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DEVELOPING SKILLS

L. G. ALEXANDER

AN INTEGRATED COURSE
FOR INTERMEDIATE STUDENTS

NEW
Concept
English



8 A Famous Monastery

The Great St Bernard Pass connects Switzerland to Italy. At 8114 feet, it is the highest mountain pass in Europe. The famous monastery of St Bernard, which was founded in the eleventh century, lies about a mile away. For hundreds of years, St Bernard dogs have saved the lives of travellers crossing the dangerous Pass. These friendly dogs, which were first brought from Asia, were used as watch-dogs even in Roman times. Now that a tunnel has been built through the mountains, the Pass is less dangerous, but each year, the dogs are still sent out into the snow whenever a traveller is in difficulty. Despite the new tunnel, there are still a few people who rashly attempt to cross the Pass on foot.



These friendly dogs . . .

During the summer months, the monastery is very busy, for it is visited by thousands of people who cross the Pass in cars. As there are so many people about, the dogs have to be kept in a special enclosure. In winter, however, life at the monastery is quite different. The temperature drops to -30° and very few people attempt to cross the Pass. The monks prefer winter to summer for they have more privacy. The dogs have greater freedom, too, for they are allowed to wander outside their enclosure. The only regular visitors to the monastery in winter are parties of skiers who go there at Christmas and Easter. These young people, who love the peace of the mountains, always receive a warm welcome at St Bernard's Monastery.

add to become lower

Comprehension and Précis

In not more than 80 words give an account of life at St Bernard's Monastery in summer and in winter. Do not include anything that is not in the last paragraph.

Answer these questions in note form to get your points:

1. When is St Bernard's monastery visited by thousands of people?
2. How do these people cross the Pass?
3. Why are the dogs kept in a special enclosure?
4. How low does the temperature drop in winter?
5. Are there few visitors then, or are there a great many?
6. Do the monks prefer the winter season or not?
7. What are the dogs free to do in winter?
8. What sort of people regularly visit the monastery in winter?
9. Do they stay there the whole winter, or do they stay only at certain times?
10. Are they warmly welcomed or not?

Vocabulary

Give another word or phrase to replace the following words as they are used in the passage: famous (l. 4); founded (l. 5); lies (l. 6); now that (l. 12); rashly attempt (l. 17); quite (l. 21); drops (l. 21).

be situated

Composition

In not more than 200 words, write an imaginary account of the way a traveller was rescued on St Bernard's Pass in winter. Use the ideas given below. Do not write more than three paragraphs.

Title: Rescue.

Introduction: A monk took two dogs out for exercise—the dogs were restless—a search party was organized.

Development: The dogs led the monks through the snow—high winds the previous night—now heavy fog—temperature 20° below—they got near—heard cries—a man was trapped under the snow—the dogs dragged him out—he was taken to the monastery on a sledge.

Conclusion: The man was unconscious—recovered later—told them what had happened the previous night.

Letter-writing

Write a letter of about 80 words to a friend recommending a hotel in the Alps to him. Supply a suitable Introduction and Conclusion. Use the following ideas to write the

Purpose: why you recommend it—you stayed there last year—fine views—healthy mountain air—comfortable—moderate prices—you intend to go this year as well.

Key Structures

Verb-forms: review. (1 KS 206)

Exercises

A. Underline the verbs in the passage which tells us *what always happens*, *what happened* and *what has happened*. Note how they have been used.

B. Write sentences using the following words and phrases: ago; for six months; when; since 1948.

Special Difficulties

The dogs are still sent out into the snow whenever a traveller is in difficulty. (ll. 14-16)
Compare these pairs of sentences:

He did what I asked him to do.

He did whatever I asked him to do.

Who told you that?

Whoever told you that?

I'll tell you when you make a mistake.

I'll tell you whenever you make a mistake.

Where has he gone?

Wherever has he gone?

The word *-ever* is sometimes used in this way to give emphasis to words like who, which, and what.

Exercise

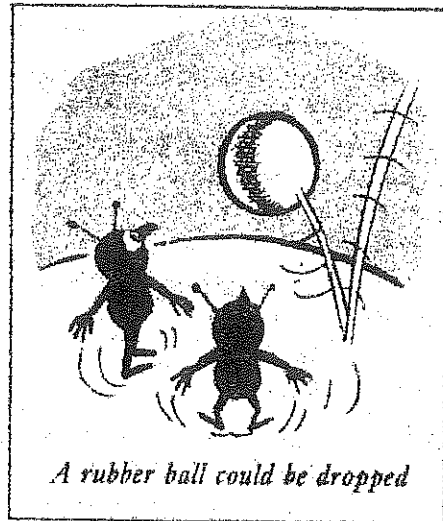
Supply the missing words in the following sentences:

1. Now that he's grown up, he does . . . -ever he pleases.
2. . . -ever I telephone, the line's engaged.
3. . . -ever told you that, didn't know what he was talking about.

9 A Trip to Mars

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By now, a rocket will have set off on its 35 million mile trip to Mars and scientists must be waiting anxiously for the results. The rocket will be travelling for six months before it reaches the planet. It contains a number of scientific instruments, including a television camera. Any pictures that are taken will have to travel for three minutes before they reach the earth. If the pictures are successful, they may solve a number of problems about Mars and provide information about the markings on its surface which, nearly 100 years ago, the astronomer, Schiaparelli, thought to be canals.



It will be a long time before any landing on Mars can be attempted. This will only be possible when scientists have learnt a lot more about the atmosphere that surrounds the planet. If a satellite can one day be put into orbit round Mars, scientists will be able to find out a great deal. An interesting suggestion for measuring the atmosphere around Mars has been put forward. A rubber ball containing a radio transmitter could be dropped from a satellite so that it would fall towards the surface of the planet. The radio would signal the rate at which the ball was slowed down and scientists would be able to calculate how dense the atmosphere is. It may even be possible to drop a capsule containing scientific instruments on to the planet's surface. Only when a great deal more information has been obtained, will it be possible to plan a manned trip to Mars.

Comprehension and Précis

In not more than 80 words describe how it will be possible for scientists to learn a great deal about Mars and about the atmosphere which surrounds it. Do not include anything that is not in the last paragraph.

Answer these questions in note form to get your points:

1. What must scientists learn about Mars before anyone attempts to go there?
2. What could be dropped from a satellite?
3. What would the ball contain?
4. How would scientists be able to calculate the density of the atmosphere?
5. In what other way could information about Mars be obtained?

Vocabulary

Give another word or phrase to replace the following words as they are used in the passage: travelling (l. 4); reaches (l. 5); contains (l. 6); solve (l. 11); provide (l. 12); markings (l. 13); surface (l. 13); thought (l. 15).

Composition

Describe an imaginary trip to the moon. Expand the following into a paragraph of about 150 words.

Once the rocket had got beyond the earth's atmosphere, the moon looked like a . . . The astronauts, who had been specially trained for this difficult journey. After the rocket landed on the moon, the astronauts got out and . . . They were wearing heavy suits so that . . . The astronauts explored a . . . They collected . . . from the surface of the moon. The moon landscape was . . . It would be impossible for human beings to live there because . . . From this distance, the earth looked like . . . After the astronauts had . . . the rocket began its long journey back to earth. (91 words)

Letter-writing

You borrowed a book from a friend but your baby tore some of the pages. Write a letter of about 80 words offering to replace it. Supply a suitable Introduction and Conclusion. Use the following ideas to write the *Purpose*: very sorry for what has happened—had left book on low table—baby got hold of it—tore several pages—you have bought another book and are sending it.

Key Structures

What will happen? Review: 1 KS 208, 210.

Exercises

A. Study the use in the passage of all the verbs which express the future.

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

By now, a rocket (set off) on its 35 million mile trip to Mars. The rocket (travel) for six months before it (reach) the planet. Any pictures that are taken (have to) travel for three minutes before they (reach) the earth.

Special Difficulties

Scientists must be waiting anxiously for the results. (ll. 2-4)

Read these sentences:

I shall be waiting for you at the station. (1 KS 37)

By this time tomorrow, the *Astra* will have been flying through space for seventeen hours. (1 KS 151)

We can use the verbs can, could, may, might and must in the same way. Study these examples:

Why are you wasting time? You could be finishing your work.

My aunt may be coming here tomorrow.

Tom isn't here. He must be working in the garden.

We could have been flying to Spain now if we had bought tickets in time.

You may have been trying harder, but your work is still not good enough.

I'm sorry I'm late. You must have been waiting a long time.

Exercise

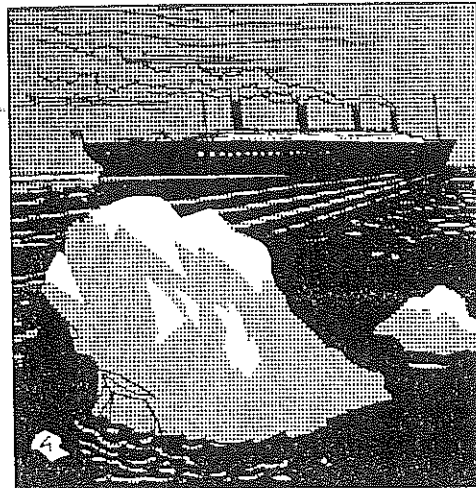
Supply the correct form of the verbs in brackets:

1. Jimmy's upstairs. He (must/do) his homework.
2. Jimmy was upstairs. He (must/do) his homework.
3. I wish it wasn't raining. We (could/play) tennis.
4. We (must/wait) for the bus for over an hour before it arrived.

10 The Loss of the 'Titanic'

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The great ship, *Titanic*, sailed for New York from Southampton on April 10th, 1912. She was carrying 1316 passengers and a crew of 891. Even by modern standards, the 66,000 ton *Titanic* was a colossal ship. At that time, however, she was not only the largest ship that had ever been built, but was regarded as unsinkable, for she had sixteen water-tight compartments. Even if two of these were flooded, she would still be able to float. The tragic sinking of this great liner will always be remembered, for she went down on her first voyage with heavy loss of life.



the icy waters of the North Atlantic

Four days after setting out, while the *Titanic* was sailing across the icy waters of the North Atlantic, a huge iceberg was suddenly spotted by a look-out. After the alarm had been given, the great ship turned sharply to avoid a direct collision. The *Titanic* turned just in time, narrowly missing the immense wall of ice which rose over 100 feet out of the water beside her. Suddenly, there was a slight trembling sound from below, and the captain went down to see what had happened. The noise had been so faint that no one thought that the ship had been damaged. Below, the captain realized to his horror that the *Titanic* was sinking rapidly, for five of her sixteen water-tight compartments had already been flooded! The order to abandon ship was given and hundreds of people plunged into the icy water. As there were not enough life-boats for everybody, 1500 lives were lost.

Comprehension and Précis

Write an account of the sinking of the *Titanic* in not more than 80 words. Do not include anything that is not in the last paragraph.

Answer these questions in note form to get your points:

1. Where was the *Titanic* sailing?
2. What was seen by a look-out?
3. When did the ship turn sharply?
4. Did it sail alongside the iceberg, or did it collide with it?
5. What was heard from below?
6. What did the captain do?
7. What did he find?
8. When did everyone jump overboard?
9. Why were 1500 people drowned?

Vocabulary

Give another word or phrase to replace the following words as they are used in the passage: colossal (l. 6); regarded (l. 8); compartments (l. 10); flooded (l. 11); float (l. 12); avoid (l. 19); narrowly (l. 20).

Composition

In not more than 200 words write an imaginary account of what happened on the *Titanic* immediately after the order to abandon ship was given. Use the ideas given below. Do not write more than three paragraphs.

Title: Abandon Ship.

Introduction: Order to abandon ship unexpected—everybody unprepared.

Development: Immediate effect—panic and confusion—people rushing in all directions—crew came up from below—life-boats lowered—people jumped overboard—struggle to get into life-boats—life-boats full.

Conclusion: *Titanic* sank rapidly—people in water—cries of despair—life-boats moved away.

Letter-writing

Which of the following addresses is correct:

19 Kingsley Ave.	19 Kingsley Ave.,	19 Kingsley Ave.,
Sandford Park,	Sandford Park,	Sandford Park,
London, N.W.8,	London, N.W.8,	London, N.W.8,
England.	England.	England
August 24th, 19—	24th Aug., 19—	Aug. 24th, 19—

Key Structures

What had happened? (1 KS 212)

Exercises

A. Underline the verbs in the passage which tell us *what had happened*. Note how they have been used.

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

1. At that time, she was the largest ship that ever (build).
2. After the alarm (give), the great ship (turn) sharply to avoid a direct collision.

Special Difficulties

Word Building.

Study these sentences:

He works hard. He is a hard worker.

He plays the violin. He is a violinist.

He is very careless. I have never seen such carelessness.

Can you explain this? Can you give me an explanation?

He has a responsible position. He has a lot of responsibility.

Note how new words can be formed by adding *-er*, *-ist*, *-ness*, *-ion*, *-ity*.

Exercise

Supply the missing words in the following sentences:

1. He studied physics at university. He is a p . . .
2. He works in a mine. He is a m . . .
3. Pasteur did a great service to . . . (human).
4. He is trying to make a good . . . (impress).
5. His paintings have been admired for their . . . (original).

11/ Not Guilty

Going through the Customs is a tiresome business. The strangest thing about it is that really honest people are often made to feel guilty. The hardened professional
5 smuggler, on the other hand, is never troubled by such feelings, even if he has five hundred gold watches hidden in his suitcase. When I returned from abroad recently, a particularly officious young
10 Customs Officer clearly regarded me as a smuggler.

'Have you anything to declare?' he asked, looking me in the eye.

'No,' I answered confidently.

15 'Would you mind unlocking this suitcase please?'

'Not at all,' I answered.

The Officer went through the case with great care. All the things I had packed so carefully were soon in a dreadful mess. I felt sure I would never be able to
20 close the case again. Suddenly, I saw the Official's face light up. He had spotted a tiny bottle at the bottom of my case and he pounced on it with delight.

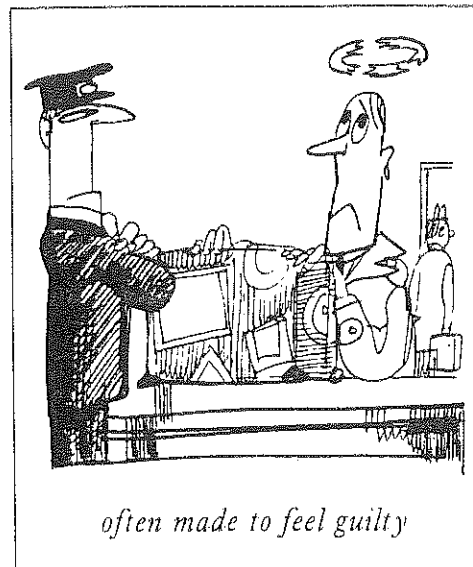
'Perfume, eh?' he asked sarcastically. 'You should have declared that. Perfume is not exempt from import duty.'

25 'But it isn't perfume,' I said. 'It's hair-oil.' Then I added with a smile, 'It's a strange mixture I make myself.'

As I expected, he did not believe me.

'Try it!' I said encouragingly.

The Officer unscrewed the cap and put the bottle to his nostrils. He was greeted by an unpleasant smell which convinced him that I was telling the truth.
30 A few minutes later, I was able to hurry away with precious chalk-marks on my baggage.



Comprehension and Précis

In not more than 80 words describe the experiences of the writer while he was going through the Customs. Do not include anything that is not in the passage.

Answer these questions in note form to get your points:

1. Did the writer have anything to declare or not?
2. What did the Customs Officer make him do?
3. Did the Customs Officer search the case carefully or not?
4. What did he find?
5. What did he think was in the bottle?
6. What did the writer tell him the bottle contained?
7. Who had made it?
8. Did the Customs Officer believe him or not?
9. What did the writer encourage the Officer to do?
10. What convinced the Officer that the writer was telling the truth?
11. Did the Officer let the writer pass through the Customs or not?

Vocabulary

Give another word or phrase to replace the following words as they are used in the passage: troubled (l. 6); clearly (l. 10); packed (l. 18); dreadful (l. 19); cap (l. 28); nostrils (l. 28); convinced (l. 29).

Composition

Imagine that a man tries to smuggle something valuable through the Customs. Expand the following into a paragraph of about 150 words.

When the Customs Officer . . . the man said that he had nothing to declare. The Officer asked the man to . . . Although the case contained only . . . and . . . it was very heavy. This made the Officer suspicious, so he . . . The case was soon empty and when the Officer . . . he found that . . . The Officer examined the case carefully and saw that . . . He . . . and removed the bottom part of the case which contained . . . While the Officer was looking at . . . the man tried to . . . For a moment, the man disappeared among . . . but he was soon . . . and placed under arrest. (93 words)

Letter-writing

A friend has written to you asking you to lend him some money. Write a letter of about 80 words telling him you cannot afford to. Supply a suitable Introduction and Conclusion. Use the following ideas to write the *Purpose*: sorry you cannot help—have a great many expenses—you are in debt yourself—suggest someone who might help.

Key Structures

He said that . . . He told me . . . He asked me . . . (1 KS 214)

Exercise

Answer these questions:

Lines 22–23 What did the Customs Officer tell the writer he should have done? Why did he tell the writer this?

Lines 24–25 What did the writer tell the Customs Officer?

Line 27 What did he tell the Customs Officer to do?

Special Difficulties

Capital Letters.

Note how capital letters have been used in these sentences:

The train came into the station. It arrived at 5 o'clock.

George lives in Canada. He is Canadian. He is not an American.

I'll see you on Tuesday, January 14th.

Have you read 'Great Expectations'?

Exercise

Write this paragraph again using full stops and capital letters where necessary:

because tim jones cannot speak french or german he never enjoys travelling abroad last march, however, he went to denmark and stayed in copenhagen he said he spent most of his time at the tivoli which is one of the biggest funfairs in the world at the tivoli you can enjoy yourself very much even if you don't speak danish.

Composition

Imagine spending two weeks on an uninhabited desert island. In not more than 200 words, describe what you did there. Use the ideas given below. Do not write more than three paragraphs.

Title: Shipwrecked.

Introduction: Shipwreck—everybody drowned—I clung to a plank—washed up on island.

Development: Slept for a long time—woke up—hungry and thirsty—explored island—uninhabited—found plenty of fruit—fresh-water spring—tried to hunt wild animals—failed to catch anything—spent days swimming, lying in sun.

Conclusion: Boat on horizon—signalled and shouted—rescued.

Letter-writing

In not more than 60 words, write a suitable *Purpose* and *Conclusion* to follow this introductory paragraph:

Dear Judy,

We arrived here late last night and are staying at a charming little hotel by the sea. The weather is perfect and I am sure we are going to enjoy our holiday.

Key Structures

If. (1 KS 216)

Exercise

Complete the following:

1. If you had told me earlier . . .
2. If I were you . . .
3. You will be disappointed if . . .
4. You would change your mind if . . .

Special Difficulties

They wished they had stayed there longer. (ll. 16–17)

Wish and If only. Study these examples:

I wish you would do as you are told.

If only the weather would change.

I wish she could see me now.

I wish I had more time to spare.

If only you would try a little harder!

I wish I hadn't said anything about it.

If only we could have gone to the party!

I wish you hadn't spent so much money.

Exercise

Complete the following:

1. It was silly of me not to buy that dress. I wish I . . .
2. You are making a lot of noise. I wish you . . .
3. It's a pity John's away. If only he . . .
4. He plays the piano so well. I wish I . . .
5. I never studied at all when I was at school. I wish I . . .
6. I'm sorry I mentioned it to him. I wish I . . .

12 Life on a Desert Island

Most of us have formed an unrealistic picture of life on a desert island. We sometimes imagine a desert island to be a sort of paradise where the sun always shines. Life there is simple and good. Ripe fruit falls from the trees and you never have to work. The other side of the picture is quite the opposite. Life on a desert island is wretched. You either starve to death or live like Robinson Crusoe, waiting for a boat which never comes. Perhaps there is an element of truth in both these pictures, but few of us have had the opportunity to find out.

Two men who recently spent five days on a coral island wished they had stayed there longer. They were taking a badly damaged boat from the Virgin Islands to Miami to have it repaired. During the journey, their boat began to sink. They quickly loaded a small rubber dinghy with food, matches, and tins of beer and rowed for a few miles across the Caribbean until they arrived at a tiny coral island. There were hardly any trees on the island and there was no water, but this did not prove to be a problem. The men collected rain-water in the rubber dinghy. As they had brought a spear gun with them, they had plenty to eat. They caught lobster and fish every day, and, as one of them put it 'ate like kings'. When a passing tanker rescued them five days later, both men were genuinely sorry that they had to leave.



Comprehension and Précis

In not more than 80 words explain how the two men came to spend five days on a desert island and say what they did there. Do not include anything that is not in the last paragraph.

Answer these questions to get your points:

1. Was the men's boat damaged or not?
2. Where were they taking it?
3. What happened to it on the way?
4. What did the men load on to their rubber dinghy?
5. Where did they row?
6. Where did they arrive?
7. Where did the men collect water during their stay there?
8. How did they catch fish and lobster?
9. Did they eat 'like Kings' for five days or not?
10. How were they rescued?

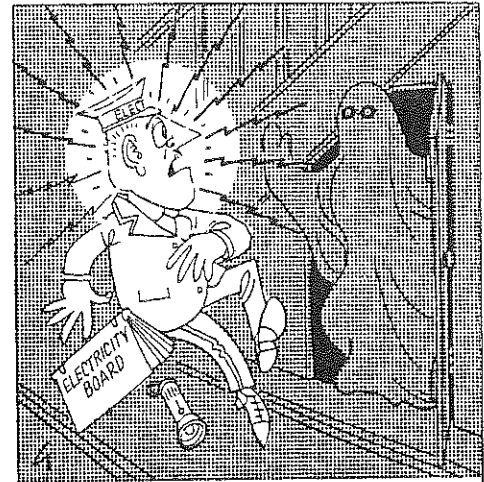
Vocabulary

Give another word or phrase to replace the following words as they are used in the passage: picture (l. 2); wretched (l. 9); starve to death (l. 10); opportunity (l. 14); repaired (l. 18); loaded (l. 19); dinghy (l. 19).

13, 'It's Only Me'

After her husband had gone to work, Mrs Richards sent her children to school and went upstairs to her bedroom. She was too excited to do any housework that morning, for in the evening she would be going to a fancy dress party with her husband. She intended to dress up as a ghost and as she had made her costume the night before, she was impatient to try it on. Though the costume consisted only of a sheet, it was very effective. After putting it on, Mrs Richards went downstairs. She wanted to find out whether it would be comfortable to wear.

Just as Mrs Richards was entering the dining-room, there was a knock on the front door. She knew that it must be the baker. She had told him to come straight in if ever she failed to open the door and to leave the bread on the kitchen table. Not wanting to frighten the poor man, Mrs Richards quickly hid in the small store-room under the stairs. She heard the front door open and heavy footsteps in the hall. Suddenly the door of the store-room was opened and a man entered. Mrs Richards realized that it must be the man from the Electricity Board who had come to read the meter. She tried to explain the situation, saying 'It's only me', but it was too late. The man let out a cry and jumped back several paces. When Mrs Richards walked towards him, he fled, slamming the door behind him.



She tried to explain the situation

Comprehension and Précis

In not more than 80 words describe what happened from the moment Mrs Richards entered the dining-room. Do not include anything that is not in the last paragraph.

Answer these questions in note form to get your points:

1. How was Mrs Richards dressed?
2. Where was she going when someone knocked at the door?
3. Whom did she think it was?
4. Where did she hide?
5. Did she hear footsteps in the hall or not?
6. Who suddenly opened the store-room door?
7. What did she say to him?
8. Did he get a bad fright or not?
9. Did she walk towards him or not?
10. Did he flee or did he stay there?
11. Did he slam the front door or not?

Vocabulary

Give another word or phrase to replace the following words as they are used in the passage: intended (l. 7); impatient (l. 9); try it on (ll. 9-10); whether (l. 13); failed to (l. 18); fled (l. 25); slamming (l. 26).

Composition

Imagine that the man from the Electricity Board returned to Mrs Richard's house with a policeman. Mrs Richards was no longer dressed as a ghost. Expand the following into a paragraph of about 150 words.

Mrs Richards immediately went upstairs and . . . She felt sorry for the poor man from . . . but at the same time, she was . . . Suddenly, there was a knock at the front door and Mrs Richards . . . The electricity man had returned, accompanied . . . so she . . . The man told Mrs Richards that . . . and that . . . Though Mrs Richards explained that . . . he refused to believe her. She told him to open the store-room door but he . . . so she . . . While the electricity man and the policeman . . . , Mrs Richards fetched . . . She showed it . . . and . . . (85 words)

Letter-writing

Put yourself in the position of the electricity man. Imagine you are writing a letter of about 80 words to your mother describing your experience. Supply a suitable Introduction and Conclusion. Use the following ideas to write the *Purpose*: you got a terrible shock—house haunted—ghost under stairs—it ran after you—you fled—the story is really true.

Key Structures

Must. (1 KS 218)

Exercises

- A. Note how *must* has been used in lines 17 and 22.
- B. Write three pairs of sentences using the following:
1. *must go* and *must be*. 2. *mustn't* and *needn't*. 3. *had to* and *ought to have*.

Special Difficulties

It would be comfortable to wear. (ll. 13-14)

Instead of saying: I was sorry *when I learnt* that he had had an accident.

We can say: I was sorry *to learn* that he had had an accident.

Study these examples:

He was *delighted to learn* that his offer had been accepted.

I was *glad to hear* that he had arrived.

I was *pleased to hear* that you now feel better.

He was *anxious to leave* early.

Exercises

- A. Write these sentences again changing the form of the words in italics:
1. I was glad *when I heard* that she had gone away for ever.
 2. He said he was sorry *if he had* upset me.
 3. You will be sad *when you hear* what I have to tell you.
- B. Write sentences using the following: pleased to; proud to; delighted to; shocked to.