again at the same time tomorrow and continue the discussion. Agreed? Good. Good night everyone.

There are three things to notice about Mr Munir's notes. They are organized, they use key words only and they use abbreviations.

Mr Munir divides his notes into sections, giving each section a number and heading. He also divides some of the sections into subsections using letters and numbers. He has organized them in this way so that they will make sense when he reads them later.

Secondly, Mr Munir's notes are key words only. Later he will be able to write these out as sentences. For example, note 2a.(ii) is: **primary school-diffy. getting chn. across to plg. field; also n. and f.** This could be written later as:

The primary school children had difficulty getting across the road to the playing field. They were also affected by noise and fumes.

Thirdly, Mr Munir uses abbreviations, that is, short form of words and expressions. Most of the abbreviations are his own but one or two are in common use. Here are some of Mr Munir's abbreviations with comments:

n.t.a. - He has already written *new travel arrangements* at the start of his notes, so he does not want to repeat it. Single letter abbreviations are therefore enough to indicate the meaning.

n. & f. - *Noise and fumes*. Similarly abbreviated for the reasons mentioned above.

nrbs. - The first few letters and the last letter of the word *problems* are used; *diffy.*

and *clin.* are similar observations.

ped. – The first letters only of the word *pedestrian* are used.

N & S – Common abbreviations for *North* and *South*.

ditto – Common abbreviation meaning *the same*. It is sometimes abbreviated further to *do*.

When making notes you can abbreviate words in anyway you want but the abbreviations should make sense to you when you read them later.

- 3 Most dictionaries have an appendix of commonly used abbreviations. You probably know some already. Test yourself by trying to match the abbreviations in column A with the meanings in column B.

A	B
approx.	and the rest
km.	that is
cf.	about
e.g.	with effect from
etc.	note well / pay attention to
hr.	compare with
i.e.	for example
NB	number(s)
no(s).	weight
viz.	hour
w.e.f.	kilometre(s)
wt.	namely

B Writing the minutes

After the meeting, Mr Munir used his notes to write the minutes of the meeting. The minutes are given below but they are incomplete. Notice how the minutes begin with a heading that gives the committee's name and the time, date and place of the meeting, followed by a list of those present at the meeting. Also, each minute has a number and a heading. Read through the minutes and then complete them using Mr Munir's notes on page 10, after you have corrected them.

Note: Remember that when you are writing the minutes of a meeting, you are reporting speech, so follow the rules for reported speech. Also, write in complete sentences, not in note form.

BEACH ROAD RESIDENTS' ASSOCIATION

Minutes

of Emergency Meeting held at

8 p.m. on 9 May 1988 in

Beach Road Secondary School

Present:

Mrs Z. Ali – Chairperson

Miss S. Riaz

Mr S. M. Khan

Mr M. A. Munir – Secretary

Mrs M. Zia

1 Review of new traffic arrangements

The chairman began by reviewing briefly, the new traffic arrangements. She stated that all traffic from Clifton Bridge to the City Centre now went through Beach Road. The result was a huge increase in traffic that was causing problems for Beach Road residents. She wanted to know exactly what these problems were.

2 Problems caused by new traffic arrangements

The new arrangements had caused two main problems—crossing the road and noise and fumes.

a. Crossing the road

- (i) The old people had...
- (ii) The primary school and kindergarten children...
- (iii) The secondary school children...
- (iv) The flat owners...

b. Noise and fumes

All the...

The chairman then asked...

3 Solutions to problems

Members then made the following proposals on how to deal with the problems caused by the increased traffic. These proposals were:

- a. approach...;
- b. start...;
- c. ask...;
- d. ...

4 Adjournment of meeting

The chairman...

Practical conversation

A Pronunciation practice

Revision of sounds Where the sounds which are being revised occur in words and sentences, the first of the pairs of sound is printed in **heavy italic** and the second is printed in **heavy type**. Read the words and sentences aloud.

- 1 [e] and [æ] *bed*/bad met/mat pet/pat wreck/rack
kettle/cattle letter/latter

The fat man sat on the mat.
When he was ready to catch them, the other men went back and then ran towards him.

- 2 [ɪ] and [i:] *sit*/seat this/these hit/heat lip/leap sick/seek
sin/seen

He hid the little pins in a tin and put this lid on it.
These three weary steeds are feeding in a field.
He was sitting beneath a green tree when he was bitten by a little kitten.

- 3 [s] and [ʃ] save/shave sort/short sell/shell sip/ship gas/gash
As he was shaving, his hand slipped and he gave his chin a short gash,

- 4 [ʌ] and [a:] duck/dark luck/lark cut/cart much/March puck/park
The car was stuck in the mud in the car park and was very hard to start.

dash/dash mash/match cash/catch dishes/ditches

- [ʃ] and [tʃ] wash/watch
While watching a cricket match, he dropped his watch just as a player made a clever catch.
- 6 [ɪ] and [eɪ] brick/break wit/weight tick/take still/sail
lick/lake lit/late
If you break this brick, pick up another and take it.
- 7 [ɒ] and [ɔ:] pot/port knotty/naughty stock/stalk moss/morse
Your daughter has caught a cold and a shocking cough. She thought that she ought to have a tonic so I've bought her a bottle.

B Dialogue reading

Work in pairs to practise the dialogue below in which a reporter is talking to an old person, Zia, about some new traffic arrangements. Try to make your speech natural, as if you were really speaking, not reading aloud. S1 plays the reporter and S2 plays Zia. Then change roles.



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- Reporter: What do you think of the new traffic arrangements?
- Zia: I don't like them. I can't walk as fast as I used to. It's difficult for me to cross the road. I almost got rundown by a taxi the other day. It was going far too fast. I'd have been knocked down if I hadn't jumped out of the way.
- Reporter: Why don't you use the pedestrian crossing?
- Zia: Pedestrian crossing? What pedestrian crossing? There isn't one in the whole street. We've been asking for one for ages. We've tried everything. We've been to the District Board and we've written to the papers but nothing's happened. It's a disgrace!
- Reporter: You mean you've had no success at all?
- Zia: We've been told the matter's under serious consideration but they're worried about the amount of money it'll cost. Also, there's the problem that if they build a crossing, it'll slow the traffic down. But it's not the traffic they should be worrying about, it's the old people like me, and the young too, for they've got to get across the road as well. Anyway, that's what I think.

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Dialogue practice

Asking for opinions; expressing likes and dislikes

Wasim and Salim are friends. Wasim is wearing a new shirt and new trousers and wants to know what Salim thinks of them. Salim gives his opinion.

Work in pairs. S1 is Wasim and S2 is Salim. Make up a conversation based on the prompts given. The words in the box below will help you. Do not look at your partner's part of the exercise.

What do you think of ... ?
How do you feel about ... ?
Do you think I should ... ?

I (quite) like ...
I don't like ...
I can't stand ...

Note: Can't stand and can't bear express strong dislike and mean can't tolerate

S1

Wasim: (Ask Salim's opinion of your new shirt.)

Salim: ...

Wasim: (Ask Salim's opinion of your new trousers. Tell him they are new, too.)

Salim: ...

Wasim: (Express surprise. Ask the reason.)

Salim: ...

Wasim: (Ask Salim's opinion of your new shirt.)

Wasim: (Ask Salim if he thinks you should change your trousers.)
Salim: ...
Wasim: (Ask Salim if he thinks you should change your shirt.)
Salim: ...
Wasim: (Ask Salim's opinion about the colour.)
Salim: ...
Wasim: (Ask him to suggest the colour you should wear.)
Salim: ...

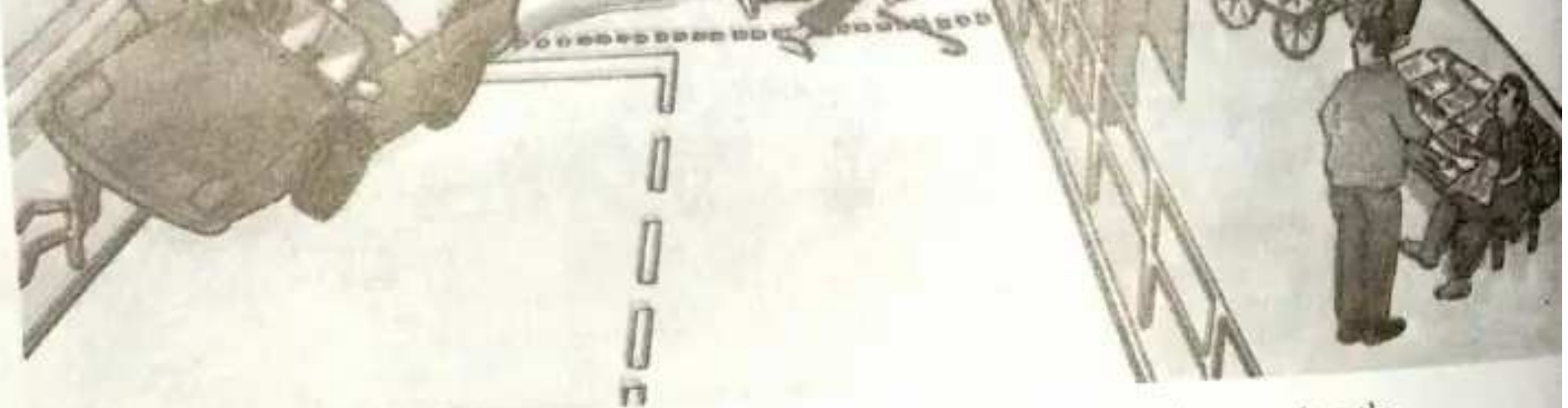
S2

Wasim: ...
Salim: (Express liking. Explain why.)
Wasim: ...
Salim: (Express dislike.)
Wasim: ...
Salim: (Explain that the colour doesn't match his shirt.)
Wasim: ...
Salim: (Respond positively.)
Wasim: ...
Salim: (Express strong dislike.)
Wasim: ...
Salim: (Respond.)

D Picture conversation

Study this picture of a traffic accident, then answer the questions below.





- 1 Where was the old man when he was hit by the car?
- 2 Who is likely to be blamed for the accident?
- 3 Can you suggest something else which may have helped to cause the accident?
- 4 What do you think the driver of the car did when he realized that he was going to hit the man?
- 5 Where was the car after the accident?
- 6 What might the man in the telephone kiosk be doing?
- 7 Have the people buying newspapers and fruit seen the accident? How do you know?
- 8 What are the taxi drivers doing?
- 9 What other accident is happening?

Composition

A Writing paragraphs

A **paragraph** is usually a group of sentences that deal with one idea. One sentence in the paragraph states the **main idea**. This sentence is often called the **topic sentence**. The other sentences in the paragraph give us **more information** about the idea expressed in the topic sentence.

- 1 Read this example paragraph, then answer the questions below it.

The new traffic arrangements in Beach Road are causing problems. It is now difficult for residents to cross the road because of the increased number of vehicles. This situation affects especially the young who go to school there, and the old who live in the old people's home. Also, the noise and the fumes are annoying everyone and affecting the health of some. As a result, the residents intend to fight to have the traffic arrangements cancelled.

- a. What is the topic? Which sentence is it stated in?
 - b. Which sentences give us additional information about the problem?
 - c. What is the information?
 - d. Which sentence tells us what the residents plan to do to solve the problem?
 - e. Which linking words are used to tell us the relationship between the sentences in the paragraph?
- 2 Now write a paragraph, similar to the example paragraph given in exercise 1, about an imaginary road called Duke Street. New traffic arrangements have been introduced there which have solved some problems for local residents. Begin your paragraph with the topic sentence which is written in grey, and use the other prompt words to help you.

The new traffic arrangements in Duke Street have solved many problems. It is now ... This situation affects ... the patients ... and the blind ... Also the ... noise and fumes ... As a result, the residents ...

B The committee meeting

- 1 Work in groups of five. You are the committee of the Beach Road Residents Association. One student is chairman and represents the flat owners; one is the secretary and represents the secondary school; the other three members of the group represent the primary school, the old people's home and the kindergarten. You are meeting to discuss a letter from the traffic authorities, part of which is given below. Discuss the letter and note down the committee's decisions. Finally report your decisions to the class.

Letter from traffic authorities

Although we are unable to change the new traffic arrangements, we agree to your request for a pedestrian crossing. Before proceeding further with the matter, however, we should like your views on the following:

- 1 What kind of crossing do you want? (See attached* note for types available.) Please give a first and second choice.
- 2 Where in Beach Road would you like the crossing to be? Please give a first and second choice here, also.
- 3 What steps do you suggest for reducing the noise and fumes in Beach Road, bearing in mind that the traffic will continue to be heavy. Please arrange two or three of these in order of priority.

We look forward to receiving.

* The note from the traffic authorities is on page 18.

Note attached to letter

Types of crossing available:

- 1 Zebra crossing: cheapest and fastest to construct (c 1 week).
- 2 Pedestrian controlled crossing: these are traffic lights controlled by pedestrians. When they press a button, the lights turn red and stop the traffic, thus allowing them to cross. More expensive than zebra. About 1 month to install.
- 3 Pedestrian walkway: a bridge over the street. Access is by stairs. Most expensive to construct. Long time to build (c 6 months).

- 2 After your discussion of the letter from the traffic authorities you have to respond to it. Imagine you are the secretary of the committee and write the reply following the guidelines below and inventing any necessary details.

Guidelines

- 1 Set out the addressee of the letter.

addresses of the receiver and the sender and the date as below,
Beach Road Residents' Association,
Beach Road Secondary School,
58 Beach Road,
Hyderabad.

10 January 2004

The Secretary,
Traffic Department,
Police Headquarters,
Hyderabad,
Hyderabad.

- 2 Open your letter by expressing thanks for and identifying the letter from the traffic department. Express disappointment about the news that the new traffic arrangements are not to be changed but pleasure at the news about the pedestrian crossing. Make these two or three sentences your opening paragraph. Use *we* because you are writing on behalf of the committee.
- 3 Say when you held your meeting, what its aim was and what decisions you came to. Write out these decisions clearly and briefly in sentences. Use headings and numbers if you think these will make your letter easier to follow.
- 4 End your letter by saying what you look forward to and end it in the usual manner. Remember, if you start with *Dear Sir* or *Dear Madam*, you should end with *Yours faithfully*. If you start with a name (*Dear Mr Ali*), end with *Yours sincerely*.

Study notes

1. We can show the relationship of result between sentences by using *as a result*, *consequently*, *therefore*, or *so*:

They installed a new crossing.

As a result, the number of accidents decreased.

2. When we change direct speech (the exact words someone said) into reported speech, we change the tense of the verb used by the original speaker and the pronoun:

'I feel angry.'

'We have received ...'

'We will write ...'

'I found it difficult ...'

He said **he** felt angry.

She said **they** had received ...

She said **they** would write ...

He said **he** had found it difficult ...

3. When we report questions, we also change the word order and omit the question marks:

Questions starting with questions words:

She asked where the new crossing

- a. Questions starting with a question word such as **if** or **whether**.
 'Where will the new crossing be?' He asked if/whether we had any questions.
- b. Questions starting without a question word such as **if** or **whether**.
 'Have you any question?' He asked if/whether we had any questions.
4. When we report commands, requests or advice we use the infinitive form of the verb used by the original speaker.
 'Open the door.' She told him to open the door.

UNIT 2

Reading

Science fiction is full of stories about robots — machines that behave like human beings and often look like them. Will human robots always

be inventions of the imagination or, one day, will they be real?

A What do you think?

Before you read the passage on pages 21 and 22, try to answer these questions:

- 1 Have you read stories or seen films about robots? If so, what did the robots look like? What was their relationship with human beings? What are some of the things they could do? Were the robots good or evil?
- 2 There are lots of robots used nowadays. Where would you find them? What sort of jobs do they do?
- 3 If you had your own personal robots, what are some of the things you might use it for?

Now survey the passage in the usual way by looking at the title, pictures, opening and closing paragraphs, and the first sentence of each paragraph. Then try to answer the questions below.

4 What do you think the word probot means? personal robot

5 In the title of the passage, the word age means ...

A the length of time a person or thing has existed.

B the opposite of youth.

C a lengthy period of time.

6 Which two kinds of robot are likely to be mentioned in the passage? Which of these is likely to be the main topic of the passage?

7 The opening paragraph describes one man's start to an imaginary day.

What do you think the second paragraph will do?

8 The first sentence of paragraph 3 mentions Utopia. This is an imaginary country, famous in English literature, where everything was perfect. What do you think is the connection between Utopia and the topic of the passage?

9 What will probably be the topic of paragraphs 3, 4, and 5? personal robots

10 The last four paragraphs of the passage compare two things. What are they? robots and computers

B Finding the facts

As a reporter for your local TV station, you interviewed the author of 'Probots and People'. Below and on page 21 is a tapescript of part of the interview. Read it through and complete it with information from the passage. Note that some information is stated directly and some is only implied.

You: Mr Knight, you start your book with a little story about what daily life will be like in a few years' time. What is the purpose of this story?

Knight: I wanted to show how two machines, in particular robots and computers are going to change our lives.

You: Could you summarize these changes for us?

Knight: I'll try. Life will be safer than it is now. There won't be any danger of robbery, for example. Life will be easier: you won't have to cook your own meals or check the children's homework. And because you won't have to work such long hours, you'll have a lot more leisure time.

You: You talk of new inventions and *exciting advances*. Which do you think will be the most exciting?

Knight: personal robots. There's no doubt about that. People have talked about creating them for years. Soon they will be a reality.

You: But they're already working in factories, aren't they?

Knight: No. Those are industrial robots. These will certainly have a great effect on work but not so much on our personal lives. And this effect will take longer to be felt.

You: You've given this invention, which you think is so important, a special name. Can you tell us something about it?

Knight: Yes. I call it a probot. That stands for personal robot. Basically, it is a personal computer with a body. If it has wheels and an arm so that it can pick up, move and manipulate things, then it becomes a device of great potential.



The Age of The Probot

From *Probots and People—The Age of the Personal Robot* by Timothy O. Knight.

Imagine a morning, not many years from now, on which a man awakens after a long and safe slumber. The night before, he drifted to sleep with absolutely no fear that his house would be robbed or that he would be in any danger. His household computer informs him that his breakfast is ready, so he proceeds to the kitchen to enjoy the meal that his kitchen robot has prepared.

As he eats, he glances at the headlines of the morning news on the nearby video monitor, noting that unemployment had been virtually eliminated, the gross national product has increased fifteen per cent over the past year, and his stocks are doing well. Before he leaves, he reminds the household robot to test the children on their maths lessons, help them to revise their other subjects, and finally, join them in a game of catch. He then steps into his transportation vehicle, which whisks him away to the office

for a full four hours of work. As he plans the remainder of the day, he decides to spend the rest of the afternoon playing racquetball with some friends, followed by some good reading. After he eats his already prepared dinner with his family, he will work with one of the household computers for the rest of the evening, then drift off to a pleasant sleep once more.

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A day like this would make many people think that they were in Utopia, yet this little excerpt from the life of one man is not as impossible as it might sound. In fact, parts of the preceding story are already true for some people. The factors guiding us into this more productive, less strenuous, and much more leisurely lifestyle are all centred around one thing: new technologies. These exciting advances, just emerging from the laboratories and factories, include bioengineering, personal computers, and extensive space exploration. However, a personal robot is one machine that will probably have a more profound and widespread effect on society than any other invention. The dream of this creation has been portrayed in plays, movies, and on television, but only now is this exciting new tool beginning to demonstrate its potential.

Of course, news stories about the giant industrial robots in factories are seen frequently, and although these machines are efficient, productive, and useful, our lives have not yet been altered dramatically by them. In fact, there



Probots were designed to entertain, communicate, and help around the home.

Probots will have a more immediate and direct effect on us than industrial robots because personal robots will actually be in the home, doing household chores, teaching the children, and even walking the dog. Although industrial robots will eventually have a profound effect on both labour and productivity, it simply takes a

are relatively few robots actually working in factories. If this is the case, how will robots make such a dramatic effect on so many people?

The fact that they *will* have a major effect on industry will be discussed later. But the type of robot that will cause the greatest changes is not an industrial, but rather a personal robot. Or, as I like to call it, a *probot*.



A probot is basically a computer with a body.

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longer time for their full impact to be felt.

The robot and the computer are very closely related. In fact, the robot may be thought of as an extension of the computer. In the same manner, the probot may be thought of as an extension of the personal computer. That is, a personal robot is a personal computer, and a great deal more.

Like a home computer, a probot does not have human intelligence, but it can be programmed to perform many tasks, such as teaching lessons, remembering and organizing large amounts of information, and entertaining people.

However, because millions of people already own home computers, the abilities of these machines are familiar to almost everyone. The power of the probot is still a mystery to many people, but its abilities (like any kind of robot) are really not difficult to understand.

A probot is basically a personal computer with a body, and if equipped with wheels, is enabled to move from one place to another. And, if the body has an arm, the probot may pick up, move, and manipulate objects. The power of the probot to move itself and to use an arm gives it tremendous potential.

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C Words in context

1 When you read the words below as they appear in the passage on pages 21 and 22, the context should suggest the meanings. Try to guess the meaning of each word by reading its context carefully. The numbers in brackets refer to paragraphs.

- | | |
|----------------|------------------|
| a. slumber (1) | d. preceding (3) |
| b. drifted (1) | e. altered (4) |
| c. whisks (2) | f. chores (6) |
- 2 Choose the best word or phrase from the choices given, to complete these sentences:
- | | |
|--|---|
| a. The phrase <i>virtually eliminated</i> (2) tells us that the problem of unemployment has been ...
A almost explained.
B completely solved.
C almost solved.
D completely explained. | c. A more profound effect (3) means a ... effect.
A faster
B more interesting
C more exciting
D deeper |
| b. <i>Extensive space exploration</i> (3) means ... space exploration.
A a large amount of
B costly
C dangerous
D exciting to think about | d. To demonstrate its potential (3) means to show its ability to become more ...
A modern
B useful
C widespread
D skilful |

- 3 Find words in the passage with these meanings. The numbers in brackets refer to paragraphs.
- a. A perfect place. (3)
 - b. Circumstances or things that cause something to happen. (3)
 - c. Ways of developing and using machines/technical devices. (3)
 - d. In a noticeable or exciting way. (4)
 - e. The ability to reproduce goods. (6)
- 4 Definitions for some words and phrases used in the passage are given below. The first part of each sentence is in box A and the endings are in box B but they are in the wrong order. Match the words in A with the appropriate words in B to complete the definitions.

A	B
The gross national product (GNP) ...	are ball games.
Stocks ...	is one needing lots of energy.
Catch and racquetball ...	is to handle it skilfully.
An excerpt ...	is the total value of goods produced by a country.
A strenuous lifestyle ...	is to show it in a lifelike way or like a picture.
To portray something ...	are shares in a company.
To manipulate something ...	is a part of a book, film, etc. presented separately.

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5. Arif is telling a friend about the book 'Probots and People', part of which you read on pages 21 and 22. Complete what Arif is saying with words from the passage. All the words you need have been used in exercise 2 or are answers you found for exercise 3.

According to the writer, one of the _____ that is going to change our lives _____ is the personal robot. When the _____ is more fully developed, probots will have _____ uses in the home. He says they will have a _____ effect on our lifestyle and have great _____ to make the quality of our lives better.

The writer, Timothy O. Knight, says it will be like living in _____.



D Finding the main idea

Sometimes we need to find the main ideas in a passage, for example, if we want to make a set of notes. Main ideas are those that are most important in a passage.

which is often indicated in the title of a passage or chapter.

The main theme of the passage on pages 21 and 22 is the age of the probot. Choose the main ideas from the choices given below. For number 7, choose three ideas from the six listed.

- 1 Robots and other machines will ...
 - A make home life easier and safer.
 - B guard us and cook our breakfast.
- 2 Robots and other machines will enable us to ...
 - A get to work faster and play games.
 - B work less and have more leisure.
- 3 The personal robot ...
 - A is an example of the exciting advances in technology.
 - B will have more effect on society than any other invention.
- 4 Industrial robots ...
 - A are often written about in the newspapers.
 - B have not yet changed society dramatically.
- 5 The effects of ...
 - A industrial robots on industry will be great.
 - B personal robots on society will be great.
- 6 Probots will ...
 - A do routine jobs, teach children and take the dog for a walk.
 - B have a more immediate and direct effect on our lives than industrial robots.
- 7 A probot ...
 - A is much more useful than a personal computer.
 - B can be programmed to perform many tasks.
 - C can teach and entertain.
 - D has many abilities.
 - E can move if equipped with wheels.
 - F has tremendous potential if it can move and handle objects.

E Summary

Your family has bought a personal robot called Robert. A friend writes to you to ask you about him. Here is part of her letter.

You say your home is safer since you bought Robert and that he is very useful around the house. Can you tell me how? You also say he helps with your education and that he entertains you. You even say your dog Spot likes him! Can you explain in more detail? You also say he's like a home computer, but better. I can't understand this either. Let me know in your next letter.

Reply to your friend's letter using the information in the passage on pages 21 and 22 and the notes below. The verbs in the notes are in brackets and should be put in the right tense and form. Your reply should contain not more than 120 words.

Robert ... useful ... home
He (guard) ... night so that ... robbery
By day ... (prepare) ... (do) other ... chores
He also ... (test) ... on ... lessons and (help) (revise)
After ... (entertain) ... (play)
Spot (like) ... because ... for walks
Robert ... like ... computer
He ... intelligence ... (programme) ...
However, ... even better ... wheels ... (can) ...
He also ... arm ... (use) ... up things

Language practice

A Talking about events in time using *As*, *Before*, *After*

In the first two paragraphs of the passage on pages 21 and 22, the writer describes events that were happening during one day. He uses **As**, **Before**, and **After** to tell us the order in which the events happen. Note that **As** here means the same as **While**, i.e. **at the same time**.

Look at paragraph 2 and complete this table by writing the appropriate letters and numbers in the boxes. The first one has been done for you.

Event	Event happening first	Events happening together
1 a. eating b. glancing		a. and b.
2 a. leaving b. reminding		
3 a. planning b. deciding		
4 a. eating b. working		

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B Sequencing

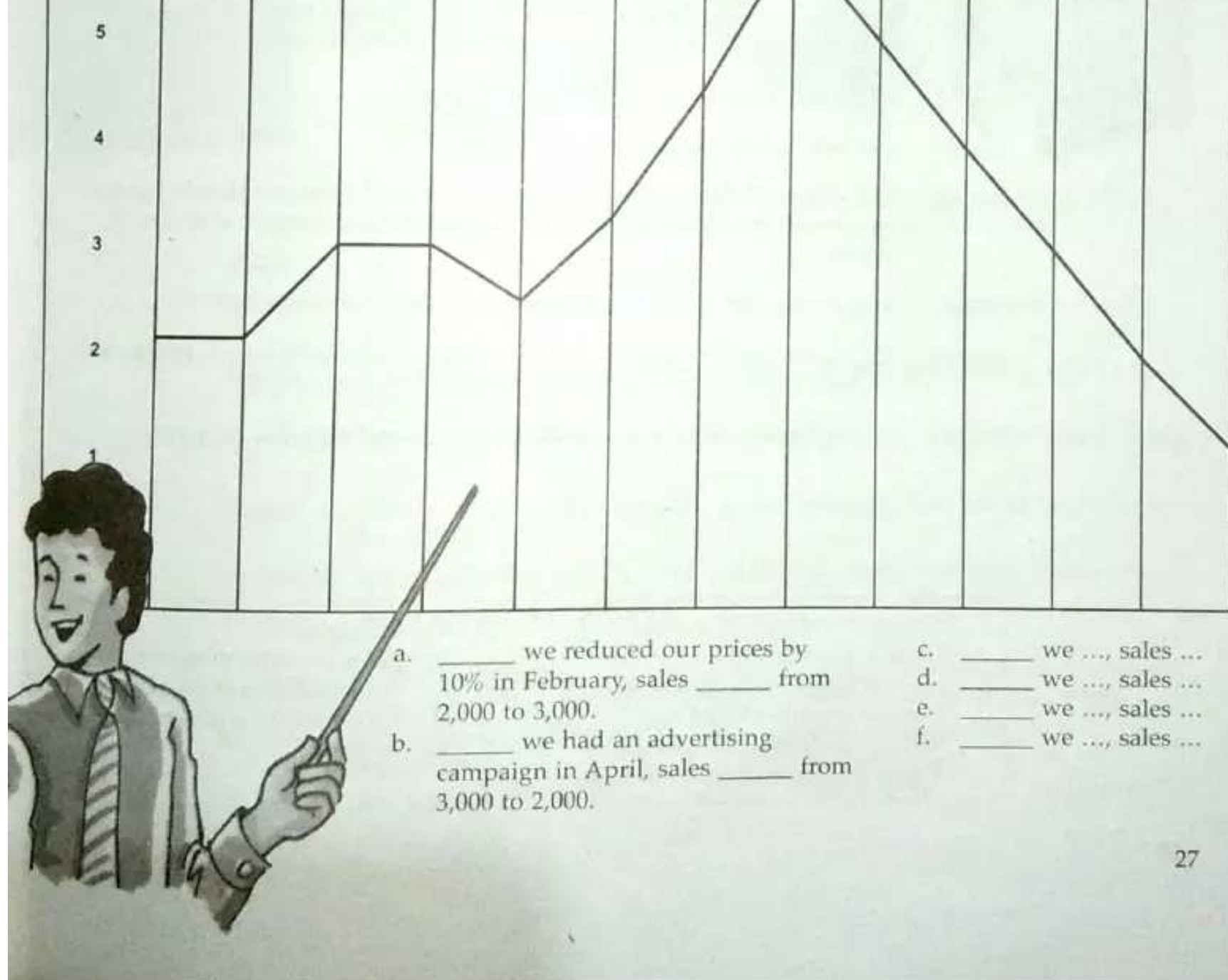
- 1 Below is a list of jobs your mother has noted down that she wants the home robot to do tomorrow, while she is at work and you are at school. However, in order to programme the robot, the jobs must be given to it in the right order or sequence. Your mother has asked you to do this. Write out the list of jobs in the correct sequence.

Put rice in rice cooker and steam it.
Dust the furniture.
Wash the floors and let them dry.
Fry the beef and vegetables.
Put away the ironed clothes.
Polish the dry floors.

Set the table for dinner.
Wash up the breakfast dishes.
Iron the clothes which are in the laundry basket.
At 6 p.m. start preparing rice, beef and vegetables for dinner.

- 2 Unfortunately, when you tried to programme the robot to do the jobs, the robot was broken. However, Aunt Zarin has agreed to come over to your flat tomorrow to do the jobs while you are out. She asks you to leave her a note telling her exactly what to do. Use the correctly sequenced list of jobs in exercise 1 to write a note to Aunt Zarin. Write in complete sentences using **As**, **Before** and **After** to show the order in which the jobs should be done. You are given some help below.

Dear Aunt Zarin,
Thanks for your offer of help. Here are the jobs which need to be done.



E Arguing

When two or more people argue, they state different ideas and try, by reason and persuasion, to get others to agree with them. An argument may be friendly or unfriendly.

Read the argument below. Jawaid and Ishrat have moved into their new flat and are talking about furniture for the sitting room and the dining room. Read the dialogue and answer the questions at the end.

Jawaid: I think we should have a dining table for eight.

Ishrat: Eight people? I'm sorry, Jawaid, I don't agree. It would be far too big for the room. Six would be enough.

Jawaid: What about when all our relatives come? There won't be enough room for them.

Ishrat: Simple. We'll never invite more than four at a time. That way, there'll be plenty of room for everyone.

Jawaid: Very well then. Now, what about a sofa? I suggest we get a big, soft one that I can relax in. Something nice and comfortable.

Ishrat: No, I'm afraid I can't agree with you on that either, Jawaid. Soft sofas are bad for you.

Jawaid: Why?

- Ishrat: Well, because they're bad for your back. They don't give any support when you sit. I suggest we get a hard one with a straight back.
- Jawaid: You mean we buy an uncomfortable sofa?
- Ishrat: No, not exactly. We buy one that's good for us.
- Jawaid: Oh, very well then. Now what about a carpet? I think we should have a nice, thick, bright-coloured carpet. It'll make the place nice and cosy in winters.
- Ishrat: I agree. But one like that'll be very expensive. Can we afford it?
- Jawaid: Of course. We'll be getting a smaller and cheaper table and a cheaper sofa so we'll have money to spare for a more expensive carpet.
- Ishrat: All right then, so let's go out this afternoon and start our shopping.

- | | |
|---|-----------------------------------|
| 1 How many things do Jawaid and Ishrat argue about? | a. A suggestion. |
| 2 Do you think the argument is friendly or unfriendly? | b. An expression of agreement. |
| 3 In the argument above, find one example of each of the following: | c. An expression of disagreement. |
| | d. A request for a reason. |
| | e. A reason. |

Using English

A Dealing with customers

1. Waqar has a part-time summer job in a department store. He works in the electrical appliances department. Pictured below are some of the things he sells. Can you identify them from these sentences? Write down the letter of each sentence and beside each one, write the name of the appliance it describes. Then, lightly in pencil, write the appropriate letter beside each picture.

- You need it in cold weather.
- This cleans your clothes.
- It keeps food fresh longer.
- This machine stores information.
- This produces sounds.
- It cleans carpets and floors.
- This provides hot food.





2. Waqar's first customer of the day comes into the shop. She looks at a few things. Waqar goes over and speaks to her. Read the dialogue and answer the questions below.

Waqar: Good morning. Can I help you?

Customer: Well, I'm looking for a washing machine. Is this the only model you've got?

Waqar: This is the only one we have to display. It's our latest model. Don't you like it?

Customer: Well, it looks very nice but it's a bit expensive, isn't it? Don't you give any discount?

Waqar: I'm afraid not. Not on this one. It's a fixed-price item. But it's good value for money.

Customer: Mmm, well, I think I'll around a bit. I may come back later. Thank you.

Waqar: Not at all. Good morning.

- | | |
|---|--|
| a. How does Waqar start the conversation? What does he offer? | d. Why can't Waqar give a discount? |
| b. What positive things does he say about the machine? | e. What do you think the customer will do after leaving Waqar? |
| c. Why is the customer unwilling to buy? | f. How does Waqar end the conversation? |

3. Now work in pairs. S1 is Waqar and S2 is a customer. Make up a conversation for the situation described below. The dialogue in exercise 2 will help you.

It is afternoon. Another customer comes in and looks at the two computers on display (latest models). She remarks about the price and asks about a discount. Waqar offers a discount. She says she'll have to go to the bank to get some money. She will come back in a few minutes. She identifies one of the models and asks Waqar to reserve it for her. Waqar ends the conversation appropriately.

B The survey

Waqar's boss telephones to ask Waqar to do something. Read what she says.



Waqar, I want you to do a survey of our customers. I want to find out a little about their shopping habits and their opinions on the service they get from our staff. The way to do this is to write a questionnaire. Don't ask their names, but find out their sex, age, age group would be better – how long they've been our customers and the approximate number of times they shop here annually. Find out also the type of product they buy most and what they think of our prices – are they high, low or average? We also want to find out if they think our staff are very polite, polite, or not very polite and to get the same idea about their efficiency. The last question should ask them how we can improve our services. Ask them for suggestions about this and leave some space for them to write the answer. You'd better ask them to do this otherwise they might forget. Oh, and there's one other question. Before you ask anything else, ask whether they are locals or tourists. The answers we get will help

us to improve our services. Thank you, Wagar. That will be all.

Waqar hadn't written a questionnaire before so he found a book that gave him some rules. Read the rules which are given below.

1. Write short simple questions.
2. Write questions that can be answered simply, e.g. by ticks or yes/no.
For example:

Are you a member of a sports club? Yes _____ No _____

How did you find the speaker's voice? Too loud _____

About right_____

Too soft

What age group are you in? 20-29 _____ 30-39 _____, etc.

3. Arrange questions in a sensible order.
4. Start the questionnaire with one or two sentences giving its aim and thanking people in advance for completing it.

Work in pairs to draw up a questionnaire following the rules above and the requirements of Waqar's boss. When you have finished it, pass it to a classmate for completion. At least 6 of your questions should be designed to be answered by ticks.

C Facts and figures

Waqar does his part-time job in the electrical appliances departments on three days a week. Another student, Atif, does the same job on the other days. They keep their own stock records but at the end of each month they have to complete a stocklist. To do this, they have to combine the information in their records by asking and answering questions as in the examples given below.

S1: How many kettles did you sell?

S2: I sold ... How many kettles did you sell?

S1: I sold ...

S2: How many broken kettles did you have?

S1: I had ... How many broken ... have?

Work in pairs. S1 is Waqar and S2 is Atif. Do not look at your partner's part of the exercise.

S1 Look at your stock record which is below. Ask S2 questions, as in the examples above. Write the number he gives in response in the appropriate column and answer S2's questions. Then, enter your totals in the last column and check them with S2.

[illegible]

Electric kettles	42	5	0		
Electric irons	68	31	1		
Radios	34	12	0		
Cassette players	53	8	3		
Plugs	88	44	6		

S2 Look at your stock record which is below. Listen to S1's questions and respond with information from your record. Then ask S1 questions and write the number he gives in response, into the appropriate column. Finally, enter your totals in the last column and check them with S1.

Monthly stock record: May						
Items	In stock May 1	Sold		Broken		In stock May 31
		Waqar	Atif	Waqar	Atif	
Electric kettles	42		16		1	
Electric irons	68		20		0	
Radios	34		15		3	
Cassette players	53		30		2	
Plugs	88		29		0	

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Practical conversation

A Pronunciation practice

Consonant clusters. When certain consonants come together, they may be difficult to pronounce.

- 1 Say each pair of words aloud.

whips wasps
film flimsy
mist mixed
vests vets

glass grass
flying frying
clash crash
raps rasps

- 2 Work in pairs. S1 and S2 each choose ten words from the list above and note them down. S1 dictates his list to S2. Then S2 dictates his list to S1. Check them together at the end.

- 3 Now try these tongue twisters:

a.



c.



We watched the wasps walking along the whips.

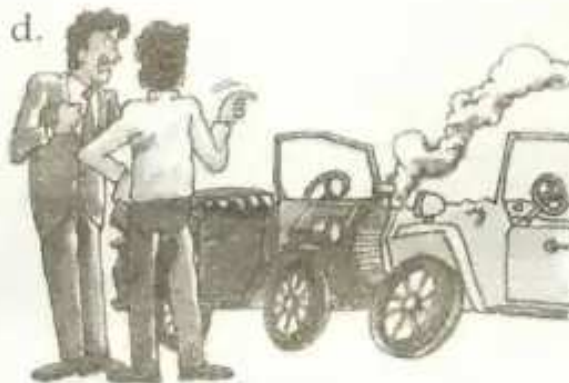
b.



He was glad the glass fell on the grass when it slipped from his grasp.

He's a friendly flier who likes frying when he's flying.

d.



They clashed over the crash of their classic cars.

B Dialogue reading

Work in pairs. Read the dialogue below and on page 33, in which two students, Sami and Shan, are talking about what schools will be like in the future. Take turns to be Sami and Shan.

Sami: Will robots ever replace teachers in tomorrow's school?

Shan: No, I don't think they will, but I think computers are going to take over a lot of the teachers' work. I think we'll learn most of our subjects from computers. We'll be able to learn things more easily and at our own pace.

Sami: Then what will the teachers do?

Shan: They'll be here to help us when we need them. We won't have to sit in classes as we do now. We'll sit in comfortable rooms with our computers and when we get into difficulties we'll call a teacher to help us. That way, we'll be able to get personal attention.

Sami: What subjects will students study?

Shan: Any subjects they want to. That's the advantage of a computer. It can be programmed to teach dozens of different subjects. We'll be able to choose the ones that interest us. We'll be able to make our own choice of subjects.

Sami: But will learning from a machine be better than learning from a teacher?

Shan: The computer won't seem like a machine. It'll be more like a robot. We'll be able to talk to it and it'll be able to talk to us. Everything it teaches us will have been prepared by experts, so that when we ask it questions on any subject we'll be getting answers from the world's leading experts. That way, I think we'll be able to learn more.

C Dialogue practice

Talking about the future

Work in pairs to make up a conversation about tomorrow's weather using the prompts given below. Do not look at your partner's part of the exercise.

S1

S1: (Ask S2 if he saw tomorrow's weather forecast on television.)

S2: ...

S1: (Express disappointment.)

S2: ...

S1: (Respond to S2.)

S2: ...

S1: (Thank S2 but respond negatively with regret.)

S2: ...

S1: (Explain to S2.)

S2

S1: ...

S2: (Respond positively and tell S1 that it's going to rain.)

S1: ...

S2: (Ask why and what S2 was going to do tomorrow.)

S1: ...

S2: (Suggest an alternative activity to S1 that does not depend on the weather.)

S1: ...

S2: (Ask why not.)

S1: ...

S2: (End the conversation.)

D Picture conversation





Study the picture and then answer the questions below.

- 1 What might be the family relationship between the people who are doing the chores?
- 2 Can you see anything else that the females have been doing or will do?
- 3 What are the boys doing?
- 4 What are the middle-aged man and the elderly man doing?
- 5 How many pieces of equipment for making chores easier can you see?
- 6 What is the main difference between the things the females are doing and what the males are doing?
- 7 Do you think the artist who drew this is trying to tell us something? If so, what is he saying?
- 8 Do you think that what is happening is fair? Explain your answer.
- 9 How could the situation be made fairer?
- 10 What might be some of the difficulties involved in trying to make it fairer?

Composition

A Describing events in time

Imagine yourself in ten years' time. Write a paragraph of five or six sentences outlining your day. Use two or three of the sentences to describe what you do before you leave home, one sentence to describe how you get to your work and two or three sentences to describe your leisure activities. Use the words *as*, *before*, and *after* at least once. Use the word *sleep* in the opening and closing sentences of your paragraph.

B Inventions

- 1 Work in groups of four or five to discuss inventions. Follow the outline for discussion which is given below.
 - a. Each member of the group notes down three inventions which he/she believes have had the greatest effect on people's lives from about 1900 to the present-day. Arrange the list in order of importance (i.e., the most important first and the least important last) and note down reasons why they are important. Remember, the effects of the inventions can be good or bad and that bad effects do not lessen their importance.
 - b. Elect a chairman for your group who is responsible for introducing the topic and controlling the discussion. Also elect a secretary to record the group's decisions.
 - c. Discuss the inventions suggested by each person and decide which three inventions will be the group's choice.
 - d. A spokesman for the group should report to the whole class his/her group's final list of inventions and why they were chosen.
- 2 Now, work in different groups to discuss inventions that do not exist yet, but which you would like to see produced. Follow the outline above but this time, you will have to say why you believe they will have a great effect on people's lives.
- 3 Write a composition on one of the topics below. Mention between two and four inventions and explain why you consider them important. Write about 300 words.
 - a. Inventions that have changed people's lives in the 20th Century.
 - b. Inventions that will change our lives in the future.

Study notes

- 1 When we talk about events in time, we can use **as**, **while**, **before**, and **after** to show the sequence of events:

Before he ate breakfast, he watched TV.

As/While he ate lunch, he watched TV.

After he ate dinner, he watched TV.

- 2 We use **because** to give reasons:

Because he was tired, he fell asleep at once.

- 3 When the result of something is surprising or unexpected, we can express this by using **although**.

Although he was tired, he did not fall asleep at once.

Note: In all the examples above, those parts of the sentences containing **before**, **as**, **while**, **after**, **because** or **although** are at the beginning of the sentence and are followed by a comma. They can also come at the end of sentences but in this case there is no comma:

He watched TV **before** he ate breakfast.

He fell asleep at once **because** he was tired.

He did not fall asleep at once **although** he was tired.

UNIT 3

Reading

In most modern cities, people only see domestic animals like dogs, cats, horses, or cows. We have to go to zoo or circuses to see other, so called wild animals, and here they are not in their natural environment but are caged

or tamed. Our knowledge of these animals is obviously limited. The newspaper article which you are going to read on page 37, tries to disprove some commonly held beliefs about one particular animal.

A What do you think?

Before you read the article on page 37, and even before you survey it, give your opinion on the statements in numbers 1 and 2 below, by putting a tick beside any of the words or phrases given with which you agree.

- 1 Gorillas are ...
a. ugly/beautiful.

- 2 Wild animals should be ...
a. killed.

- d. fierce/gentle.
- c. meat eaters/vegetable eaters.
- d. cowards/brave.
- e. from Africa/from Asia.
- f. many in number/an endangered species.

- b. kept in zoos or circuses.
- c. given land to live on.
- d. protected.

Now survey the newspaper article on page 37 in the usual way by looking at the headlines, pictures, captions, headings, and opening and closing paragraphs. Then try to complete the statements below. You may have to guess some of the answers but you can check these after you read the article.

- 3 The gentle giants are probably the ...
- 4 Jambo, the gorilla, probably showed compassion (pity) towards ...
- 5 The monsters are probably the ...
- 6 They are probably misunderstood by ...
- 7 David Attenborough is probably ...
 - a. a naturalist.
 - b. a hunter.
- 8 Most people probably expected the young boy who fell into the gorillas' enclosure (paragraph 1) to be ...
- 9 *Us* in the last paragraph probably refers to ...
- 10 Complete the following statements which are about the headings:
 - a. The shirt was *puzzling* (strange) to the gorilla because ...
 - b. The *tribute* (admiration or respect) is to the skill ...
 - c. The gorilla family is looked after and *protected* by ...
 - d. The gorillas could think that the ... were a possible source of danger.
 - e. The *shaggier relative* (shaggy means covered in hair) refers to ... the *ma*.

GENTLE GIANTS

After Jambo the gorilla's amazing display of compassion the truth about these often misunderstood monsters

by David Attenborough

THOSE remarkable pictures of Jambo the gorilla tenderly stroking and then standing guard over unconscious six-year-old Levan Merritt moved everyone who saw them — and surprised most people, too.

The gorilla's reputation as a killer is one that dies hard.

But was his loving behaviour really so unusual? And if gorillas do sometimes react



'The shaming fact is that they are not violent or dangerous. We are.'

dangerous. On occasion, they even attacked their keepers. Who can blame them?

Jambo did not behave like that. That is not only an indication of his true nature as a gorilla. It is also a tribute to the skill and understanding with which Jersey Zoo looks after its gorillas and has given them, as far

behaved, to one another. Younger ones romped and wrestled together. Mothers sat watching their infants, making sure they did not get into trouble as they wobbled about. The dominant male allowed young babies to crawl over him and pull his ears with the tolerant affection of a human grandfather

to humans like the monsters of popular myth, is that their fault—or ours?

Shirt puzzle

Take Jambo, the boss male of the gorillas in a zoo in Jersey. When he was attracted to the side of his enclosure by the shouts of the public and saw a little boy lying unconscious on the ground, I believe he saw immediately a likeness to his own offspring. The shape and the size were much the same.

He discovered that the child had something on its back—a shirt. To Jambo that was certainly different and puzzling. He gently touched the child's skin with his finger and put it to his nose—and discovered that the smell of the child was also strange.

But neither of these things alarmed him. When the boy came round and began to cry, Jambo did no more than to move away, taking his family with him.

Tribute to Skill

Forty years ago, a boy falling into a gorilla cage would not, I believe, have been treated in that way. Then even zoo people, who should have known better, believed that gorillas were dangerous and aggressive. They were kept behind bars in solitary confinement in concrete cells with nothing to do. In fact they were turned into neurotics who almost certainly WERE

as possible, all they need to grow into a contented and well-adjusted family.

Protects family

So how did gorillas obtain their horrific reputation? It started back in the middle of the last century when an American explorer published a book about hunting gorillas in the African forests, including a drawing of a wounded giant ape standing above the body of a fallen hunter, its lips pulled back in a fearsome roar bending a rifle with its bare hands.

That image took root in the public imagination. In the 1930s, Hollywood built it into a nightmare with the film *King Kong* in which a gigantic ape was captured who then eventually terrorized New York.

What a libel that reputation is. By nature they are gentle and inoffensive animals.

They are almost entirely vegetarian and spend their days eating leaves and juicy stems in the thick forests of Africa. They live in family groups, each ruled by a big male, who looks after and protects his family with great care. They are, it is true, immensely strong and can rip apart banana stems and tear off the branches of trees as they need to do in order to feed. But their strength is hardly ever used against other animals.

Possible danger

When we were filming gorillas in Africa, we saw how gently and affectionately they

spoiling his adored grandchildren. If we had approached them aggressively, if we had startled them, they might well have charged us. More likely they would simply have retreated farther into the forest. We were after all, intruders and a possible source of danger.

Shaggier relative

As it was, the group we were filming had become accustomed to the presence of scientists who were studying them and allowed us to come very close indeed.

On one occasion, which for me was one of the most memorable moments of my life, a mother gorilla sitting within a yard of me allowed her babies to clamber all over me.

What now is the future for these beautiful creatures, our nearest animal relations? They are endangered in the wild.

No more than a few thousand lowland gorillas like Jambo still survive. His slightly bigger, shaggier relative, the mountain gorilla, is now reduced to only a few hundred.

We have destroyed the forests on which they depend. We have hunted them and exulted in killing them, believing that by doing so we have proved something about our own superiority.

The sad and shaming fact is that it is not gorillas who are violent and dangerous. It is us.

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B Organizing facts

Bari has been asked to collect information for a project he is writing on *The ape: Man's closest relative*. He reads the newspaper article on page 37 and decides to make a set of notes under the following headings:

- True nature of gorillas
- Future fate of gorillas
- Reasons for gorillas' bad reputation
- Common attitudes towards gorillas

Bari's notes are given below but they are incomplete. Complete them with information from the newspaper article and put the headings listed above at the top of the appropriate section.

Notes

- 1 _____
most people believe gorillas are _____ and _____
- 2 _____
 - a. _____ in _____th century book by American _____

b. _____ in 19____'s called _____

3 _____

a. gorillas are _____ and _____

b. eat mainly _____

c. love and _____ their _____

d. rarely use _____ against other _____

4 _____

gorillas are _____ animals

reasons: _____ down of _____ by humans.

Before you do exercise C, check your answers to exercises A and B.

C Words in context

1 The words below are probably unfamiliar to you but it should be possible to guess the meanings from the contexts. Look carefully at the contexts of these words on page 37 and write what you think are their meanings. The numbers in brackets refer to paragraphs.

- | | |
|-------------------|-----------------|
| a. offspring (4) | d. romped (13) |
| b. came round (6) | e. wobbled (13) |
| c. rip (12) | f. clamber (15) |

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2 The words below, which are used in the newspaper article on page 37, have more than one meaning. Two meanings for each word are given below. Decide which one is the correct meaning for each word as it is used in the article. The numbers in brackets refer to paragraphs.

- | | |
|--|---|
| a. moved (1)
A put in another place
B caused to feel sympathy | d. spoiling (13)
A damaging
B showing great affection for |
| b. take (4)
A consider
B borrow without permission | e. charged (13)
A attacked
B accused of a crime |
| c. enclosure (4)
A place surrounded by a wall, fence, etc.
B something you put inside an envelope. | |

3 Find words in the newspaper article that could fit into the sentences below. The numbers in brackets tell you in which paragraph the words can be found.

- | | |
|---|---|
| a. All the members of my family look similar. There's a close _____ between us. (4) | all get on well together. We're _____ (8) |
| b. He's an _____ person. He's always fighting with other people. (7) | e. It was obvious the mother _____ her child by the way she looked lovingly at it. (13) |
| c. The prisoner was punished by being _____ | f. Because so many whales have _____ |

- c. The prisoner was punished by being put into a cell by himself. His _____ lasted for six months. (7)
- d. Our family like one another and we

been killed, they are in danger of becoming extinct. They are an _____ species. (16)

4. Choose the best answers.

- a. *Dies hard* (2) means that it is difficult to ... the gorilla's reputation as a killer.
- A describe
B destroy
C believe
D protect
- b. *A popular myth* (3) is a ...
- A true story that everyone believes.
B false story that everyone believes.
C true story that no one believes.
D false story that no one believes.
- c. *Inoffensive animals* (11) are animals that are ...
- A active.
B frightened.
C harmless.
D lazy.
- d. *Adored grandchildren* (13) means grandchildren that are ...
- A very shy.
B naughty.
C obedient.
D greatly loved.

5. Match the words in box A with the definitions in box B.

A	B
Neurotics (7)	... is a mental picture.
An image (10)	... means enjoyed greatly.
Libel (11)	... are people who go somewhere uninvited.
Intruders (13)	... are mentally upset people / animals.
Exulted (18)	... is damaging a reputation with lies.

6. Here is part of an interview with David Attenborough, the writer of the article on page 37. Complete it with words from the article, changing the form of the words where necessary.



Interviewer: You seem to disagree with the views that most people have about gorillas.

Attenborough: Yes, well in my experience they are not at all _____. They only become that way if they're kept in bad conditions, _____, for example. Their true nature is quite different. _____ Jambo, for example. He didn't harm the boy that fell into his _____. He treated him tenderly and with _____.

Interviewer: But that was in a zoo. What about gorillas in the wild?

Attenborough: They behave in the same way. They're quite _____ and won't _____ you unless you behave aggressively towards them. It's because they behave so gently that they've become _____.

D Think about it

many of the things we read, writers express opinions and present facts. It is important to be able to tell the difference between a fact and an opinion, but sometimes it is not easy.

According to the dictionary fact means something that has happened, exists, or been done; something known to be true or accepted as true. *Opinion* means a belief not based on complete knowledge.

- 1 Which of these statements are fact and which express an opinion?
 - a. I believe he saw immediately a likeness to his own offspring.
 - b. They were kept behind bars in solitary confinement in concrete cells with nothing to do.
 - c. By nature they are gentle and inoffensive animals.
 - d. If we had startled them, they might well have charged us.
 - e. No more than a few thousand lowland gorillas like Jambo still survive.
 - f. We have destroyed the forests on which they depend.
- 2 Which opinion in the article is the writer trying to prove to be wrong?
- 3 What is the writer's own belief about gorillas? List three facts he presents to support his belief.
- 4 What is the writer's opinion of the way people have behaved towards gorillas? Quote a fact to support your answer.
- 5 The writer's main intention in the passage is to ...
 - A tell some exciting stories about gorillas.
 - B warn us of the dangers of gorillas.
 - C show that as gorillas can behave like human beings.
 - D change the reader's mind about gorillas.
- 6 The writer's attitude towards gorillas in one of ...
 - A horror.
 - B sympathy.
 - C fear.
 - D unfriendliness.
- 7 The word which best describes the tone of the article is ...
 - A amusing.
 - B exciting.
 - C shocking.
 - D sincere.

E Summary

Bari is still working on his project, *The ape: Man's closest relative*. He's been told to give a short oral report to the class on the article on gorillas. He decides to base his talk on the notes he made in exercise B, adding details where necessary.

Below is the first part of Bari's oral report. Read it carefully and notice how he makes it very clear to his audience what he is going to talk about and lists each point he will deal with. He wants to make sure his listeners can understand him easily.

In my report I am going to talk about an article on gorillas by David Attenborough. I am going to deal with three main points. The first is the attitude most people have about gorillas. The second is the reasons for the gorilla's bad reputation. The third is the true nature of gorillas. Finally, I'll give my own opinions and the reasons for them.



Now using the notes already made in exercise B on page 38, and following the instructions

below, finish Bari's report for him. Do not write more than 140 words of your own.

- 1 Start paragraph 2 with this sentence: 'Let's take points one and two together.' Then refer to your notes and deal with these points. In addition tell what the book and the film showed.
- 2 Start paragraph 3 with this phrase: 'According to Attenborough ...' Then use your notes to give Attenborough's view and his supporting evidence.
- 3 Start the 4th and final paragraph with this sentence: 'In conclusion I would like to give my own opinion.' Then state what you believe about gorillas and your reasons for believing it.



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Language practice

A Identifying and giving more information

We can identify specific people, places or things, or give additional information about them by using clauses beginning with **who**, **which**, **that**, **whom**:

Identifying:

I met the boy **who had an accident at the zoo**.

Additional information:

Levan, **who had an accident at the zoo**, has returned home.

In the first sentence above, the clause **who had an accident at the zoo** refers to the boy we are talking about. In the second sentence, even if we omit the clause **who had an accident at the zoo**, we still know which boy is meant; the **who** clause gives additional information about the boy.

Note: In sentences where a clause gives additional information, that clause is separated from the rest of the sentence by commas.

That can be used instead of **who**, **whom** or **which** in identifying clauses but not in clauses which give additional information:

The boy **who** fell into the cage was called Levan.
 The boy **that** fell into the cage was called Levan.
 The car **which** I bought last week is broken.
 The car **that** I bought last week is broken.
 The writer **whom** I admire is David Attenborough.
 The writer **that** I admire is David Attenborough.

Sometimes, **whom**, **which** or **that** can be omitted:

The car I bought last week is broken.
 The writer I admire is David Attenborough.

Occasionally **who** can be omitted. Notice how the verb **to be called** is used:

A boy **who** is called John Brown fell into the pool.
 A boy called John Brown fell into the pool.

Using a preposition before **whom** or **which** can also be used to identify or give additional information:

Identifying:
 The cage **in which** the lions lived was large.
Giving additional information
 David Attenborough, **for whom** I have great admiration, visited our zoo.

B An eye-witness account

After the incident at Jersey Zoo when a boy fell into the gorillas' enclosure, the police interviewed some of the people who saw what happened. The police wanted to collect the facts so that they could recommend changes in order to avoid the same thing happening again.

Look at the pictures which show what one person saw. Then complete the sentence below each picture with a clause which either identifies or gives additional information about what the eyewitness saw. There are some prompt words under each picture to help you.



(watch / gorillas)

The crowd of people ... began to lean over the fence in order to see better.



(was / about six years old)

The boy on the fence ... fell into the gorillas' enclosure.





(not very high)

A young boy climbed on to the fence ...



(saw / boy fall)

The people ... looked terrified.



(wear / dress)

A woman ... held the boy around his waist.



(was / boss of gorillas)

A male gorilla ... stood guard over the boy but did not hurt him.



(I think / boy's mother)

The woman ... turned to wave to a tall man at the back of the crowd.



(wear / jeans and T-shirt)

A man ... went into the enclosure with the ambulance men.

C Reporting the incident

Asghar is a young reporter for a newspaper. He wrote an article about the Jambo incident and gave it to his editor for approval. His editor sent the article back to Asghar with some suggestions on how to improve it.

Read Asghar's article and the editor's suggestions which are below. Then rewrite the article and include all the suggestions where the editor has put this sign: \wedge . You may need to refer back to the newspaper article on page 37 for some facts.

Asghar's article

Yesterday a boy \wedge fell into the gorilla's enclosure at Jersey Zoo. He was knocked unconscious. A gorilla \wedge came and stood guard over him until he came round. A keeper \wedge said he was not surprised. He said that gorillas have a bad reputation \wedge . He blamed it on a film called *King Kong* \wedge . He said that the gorillas in Jersey Zoo were gentle and well-behaved. The enclosure \wedge was spacious and comfortable. It was different in the past, however. Then they had lived alone in cells \wedge and had

... the disturbed and sometimes even attacked

nothing to do. They became mentally disturbed and sometimes
keepers. The keeper said the gorillas would never behave like this.

Asghar,

Not a bad little story, but what's happened to your clauses which identify or give additional information? Your story needs more, so that it will become more real for our readers. I've marked the places where you should put them in. I want to know:

- the name of the boy and the gorilla.
- more information about the keeper (I understand he saw the incident).
- I understand the keeper also believed the gorillas did not deserve their bad reputation, so mention that.
- also say a couple of things about the film – what was it about and what happened in New York?
- mention that the apes live in the enclosure and what the cells were made of in the past.
- also the apes attacked the keepers, I understand, because they blamed them for their conditions.
- I forget what I wanted you to add to the last sentence but no doubt you'll think of something suitable – anything will do as long as it identifies which gorillas or gives us additional information about them.

Reading for information

Interpreting rules and regulations

On her first day at work as a junior keeper at the Botanical and Zoological Gardens, Sara is given a copy of the Garden's rules and regulations. Her job is to patrol the Gardens and if she sees anyone breaking the rules, to stop them. If they don't stop, she must call headquarters for help on her radio.

- 1 Study the picture below which shows what Sara saw when she was patrolling the Gardens. Then read the Rules and Regulations under it. Write down anything which was happening that you think Sara should have stopped and beside it, write the number of the rule which was broken.





BOTANICAL AND ZOOLOGICAL GARDENS RULES AND REGULATIONS

1. No member of the public shall enter the gardens before the official opening time or remain after the official closing time without authority.
2. No person shall interfere with the comfort or convenience of any other person using the Gardens.
3. No person shall interfere with or disturb the birds, animals, fish, or plants in any way whatsoever.
4. No member of the public shall feed the birds, animals, or fish.
5. No vehicles other than bicycles or children's tricycles are allowed in the Gardens. However, these may only be pushed to and from the bicycle park.
6. No person may beg or collect money for charity in the Gardens unless authorized to do so by the proper authorities.
7. No person shall sell food, drinks or articles of any kind in the Gardens.
8. No person shall deface any furniture, structure, plants or trees in the Gardens by writing or any other means.
9. No ball games may be played in the Gardens.
10. No gambling games of any kind may be played in the Gardens.
11. No person shall lie or sleep on any of the benches in the Gardens.
12. No person may play a cassette recorder, radio, or similar electronic device anywhere in the Gardens.
13. No pets of any kind allowed.
14. Any person breaking the above rules is required to give his name and address to any official of the Gardens.

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2. *Work in pairs. Make up a short dialogue about each situation described below. S1 is a staff member of the Botanical and Zoological Gardens. S2 is a member of the public. The number of the rule (from the Rules and Regulations on page 45) which applies to each situation is given to help you.*

- Rule 1** S1 sees S2 in the Gardens at 10.30 p.m. (they closed at 8 p.m.) and talks to him. S2 explains why he is there. S1 responds, telling him what action he will take.
- Rule 5** S1 sees S2 driving a car in the Gardens and talks to him. S2 explains why he is doing this. S1 responds, telling him what action he will take.
- Rule 11** S1 sees S2 lying on a bench. S2 explains why he is doing this. S1 responds, telling him what action he will take.
- Rule 13** S1 sees S2 with a dog on a lead. S2 explains why he has the dog. S1 responds, telling him what action he will take.

Practical conversation

A Pronunciation practice

Final consonants When you practise these words and sentences, be sure to complete the sounds of the consonants at the ends of the words. There should be a little puff of air.

1. Practise reading these words aloud:

... .. might watch

rob	thick	wild	leg	lip	might	cage	watch
sob	attack	ruled		group	eat	charge	teach
rib	public	destroyed	dog	stop	root	age	beach

2 Practise saying these sentences:



While trying to rob, Bob the thief, hurt a rib and started to sob.



He tried to pick up a thick stick and attack me in a public park.



The old man with one leg kept a dog and a big log.



Let it eat the root or it might get violent.



At the age of eight it was put in a cage at the edge of a ledge.

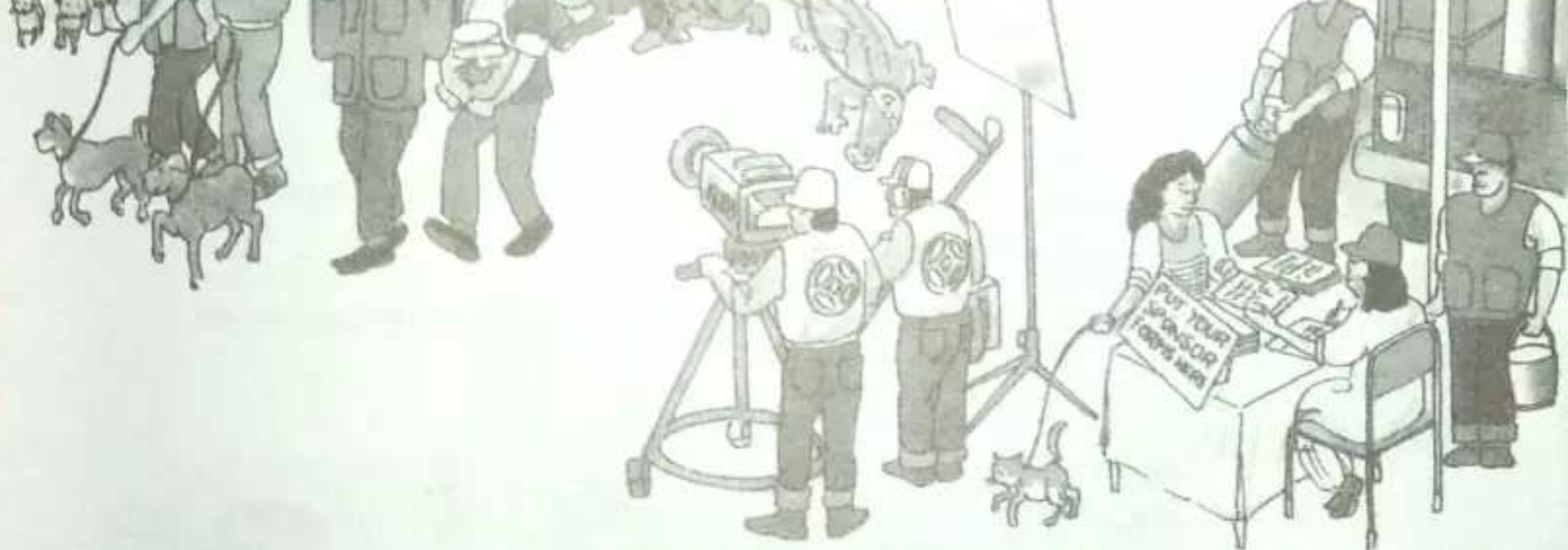


I'll watch the match before I have lunch on the beach.

B Picture conversation

Study the picture then answer the questions below.





- 1 What kind of occasion is this and which organization is running it?
- 2 Explain how the money will be raised.
- 3 Why are the people in front waving?
- 4 How many different kinds of pets can you name? Which one would you choose to keep? Why?
- 5 Do you think it is a good or a bad idea to keep pets? Explain your answer.
- 6 Who will probably take the longest time to finish the walk?
- 7 Have you ever been on a charity walk? Can you describe what happened?
- 8 What is happening at the table on the right? Can you explain what a sponsor form is?
- 9 What are some of the things you might find in the dining tent?
- 10 How do you think the blind man's dog helps him?

C Dialogue practice

Complaining and apologizing

Meher has been disturbed late at night once again! She has gone to her neighbour, Mrs Abid, to complain. Work in pairs to complete the dialogue below and then practise it.

- Meher: Mrs Abid, I've come to complain about the noise.
- Mrs Abid: Noise, what noise?
- Meher: ...
- Mrs Abid: My dog barking? I don't hear any dog barking.
- Meher: ...
- Mrs Abid: Then why didn't you complain last night?
- Meher: I'm complaining now. And I'm also ...
- Mrs Abid: My radio? You find that too loud?
- Meher: ...
- Mrs Abid: Then I'm sorry, but I'm a little deaf, you know.
- Meher: I'm sorry to hear that but I've also been disturbed by your ...
- Mrs Abid: My carrot? How can a carrot make a noise? It's a vegetable.
- Meher: ...
- Mrs Abid: Oh, you mean Polly, my parrot. What's Polly done? Her manners are

usually perfect.

Meher: ...

Mrs Abid: But don't you like being woken up early in the morning?

Meher: ...

Mrs Abid: Then I'll tell Polly not to make a noise until after seven. And I'll ask her to come and apologize right now. Polly!

Meher: ...

Mrs Abid: Very well then. Good night, and please accept my apologies for the trouble I've caused.

Meher: ...



D Dialogue reading

Two friends, Rabia and Uzma, are talking. Uzma tells Rabia about what she did on Friday. Work in pairs to read their conversation.

Rabia: Did you go anywhere on Friday?

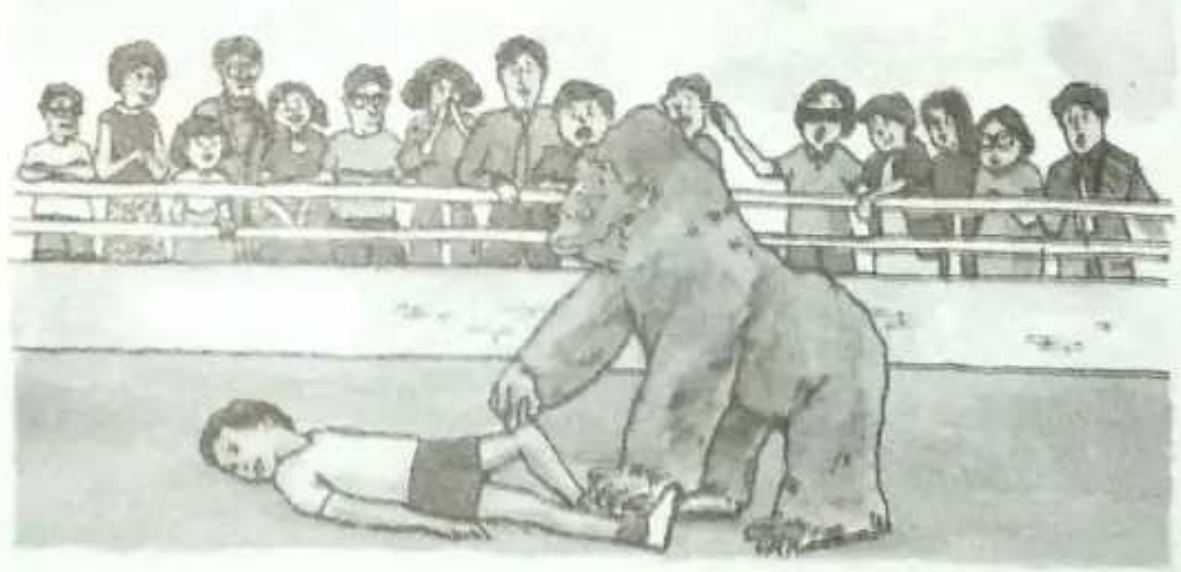
Uzma: Yes, we went to the zoo. I went with my father and Hasan on Friday morning. We walked around, had our lunch and then walked around again. We didn't get back home until almost dinner time.

Rabia: You had your lunch at the zoo? I didn't know they had a restaurant there.

Uzma: They didn't. But now they have. It opened last month apparently. They only serve fast food but it's not bad and the price is reasonable. It was very crowded but I suppose you've got to expect that. After all, it was Friday.

Rabia: Did you see anything interesting?

Uzma: Yes, as a matter of fact we did. A boy fell into the gorillas' enclosure. I don't know how he did it, but we heard his mother screaming and ran to see what was happening. When we got there he was lying on the ground and the gorilla was standing over him. And do you know what the gorilla was doing? He was stroking the boy gently and trying to comfort him. We were all amazed. We'd always imagined gorillas to be fierce but this one, at least, seemed quite gentle.



Composition

A Discussing rules and regulations

A new college has been opened in your city to which you have been transferred. On the first day, the Principal addressed the senior students and said: 'This is a new college and I want your ideas on how it should be run. I want you to write a set of rules and regulations for senior students and if they're sensible, we'll use them. I'd also like your opinions on whether people should be punished for breaking the rules. If so, let me know what the punishment should be.'

*Work in groups of four to discuss rules for the college and list ten rules. In one sentence, write the group's opinion about punishment and, if your group is in favour of it, list the suggested punishments. (Your rules may be 'Do' rules or 'Don't' rules, i.e., **Students/may/must/should/shall ... or No student may/must ...***

B Writing instructions

Riaz is about to go off on his holidays for a month. However, he has arranged for Billy, a penfriend from overseas, to spend his holidays in the flat while he is away. Before he leaves, he decides to write to Billy to tell him what to do. He makes a few notes.

Read Riaz's notes and the prompts which are given in brackets to help you. Then write Riaz's letter to Billy. Some hints on how to organize your letter are given below Riaz's notes.

Riaz's notes

Tell Billy:

- how to get to the flat (68 bus to King Street)
- where to get the keys from (invent a place)
- what the keys are for (invent - there are three keys, one big and two small)
- about your pets (invent - you have two different kinds)
- when to feed them and what to feed them on (invent)
- where you have put the money to buy the food and where to buy the food (invent)

- what to do about your plants on the balcony (invent)
- where the switch for the water heater is
- when the phone bill is due and how to pay it (invent)
- what he'll find in the fridge (invent and tell him to use it/them)
- where he can buy food and where there is a good place to eat (invent)
- about making sure doors and windows are locked before going to sleep (give reason(s) for doing this)
- about the strange noises he might hear at night (invent and say what you think they are)
- about Mr Alvi who might come to visit the flat (don't let him in; explain why)
- what to do with the keys when he leaves to return home

Hints for writing

- 1 Begin your letter by reminding Billy about your holiday and telling him you are going to leave him some instructions to help make his stay in your flat more comfortable/pleasant.
- 2 Start a new paragraph and, using the notes above, give Billy the instructions. Divide these into two or three paragraphs making your divisions at suitable places.
- 3 End your letter with a suitable concluding paragraph of one or two sentences.

Study notes

- 1 We can identify people, places and things by using clauses beginning with **who**, **which**, **that**, **whom**, and **whose**:

The boy **who/that** was rescued was called John.

The paper **which/that** published the story is called the *Mail*.

A boy **whose** name is John was rescued.

The boy **whom/that** the zoo keepers rescued was called John.

Note: In the last sentence above, **whom/that** may be omitted:

The boy the zookeepers rescued was called John.

- 2 Additional information can be given in a sentence by using a clause beginning

with who, which, whose or whom:

The *Mail*, which appears daily, published the story.

The boy, whose mother brought him to the zoo, had an accident.

David Attenborough, whom I admire, wrote about gorillas.

Note: These clauses which give additional information have a comma before and after them.

UNIT 4

Reading

You are going to read about a young American woman, Elizabeth Blackwell, whose ambition was to be the first woman doctor in the world. Nowadays, in most countries, any man or

woman who has the ability, can go to college and train to become a doctor. As the story you are going to read shows, things were very different in Miss Blackwell's time.

A What do you think?

Work in pairs to discuss these questions:

- 1 Are there many women doctors in Pakistan? How many do you know?
- 2 Would you like to be treated by a woman doctor or would you prefer a male doctor? Why/why not?
- 3 In the medical profession, women



should only be allowed to be nurses.
Do you agree or disagree? Why?

- 4 If women doctors treated only women patients, what difficulties might this cause?
- 5 Can women be successful doctors? What problems might they face?
- 6 Do you know any male nurses? Do you think they share any of the problems which women doctors may have?



B Surveying the passage

Before you read the story, on pages 54 and 55, look at the title, the picture and the source of the passage. Then read the first and the last sentences. Now think of possible answers to the questions below and note them down briefly.

- 1 In the picture, who are the people sitting down? What sex are they?
- 2 Who is the man standing up and who is the woman beside him?
- 3 What kind of room does the picture show?
- 4 Is the scene in the picture modern? If not, did it take place about ten, a hundred or two hundred years ago? How do you know?
- 5 What is the *door*, referred to in the title of the passage?
- 6 The passage is taken from a book. In the book's title, who does *They* refer to?
- 7 Is the story fact or fiction?
- 8 Read the closing sentence of the passage again (*transformation means change*). What class was it and who was the lady?

C Who said it?

Read the statements below and the list of people who made them. Before you read the passage, write down who you think might have made each statement. Some of the people listed may have made more than one statement.

1
Gentlemen, I'd like to introduce our first female student.



a. An influential Philadelphia doctor.



d. A former student of Geneva College.

5
It'll be amusing to be the only medical college that has one.

2
If these disturbances do not stop we shall take legal action!



b. A person who lived near Geneva College.

3
We should not discriminate against women.



e. A member of the Geneva College student body.

6
I'm happy to tell you we've accepted your application.

7
I'm going to be the first woman doctor in the world.

4
I strongly recommend this student to your college.



c. Elizabeth Blackwell.



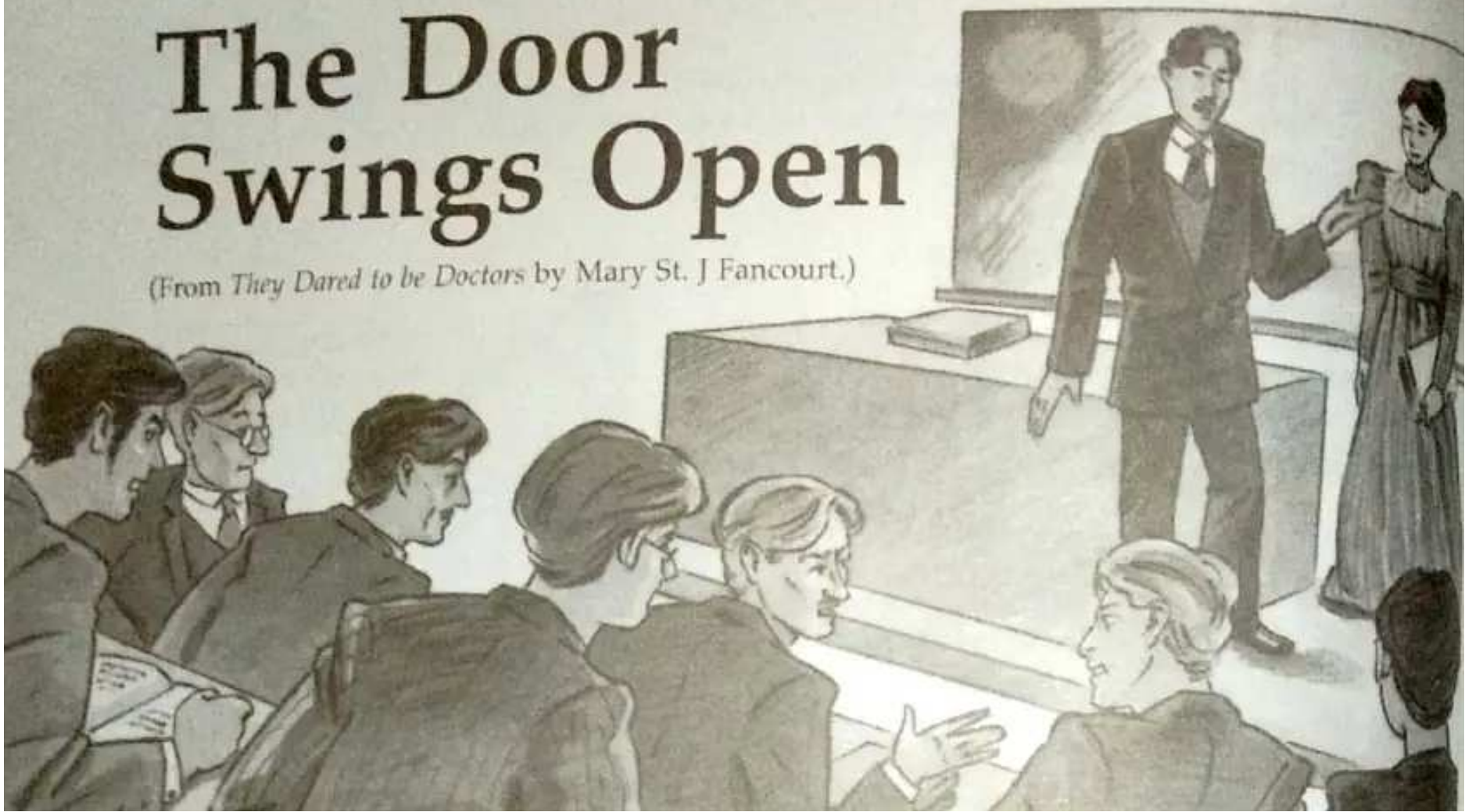
f. The Dean of Geneva College.

8
Her appearance caused an instant improvement in our behaviour.

Now read the passage on pages 54 and 55.

The Door Swings Open

(From *They Dared to be Doctors* by Mary St. J Fancourt.)



Nowadays, with women playing an ever increasing role in all kinds of careers and professions, it is difficult to understand that there was a time when no medical school would accept a woman. They all said that only a man could be a doctor. An American, Elizabeth Blackwell, was determined to become the first woman doctor in the world. After a great deal of delay and opposition, she received, to her great surprise, a letter from the dean of Geneva College informing her that she had been accepted.

Much later, Elizabeth discovered what had actually happened when her application had been received by the college authorities. None of them wanted to have a woman student, but they did not wish to offend the influential Philadelphia doctor who had recommended her, so they hit on the expedient of turning the decision over to the students' general meeting. They were quite certain that this would result in this alarming idea being turned down. However, when the student body met, many of them thought it would be amusing to be the only medical college in the country which could boast that it was training some sort of Amazon*

* *Amazon*: a strong female warrior.

as a woman doctor. Some genuinely believed that women should be treated equally, while others thought of the whole thing as a joke. So the vote in favour was carried unanimously, and the college authorities found, with dismay, that they would now have to admit Elizabeth.

A few days after receiving the notification of her acceptance, Elizabeth was on the train for the two-day journey to Geneva College.

Her entry into the medical school there could hardly have been more nerve-racking. The dean asked her to follow him on to the platform and formally introduced her to the assembled students. Fifty years later, an elderly doctor who was a student at the college at the time, recalled the scene.

The class, numbering about 150 students, was composed largely of young men from the neighbouring towns. They were rude, boisterous, and riotous beyond comparison. On several occasions the residents of the neighbourhood sent written protests to the college, threatening to have the college indicted as a nuisance if the disturbances did not cease.

During lectures it was often almost impossible to hear the professors owing to the confusion. He goes on to describe the dramatic moment when Elizabeth was introduced. The students had heard no more about her after they had sent their decision to the college two or three weeks previously, so her introduction was a complete surprise.

'One morning, unexpectedly, a lady entered the lecture room with the dean; she was quite small of stature, plainly dressed, appeared diffident and retiring but had a firm and

determined expression on her face. Her entry into the bedlam of confusion acted like magic on every student. Each hurriedly sought his seat, and the utmost silence prevailed. For the first time a lecture was given without the slightest interruption, and every word could be heard as distinctly as it would be if there had been but a single person in the room. The sudden transformation of this class from a band of lawless desperadoes to gentlemen by the mere presence of a lady, proved to be permanent in its effects.'

Before doing exercise D, check your answers to exercises A, B, and C.

D Words in context

- 1 Find words or phrases in the passage with these meanings. The numbers in brackets refer to paragraphs.
 - a. jobs that need a lot of education and training (1)
 - f. a plan intended to benefit those who

- b. had a strong desire to (1)
- c. effort to stop or prevent something happening (1)
- d. the people who control something, e.g. an organization, government, etc.. (2)
- e. to upset someone or hurt his/her feelings (2)
- g. made the plan (2)
- h. getting someone else to decide (2)
- i. rejected (2)
- j. be proud that (2)
- k. really / sincerely (2)
- l. in support (2)
- m. approved without anyone disagreeing (2)

2 Complete the sentences by matching the words in box A with those in box B. The numbers in brackets refer to paragraphs.

A	B
An influential doctor (2) is ...	to have legal action taken against a person or organization.
The student body (2) is ...	news or information.
Notification (3) means ...	to introduce someone in a serious or official manner.
A nerve-racking (4) situation is ...	noisy and disorderly.
Formally introduce (4) means ...	one who has power and importance.
Boisterous and riotous (4) means ...	one who is not confident or is shy.
To be indicated (4) means ...	one that worries or frightens you.
A diffident (5) person is ...	a very noisy place; like a madhouse.
A bedlam (5) is ...	silence spread through the room.
Silence prevailed (5) means ...	all the student members of a school or college.

E Using new words

S1 is a member of the Geneva College authorities and, many years later, is describing what happened when Elizabeth Blackwell applied to study medicine. S2 is listening to the story but sometimes S1 can't think of the right word to say, so S2 helps him.

Work in pairs. Do not look at your partner's part of the exercise.

S1 Read aloud to S2 the account given below. Where you see *er...*, pause and wait for S2 to help you. Note down what S2 says and check the words together at the end.

Yes, I remember the incident quite well. Miss Blackwell wanted to become a doctor but a lot of people were against the idea and when her application was considered there was a lot of *er...* However, she had been recommended by a very influential doctor and, of course, we didn't want him to be *er...* We didn't know what to do until someone suggested that the student body should be asked to consider the

However, the result surprised us. They voted to admit Miss Blackwell. In fact the vote in her favour was *er...* Some students wanted the college to be the first to train a woman doctor so that they could *er...* Others thought women should be treated equally and this belief was quite *er...* So Miss Blackwell had to be admitted by the college *er...* They had no other choice. So she became the first woman to enter the medical *er...*

matter. We were sure that when they saw her application they would **er...** So we decided to turn the matter over to them.

S2 Listen to S1 and when he hesitates, supply him with the correct word or phrase from the box below. Write 1 beside the first word you give him, 2 beside the second, etc. Check your answers together at the end.

unanimous
offended

profession
boast about it

authorities
opposition

turn it down
genuine

F What does it refer to?

Complete the table by writing down what each of the words listed on the left refers to. In the second column you are given the paragraph and the line number in the passage where you can find the word. (para. 11.9 means paragraph 1, line 9.) The first one is done as an example.

she	para. 1.1.9	Elizabeth Blackwell
they	para. 2.1.4	
They	para. 2.1.8	
it	para. 2.1.13	
He	para. 4.1.17	
it	para. 5.1.11	
its	para. 5.1.15	

G What happened first?

In her story about Elizabeth Blackwell, the writer tells us about a number of events that took place. Some of these are listed below. Put the events in the correct order in which they happened. Write **a.** beside the first, **b.** beside the second, etc.

- The college authorities considered Elizabeth's application.
- Elizabeth set off for Geneva College.
- The students considered Elizabeth's application.
- Elizabeth arrived at Geneva College.
- The students began to behave like gentlemen.
- The students informed the authorities of their decision.
- The students fell completely silent.
- The students approved Elizabeth's application.
- Elizabeth applied to Geneva College.
- Elizabeth received her letter of admission.
- Elizabeth appeared in the lecture room for the first time.
- Elizabeth was introduced to the students by the dean.

H Think about it

- Why do you think people said that only a man could be a doctor?
- Who played an important part in getting Elizabeth Blackwell accepted at Geneva College? Give two ways in which he helped.
- Why does the writer describe Elizabeth's introduction to the students as *dramatic*?
- Do you think that women are treated equally with men in the medical profession nowadays?

I Summary

- 1 Below is an account of Elizabeth Blackwell's experiences at Geneva College. However, the person who wrote it has some of the facts wrong. Compare this account with the passage on pages 54 and 55 then rewrite it, correcting any errors.

Elizabeth Blackwell wanted to become the first woman doctor in America. She applied to Geneva College for a place on the medical course and her application was immediately accepted. Both the college authorities and the students had considered Elizabeth's application. Surprisingly, the students approved it by a large majority and informed the college authorities who were delighted at the students' decision.

Elizabeth arrived at the college and shortly afterwards was introduced by

the students to the dean. The students, numbering over a hundred and fifty were polite, quiet and well-behaved. In fact, the residents of the area had congratulated the college on the good behaviour of its students. When Elizabeth entered the lecture room for the first time, tall and smartly dressed but with a frightened expression on her face, the students stood up and cheered. The noise was so great that it was impossible to hear a single word of what the dean said.

- 2 Use the list of events in exercise G above to give an account of what happened to Elizabeth at Geneva College. You may join some of the sentences together if you want but remember you may have to change the wording. Below are some link words to help you.

First, second, third, etc.

Then	Next	After that
Before	After	When

Note: Only use link words when they are necessary to make the sense clear.

57

Scanned with CamScanner

Language practice

A Asking for and giving information using that

- 1 Read these sentences from the passage on pages 54 and 55.

They all said that only a man could be a doctor.

Many students thought that it would be assuming to admit a woman.

Some members believed that men and women should be treated as equals.

Note: In the sentences above, the word **that** can be omitted. For example, **They all said only a man could be a doctor.** **That** is often omitted in spoken English or informal written English.

Some other verbs which can be used in this kind of sentence are:

state	announce	report	consider
decide	conclude	hope	suggest

2 Now read these sentences and notice the difference between sentences a. and b.

- a. The dean informed Elizabeth that she had been accepted.

Note: Other verbs which can be used are:

tell assure notify remind

- b. The dean said to Elizabeth that she had been accepted.

Note: Some other verbs which can be used in this way are:

explain suggest state announce

3 Questions can also be made using *that*. Read these examples.

Who thought that men and women are equal?

When did you hear that you had been accepted?

Why did the authorities think that the students would not accept a woman?

B An interview

Below is part of an interview between a reporter (Tony) and Elizabeth Blackwell. Tony is asking Elizabeth about what happened when she applied to Geneva College to study to become a doctor. Make sentences like the examples given on page 80, to complete the interview. The information in the passage on pages 54 and 55 will help you.

- Tony: I understand that Geneva College ... immediately.
- Elizabeth: No. In fact, there was a great deal of delay before the authorities accepted it.
- Tony: Did the dean tell you ...?
- Elizabeth: Yes. Finally, I received a letter from him to inform me ... I was very surprised because such a long time had passed since I had applied.
- Tony: Why do you think ... to decide?
- Elizabeth: When the authorities at Geneva received my application, they didn't know what to do with it. So they decided to let the students make the decision.
- Tony: Some of the students thought ... Is that right?
- Elizabeth: Yes, some did find the idea amusing.
- Tony: But others believed ... Isn't that true?
- Elizabeth: Yes, others did believe in women's rights. It was very encouraging.
- Tony: So the vote in your favour was unanimous and the authorities found ...
- Elizabeth: That's right and the dean finally sent me his letter.
- Tony: In his letter, did he tell you ...?
- Elizabeth: No, he never mentioned the vote at all.
- Tony: Well, thank you for talking to me, Miss Blackwell. I would like to say



C Women and men should have equal employment opportunities

The debate

The topic for a class debate is: Women and men should have equal employment opportunities. One student, Zain, made a short speech giving five reasons why he disagreed with the topic statement.

1 Read Zain's reasons which are given below.

- | | |
|--|--|
| <p>a. Only men can do the most important jobs in society, e.g., managers, governors, doctors.</p> <p>b. Women should not be given responsible jobs because when they marry, they usually leave to have children.</p> <p>c. Women leave their jobs more</p> | <p>frequently than men, so they shouldn't be trusted with important positions which may be difficult to fill.</p> <p>d. Women are not suitable to do certain jobs like working on building sites.</p> <p>e. Women are not strong enough to do heavy manual jobs.</p> |
|--|--|

2 Another student, Naila, did not agree with Zain and she made notes of her arguments. Read Naila's notes, which are below, then do exercise 3 on page 60.

- | | |
|--|--|
| <p>a. Women are equally capable, e.g. Prime Minister Benazir Bhutto (other examples).</p> <p>b. Most working women return to work only six weeks after having a child.</p> <p>c. Women often leave jobs because male managers are afraid to promote them to responsible positions in case they leave! So, many women get bored and leave to find</p> | <p>more interesting work. Companies lose a lot of talent in this way.</p> <p>d. Why not? Recent newspaper article about very successful female scaffolding constructor.</p> <p>e. Modern machinery makes many previously heavy jobs much lighter, so women could do them, too.</p> |
|--|--|

3 Using Naila's notes on page 59, write the five things that she said to disagree with or to disprove what Zain said. The first one is done for you.

It is untrue that only men can do the most important jobs. Women are equally capable. Take Benazir Bhutto. She was the Prime Minister

4 You have to write about the debate for your school newspaper and report both Zain and Naila's arguments. Use verbs like **say, state, argue, think, conclude**. Begin your report like this:

Zain said that only men could do the most important jobs in society, e.g., managers, governors, doctors. However, Naila stated that this was untrue and that women were equally capable. She gave the example of ...

Using English

Enrolling on a course

1 Work in pairs. Do not look at your partner's part of the exercise. S2's part of the exercise is on page 61.

S1 You work in the admissions office of the Crescent Community College. S2 telephones you to ask about the courses. Listen to S2's questions and answer them using information from

to ask about the courses. Listen to S2's questions and answer them using the course programme below.

Crescent Community College Course Programme			Subjects required										Subjects preferred			Start of classes
			Course number	Maths - Year 1	English - Year 1	Physics - Year 1	Maths - Year 1	Maths - Year 2	English - Year 2	Physics - Year 1	Chemistry - Year 1	Biology - Year 2	September	January	March	Programme Length — Yrs
Computers	Programming	C1				*		*			*		*	*	3	
	Systems Analysis	C2	*		*		*				*		*	*	3	
	Microcomputers	C3			*		*				*		*	*	2	
Technology	Civil Engineering	T1				*		*			*		*	*	2	
	Drafting technician	T2				*		*			*		*	*	1	
	Telecommunications	T3	*		*	*					*		*	*	2	
Business	Business	B1			*		*				*	*	*	*	1	
	Business Accounting	B2			*		*				*	*	*	*	2	
	Business Administration 1	B3			*		*				*	*	*	*	3	
	Office Administration	B4			*		*				*	*	*	*	2	
	Business Administration 2	B5			*		*				*	*	*	*	3	
Hospitality	Culinary Management	H1			*		*				*		*	*	2	
	Food Service Supervision	H2					*	*			*		*	*	2	
	Hotel, Resort, & Restaurant Mgt	H3			*		*				*	*	*	*	1	
Arts	General Arts	A1									*	*	*	*	2	

Note: The academic year is divided into four ten-week terms.

Fees per annum: C1-C3 Rs 10,100
T1-T3 Rs 9,500
B1-B5 Rs 8,700
H1-H3 Rs 9,300
A1 Rs 6,700

S2 You are thinking of applying to join one of the courses at the Crescent Community College which you have read about in the advertisement below. Before you phone the college, you noted down what you wanted to ask. Read through the notes which are below and then phone S1 and ask for the information you need. Note down briefly what S1 says.

Course name:
Course number:
Subjects preferred in order to join:
Start of classes:
Length of course:
Course fees:
Length of terms:
Number of terms per year:
Other information:

Crescent Community College

Are you interested in Computing? Technology? Business? Hospitality? The Arts?

If you are, we may have a course to suit your needs. We have courses in:

Computers	Programming Systems Analysis Microcomputers
Technology	Civil Engineering Drafting Technician Telecommunications
Business	Business Business Accounting Business Administration 1 Office Administration Business Administration 2
Hospitality	Culinary Management Food Service Supervision Hotel, Resort, & Restaurant Management
Arts	General Arts

S1 and S2 In order to check that he has the correct facts, S2 asks S1 questions as in the example below and S1 responds.

S2: Did you say the course number was ...?
 S1: Yes, number ...
 S2: The subjects preferred are ... is that right?
 S1: (Agree or correct what S2 says if necessary.)

- 2 Now, working individually, imagine you are applying for one of the courses at the Crescent Community College, and complete the application form below.

Crescent Community College Enrolment Form	
Name of applicant _____ (Surname) (Given names)	
Course applied for _____	
Date of Birth _____ Place of birth _____	
Address _____ _____ Tel. _____	
School and class last attended _____	
Name of parent/guardian _____ Relationship _____	
Business or profession _____	
Office address _____	

_____ Tel. _____
Reasons for wanting to join _____

(Date) _____ (Signature of applicant) _____

Practical conversation

A Pronunciation practice

When a word ending in a vowel sound is followed by a word beginning with a vowel sound, the tendency is to run the words together: **tie up, be in**. Such words are spoken almost as if they were one word joined by the letter **y**: **be-y-in** instead of **be (pause) in**. When the first word ends in **o**, we may imagine the letter **w** joining the words: **go on** becomes **go-w-on**.

Read the words as if each pair were one word. Then practise the dialogues below and on page 63.

be opposed	go across	fly off	to offend
be unexpected	go under	fly up	to admit
be introduced	no one	lie awake	do understand
be assembled	no authority	lie inside	do interrupt

- 1 S1: They'll be opposed to her application.
S2: That's to be expected, isn't it?
- 2 S1: I predict no one will be against it when they vote.
S2: In that case it'll be unanimous.

- 3 S1: Do you understand me and do you agree with me?
S2: Yes, I do understand you and I do agree with you.
- 4 S1: We're bound to offend him if we fail to admit her.
S2: But we've no authority to admit her.
- 5 S1: I hear we'll be asked to assemble at nine.
S2: And I hear we'll be introduced to somebody else.

B Dialogue reading

Plans and intentions

Work in pairs. In the dialogue below, Qasim is being interviewed by Mr Dean, the Careers Counsellor, about his career plans. S1 is Mr Dean and S2 is Qasim. Practise reading the dialogue aloud, then change over so that S2 is Mr Dean and S1 is Qasim.

Mr Dean: Can you tell me something about your career plans, Qasim? Have you thought about them?

Qasim: Yes, I have, Mr Dean and, in fact, I've got two plans. Plan one is for what will happen if my examination results are very good. Plan two is for what I'll do if my results are not so good.

Mr Dean: Can you tell me more about these plans?

Qasim: Yes. If I get mostly A's and B's in my results, I plan to go to university or to a polytechnic. But it won't be easy because of all the expenses involved. I'll try to get into a good one.

study here. And I will also apply to colleges overseas for a scholarship. That's plan one.

Mr Dean: And plan two?

Qasim: If my results are mostly C's and D's, I'll look for a job. I aim to get a job in banking, or in a similar profession like accountancy. However, when I do get a job in one of these fields, I won't stop studying. I intend to go to evening classes and get qualifications that way. Actually, in some ways it's better to get a job because that way you can earn money and study at the same time. And you can learn a lot of things at work that you can't learn at college. That's plan two.



C Dialogue practice

Asking for and giving directions

Umar has gone to Canada to study. He arrives at Toronto airport and is met by Sandy, who is holding a notice that says *East-West College*.

Work in pairs to make up a conversation between Umar and Sandy using the prompts given below. S1 is Ted and S2 is Sandy. Do not look at your partner's part of the exercise.

S1

Umar: (Greet Sandy. Ask if she's meeting students for East-West College.)

Sandy: ...

Umar: (Respond positively.)

Sandy: ...

Umar: (Respond.)

Sandy: ...

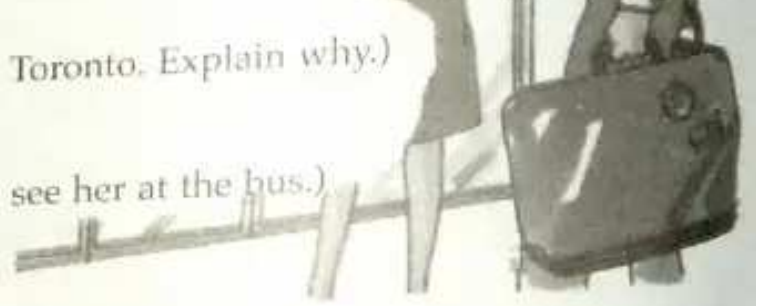
Umar: (Ask where it is.)

Sandy: ...

Umar: (Say you want to buy a cold drink. Explain why.)

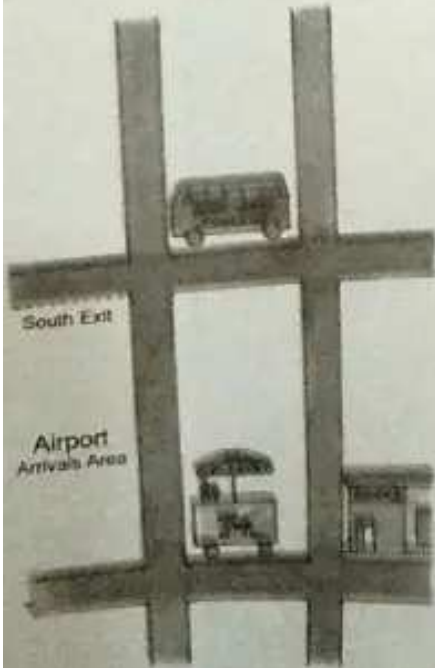


Sandy: ...
 Umar: (Say you want to buy a map of Toronto. Explain why.)
 Sandy: ...
 Umar: (Ask Sandy what time you will see her at the bus.)
 Sandy: ...
 Umar: (End the conversation.)



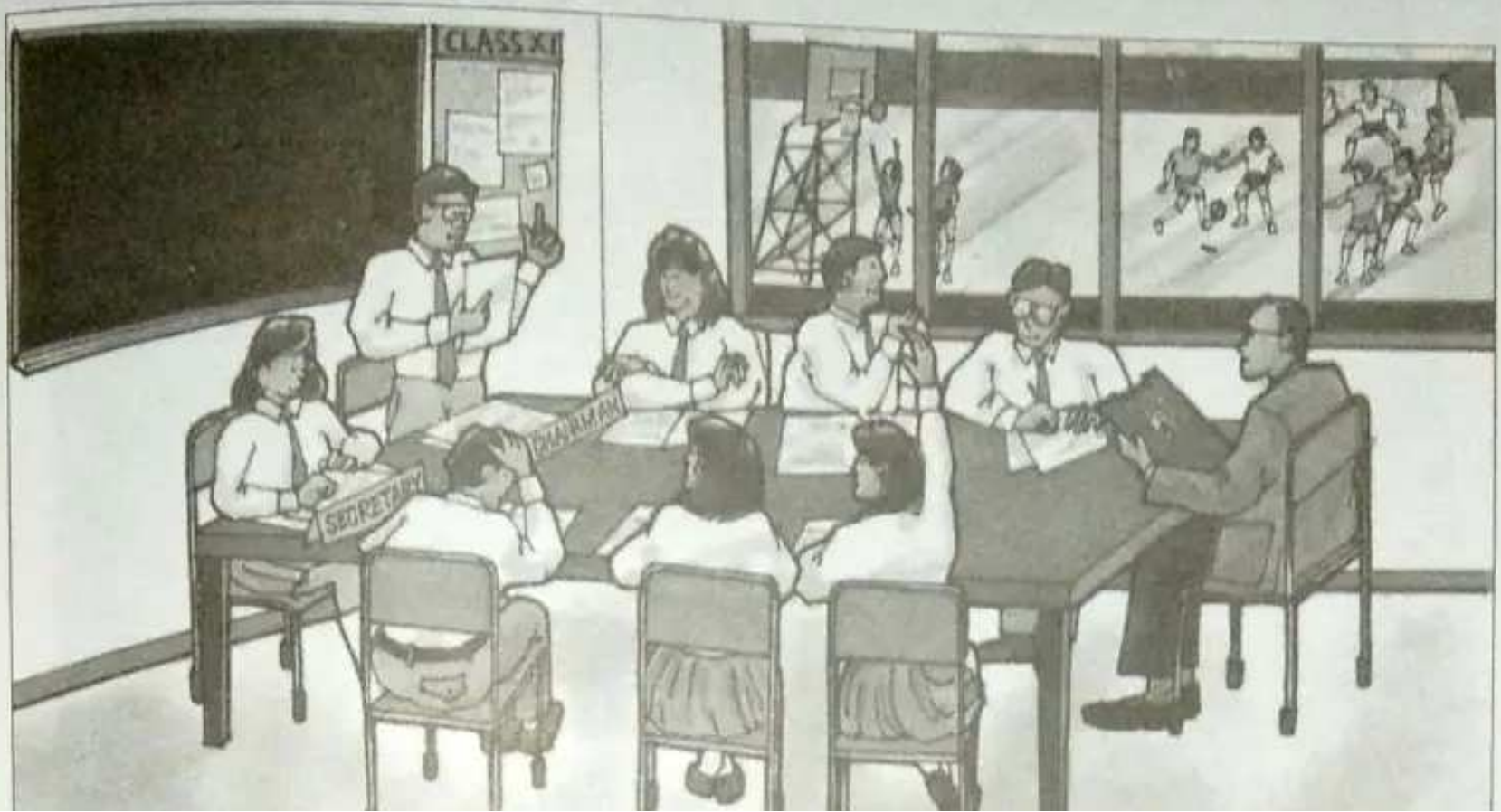
S2

Umar: ...
 Sandy: (Respond positively. Ask S1 if he is a new student.)
 Umar: ...
 Sandy: (Ask for his family name and initials.)
 Umar: ...
 Sandy: (Express thanks. Tell him politely to go to the college bus and wait for you.)
 Umar: ...
 Sandy: (Tell him how to get there using the map on the left.)
 Umar: ...
 Sandy: (Give directions to the drinks seller using the map.)
 Umar: ...
 Sandy: (Respond using the map to give directions.)
 Umar: ...
 Sandy: (Respond.)



D Picture conversation

Study the picture and answer the questions below.



- 1 Where is this meeting taking place?
- 2 Can you suggest what they might be discussing?
- 3 Who is speaking?
- 4 Is he speaking from memory?
- 5 Who is the girl on his right?
- 6 What do you think she is doing?
- 7 Can you suggest a reason why one

of the girls may be holding up her hand?

- 8 What are the three boys doing?
- 9 Who do you think is the person at the opposite end of the table from the chairman?
- 10 What can you see through the window?

Composition

A Discussion

Some people believe that physically disabled students should be educated at the same schools as those who are not disabled. Others believe they should go to special schools. A blind student has applied for admission to your school.

Work in groups of four or five to discuss the situation described above. Some hints for your discussion are given below.

- 1 Each member of the group should state whether he/she is for admitting the blind student or against and give one reason to support the statement.
- 2 Decide whether the group's decision is to admit the blind student or refuse admission. Write a list of the arguments which support the group's decision.
- 3 List at least three problems a blind student might have. If your group is in favour of admission, suggest solutions to the problems.
- 4 Each group should inform the class of its conclusions.

B Writing a speech

Imagine that a group of physically disabled students has applied for admission to your school and the Students' Council has called a meeting to discuss the matter. You have decided to make a short speech either in support of the admission of these students or against it. Write your speech using the notes and information below and invent any relevant details. Write about 300 words.

Outline of speech

- Step 1** Decide on the topic of your speech and the aim(s) of your speech. Write the aim(s) down in one or two sentences.
- Step 2** Think of four or five points/ideas/opinions/arguments that you will tell your audience you will do to enable you to achieve your aims. Write these points down and arrange them in a sensible order.
- Step 3** Think of facts, figures, and examples to support the points mentioned in Step 2. Write these down under the appropriate point.

Step 4 Think of how you will conclude or end your speech. The conclusion of a speech should contain a restatement of your main points and the final idea you want to leave with your listeners.

Step 5 Now that you know what you will say, you can think of the best way to introduce it to your listeners. In other words you can write your introduction. Your introduction should:

- a. make clear to your listeners the topic of your speech.
- b. give them any information they might need to understand your speech, e.g. 'A few days ago we received an application from a group of disabled students ...', etc'.
- c. Tell them what you are going to do in the speech, e.g., 'I am going to consider/deal with three/four points/problems in this speech, firstly ..., etc'.

Step 6 Write out your speech which should have the following parts:
a title; an introduction; a middle (the points/ideas); a conclusion (summary and final thought(s)).

Style: Remember you are writing words that will be spoken, so your sentences should be short and simple and you should use plenty of linking words so that your listeners will be able to follow you easily. Give plenty of examples so that they can understand what you are talking about.

Study notes

- 1 When we give information about what someone else said or thought, we use a reporting verb followed by a clause beginning with **that**:

They **said** that she could not be a doctor.

Many people **thought** that only men could be doctors.

- 2 In the example sentences above, **that** can be omitted:

They **said** she could not be a doctor.

Many people **thought** only men could be doctors.

- 3 In some sentences we include whom the person told, suggested to, etc.

The dean told her (that) she had been accepted.

The doctor suggested to Elizabeth that she should apply.

The doctor suggests...

Note: In the second example in 3 above, we cannot omit that.

UNIT 5

Revision

A At the hotel reception desk



Bano is a student. Her father owns a hotel in Lahore. Sometimes in the summer, Bano helps at the hotel. She usually works at the reception desk. This is the place where people come when they register at the hotel and when they leave. It's also a place they can go to get information and help. Bano is on duty at the reception desk when Mr Johns arrives and a conversation between them begins.



Work in pairs. S1 is Mr Johns and S2 is Bano. Make up a conversation using the prompts given. Do not look at your partner's part of the exercise. S2's part is on page 69.

S1 Begin the conversation using the first prompt below. Then listen to S2's replies and respond appropriately.

S1: (Greet Bano. Remember you have not met her before.)

S2: ...

S1: (Give your name and say you've booked a single room.)

S2: ...

S1: (Say how long you will be staying in the hotel.)

S2: ...

S1: (Apologize and say you can't write. Explain why.)

S2: ...

S1: (Accept the offer politely.)

S2: ...

S1: (Answer S2's questions, inventing information where necessary.)

S2: ...

S1: (Thank S2 for her help.)

S2 Listen to S1 and respond each time using the prompts below. Under the dialogue is the hotel registration form which you will fill in for S1 after asking him the necessary questions. The dialogue prompts will tell you when to do this. Now listen to S1.

S1: ...

S2: (Respond by greeting S1.)

S1: ...

S2: (Tell him you'll just check the computer. Then confirm that he has a single room. Tell him the room number and ask how long he plans to stay.)

S1: ...

S2: (Politely request S1 to fill in a registration form.)

S1: ...

S2: (Express concern about S1's problem and offer to fill in the form for him.)

S1: ...

S2: (Ask S1 questions so that you can fill in the form for him. Listen to his replies and write the information in the correct place on the form. Ask him to try to write his signature.)

S1: ...

S2: (Tell S1 you hope he has a pleasant stay in Pakistan.)

Princess Hotel

Registration Form X1A 954307

Please write in capital letters.

Family name: _____

Given name(s): _____

Country of birth: _____

Home address: _____

Telephone number: _____

Occupation: _____

Date of arrival at hotel: _____ Passport number: _____

Expected date of departure: _____ Date and place of issue: _____

Purpose of visit: _____

Nationality: _____

Room number: _____ Signature: _____

69

Scanned with CamScanner

B Asking for and giving directions

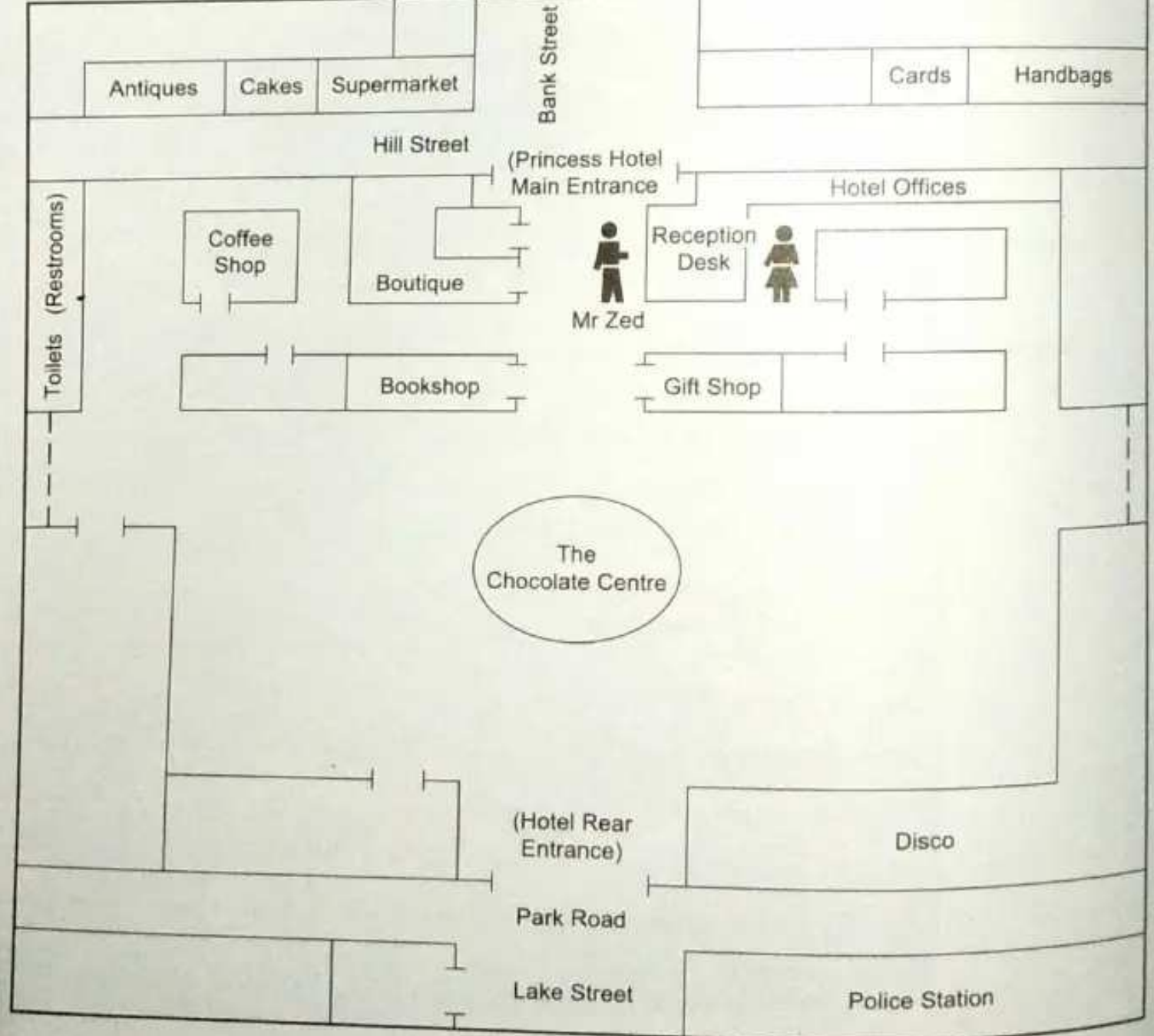
While working at the reception desk in her father's hotel, Bano was often asked the location of different places in or near the hotel. One day, a newly-arrived guest, Mr Zed, wanted to know where a number of places were and she gave directions.

Work in pairs. S1 is Mr Zed and S2 is Bano. Make up a conversation in which Mr Zed tells Bano what he wants and she directs him to the appropriate places. Do not look at your partners' part of the exercise. S2's part of the exercise is on page 71.

S1 Read the list below and look at the map. You are standing at the reception desk. Choose 6 items from the list and ask S2 questions to enable you to get to the places you need. Listen to S2's directions and follow them on the map. Then write the number of the item on the map at the appropriate place.

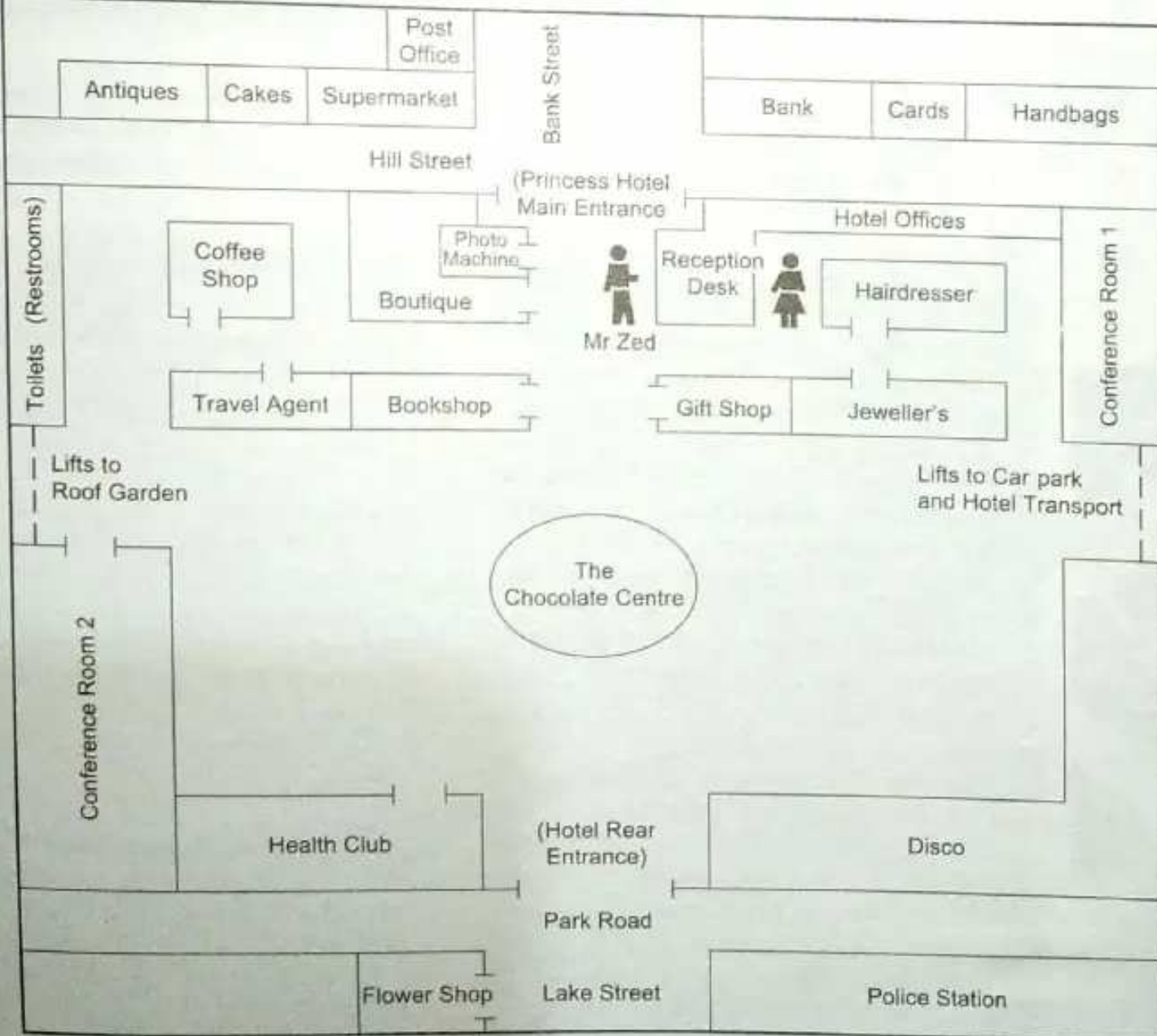
- 1 You want to get your hair cut.
- 2 You want to buy some stamps.
- 3 You want to do some exercises.
- 4 You want to have some passport photos taken.
- 5 You want to know how to get to the roof garden.
- 6 You want to change the date of your plane ticket.

- 7 You want to change some money into Pakistani rupees.
- 8 You have to attend a conference in Conference Room 2.
- 9 You want to take the hotel bus to town.
- 10 You want to buy a gold ring as a present for someone.
- 11 You want to buy some flowers for someone.



S2 Listen to what S1 wants to know or to do. Then, using the information on the map below, direct S1 to the appropriate places. The words in the box will help you.

Turn left/right at the ...
 Walk straight ahead.
 The ... is on the left/right, opposite the ...
 You'll see the ... straight in front of you, next to the ...
 Cross ... and the ... is on the corner of ...
 In front of you, you'll see the lifts to ...
 Go through the main entrance hall ...
 Walk past the ...
 Go straight on as far as ...
 Take the lift up/down to the ...
 You'll see the ... on the corner of ... and ...
 You'll find the ... next door to the ...
 Take the first second turning on your right/left, ...



C The Fax

A Fax (short for **facsimile**) sometimes called **telefax** (short for **telefacsimile**), is the telephonic transmission of scanned printed material (both text and images), normally to a telephone number connected to a printer or other output device. The original document is scanned with a **fax machine** (or a **telecopier**), which processes the contents (text or images) as a single fixed graphic image and then transmits it through the telephone system. The receiving fax machine interprets the tones and reconstructs the image, printing a paper copy.



A hotel guest, Mrs Santos, phones Nilofer at the hotel reception desk. However, Nilofer is having her coffee-break so the message is recorded on her telephone-answering machine. When Nilofer returns, she plays the message. Read the message given below. Then write a fax, following the instructions given by Mrs Santos.

This is Grace Santos in Room 342. Nilofer, I'd like to send a fax to my brother, Bob, in Vancouver. His surname is Smith and his fax number is 001-604-629843. I can't phone him because, unfortunately, he's very deaf. Can you tell him that Emily – that's my daughter and his niece is sick and won't be able to travel for a week? It's food poisoning, you know. So we won't be able to get back to Vancouver until the twenty-eighth of this month, not the twenty-first as we'd planned. Anyhow, you can't foresee these things, can you?

Also, tell him to book a double room for us at the *Bayside Inn* – that's our favourite hotel, you know – for four nights. Also, can you tell him I need more money. A pickpocket stole my purse this morning. I was shopping in the hotel mall when somebody cut a hole in my handbag and took my purse. So please tell him I

need two thousand dollars and that it's very urgent. I need the money in a hurry because I've almost none left. In fact, I may not be able to pay my hotel bill. Ha, ha! Don't worry, Nilofer, that was only a joke.

Another thing I'd like you to put in the fax to Bob is about his camera. He asked me to get a model X14A, but they're not produced any more. The shopkeepers say there's a newer and better model called the X14B, but it costs an extra five hundred dollars. Ask him to let me know if he wants me to get the X14B model or not.

Have you got all that, Nilofer? Good. Now, I understand you charge ten rupees per minute for sending a fax and I've only got Rs 500 left. So make sure you don't exceed that. Thanks, Nilofer. Have a nice day!

D A word square

There are ten words hidden in this puzzle. They are all words that have appeared in earlier units. Find them, circle them, and then fit them into the sentences below. Note that the words are arranged down and up, across from left to right and from right to left, and diagonally from left to right and right to left.

R	O	T	Y	W	X	M	D	E	I	O	L
C	M	Y	R	A	T	I	L	O	S	L	C
N	O	K	L	M	G	S	O	T	A	E	D
O	T	S	B	R	E	P	K	T	T	N	X
I	R	P	L	O	N	U	S	S	O	C	W
S	A	M	D	F	U	N	O	Q	M	L	O
S	U	N	A	N	I	M	O	U	S	O	T

E	T	O	M	O	N	C	N	E	V	S	U
F	R	A	I	C	E	V	G	E	Q	U	Y
O	C	R	B	D	Z	H	K	Z	P	R	M
R	U	E	X	L	R	Y	F	E	R	E	C
P	R	R	E	J	E	C	T	D	O	N	D

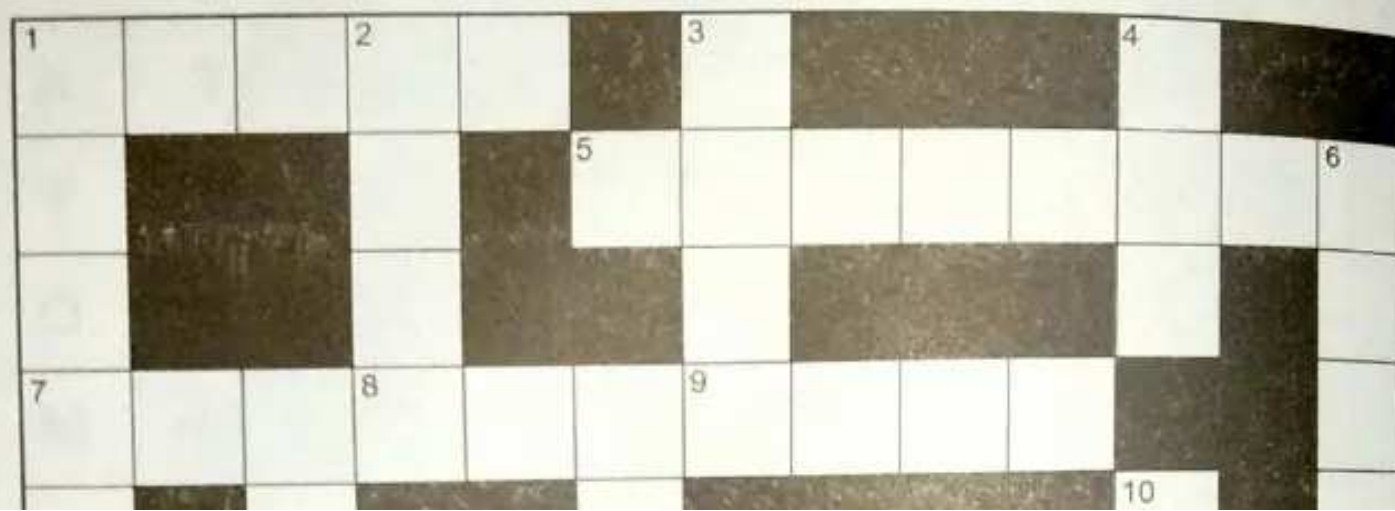
- 1 He _____ the orange and all the juice came out.
- 2 I hope you won't _____ my suggestion until you consider it carefully.
- 3 The sky was empty except for a _____ bird flying home to its nest.
- 4 We've ordered a new telephone answering machine. They're coming to _____ it tomorrow.
- 5 I like that watch you're wearing. Is it a fake?
Of course not. It's a _____ Rolex.
- 6 It's my ambition to join the medical _____ when I leave school. You mean you want to become a doctor?
- 7 Did anyone vote against your proposal to have an end of term party?
No. The vote in favour was _____.
- 8 At London Zoo, the snakes lived in a special _____ which had grass, trees and many bushes.
- 9 Ms Carr had some problems working in the theatre because she did not like to _____. She usually did things her way.
- 10 Has the price of vegetables changed a lot this month?
No, prices have been very _____.

E Crossword

Work in pairs to do this crossword puzzle. Do not look at your partner's part of the exercise.

S1 Ask S2 what the clues for the crossword are, following the example questions below. You can ask for the clues in any order you want. Then write the words in the correct squares. If you can't solve any of the clues, ask S2 if he knows the right word.

What's the clue for 1 across!
What's the clue for 1 down?





S2 *S1 will ask you what the clues are. Listen to his questions and read out the appropriate clues from the list below and on page 75. Remember, he may ask for clues in any order. Don't tell S1 the answers unless he asks for them.*

Clues across

- | | |
|---|---|
| 1 Another word for <i>furnished</i> . | 14 She went to buy a _____ of gloves. |
| 5 It means exciting and it's connected with the theatre. | 16 It means widely spread. A country park might be called this. |
| 7 People sometimes become this when they are angry and want to fight. | 17 A negative word. |
| 11 To watch a situation closely to see how it's progressing. | 19 Some fathers are called this by their children. |
| | 20 This means deep or deeply felt. |

Clues down

- | | |
|---|--|
| 1 When there are not many of a certain type of animal left in the world, we might call them an _____ species. | 8 Some people chew this. |
| 2 Always; at all times. | 9 A stamp does this to an envelope. |
| 3 Hands are attached to these. | 10 Simple, without decoration or pattern. |
| 4 Something you did with food; it sounds like the number 8. | 12 If we hurt someone's feelings, we can say that we _____ them. |
| 6 If you follow rules and do what everyone else does, then you _____. | 13 Not under. |
| | 15 Without the sense of hearing. |
| | 18 If something belongs to you, then you _____ it. |

UNIT 6

Reading

How many hours a day should a student study? In the article on page 77, the Director of the University of London Research Unit for Student Problems, Dr Malleson, tries to answer

this question. The advice he gives is directed at university and college students, who spend less time in class and more in private study.

A Before you read

Give honest answers to the questions below so that you become aware of your own study habits. The use of the word 'study' here, refers to your own private study, not the study you do in the classroom.

- 1 On average, how many hours a day do you spend studying?
- 2 During the past six months, what
- uncomfortable, etc.)
- 7 Where would you like to do most of your studying?

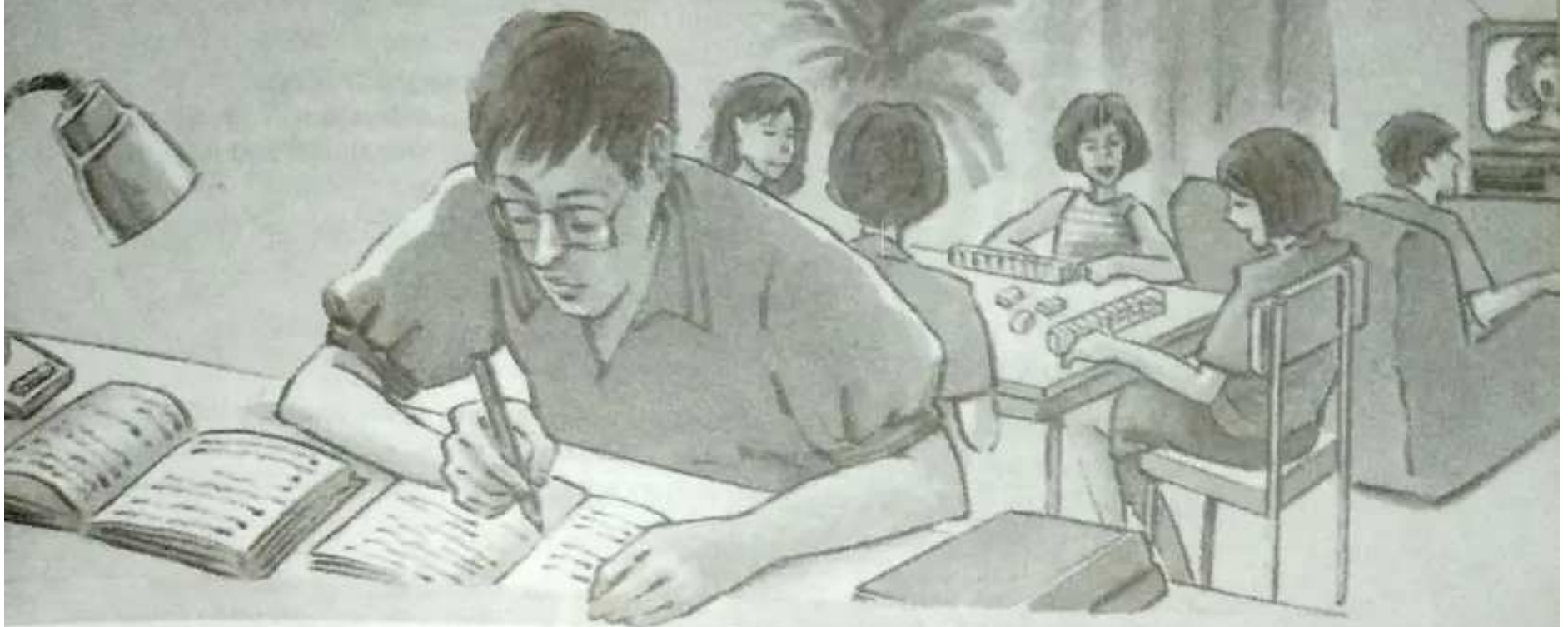
- is the highest number of hours you have spent studying in one day?
- 3 How much time can you spend studying before you become tired to it?
 - 4 In your opinion, how many hours a day should a student spend studying?
 - 5 Where do you do most of your studying?
 - 6 Write two adjectives that describe the conditions in which you usually study (e.g., quiet, noisy, comfortable,
 - 8 After you finish a period of study, what do you usually do?
 - 9 Before examinations, do you make a study plan?
 - 10 What is the biggest problem you face when you try to study?
 - 11 How much do you enjoy studying? A lot, a little or not at all?
 - 12 Are you a member of a *study circle* (a group of people who study together and ask one another questions, etc. on the subject studied) or do you study alone?

B What do you think?

Survey the passage in the usual way, i.e. look at the picture, opening and closing paragraphs and first sentence of each paragraph. Then try to answer these questions. Remember, it is not important to get the answers right at this stage. Check them after you read the passage.

- 1 The misunderstanding about study implied in the first paragraph is that the more a student studies, the more he learns.
- 2 The second paragraph is probably about information obtained from a graph.
- 3 What do you expect to learn from paragraph 5? How to... test the mind
- 4 The first and last paragraphs together suggest that the passage is mainly about...
☒ A the time a student should spend studying.
 B how to draw graphs.
 C what a student should do after he finishes studying.
 D how to remember things better.

How to study



There is a lot of misunderstanding about studying. Most students have not been taught how to study properly.

varies from week to week. You must try to find

Most students have not even taught the principles behind really effective working. Imagine a graph showing the amount a person learns against the number of hours he works in a day. If he doesn't do any work, he learns nothing (point 0). If he does an hour's work he learns a certain amount (point 1). If he does two hours' work he learns about twice as much (point 2). If he does more work he'll learn still more (point 3). However, if he tries to do twenty-three and a half hours' work in one day, he'll be so exhausted that he'll hardly remember anything: what he learns will be very little (point 4). If he did less work he'd learn more (point 5).

Now whatever the exact shape of the graph's curve, made by joining these points, it must have a crest. Point 'X' is the very maximum anyone can learn in the day. And this represents the optimum, the best, amount of work to do. It is the best possible compromise between adequate time at the books and fatigue. Fatigue is an absolutely real thing; one can't escape it or ignore it. If you try to ignore it and press yourself to work past the optimum (and any fool can prop his eyelids up and do fourteen hours a day), you will only get on this downward slope and achieve less than the best – and then get exhausted and lose your power of concentration.

The skill in being a student consists of getting one's daily study as near the optimum point as possible. I cannot tell you what the optimum is. It differs with the type of work, it differs from person to person, and even in the same person it

your own. Every day you study, bear this principle of the optimum in mind. When you feel yourself getting fatigued, if you find yourself repeatedly reading over the same paragraph and not taking it in, that's a pretty good sign you've reached the crest for the day and should stop.

Most ordinary students find their optimum at about five hours a day. Yours may be a little more or a little less – but if you get in five hours' good work a day, you will be doing well.

Now, what are you doing with yourself when you aren't working? Before examinations some students do nothing at all except sit in a chair and worry. Here is another misunderstanding. People often think that the mind works like the body; it does not. If one wanted to conserve physical energy in order to cut the maximum amount of firewood, one would lie down on a bed and rest when one wasn't chopping. But the mind cannot rest. Even in sleep you dream, even if you forget your dreams. The mind is always turning. It gets its relaxation only by *variety*. That is what makes the mind rest.

When you've finished your optimum number of hours you must stop. You must not then sit around in the chair thinking about the work – that only tires without any learning. You must get out and do something. It doesn't matter what – anything so long as you are actively doing something else but work.

C Finding the facts

Read the sentences below which are incomplete. Then read the passage on page 77 and, in your exercise books, complete the sentences with information from the passage. In some cases more than one word is required.

- | | |
|---|--|
| 1 Beyond a certain point, the _____ you study, the _____ you learn. | 4 a day, you will . . . and . . . |
| 2 Most students can study effectively for about . . . | 5 The mind does not . . . as the body; the best way to rest and relax the mind is to . . . |
| 3 If you study for ten or twelve hours | |

D Words in context

- 1 Find words in the passage on page 77 that could replace the words in **heavy italics** in the sentences below. Sometimes, you may have to change the form of the word or add other words to it. The number in brackets indicate the paragraphs in which the words can be found.

- a. Actions speak louder than words. That's one of the **basic truths** of communication. (1)

- f. Turn off that TV. It's affecting my ability to pay attention to my work. (2)

- b. The pills I took **had the desired result**. (1)
They cured my cold. (1)
- c. I had to be carried from the field at the end of the race. I **had no energy left**. (1)
- d. If you're **very tired** from long hours of study, you should do something completely different in order to relax. (1)
- e. The hawker wanted fifty rupees for the shirt. I offered thirty rupees and we finally agreed on forty rupees. It was **an agreement that satisfied us both**. (2)
- g. He listened to the lecture without understanding it because he was so **tired**. (3)
- h. He tries to **complete** an hour's work before his dinner. (4)
- i. The **different kinds** of flowers made the garden very colourful. (5)
- j. Don't run too fast at the start of the race. **Save your strength** for the end. (5)

- 2 Five sentences using words from the passage are given below. The first part of each sentence is in box A. The end of each sentence is in box B but in the wrong order. Match the words in box A with the words in box B to make complete sentences. The number in brackets refer to the paragraphs in which part of the sentence can be found.

A	B
The crest (2) of a curve is enough or sufficient.
Someone on a downward slope (2) is in its highest point.
If you are chopping (5), you are tiredness.
Fatigue (2) means an increasingly difficult situation
Adequate (2) means cutting something up.

Using new words

Dr Malleson, who wrote the article on page 77, also gave a talk to some students on the same topic. Mina listened to Dr Malleson's talk and is telling Sitara about it.

Complete this conversation between Mina and Sitara with words from the passage which you found as answers for exercise D1 on page 78. Change the form of the words if necessary.

Mina: Yesterday, I went to listen to a talk on how to study.

Sitara: Did you learn anything useful?

Mina: Well, I learned some of the _____ of good study.

Sitara: Are you going to follow them when you study for your exams?

Mina: I'm going to try. They seem to be _____ and Dr Malleson says they produce good results.

Sitara: Do you really believe that?

Mina: Yes, I do. Dr Malleson used a graph to show that if you study too long, you become so _____ that you lose your _____ of concentration.

Sitara: That sounds pretty serious.

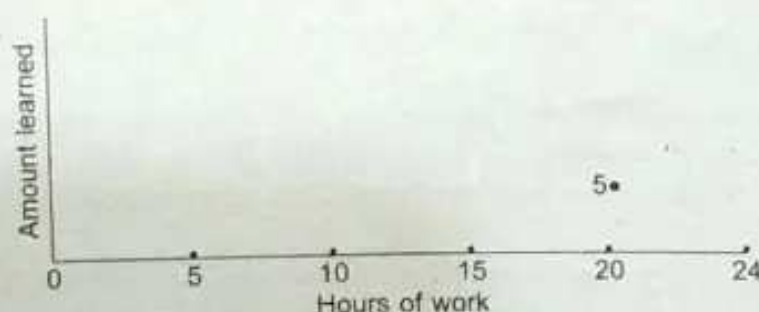
Mina: It is because your mind becomes so _____ it's unable to take anything in.

Sitara: I see. Did you learn anything else?

- Mina: Yes, that the mind works differently from the body. Resting, by lying down or sleeping enables you to _____ the energy of your body but not of your mind.
- Sitara: Well, what should you do if you are mentally exhausted from studying?
- Mina: You should stop studying and go and do something completely different. A _____ of activities is the best way to relax and rest the mind.
- Sitara: Dr Malleson's talk sounds very interesting. I might try to follow some of his suggestions when I'm studying.

F Think about it

- 1 The graph described in paragraphs 2 and 3 of the passage on page 77 is reproduced below with some details missing. Complete it by plotting the different points mentioned by the writer, draw the curve, and enter the value of 'X'.



Now try to complete the statements and answer the questions below.

- 2 The writer's main aim is to _____ his readers.
 A inform
 B amaze
 C entertain
 D persuade
- 3 The writer mentions two misunderstandings. Explain what they are.
- 4 What word could replace *but* in the last sentence of the last paragraph?

Language practice

A Giving commands/orders and advice

When we give a *command* or an *order* to someone, we use the simple imperative form of the verb. In expressions like **Come here, Sit down, Leave the room**, the verbs **come, sit, leave** are in the imperative form.

We can also command someone to do something by using **must** or **have (got) to**. If we say a person **must** do something, it usually means that the speaker thinks or feels it is necessary. For example, **You must get to work by nine o'clock** or **I must make an appointment with the dentist**.

If we say that a person **has to** (or **has got to**) do something, we usually mean that another person wants it done or that there is a law or agreement about it: **You have got to go and see the headmaster**. (The headmaster wants you to.) **People in Pakistan have to carry an ID card**. (There is a law.)

We use **should** or **ought to** when we give *advice* to someone. For example: **You should/ought to go and see the show – it's exciting**.

- 1 Dr Malleson is talking to one of his students, Alex, about studying. He is telling Alex what to do, i.e. giving him orders. Complete Dr Malleson's orders for him basing your

Alex: Are there any principles of effective study?

Malleson: Yes, and you ... learn them.

Alex: I think I'll study for twenty hours tomorrow.

Malleson: You ... because you'll be too tired to remember anything.

Alex: I sometimes get fatigued, but I ignore it.

Malleson: Then you ... You'll lose your powers of concentration.

Alex: I was going to play ping-pong after studying, but I don't think I'll bother.

Malleson: But you ... A change of activity is essential.

2 Now suppose Dr Malleson decided to give advice instead of orders to Alex. How would he say the things he said above? Rewrite his four orders in the form of four pieces of advice.

3 In the dialogue below and on page 81, a student called Penny is talking to Dr Malleson about studying. However, the dialogue is incomplete. Read through the conversation then complete it using information from the passage on page 77.



Penny: What is the optimum number of hours a person should study in one day?

Malleson: It depends on ... work ... person. It even ... week ... person.

Penny: Then how can I find my personal optimum?

Malleson: If you find you can't understand ... after reading it ..., that's ... optimum.

Penny: Then what should I do? Should I lie down and try to sleep?

Malleson: On the contrary. The mind ... the body. To rest the mind, you must ... something..., something different from studying.

Penny: Why?

Malleson: Because the mind cannot rest even in sleep. So you ... something ... study.

Penny: Completely different?

Malleson: ...

B Making rules using do and don't

1 Read this letter which a student wrote to the school newspaper.

Dear Editor,

I went to Dr Malleson's talk on 'How to Study' but I didn't understand it very clearly. However, I want to improve the way I study so, could you

give me a few simple rules to follow when I'm studying for next term's examinations?

Thank you.

Worried' X C.

- 2 You work on the Problems Page of the school newspaper and your reply to the letter in exercise 1 is given below but the five rules are incomplete. Complete the rules using not more than 50 words.

Dear Worried,

Here are five 'Do' and 'Don't' rules of studying for you to follow. The first three are to be followed while you are studying. The last two are to be followed after you finish studying.

- (i) Don't ... long. If ... concentration.
- (ii) Do ... own ... study.
- (iii) Do ... after ...
- (iv) Don't ... after ...
- (v) Do ... activity ... work.

Happy studying!

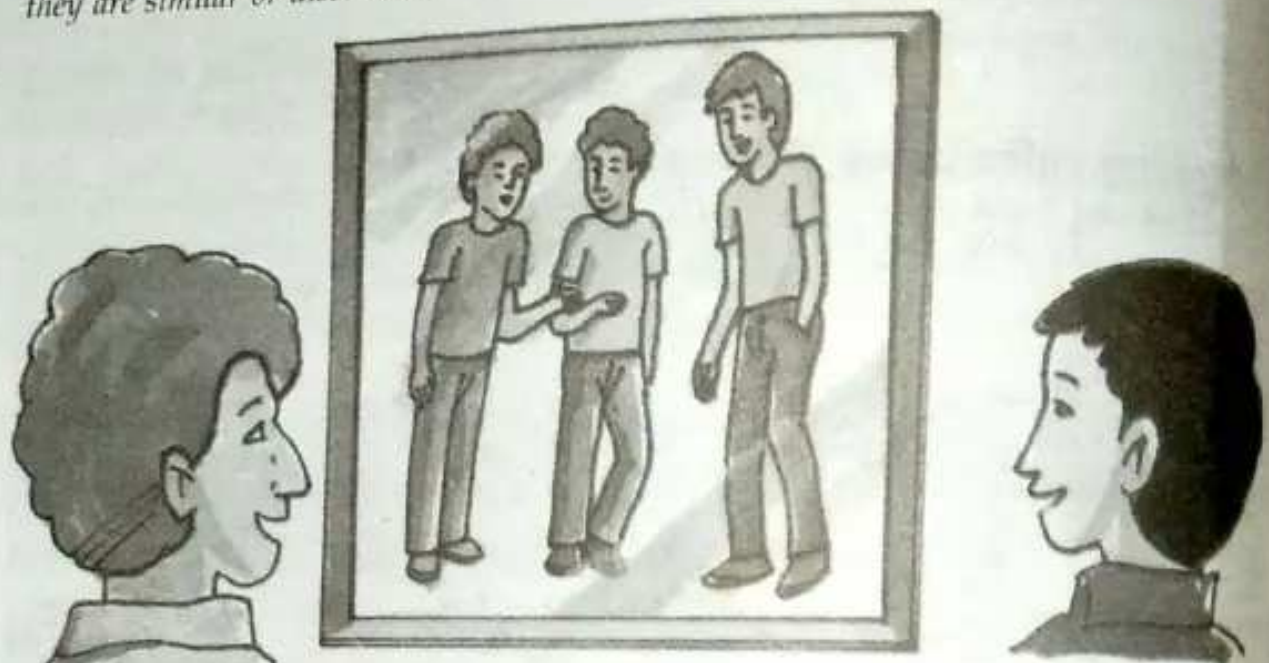
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C Making comparisons and giving reasons

- 1 Look at the pictures and read the short dialogue below each one. Note the words in **heavy type** which will remind you of some of the ways we can compare things and say how they are similar or dissimilar.

a.



S1: These are my brothers, Paul, Tom, and John. Paul is the tallest.

S2: Is Paul the eldest?

S1: No, he is younger than Tom and John.

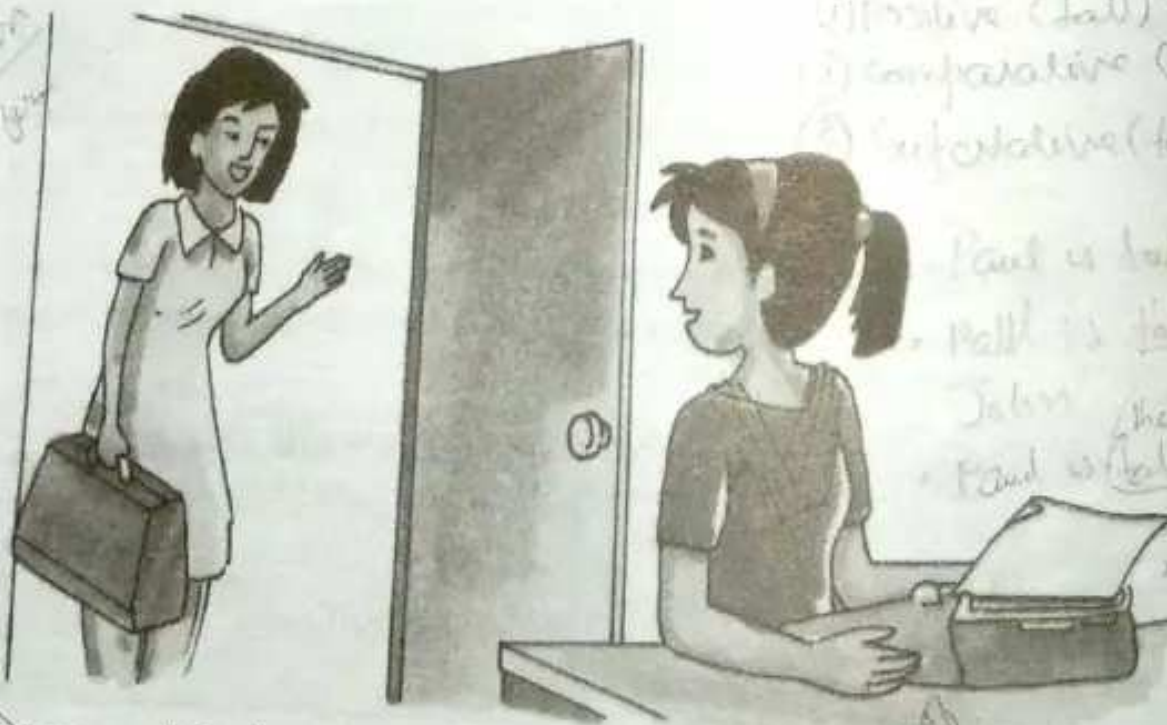
S2: No, he is younger than Tom and John.

S2: Tom is as tall as John. Who is the youngest?

S1: Tom is the same age as John. They are twins.

S2: I can see they are your brothers because they all have fair hair just like you.

b.



S1: Oh, I see you bought the same typewriter as me.

S2: Yes. It wasn't the most expensive one, but it was the best value for money.

S1: I agree. I think it works more quietly than the IBM and is less than half the price.

S2: This typewriter is also much lighter in weight and so can be carried the most easily.

S1: I wasn't sure if I was wise buying the cheaper one. But now I know you made the same decision as me, I'm much happier.



- 2 Work in pairs. When you are not at college or studying, what do you do? The table below shows the results of a survey on the leisure activities of different age groups in Karachi. Study the table then try to answer the questions below.



Facts about the leisure activities of different age groups

Activities	15-16 years	17-18 years	19-21 years
Home-based activities			
Watching television	99%	98%	95%
Playing a musical instrument	48%	52%	50%
Caring for pets	10%	21%	6%





Sporting activities			
Table tennis	49%	72%	72%
Tennis	5%	22%	35%
Swimming	4%	11%	12%
Team games (football, hockey, netball, etc.)	2%	30%	45%
Other leisure activities			
Going to video game arcades	20%	41%	68%
Going out for a meal	12%	33%	51%



- Which was the most popular activity in all age-groups? Why do you think this was?
- What activity had the lowest percentage in the 15–16 year-old group? Give a reason.
- Which sporting activity was as popular with the 17–18 year olds as the 19–21 year olds? Why do you think the younger children went swimming less often?
- Why do you think so few people went swimming?
- The percentage of young people playing a musical instrument was almost the same for each group. What does this suggest about Pakistani people?
- The percentage of 19–21 year olds was higher for nearly every activity. Can you explain why this was?

3 Work in pairs. First, read the dialogue below and notice the words that are in **heavy type** which show some more expressions used to make comparisons.

S1: Studying for an exam **is like** running a marathon.

S2: Oh, no. You cannot **compare** these two activities—**there is no comparison** between them.

S1: Both studying and running are very tiring.

S2: Yes, but they **are quite different** because the first can lead to mental exhaustion and the second causes only physical exhaustion.

S1: I think **they are alike** because studying for an exam is a long-term task. **This compares with** training for a marathon which can also take many months.

S2: **In comparison with** studying for an exam, running is a fun activity.

S1: I still believe **they are similar** because each requires careful planning and a lot of effort. For both activities, you also have to be ready by a certain date.

S2: Well, you may be right. However, I still think that studying is **less fun compared with** running.

4 Now work with the same partner. S1 chooses one of the statements below to begin a conversation and S2 responds. Make up a short dialogue using the above as a model. Try to use the words and expressions in **heavy type** in your conversation.

- a. Living in Karachi is like living in any city in the world.
- b. Women drivers are as good as men drivers.
- c. A job interview is like an oral exam.
5. Work in groups of three or four. Read the statements below which are incomplete. Then discuss the group's studying habits, and compare them with the recommendations in Dr Malleson's article on page 77 in order to complete the statements.
- a. On average, our group spends . . . a day in private study. This compares with Dr Malleson's optimum figure of . . . The reason our figure is higher/lower is that . . .
- b. In comparison with Dr Malleson's optimum figure of . . ., most people in our group get fatigued after studying. for . . . this is because . . .
- c. Our group believes that a college student should spend about . . . in private study. This is less/more than Dr Malleson's figure of . . . Our reason for this is that . . .
- d. After finishing a period of study, most members of our group usually prefer to . . . this agrees with/differs from Dr Malleson's advice that students should . . .

Reading for information

The project

Umair is a college student. His English teacher gives him a project to do which is to investigate the TV-viewing habits of a group of teenagers. When he has collected the information, Umair has to write an article for the college magazine. The first thing Umair decides to do is to look up the word *project* in the dictionary to make sure he knows exactly what it means.

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A Using a dictionary

1. As he turns the pages of dictionary, Umair looks quickly at the pairs of words in heavy type at the top of each page. The first word in each pair is the first word on the page and the second word in each pair is the last on the page. These guide words help him find the word he wants quickly. Look at the list of guide words below. On which page will Umair find the word 'project'?

Page Guide words

- 678 – profess / programme
 679 – progress / projectile
 680 – projection / promulgate
 681 – prone / proper

2. When he finds the page, Umair looks down the column of words and sees the following:

prohibit
 prohibition
 projectile
 projection
 proletariat

Between which words should 'project' be?

- 3 When he finds the word 'project', Umair sees two entries. These are reproduced below. Read them and then answer the questions.

pro-ject¹ /'prɒdʒeki/ *n* [C] (plan for a) scheme or undertaking: *a ~ to establish a new national park; form/carry out/fail in a ~.*

pro-ject² /prɒ'dʒekt/ *vt, vi* 1 [VP6A] make plans for: *~ a new dam/water-works.* 2 [VP6A, 14] *~ sth on(to) sth*, cause a shadow, an outline, a picture from a film, slide, etc to fall on a surface, etc; *~ a picture on a screen; ~ a beam of light on to sth.* 3 [VP14] *~ sth onto sb*, attribute unconsciously (usu unpleasant feelings such as guilt, inferiority) to other people (often as a means of self-justification or self-defence: *She always ~s her own neuroses onto her colleagues*, describes them as suffering from them. 4 [VP6A] make known the characteristics of: *Do the BBC External Services adequately ~ Great Britain*, give listeners right ideas about British life, etc? 5 [VP6A, 15A] throw; hurl *an apparatus to ~ missiles into space.* 6 [VP6A] represent (a solid thing) on a plane surface by drawing straight lines through every point of it from a centre; make (a map) in this way. 7 [VP2A, C] stick out; stand out beyond the surface nearby: *~ing eyebrows; a balcony that ~s over the street.*

- Which of the two *projects* listed is a noun and which is a verb? How do you know?
- Is Umair's main interest in the meaning of the noun or the verb?
- Is *project* a countable or uncountable noun? How do you know? How do you think an uncountable noun would be indicated?
- Which verbs are often used with the noun *project*?

B Using a library

Now that he knows what a *project* is, Umair needs to collect information for his project. In order to do this, he went to the library, he went to the catalogue which consisted of a number of cards kept in filing drawers near the library entrance.

- 1 Read the notice below which tells you how to use the library's catalogue.



Every book in the library has 3 cards.

There is a title card, an author card (surname first with date of birth and death) and a subject card.

All cards are arranged alphabetically.

All books are arranged on the shelves according to their subject.

The system used for arranging books is called the *Dewey Decimal System*.

The main divisions of this system are:

000	General	500	Pure Science (incl. Maths)
100	Philosophy	600	Applied Sciences (Technology)
200	Religion	700	The Arts
300	Social Sciences	800	Literature
400	Languages	900	History & Geography, Biography

These main divisions are further broken into subdivisions.

For example, a major subdivision is Communication: 651.4

A minor subdivision is Oral communication 651.43

Under the book title is the publisher's name and the year in which the book was published.

The last entry on the card gives the number of pages and whether the book is illustrated.

- 2 Umair studied three catalogue cards which are shown below. Study the cards and answer the question below. Some of the information in the Users' Guides on page 86 will help you.

(i) 651.43 Speaking in Public
 Gordon, Lee 1960–
 Speaking in Public
 Smith & Co. London 1981
 250 pp. (illus.)

(ii) 651.4 Frank, Peter 1902–1985
 Communication: An Introduction
 Jones & Low, New York 1960
 460 pp.

(iii) 651.43 Oral Communication
 Jack, James 1968-
Speech for Everyone
 Friends' House, Hong Kong 1983
 120 pp.

- a. To which main division of the system do the cards belong?
 - b. Which card belongs to a major subdivision and which to a minor?
 - c. Which card is from the author catalogue, which from the title catalogue and which from the subject catalogue?
 - d. Which authors are still alive?
 - e. What is the family name of each author?
 - f. Which is the longest book?
 - g. Which book contains pictures?
 - h. Which book was published most recently?
 - i. Which book was published in the US?
 - j. Who published the Hong Kong book?
- 3 Umair also made a note of some subjects he was interested in and decided to look for books on these subjects later. The subjects are listed below. Can you say in which main division of the Dewey Decimal System he would find the books?

Air Pollution
 Chinese Music
 The Calculus

Buddhism
 Acupuncture
 Computer

The Life of William Shakespeare
 Everyman's Encyclopaedia

C Collecting information using a questionnaire

Unfortunately, Umair did not find any books in the library that could help him with his project, so he decided to collect information from his classmates. He decided to do this by writing a questionnaire. First of all he made a list of the topics he wanted to ask questions about. The list of topics is given below.

- the number of days a week you watch Urdu TV/English TV
- the average number of hours a day you watch Urdu TV/English TV
- the hours of the day between which you do most of your TV watching
- the type of programme you like best (choose three from this list and give them in order of preference: 1, 2, 3)

News & current affairs
 Comedy
 Sport
 Educational
 Musical/Variety shows
 Quizzes

Soap operas
 Films
 Plays
 Children's programmes
 Cartoons

- the names of the three programmes you like best

- the name of your favourite TV star
- your views on the amount of TV advertising (too much, enough, too little)
- your views on the quality of TV advertising (high, medium, too little)
- your favourite advertisement
- the advertisement you like least
- your general view on the quality of TV programmes in Pakistan (high, medium, low)
- three changes/improvements you would like to see

- 1 Write Umair's questionnaire for him. Give the questionnaire a title and then write twelve questions to cover the topics listed above. Some ways to start your questions are given below to help you.

How many ...?
 What is the average ...?
 Between which ...?
 Choose three ... and give
 Which are the three ...?
 What is ...? What are ...?

- 2 After writing the questionnaire, get answers to your questions from at least four classmates and note them down.

Composition

Use the information from the TV questionnaire which your classmates filled in, to write an article of about 300 words for your class magazine on the TV-viewing habits of your classmates. You are given some help below.

- Write an outline of the article
 - Give the article a title
 - Write a short introductory paragraph. Be sure to write a topic sentence stating the main idea of the article.
 - On completing the outline, write the rest of the article, using separate paragraphs for each different topic on questions Umair asked. Your article should be interesting. Give examples and quotes from the questionnaire making it realistic.
- Write the conclusion and ensure that there is no new information in it. This paragraph should be a reflection of the introduction, written in different words and ties up all the ideas in the article.

Practical conversation

A Pronunciation practice

Certain words are often not given their full vowel sound in connected speech.

I could see that he wanted some more.

In normal rapid speech, the words in italics: *could*, *that* and *some*, would be unstressed and would be spoken very quickly and lightly so that they would sound something like this: **cd**, **tht** and **sm**, as if the vowels were not there. One of the reasons for this is to allow more stress to be put on the important words:

I could **SEE** that he **WANTED** some **MORE**.

Words are given this weak pronunciation when they are used as linking words and their meaning is not important. If, for some reason, we wanted to emphasize one of these words, we should give it its full sound:

You couldn't do it. Yes, I **COULD**.
I want **THAT** one, not **THIS** one.
I only want **SOME** of them. I don't I want **ALL** of them.

Read these sentences aloud. The words or parts of words that should be given emphasis are printed in capitals. Words to be pronounced in their weak form, as described above, are in italics.

- | | |
|---|---|
| 1 I'm GOing to GIVE them some MORE . | 6 I'm AFRAID that I HAVEn't SEEN |
| 2 I should THINK he has FINished them. | them. |
| 3 He would LIKE some for his BROther . | 7 I can SEE that you've BEEN here |
| 4 I've JUST been over to SEE them. | beFORE . |
| 5 I should LIKE to SEE them and TALK | 8 WHERE have you been HIDing and |
| to them. | WHAT have you been DOing ? |

B Dialogue reading

Work in pairs to practise the dialogue below, in which Ijaz is talking to Parvez about his hobbies. Take turns to be Parvez and Ijaz.

Parvez: Have you any hobbies?

Ijaz: Yes, reading. I read a lot. I look through the newspaper each morning and I read a couple of magazines a week and I borrow books from the Municipal Council library. Sometimes I even buy books, paperbacks usually.

Parvez: Have you got a library of your own?

Ijaz: No, not really. I have a few books that I've bought or received as presents and I keep those on a shelf in my bedroom. I wouldn't call it a library, there aren't enough books. But I intend to have my own library, one day.

Parvez: When you're not reading, how do you spend your time?

Ijaz: Well, I take part in school sports and swimming, but my favourite pastime is walking. Not walking in the streets, you understand, that wouldn't be very pleasant, but walking in the countryside. I like walking in the hills best and I like the Margalla Trail. I've walked along it many times. I think you've got to have a balance in your hobbies; something to exercise your brain, like reading, and something to exercise your body, like walking.



C Dialogue practice

A student, Arif, wants to borrow a particular book from the local library . He is unable to find it so he speaks to the librarian.

Work in pairs to make up a conversation between Arif and the librarian using the prompts given below and on page 91. Do not look at your partner's part of the exercise. 51 is Arif, 52 is the librarian.

S1

Arif: (Get the librarian's attention. Ask politely for help. Say you want to borrow a book. Give its name.)

Librarian: ...

Arif: (Respond.)

Librarian: ...

Arif: (Tell her you've been there but you could not find it.)

Librarian: ...

Arif: (Respond negatively.)

Librarian: ...

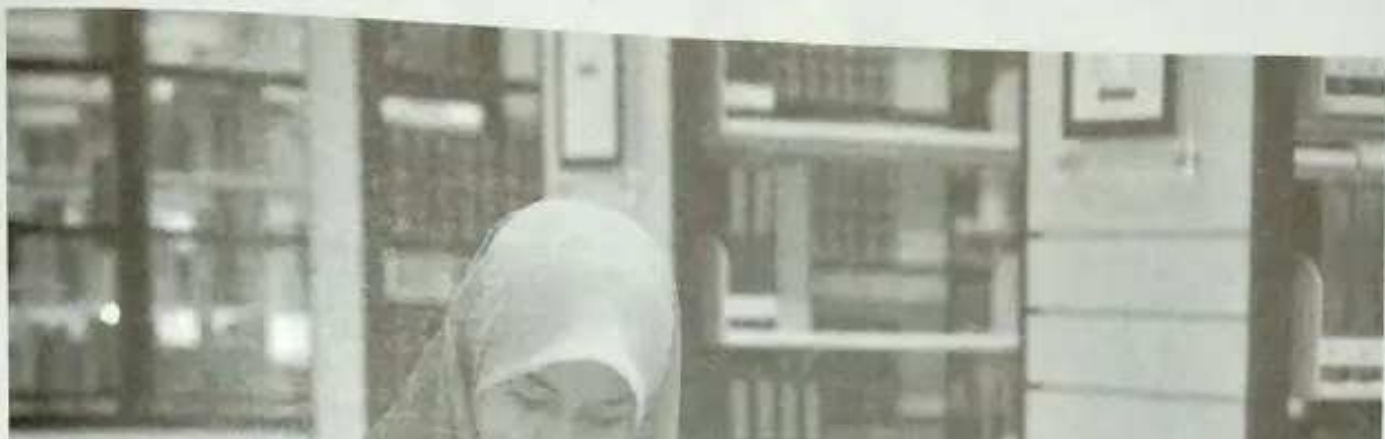
Arif: (Respond positively.)

Librarian: ...

Arif: (Explain.)

Librarian: ...

Arif: (Respond appropriately.)





S2

Librarian: (Ask Arif whether it is fiction or non-fiction.)

Arif: ...

Librarian: (Tell him where to find it.)

Arif: ...

Librarian: (Ask him if he's looked in the catalogue.)

Arif: ...

Librarian: (Ask him if he wants the book urgently.)

Arif: ...

Librarian: (Ask why.)

Arif: ...

Librarian: (Offer help in some way.)

Arif: ...

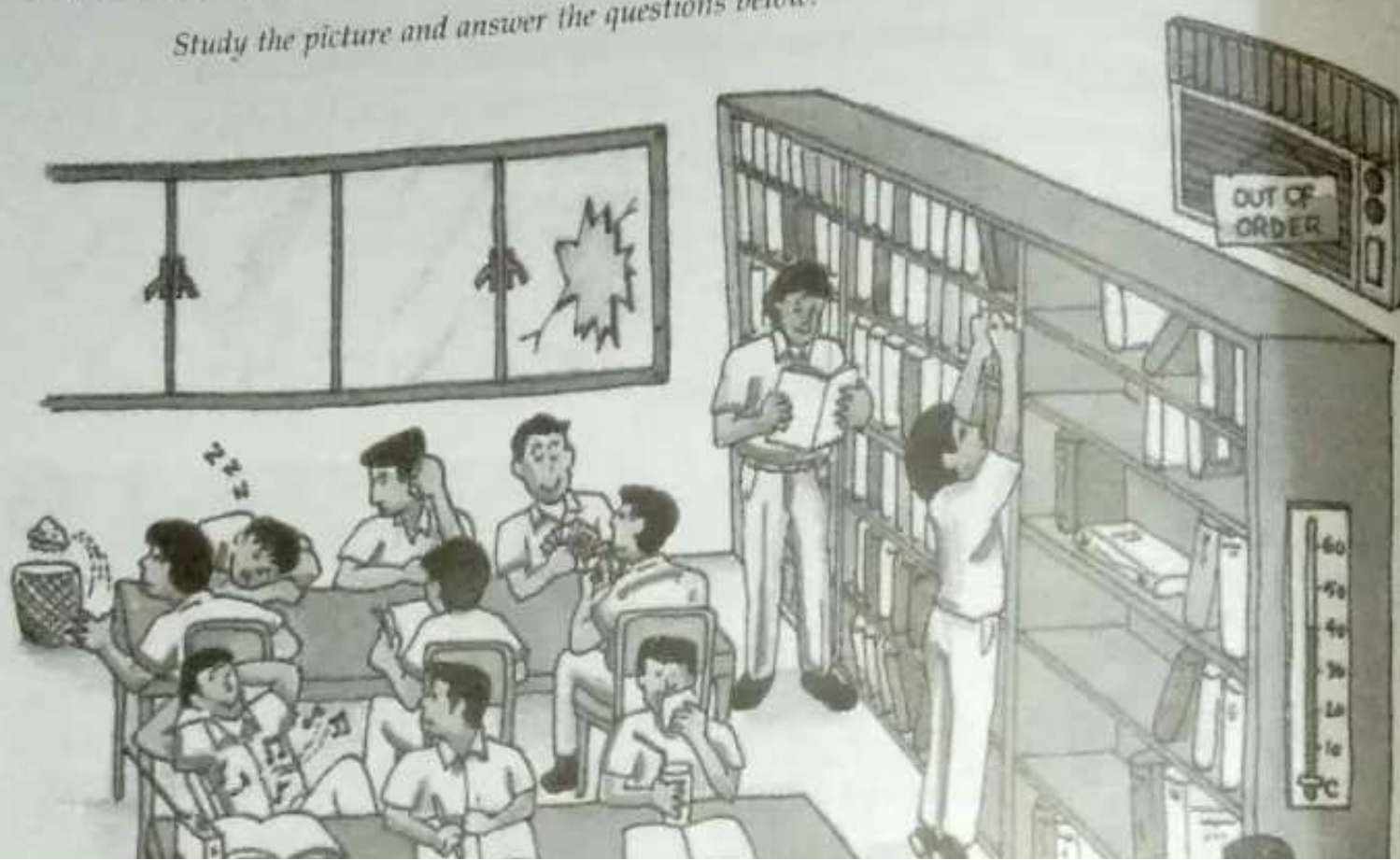
Librarian: (End the conversation.)

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D Picture conversation

Study the picture and answer the questions below.





- 1 Why do you think the students are in the library?
- 2 What is the temperature in the library? Why is it so hot?
- 3 What might the three boys standing under the thermometer be talking about?
- 4 Name at least four things that the boys should not be doing in the library.
- 5 Explain why the boys are behaving in this way.
- 6 What's the boy standing to the left

- of the air conditioner trying to do?
- 7 Do you think if there were some girls in the library the behaviour would be better? Explain your answer.
- 8 What might a teacher say if he walked into the library?
- 9 Suggest three or four rules you might make to improve the behaviour of the library users.
- 10 Suggest three or four things you might do to improve conditions in the library.

Study notes

- 1 Positive instructions can be given by using the imperative form of the verb or using **must** and **have (got) to**

Study harder. (Imperative)

You must study harder.

You have (got) to study harder.

- 2 Negative instructions can be given like this:

Do not study so hard.

You must not study so hard.

- 3 The sentences below are *not* negative instructions. The speaker is saying that, in his opinion, it is not necessary for you to study so hard but you can do so if you

want to.

You do not have to study so hard.
You do not need to study so hard.

- 4 Positive advice can be given using **should** and **ought to**
You **should** do something else.
You **ought to** do something else.
- 5 Negative advice can be given like this:
You **should not** do anything else.
You **ought not to** do anything else.

UNIT 7

Reading

This unit is about reading for pleasure or relaxation. Before you choose a book to read, you can usually get a good idea of what it is about by looking, of course, at the title and front

cover. But you'll get a better idea if you also look at the description of the book on the back cover (this description is called the *blurb*) and at the table of contents at the front of the book.

A What do you think?

- 1 The front and back covers of a book are shown below. Study them then try to answer the questions that follow on page 95.

Front Cover

Back Cover

CHRISTOPHER

TRIPODS

THE CITY OF GOLD AND LEAD



Now a thrilling BBC-TV series



Crushed by the rule of the alien Tripods, Earth's last chance for freedom had long gone — or had it?



Sent on a desperate mission to penetrate one of the Tripods' cities, Will Parker and his two companions were determined to discover something, anything, which could be used against their alien Masters. Getting in to the city without arousing suspicion was certainly going to be tricky — but getting out was to prove well-nigh impossible!

THE TRIPODS TRILOGY

The White Mountains
The City of Gold and Lead
The Pool of Fire

The cover shows John Sherry as Will, Jim Baker as Henry and Ian Seft as Bearpole from the BBC Television Production of *The Tripods*, produced by Richard Bates.

Cover photograph by Jeremy Drayson © BBC Enterprises Ltd

ISBN 0-14-031685-X



U.K. £1.50
AUST. \$3.50
(recommended)
N.Z. \$3.95

9 780140 316858

- 1 Is the book likely to be a work of fact or of fiction?
- 2 The book seems to be about a conflict between two groups. Who are they?
- 3 To which group do you think the City of Gold and Lead belongs?
- 4 Can you name the three people picture on the cover?
- 5 What does the way they are dressed suggest to you?
- 6 What does the background of the picture suggest?
- 7 The blurb suggests that the three people are on a mission (i.e., have been sent to do a special job) and that the mission is a desperate (very dangerous) one. What is this mission? What will be the most dangerous part of it?
- 8 The sentence at the beginning of the blurb starts with a statement but ends with a question. Do you think the purpose of this sentence is to:
 - A emphasize that the freedom of the Earth has gone for ever?
 - B suggest the possibility that Earth's freedom might be regained?
- 9 The letters *tri* at the start of a word often mean *three*, e.g. *triangle*, *tricycle*. What do you think *tripod* and *trilogy* mean?
- 10 What do you think the picture on the back cover is a picture of? Where did it come from?

2 Now look at the contents page of the same book which is below, and think about possible answers to the questions that follow.

Contents

1 Three are chosen	9
2 Prisoner in the Pit	22
3 A Raft on the River	37
4 The Hermit of the Island	48
5 The Games	60
6 The City of Gold and Lead	72
7 My Master's Cat	88
8 The Pyramid of Beauty	104
9 I Strike a Desperate Blow	122
10 Under the Golden Wall	138
11 Two Go Home	154

- a. Chapter 1 is called *Three are Chosen*. What do you think the three are chosen to do?
- b. Chapter 3 is called *A Raft on the River*. Who might be on the raft (which is a rough kind of boat) and where might they be going?
- c. Chapter 9 is called *I Strike a Desperate Blow*. Who might the desperate blow be struck against?
- d. Compare the titles of the first and last chapters. What do they suggest might have happened?

B The story

If, after surveying the book by means of its covers and contents page, you decide you are still interested in it, you might spend a little time reading a few paragraphs. We won't do our usual passage survey in this kind of reading, which might be called reading for entertainment, since part of the pleasure is in allowing the author to surprise us with the story's development.

Read this extract from 'The Tripods':

The Tripods

The Tripods had been rulers of Earth for more than a hundred years. They governed simply and effectively, by dominating the minds of men. This was achieved through the Caps, meshes of silvery metal which fitted closely round the skull and were woven into the very flesh of their wearers. Capping occurred in one's fourteenth year, marking the point at which one ceased to be a child and became an adult. It was taken for granted, an expected, looked-for thing, attended



by feasting and celebration.

A few months earlier I had seen my cousin Jack, a year older than myself, go through the ceremony, and had noticed the change in him afterwards. I was to be Capped the following year. I had some misgivings, but I kept them private—no one talked much about Tripods and Cappings and, of course, no one ever queried the rightness of these things. Not, that is, until the Vagrant, Ozymandias, came to the little village where I lived.

The Vagrants were those for whom Capping had not worked properly. Their minds had refused to accept the conditioning of the Tripods and, in refusing, had been broken. They wandered from place to place, never resting long, and were looked after but pitied and disliked by normal Capped men and women. Now, though, I found myself more interested in them; particularly in the one who called himself Ozymandias, a big, red-haired, red-bearded man who sang strange songs, and spoke lines of poetry, and mixed sense and nonsense when he talked. Defying my parents, I invited him to come to the den which Jack and I had made just outside the village. He told me a strange story.

He was, in the first place, not really a Vagrant, but posing as such so that he could travel through the land, unchallenged and unremarked. The Cap he wore was a false one. He explained that the Tripods were enemies of men, not



benefactors; invaders, perhaps, from another world, and how, through Capping, minds which were just beginning to think for themselves were subdued and harnessed to the worship of their oppressors. He told me, too, that although the Tripods ruled the planet, there were a few places where free men survived, and that one of these was among the White Mountains, across the sea from England far to the south. He asked me if I would be willing to make a difficult and dangerous journey there, and I said I would.

He himself travelled on in search of more recruits, but I did not go alone. Another cousin of mine, Henry, an old antagonist since before our schooldays, saw me leaving the village and followed me. We crossed the sea together, and in the land called France found a third, Jean-Paul—whom we named Beanpole. Together we made our way south. It was as difficult and dangerous as Ozymandias had promised. Near the end, we fought a battle with a Tripod and, by luck and a weapon of the ancients which we found in the ruins of one of the great cities, destroyed it.

So, at last, we reached the White Mountains.

Now, try to complete the outline of the story which is below, with information from the passage. Put one word in each blank space.

The Tripods had ruled Earth for more than a (1) years. They controlled the minds of men by (2) them. This happened in the year children became (3) and it was something that they (4) and (5) with feasting. However, the storyteller had some (6) about his own approaching (7) but he did not (8) anyone about them until he met the Vagrant, Ozymandias.

The Vagrants were people for whom (9) had been unsuccessful. They (10) from place to place and normal people (11) and (12) them although they (13) after them. The story-teller formed a friendship with Ozymandias (14) his parents' wishes.

Ozymandias was not (15) a Vagrant. He was only posing as one so that he could (16) about the countryside unnoticed. He said that the Tripods were the (17) of human beings and took control of them just when they were beginning to (18) for themselves. He told the story-teller, however, that some free men still (19) in places like the White Mountains and the story-teller (20) he would go there.

On his journey the storyteller was joined by his (21) Henry and by a (22) boy called Jean-Paul. On the way, they fought and (23) a battle against a Tripod and at last (24) at the White Mountains.

For each of the words or phrases written in blue, two meanings are given. Choose the correct one.

- 1 Capping was taken for granted by the young people of Earth.
A Welcomed.
B Treated as something ordinary.
- 2 The Capping was attended by feasting and celebration.
A Accompanied.
B Followed.
- 3 I had misgivings about the practice of Capping.
A Trust in.
B Doubts.
- 4 However, I kept silent because no one ever queried the rightness of Capping.
A Agreed on.
B Asked questions about.
- 5 Defying my parents, I spoke to Ozymandias.
A Tricking.
B Disobeying.
- 6 He explained that the Tripods were not our benefactors.
A Leaders.
B Helpers.
- 7 He said the Tripods were our oppressors.
A Unjust rulers.
B Inferiors.
- 8 I agreed to journey to the White Mountains while Ozymandias looked for new recruits.
A People to work for.
B People to join him.
- 9 My cousin and old antagonist Henry, travelled with me.
A Rival.
B Friend.

D Think about it

- 1 What is one of the changes in behaviour mentioned in the passage, that show one is becoming an adult?
- 2 Why did no one ever raise the question of whether Capping was right or wrong?
- 3 What would the recruits that Ozymandias was looking for probably be required to do?
- 4 What had probably caused the ruin of the great cities?

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E Summary

Read this imaginary encyclopaedia entry about Monopods. Then write a similar one about the Tripods in the passage on page 96 using similar sentence patterns. Do not write more than 70 words.



Monopods Strange creatures that invaded Earth (possibly from the Moon) and have lived there for just under fifty years. As the name suggests, Monopods have only one foot. They are benefactors of men and serve them by making them happy. They do this by fitting special shoes to their feet at the age of seventy when they are beginning to grow weak. The shoes strengthen their legs; this makes them feel gratitude to their benefactors, the Monopods.

A Asking for permission and giving reasons

- 1 We can ask for permission like this:

Can I
Could I
May I
Do you mind if I
I wonder if I could

have a day off tomorrow?

Note: **Could I** is a little more polite than **Can I**. **May I** is more polite than both of these. The other two expressions, **Do you mind if** and **I wonder if I could** are the most polite ways to ask for permission.

- 2 When we ask for permission to do something, it is sensible to give a reason supporting our request. We can give reasons supporting a request, like this:

My brother's leaving for Canada.
We're moving house.

B Giving permission

When we give someone permission to do something, we use expressions like these:

Yes, of course.
Of course.
Certainly.

By all means.
I suppose so.

Note: **I suppose so** means that permission is given unwillingly or reluctantly. All the other expressions are polite.

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C Refusing permission with reasons

- 1 We can refuse to give someone permission to do something using expressions like these:

No.
No, I am afraid not.
I'm afraid you can't.
I'm sorry but you can't.

Note: Just using **No** is impolite. All the other expressions are polite.

- 2 If we refuse permission, it is sensible, as well as polite, to give a reason. We can give reasons like this:

There's too much work to do.
Tomorrow's our busiest day.
You had a day off last week.

D Asking a father's permission

Will (the story-teller in the passage on page 96) tells his father about Ozymandias and asks permission to talk to him. Will's father refuses.

Work in pairs to make up a conversation between Will and his father. S1 is Will and S2 is the father. Use the prompts given below and information from the passage or your own imagination.

Will: (Greet your father.)

Father: (Respond.)

Will: (Explain how you met Ozymandias.)

Father: (Ask who he is.)

Will: (Respond.)

Father: (Say what you think about Vagrants.)

Will: (Describe Ozymandias and say why you are interested in him.)

Father: (Repeat your views on Vagrants beginning with *As I've already said...*)

Will: (Ask for permission to invite him to your den.)

Father: (Refuse permission.)

Will: (Ask why.)

Father: (Give a reason.)

Will: (Ignore the reason and ask for permission again adding *please* to make the request stronger. Explain why it's important.)

Father: (Refuse permission again.)

Will: (Express disappointment. Ask if you can give him something to eat.)

Father: (Give permission unwillingly.)

Will: (Express gratitude.)

Father: (Remind Will about what he mustn't do.)

Using English

A The flow chart

A flow chart is a diagram showing the sequence or movement of things or people in an activity that has several stages.

Aliya's uncle, Mr Alam, has two bookshops. During the summer holidays, Aliya and four classmates are going to work in one of Mr Alam's shops as sales assistants while he works in the other shop. When Aliya and her friends arrive for work on the first morning, Mr Alam phones Aliya.

1 Read the telephone conversation between Aliya and Mr Alam which is below and on page 101. Then, complete the flow chart on page 101 for Aliya, following Mr Alam's instructions.

Mr Alam: Aliya, I've left a flow chart on the desk beside the phone. Can you see it?

Aliya: Yes, uncle.

Mr Alam: The chart is to show you and the other girls what to do when you make a sale. I meant to finish the flow chart yesterday when I was in the shop but I didn't have time. So I'd like you to complete it for me.

Aliya: All right. Just tell me what to do and I'll do it.





Mr Alam: Clever girl. Now, I've done the *Start* box and the first instruction which is to take the book from the customer, I've also put some words in other boxes but they are not complete. Notice how I've made the instructions as short as possible by writing in note form.

Aliya: Yes, I understand how to write in each box.

Mr Alam: Right. I'll tell you each thing you must do when making a sale and you can fill in the boxes on the flow chart.

Aliya: I'm ready.

Mr Alam: After you've taken the book from the customer, the next thing you do is fill in the details on one of the receipt forms you'll find on the desk. Then you ask the customer for payment. Have you got that down?

Aliya: Yes, I'm with you so far.

Mr Alam: Now, there are three possible ways the customer might pay. One is by cash, one is by credit card and one is by cheque. Let's start with the last one first. Is it by cheque? If so, we don't accept it. We have to refuse them because we've lost a lot of money on bad cheques lately.

Aliya: So, refuse to accept cheques. Right.

Mr Alam: If it's a credit card, you've got to add the number and the other details to the receipt and then give the card and the receipt to the cashier. If it's cash, you give it to the cashier with the receipt. Are you still with me?

Aliya: Yes, no problem, Go on.

Mr Alam: While you're waiting for the cashier to wrap the book for the customer, take back the receipt from the cashier and the change, if there is any, or the credit card, if he paid by credit card and then give these things to the customer.

Aliya: You mean the receipt and the change or the card?

Mr Alam: Yes.

Aliya: And that's all?