

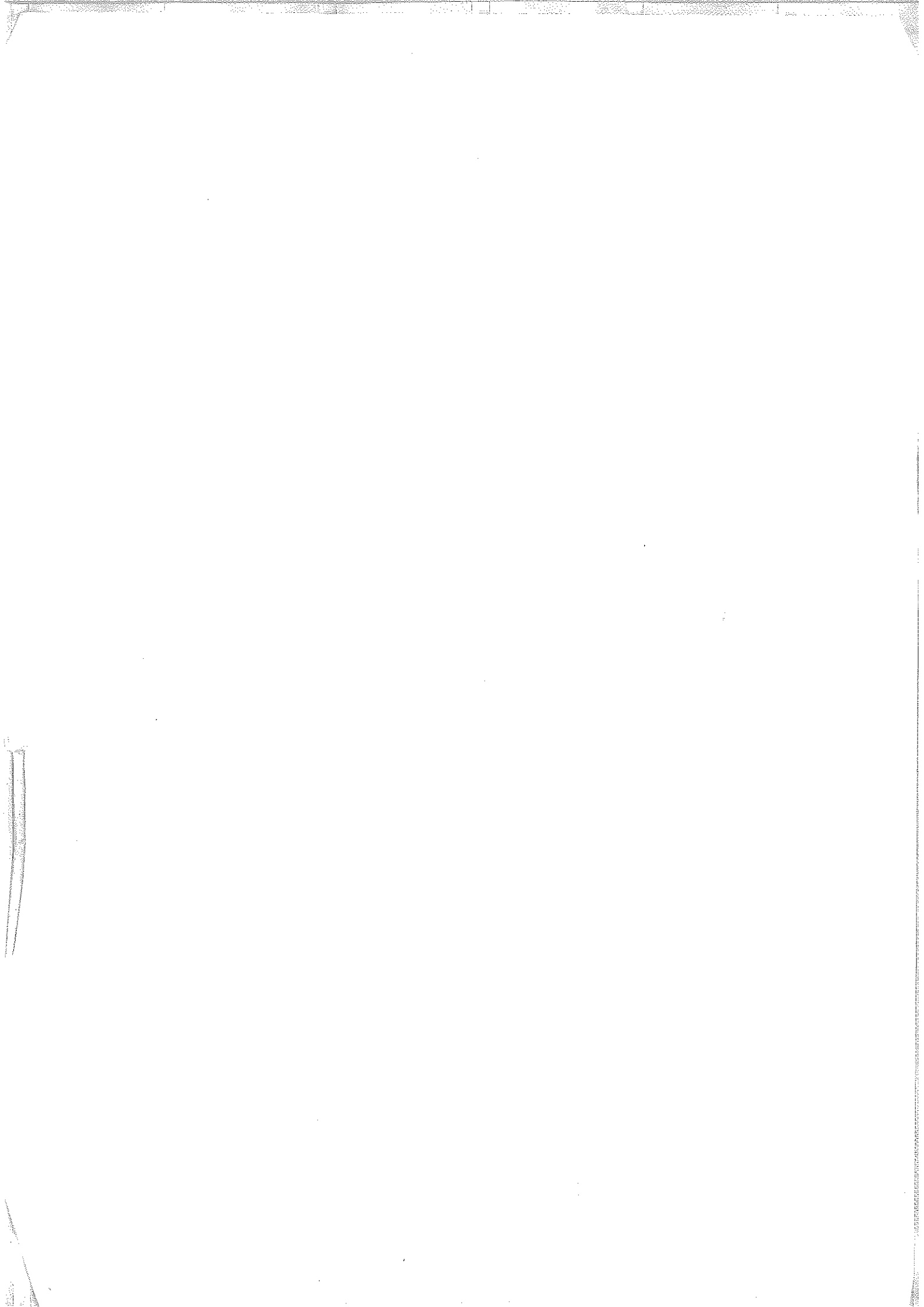
Ministry Of Higher Education
and Scientific Research
University Of Dyala
College Of Basic Education
English Department

FLUENCY

SECOND STAGE

2015

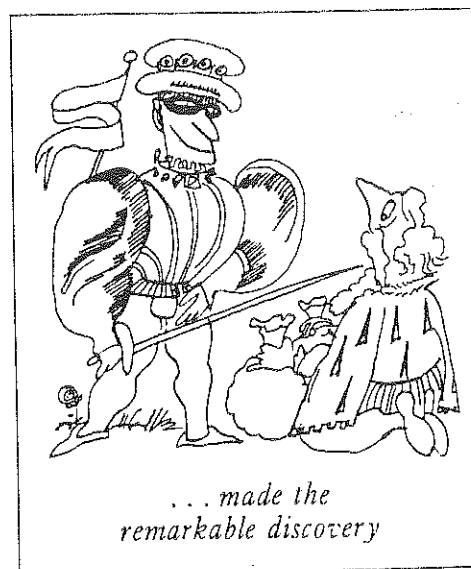




14 A Noble Gangster

There was a time when the owners of shops and businesses in Chicago had to pay large sums of money to gangsters in return for 'protection'. If the money was not paid promptly, the gangsters would quickly put a man out of business by destroying his shop. Obtaining 'protection money' is not a modern crime. As long ago as the fourteenth century, an Englishman, Sir John Hawkwood, made the remarkable discovery that people would rather pay large sums of money than have their life work destroyed by gangsters.

Six hundred years ago, Sir John Hawkwood arrived in Italy with a band of soldiers and settled near Florence. He soon made a name for himself and came to be known to the Italians as Giovanni Acuto. Whenever the Italian city-states were at war with each other, Hawkwood used to hire his soldiers to princes who were willing to pay the high price he demanded. In times of peace, when business was bad, Hawkwood and his men would march into a city-state and, after burning down a few farms, would offer to go away if protection money was paid to them. Hawkwood made large sums of money in this way. In spite of this, the Italians regarded him as a sort of hero. When he died at the age of eighty, the Florentines gave him a state funeral and had a picture painted which was dedicated to the memory of 'the most valiant soldier and most notable leader, Signor Giovanni Haukodue'.



Comprehension and Précis

In not more than 80 words write an account of Sir John Hawkwood's career from the time he arrived in Italy. Do not include anything that is not in the last paragraph.

Answer these questions in note form to get your points:

1. Where did Sir John Hawkwood settle six hundred years ago?
2. Whom did he hire soldiers to in times of war?
3. Would he threaten to destroy a city-state in times of peace or not?
4. When would he spare a city-state?
5. Did the Italians regard him as a hero in spite of this or not?
6. How old was he when he died?
7. Who gave him a state funeral when he died?
8. Did they have a picture painted or not?
9. What was it dedicated to?

Vocabulary

Give another word or phrase to replace the following words as they are used in the passage: sums (l. 3); promptly (l. 5); obtaining (l. 7); remarkable (l. 11); settled (l. 17); hire (l. 19); demanded (l. 20).

Composition

In not more than 200 words write an imaginary account of one of Sir John Hawkwood's exploits. Use the ideas given below. Do not write more than three paragraphs.

Title: Hawkwood Defeated.

Introduction: News that Hawkwood and his men were approaching—panic—villagers prepared to defend farms.

Development: Farmers fought—poorly armed—many killed—Hawkwood destroyed farms—sent message to prince of city-state—demanded money—refused—battle followed—Hawkwood invaded city—many buildings were destroyed—people killed.

Conclusion: Hawkwood was driven off—never attacked this city again—later became the prince's friend.

Letter-writing

You had agreed to give a talk at your local library, but now find that you are unable to do so. Write a letter of about 80 words explaining why. Supply a suitable Introduction and Conclusion. Use the following ideas to write the *Purpose*: sorry for the inconvenience—you are being sent abroad by your firm—will be away for three weeks—hope to give a talk on a later occasion.

Key Structures

Have. (I KS 220)

Exercises

A. Note how *have* has been used in lines 13 and 25.

B. Write sentences using *have* with the following:

1. a smoke. 2. got a headache. 3. repaired.

Special Difficulties

People would rather pay large sums of money than . . . (ll. 11-13)

Instead of saying:

I prefer to wait here.

I prefer not to wait here.

It would be better if he waited here.

It would be better if he didn't wait here.

We can say:

I would rather wait here.

Or: I would sooner wait here.

I would rather not wait here.

Or: I would sooner not wait here.

I'd rather *he waited* here.

I'd rather *he didn't wait* here.

Exercise

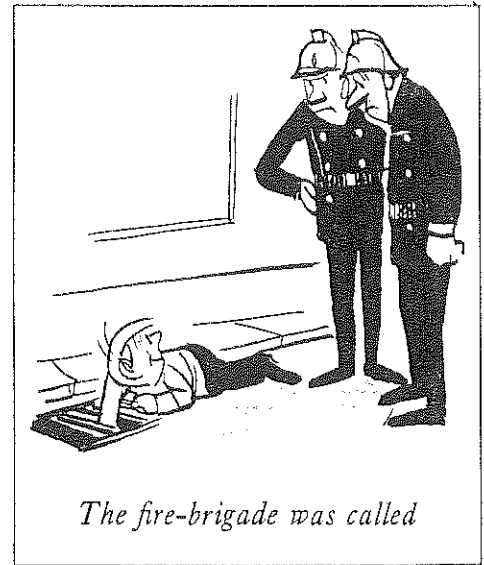
Give the correct form of the verbs in brackets:

1. I'd rather (go) to the cinema.
2. I'd rather he (leave) earlier.
3. I'd rather you not (speak) to him.
4. I'd rather not (speak) about it.
5. I'd rather my father (settle) the account.
6. She'd rather you not (tell) anyone about it.

15 Sixpence Worth of Trouble

Children always appreciate small gifts of money. Father, of course, provides a regular supply of pocket-money, but uncles and aunts are always a source of
5 extra income. With some children, small sums go a long way. If sixpences are not exchanged for sweets, they rattle for months inside money boxes. Only very thrifty children manage to fill up a
10 money-box. For most of them, sixpence is a small price to pay for a satisfying bar of chocolate.

My nephew, George, has a money-box but it is always empty. Very few of the
15 sixpences I have given him have found their way there. I gave him sixpence yesterday and advised him to save it. Instead, he bought himself sixpence worth of trouble. On his way to the sweet shop, he dropped his sixpence and it rolled along the pavement and then disappeared down a drain. George took off
20 his jacket, rolled up his sleeves and pushed his right arm through the drain cover. He could not find his sixpence anywhere, and what is more, he could not get his arm out. A crowd of people gathered round him and a lady rubbed his arm with soap and butter, but George was firmly stuck. The fire-brigade was called and two firemen freed George using a special type of grease. George was
25 not too upset by his experience because the lady who owns the sweet shop heard about his troubles and rewarded him with a large box of chocolates.



Comprehension and Précis

In not more than 80 words describe George's experiences after his uncle gave him sixpence. Do not include anything that is not in the last paragraph.

Answer these questions in note form to get your points:

1. Where was George going?
2. Where did he lose his sixpence?
3. Did he take his jacket off or not?
4. Where did he put his arm?
5. Did he find his sixpence, or did he fail to find it?
6. Could he get his arm out or not?
7. Did a crowd of people gather round him or not?
8. What did a lady try to do?
9. Did she succeed or did she fail?
10. How did firemen finally free George?
11. What did the owner of the sweet shop present him with?

Vocabulary

Give another word or phrase to replace the following words as they are used in the passage: appreciate (l. 1); gifts (l. 1); extra income (l. 5); rattle (l. 7); price (l. 11); gathered (l. 22); was firmly stuck (l. 23).

Composition

Suppose you were among the crowd of people that gathered round George. Write an imaginary account of what happened. Expand the following into a paragraph of about 150 words.

I was walking along the street when I . . . I could hear people shouting and . . . On arriving at the scene, I . . . A lady carrying a large bar of soap and a saucepan full of water . . . She asked the boy if . . . Then she rubbed his arm with butter, but . . . Meanwhile, someone had telephoned . . . The boy had begun to cry, but when . . . At first, the firemen decided to . . . but they changed their minds and . . . The boy was soon free and though his arm hurt, he . . . (82 words)

Letter-writing

Write a letter of about 80 words to your eight-year-old nephew asking him what he would like you to buy him for his birthday. Supply a suitable Introduction and Conclusion. Use the following information to write the *Purpose*: you want to get him something he will really like—a few suggestions—ask him to let you know what he wants—you will send it by post so that it arrives on his birthday.

Key Structures

Can. (1 KS 222)

Exercises

A. Note how the following have been used in the passage:
manage to (l. 9) and could not (l. 21).

B. Write sentences using each of the following:
1. was able to. 2. could. 3. managed to.

Special Difficulties

Only very thrifty children manage to fill up a money-box. (ll. 8–10)

Note the use of *up* in these sentences:

We drove up to the farmhouse.

The children ran up the garden path to greet their father.

I didn't like my composition so I tore it up.

He has built up a large collection of stamps.

Exercise

Complete these sentences using the correct form of the following verbs: do, save, wind, sail, wrap, button, go, eat.

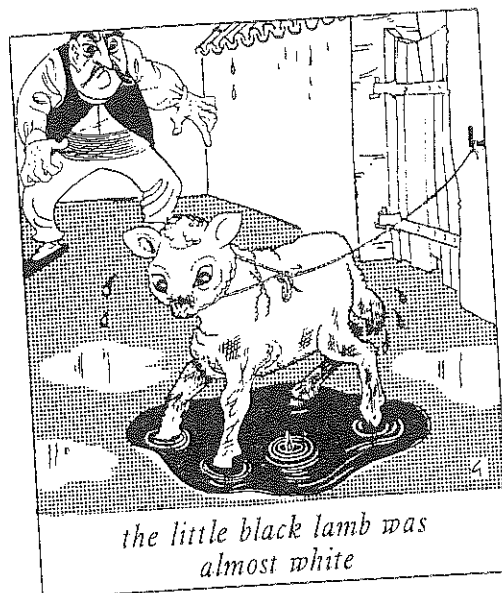
1. If I can . . . up enough money, I shall go abroad.
2. The steam-boat . . . up the river.
3. It was very cold so I . . . up my coat before going out.
4. . . . up what is on your plate and I'll give you some more.
5. I . . . up to a policeman and asked him the way to the station.
6. He . . . the fish up in a piece of newspaper.
7. My watch has stopped because I forgot to . . . it up.
8. It takes children a long time to learn how to . . . up their shoe-laces.

16 Mary had a Little Lamb

Mary and her husband Dimitri lived in the tiny village of Perachora in southern Greece. One of Mary's prize possessions was a little white lamb which her husband had given her. She kept it tied to a tree in a field during the day and went to fetch it every evening. One evening, however, the lamb was missing. The rope had been cut, so it was obvious that the lamb had been stolen.

When Dimitri came in from the fields, his wife told him what had happened. Dimitri at once set out to find the thief. He knew it would not prove difficult in such a small village. After telling several

of his friends about the theft, Dimitri found out that his neighbour, Aleko, had suddenly acquired a new lamb. Dimitri immediately went to Aleko's house and angrily accused him of stealing the lamb. He told him he had better return it or he would call the police. Aleko denied taking it and led Dimitri into his back-yard. It was true that he had just bought a lamb, he explained, but *his* lamb was black. Ashamed of having acted so rashly, Dimitri apologized to Aleko for having accused him. While they were talking it began to rain and Dimitri stayed in Aleko's house until the rain stopped. When he went outside half an hour later, he was astonished to find that the little black lamb was almost white. Its wool, which had been dyed black, had been washed clean by the rain!



Comprehension and Précis

In not more than 80 words describe what happened from the time when Dimitri learnt that his wife's white lamb had been stolen. Do not include anything that is not in the last paragraph.

Answer these questions in note form to get your points:

1. What did Mary tell Dimitri when he came home?
2. What did Dimitri learn about his neighbour, Aleko?
3. Where did Dimitri go?
4. What did he accuse Aleko of?
5. Did Aleko show Dimitri his new lamb or not?
6. What colour was it?
7. What did Dimitri do when he saw it was black?
8. Why did Dimitri stay in Aleko's house for half an hour?
9. Why did he get a surprise when he went outside?
10. Had the lamb been dyed or not?

Vocabulary

Give another word or phrase to replace the following words as they are used in the passage: tiny (l. 2); fetch (l. 7); missing (l. 8); acquired (l. 17); denied (l. 20); apologized (l. 22); dyed (l. 25).

Composition

In not more than 200 words continue the above passage. Use the ideas given below. Do not write more than three paragraphs.

Title: Not So Black.

Introduction: Dimitri took a close look at the lamb—surprised—it was white—recognized it as his own.

Development: Angry scene—accusation—Aleko still denied theft—violent argument—finally Aleko admitted it—Dimitri called the police—Aleko was arrested—Dimitri took the lamb home.

Conclusion: Excitement in the village—villagers were amused by the event—discussed it at great length for a long time.

Letter-writing

The following events have prompted you to write letters. Write suitable Introductions of about 25 words each.

1. A prize you have won.
2. An examination you have passed.

Key Structures

He accused him of stealing the lamb. (1 KS 224)

Exercises

A. Note the form of the verbs in italics: accused him of *stealing* (l. 18); Aleko denied *taking* it (ll. 19–20); ashamed of *having* acted . . . (l. 21); apologized for *having* accused (l. 22); it began *to rain* (l. 23).

B. Write sentences using the following:

1. We continued . . .
2. Let's go . . .
3. This shirt needs . . .
4. Excuse my . . .

Special Difficulties

He had better return it. (l. 19)

Instead of saying:

It would be advisable for you to leave now.

It would not be advisable for you to telephone him.

We can say:

You had better leave now.

You had better not telephone him.

Exercise

Rewrite the following sentences using *had better* in place of *it would be advisable*.

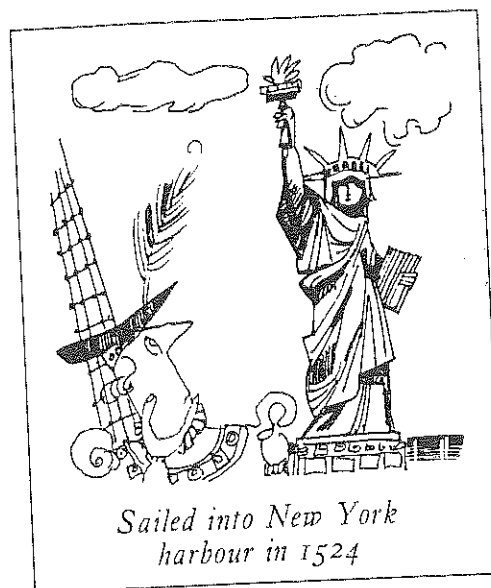
1. It would be advisable for us to have lunch.
2. It would be advisable for her to renew her passport.
3. It would not be advisable for you to ask so many questions.
4. It would not be advisable for us to stay any longer.
5. It would be advisable for the children to get an early night.
6. It would be advisable for me to consult my solicitor.

17 The Greatest Bridge in the World

Verrazano, an Italian about whom little is known, sailed into New York Harbour in 1524 and named it Angoulême. He described it as 'a very agreeable situation located within two small hills in the midst of which flowed a great river.' Though Verrazano is by no means considered to be a great explorer, his name will probably remain immortal, for on November 21st, 1964, the greatest bridge in the world was named after him.

The Verrazano Bridge, which was designed by Othmar Ammann, joins Brooklyn to Staten Island. It has a span of 4260 feet. The bridge is so long that the shape of the earth had to be taken into account by its designer. Two great towers support four huge cables. The towers are built on immense underwater platforms made of steel and concrete.

The platforms extend to a depth of over 100 feet under the sea. These alone took sixteen months to build. Above the surface of the water, the towers rise to a height of nearly 700 feet. They support the cables from which the bridge has been suspended. Each of the four cables contains 26,108 lengths of wire. It has been estimated that if the bridge were packed with cars, it would still only be carrying a third of its total capacity. However, size and strength are not the only important things about this bridge. Despite its immensity, it is both simple and elegant, fulfilling its designer's dream to create 'an enormous object drawn as faintly as possible'.



Comprehension and Précis

Describe the Verrazano Bridge *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. What is the name of the bridge which joins Brooklyn to Staten Island?
2. What is its span?
3. How many towers has it got?
4. What do these towers support?
5. What are the towers built on?
6. How far under the sea do the platforms go?
7. How far above the surface do the towers rise?
8. What is the bridge suspended from?
9. How many lengths of wire does each of these cables contain?
10. Is the bridge very strong or not?
11. Is it simple and elegant or not?

Vocabulary

Give another word or phrase to replace the following words as they are used in the passage: agreeable situation (l. 4); midst (l. 5); considered (l. 7); remain immortal (l. 9); span (l. 14); taken into account (ll. 16-17); support (l. 17).

Composition

Describe any bridge you know well. Expand the following into a paragraph of about 150 words.

The bridge I know best is called . . . It joins . . . to . . . From far away it looks . . . but when you get near . . . It is made of . . . and supported by . . . which . . . If you stand on the bridge early in the morning, you can see . . . At this time everything is quiet. During the day, however, . . . I enjoy standing on the bridge at night when . . . In the darkness, you can see . . . In the stillness . . . are the only sounds that can be heard. (77 words)

Letter-writing

A friend who is coming to visit you has written to you asking for detailed information on how to get to your house. Write a reply in about 80 words. Supply a suitable Introduction and Conclusion. Use the following information to write the *Purpose*: which train to catch—where to get off—which bus to catch and where—any familiar landmark—where to get off—which road to take—where your house is.

Key Structures

The Verrazano bridge was designed by Othmar Ammann. (1 KS 226)

Exercise

Change the form of the verbs in these sentences. Omit the words in italics. Do not refer to the passage until you finish the exercise:

1. Verrazano is an Italian about whom *we* know little.
2. *They* do not consider Verrazano to be a great explorer.
3. *They* named the greatest bridge in the world after him.
4. *He* had to take into account the shape of the earth.
5. *They* have estimated that if the bridge were packed with cars . . .

Special Difficulties

He is by no means considered to be a great explorer. (ll. 7-8) Compare 1 SD 208.

Instead of saying: I find that he is quite unsuitable for the job.

We can say: I find him to be quite unsuitable for the job.

Exercise

Write these sentences again changing the form of the phrases in italics:

1. I believed *that he owned* property abroad.
2. The Minister declared *that the treaty was* invalid.
3. I know *that he is* a person of high integrity.
4. I guess *that he is* about twenty-seven years old.
5. We estimated *that this picture* is worth at least £500.

18 Electric Currents in Modern Art

Modern sculpture rarely surprises us any more. The idea that modern art can only be seen in museums is mistaken. Even people who take no interest in art cannot have failed to notice examples of modern sculpture on display in public places. Strange forms stand in gardens, and outside buildings and shops. We have got quite used to them. Some so-called 'modern' pieces have been on display for nearly fifty years.

In spite of this, some people—including myself—were surprised by a recent exhibition of modern sculpture. The first thing I saw when I entered the art gallery was a notice which said: 'Do not touch the exhibits. Some of them are dangerous!' The objects on display were pieces of moving sculpture. Oddly shaped forms that are suspended from the ceiling and move in response to a gust of wind are quite familiar to everybody. These objects, however, were different. Lined up against the wall, there were long thin wires attached to metal spheres. The spheres had been magnetized and attracted or repelled each other all the time. In the centre of the hall, there were a number of tall structures which contained coloured lights. These lights flickered continuously like traffic lights which have gone mad. Sparks were emitted from small black boxes and red lamps flashed on and off angrily. It was rather like an exhibition of prehistoric electronic equipment. These peculiar forms not only seemed designed to shock people emotionally, but to give them electric shocks as well!



Comprehension and Précis

In not more than 80 words describe what the writer saw from the moment he entered the art gallery. Do not include anything that is not in the last paragraph.

Answer these questions in note form to get your points:

1. What did the writer see when he entered the art gallery?
2. Why did it forbid people to touch the exhibits?
3. What did the exhibition consist of?
4. What did the writer see against the wall?
5. What did the spheres do?
6. What did the tall structures in the centre of the hall contain?
7. What did the coloured lights do?
8. What was emitted from black boxes?
9. Did red lamps go on and off or not?

Vocabulary

Give another word or phrase to replace the following words as they are used in the passage: on display (l. 6); oddly (l. 18); suspended (l. 18); response (l. 19); familiar (l. 19); attached (l. 21); flickered continuously (l. 24).

Composition

In not more than 200 words describe an exhibition of modern paintings (real or imaginary). Use the ideas given below. Do not write more than three paragraphs.

Title: An Interesting Exhibition.

Introduction: Work of many artists exhibited—great public interest—you went to the art gallery.

Development: Description of some of the pictures on display—the picture you liked best—the strangest picture of them all.

Conclusion: People's comments overheard—your opinion of the paintings at the exhibition.

Letter-writing

Write a letter of about 80 words to a friend accepting an invitation to go with him to an exhibition. Supply a suitable Introduction and Conclusion. Use the following information to write the *Purpose*: thank him for invitation—looking forward to meeting him again soon—particularly interested in the exhibition—why—where you will meet your friend: time and place.

Key Structures

1 KS 228.

Exercise

Supply the missing words in the following sentences. Do not refer to the passage until you finish the exercise.

1. Even people who take no interest . . . art cannot have failed to notice examples of modern sculpture . . . display in public places.
2. We have got quite used . . . them.
3. Oddly shaped forms that are suspended . . . the ceiling and move . . . response . . . a gust of wind are quite familiar . . . everybody.
4. There were long thin wires attached . . . metal spheres.

Special Difficulties

Spelling.

Note the spelling of the words in italics:

I'll *pay* the bill. He never *pays* his bills.

He owns a *donkey*. I own two *donkeys*.

You'll wake up the *baby*. *Babies* often cry.

Will he *try* again? He never *tries* very hard.

Exercise

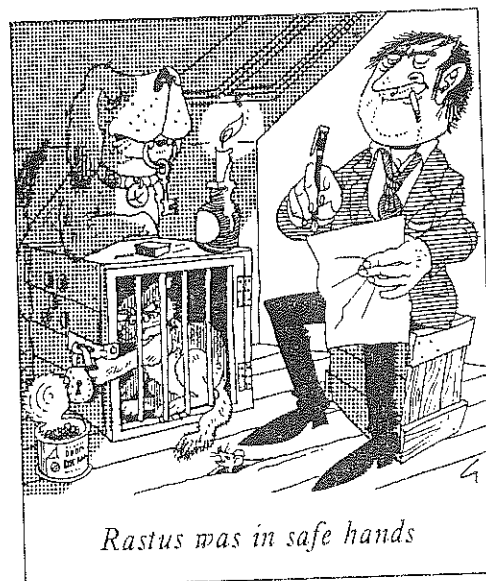
Add *s* or *ies* to the following words. Make any other necessary changes:

lady, supply, valley, qualify, story, day, say, reply, marry, way, chimney, hurry, stay, enjoy, buy, body, bury, fry.

19 A Very Dear Cat

Kidnappers are rarely interested in animals, but they recently took considerable interest in Mrs Eleanor Ramsay's cat. Mrs Eleanor Ramsay, a very wealthy old lady, has shared a flat with her cat, Rastus, for a great many years. Rastus leads an orderly life. He usually takes a short walk in the evenings and is always home by seven o'clock. One evening, however, he failed to arrive. Mrs Ramsay got very worried. She looked everywhere for him but could not find him.

Three days after Rastus' disappearance, Mrs Ramsay received an anonymous letter. The writer stated that Rastus was in safe hands and would be returned immediately if Mrs Ramsay paid a ransom of £1000. Mrs Ramsay was instructed to place the money in a cardboard box and to leave it outside her door. At first, she decided to go to the police, but fearing that she would never see Rastus again—the letter had made that quite clear—she changed her mind. She drew £1000 from her bank and followed the kidnapper's instructions. The next morning, the box had disappeared but Mrs Ramsay was sure that the kidnapper would keep his word. Sure enough, Rastus arrived punctually at seven o'clock that evening. He looked very well, though he was rather thirsty, for he drank half a bottle of milk. The police were astounded when Mrs Ramsay told them what she had done. She explained that Rastus was very dear to her. Considering the amount she paid, he was dear in more ways than one!



Comprehension and Précis

In not more than 80 words describe how Mrs Ramsay's cat, Rastus, was returned to her. Do not include anything that is not in the last paragraph.

Answer these questions in note form to get your points:

1. When did Mrs Ramsay receive an anonymous letter?
2. How much money did the kidnapper demand for the return of the cat?
3. What would happen if she went to the police?
4. Where did she have to put the money?
5. Where did she have to put the box?
6. How much did she draw from the bank?
7. Did she act on the kidnapper's instructions or not?
8. Had the money disappeared the following morning or not?
9. When did Rastus return to Mrs Ramsay?

Vocabulary

Give another word or phrase to replace the following words as they are used in the passage: rarely (l. 1); considerable (ll. 2-3); wealthy (l. 4); worried (l. 11); stated (l. 15); changed her mind (l. 20); word (l. 23).

Composition

Describe how the kidnapper came to know that Mrs Ramsay was so fond of her cat and how he stole it. Expand the following into a paragraph of about 150 words.

In a bar one night, Mr X was talking to a workman who told him that . . . The workman added that Mrs Ramsay . . . Every day, Mr X stood outside . . . As the cat . . . that it had regular habits. He also found out as much as he could about Mrs Ramsay and learnt that . . . One evening, as the cat was leaving the block of flats . . . He took the cat to . . . During the next three days, he walked past Mrs Ramsay's flat on several occasions and noticed that . . . Now that he was sure . . . he wrote . . . in which he . . .
(98 words)

Letter-writing

Write a letter of about 80 words to a former schoolmaster telling him briefly what you have been doing since you left school. Supply a suitable Introduction and Conclusion. Use the following information to write your *Purpose*: further studies since leaving school—how you got your present job—whether you like it and why—what you hope to do in the future.

Key Structures

Review of verb-forms. (1 KS 230)

Exercise

Underline all the verbs in the passage and note how they have been used.

Special Difficulties

The Comma.

Note how commas are used in the following sentences:

1. After we had visited the market, we returned home.
2. Mr Griffiths, the Prime Minister, said that his party would win the next election.
3. I bought pens, pencils, paper and a bottle of ink.
4. It was raining heavily and I was sure no one would be at the race course. There were, however, hundreds of people there.
5. The small boat, which took eleven weeks to cross the Atlantic, arrived at Plymouth yesterday.

Exercise

Insert commas where necessary in the following paragraph:

Before going home I went to the grocer's. Bill Smith the man who always serves me was very busy. This however did not worry me. On the contrary it gave me the opportunity to look round for several things I wanted. By the time my turn came I had already filled a basket with packets of biscuits tins of fruit bars of soap and two large bags of flour.

20 Pioneer Pilots

In 1908 Lord Northcliffe offered a prize of £1000 to the first man who would fly across the English Channel. Over a year passed before the first attempt was made.

5 On July 19th, 1909, in the early morning, Hubert Latham took off from the French coast in his plane the 'Antoinette IV'. He had travelled only seven miles across the Channel when his engine failed and he
10 was forced to land on the sea. The 'Antoinette' floated on the water until Latham was picked up by a ship.

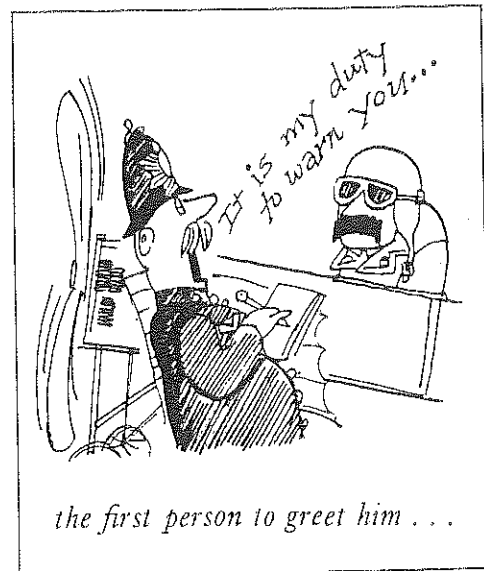
Two days later, Louis Bleriot arrived near Calais with a plane called 'No. XI'.

15 Bleriot had been making planes since 1905 and this was his latest model. A

week before, he had completed a successful overland flight during which he covered twenty-six miles. Latham, however, did not give up easily. He, too, arrived near Calais on the same day with a new 'Antoinette'. It looked as if

20 there would be an exciting race across the Channel. Both planes were going to take off on July 25th, but Latham failed to get up early enough. After making a short test flight at 4.15 a.m., Bleriot set off half an hour later. His great flight lasted thirty seven minutes. When he landed near Dover, the first person to greet him was a local policeman. Latham made another attempt a week later

25 and got within half a mile of Dover, but he was unlucky again. His engine failed and he landed on the sea for the second time.



Comprehension and Précis

In not more than 80 words describe the attempts made by Bleriot and Latham to fly across the Channel from the time when they both arrived at Calais. Do not include anything that is not in the last paragraph.

Answer these questions in note form to get your points:

1. On what date did Bleriot and Latham arrive at Calais?]
2. Did it look as if there would be a race or not?]
3. When would it take place?]
4. Why did Latham not take part in the race?]
5. Did Bleriot make a short test flight before setting out or not?]
6. How long did it take him to fly across the Channel?]
7. Who greeted him when he arrived at Dover?]
8. How near to Dover did Latham fly the following week?]
9. Why did he have to land on the sea for the second time?]

Vocabulary

Give another word or phrase to replace the following words as they are used in the passage: forced to land (l. 10); picked up (l. 12); completed (l. 17); covered (l. 18); test (l. 22); set off (l. 22); failed (l. 26).

Composition

Imagine yourself in Bleriot's position. In not more than 200 words, write a first-person account of the flight across the Channel. Use the ideas given below. Do not write more than three paragraphs.

Title: My Flight Across the Channel.

Introduction: Early morning—no sign of Latham—test flight—all well.

Development: Started off—could no longer see ship following below—suddenly alone—worried about direction—sea and sky—high winds—engine very hot—it began to rain—rain cooled engine—land ahead.

Conclusion: Flew in a circle—looked for a place to land—on field—two minutes later: policeman: *bonjour*!

Letter-writing

Suppose that you are at this moment on board an aeroplane. Write a letter of about 80 words describing your impressions. Supply a suitable Introduction and Conclusion. Use the following ideas to write the *Purpose*: your feelings when the plane took off—how you feel now—height and speed—the view from the window—when you will arrive at your destination.

Special Difficulties

Review SD 13-45.

Exercises

A. Complete the following sentences:

1. What are you looking . . . (SD 13)
2. We have received fifty applications . . . all. (SD 15)
3. I happened to . . . (SD 17)
4. It happened . . . (SD 17)
5. I suppose . . . (SD 25)
6. He is supposed . . . (SD 25)
7. I wish you . . . (SD 35)
8. I'd rather he . . . (SD 39)
9. If I can save . . . enough money, I shall go abroad. (SD 41)
10. You had better . . . (SD 43)
11. I find him to . . . (SD 45)

B. Write sentences using the following words. (SD 19)
explain/position/me; describe/film/aunt.

C. Write these sentences again beginning each one with the words in italics: (SD 21)

1. He has *not only* made this mistake before, but he will make it again.
2. I realized what was happening *only then*.

D. Write the opposites of these words: (SD 23)
polite; agree; legible; accurate; locked; regular.

IF YOU CAN DO THIS TEST GO ON TO UNIT 2

A. Composition

a Describe the impressions of a man who returns to his home town after an absence of forty years. Expand the following into a paragraph of about 150 words:

After an absence of forty years, the man returned to the town where . . . Now, as the train drew into the station, he remembered how, as a boy, he . . . The station itself had not changed, but when . . . he got a shock. The old church which used to . . . was now surrounded by . . . He noticed with dismay that new blocks of flats had . . . After . . . , he went to his old neighbourhood. He was pleased to find that . . . Everything was exactly . . . Even the little shop where . . . He smiled with pleasure when he saw that . . . When . . . , he rapidly made his way to the house where . . . (100 words)

b In about 200 words, describe how soldiers searched for a prisoner of war who, after escaping from his camp, had been hidden by a friendly villager. Do not write more than three paragraphs. Use the ideas given below:

Soldiers coming—the prisoner hid on the roof—saw the soldiers arrive—they questioned the villager—the villager pretended not to understand—the soldiers searched the house and fields—they got a ladder—they climbed on to the roof—the prisoner climbed down a drain-pipe—through an open window—hid in a large wardrobe—the soldiers left.

B. Key Structures

Verb-forms.

a Supply the correct form of the verbs in brackets:

Before (go) to bed, I set the alarm clock to ring at six in the morning because I wanted to get up early. It (seem) to me that I no sooner (go) to sleep than the alarm (ring). It (be) exactly 6 o'clock. After (spend) another ten minutes in bed, I (get) up and (dress). It (be) still dark when I (get) outside. There (be) no buses so I (hurry) to the station on foot. I (walk) for ten minutes when I (decide) to stop and have a cup of tea at a café which just (open). You can imagine my surprise when I (discover) that the time (be) only a quarter to six! The night before I (set) the alarm to ring an hour too soon!

b Give the correct form of the verbs in brackets:

During the past hundred years, many wonderful cave paintings (discover). Early artists (use) simple materials and (draw) on rocks. One of the first discoveries (make) in 1879 in Altamira. A young girl (walk) in a cave when she (stop) to light a candle. As soon as she (do) so, she (see) strange animals on the walls. Since then, a great many more paintings (find). In one picture, some deer (hunt) by men. The men (shoot) arrows at them and the deer (run) away. Today, we (try) to understand these pictures. Nobody (think) that they are childish. From them we (learn) a great deal about early man.

c Give the correct form of the verbs in brackets:

When the great new dam has been built it (supply) power for a third of the country's requirements. The dam (take) ten years to build and the course of the river (change). At present, twenty thousand workers (employ) and by the time the dam (complete), it (cost) millions of pounds. As many people have had to leave their homes, the government (build) new villages for them. The great dam (improve) living standards. In future, farmers (produce) more than half the country's needs; new factories (build) and the whole country (have) an adequate supply of electricity.

d Give the correct form of the verbs in brackets. Supply speech marks and arrange the conversation into paragraphs:

After the crash, two angry drivers got out of their cars. . . . you always (sleep) when you (drive)? (ask) the first driver sarcastically. You (be) on the wrong side of the road. . . . you (mean) to tell me, (shout) the second driver, that you not (notice) that this road (repair)? Of course I (drive) on the wrong side of the road when you (hit) me. The other side (be) full of holes. . . . you not (see) the traffic sign? Listen, (say) the first driver, . . . you ever (drive) a car before? I (drive) a car for twenty years. There (be) good driving schools for people like you. There they (teach) you lots of things—how to drive a car for instance. Now you really (tell) me something, (answer) the second man angrily. I happen to be a driving instructor.

e Suppose you were writing a newspaper report of the above conversation. Complete the following:

After the crash, two angry drivers got out of their cars. The first driver asked sarcastically whether the other man always . . . when he . . . He . . . on the wrong side of the road. Shouting angrily, the second driver asked the first one whether . . . He . . . on the wrong side of the road when the first man . . . him because the other side . . . full of holes. He asked him if he . . . The first driver then asked whether . . . He said that he . . . There . . . he added, good driving schools for people like the other driver. There they . . . you lots of things—how to drive a car for instance. Grateful for this information, the second man angrily informed the first one that he . . . to be a driving instructor.

f If.

Complete the following sentences:

1. If . . . you might have been knocked down by a car.
2. If . . . she will let you know.
3. If you were in my position, what . . .

g Other Verbs.

Write sentences to bring out the difference in meaning between the following pairs:

1. mustn't and needn't.
2. had to and should have.
3. have to and should.
4. must be and must eat.
5. could and was able to.
6. could and managed to.

h Complete the following:

1. On . . . he smiled with pleasure.
2. I am not looking forward to . . .
3. Instead of . . . you should see a doctor.
4. Don't you think this room needs . . .
5. You should avoid . . .

i *A* and *The*.

Supply *a(n)* or *the* where necessary in the following paragraph:

. . . editors of newspapers and . . . magazines often go to extremes to provide their readers with . . . unimportant facts and . . . statistics. Last year . . . journalist had been instructed by . . . well-known magazine to write . . . article on . . . president's palace in . . . new African republic. When . . . article arrived, . . . editor read . . . first sentence and then refused to publish it. . . . article began ' . . . hundreds of . . . steps lead to . . . high wall which surrounds . . . president's palace.' . . . editor at once sent . . . journalist . . . telegram instructing him to find out . . . exact number of . . . steps and . . . height of . . . wall.

j Supply the missing words in the following sentences:

1. . . . 5 o'clock, a man . . . a small green car stopped . . . 24 Burton Road. He got . . . and walked . . . the front door of the house. He knocked . . . the door and waited. A few minutes later, the door opened and he went . . . the house.

2. I got tired . . . sitting . . . the stuffy bar, so I decided to go outside and stand . . . deck. Just as I was going . . . the bar, a tall man came up . . . me. It was Tony Adams, an old friend whom I had not seen . . . my student days. I was surprised to meet him . . . all these years.
3. A tall lady . . . black gloves . . . a long cigarette holder . . . one hand and a bag . . . the other went . . . a small, expensive shop . . . a London arcade. She stayed . . . the shop . . . hours and bought a large number of things. The assistant kept looking . . . his watch. It was a quarter to six and the shop should have shut . . . 5 o'clock, but he did not dare to ask her to leave.
4. Many people do not approve . . . blood-sports.
5. He was found guilty . . . murder and condemned . . . death.
6. Has it ever occurred . . . you that those twins are quite different . . . each other in many ways?
7. I consulted my lawyer . . . the matter and I shall act . . . his advice.
8. It is impossible to prevent them . . . quarrelling . . . each other.
9. He is responding . . . treatment and will soon be cured . . . his illness.
10. I tried to reason . . . him, but he was very rude . . . me.
11. He might be good . . . his job but you can't rely . . . him.
12. I am thinking . . . looking . . . a new job.

C. Special Difficulties

Complete the following making a sentence out of each:

1. If he happens . . .
2. It happens that . . .
3. Not only . . .
4. Never . . .
5. Seldom . . .
6. Suppose he . . .
7. I suppose you . . .
8. She is supposed . . .
9. They were supposed . . .
10. Whatever . . .
11. You can come whenever . . .
12. Whenever . . .
13. I now wish . . .
14. I wish . . . yesterday.
15. I wish . . . soon.
16. I was delighted . . .
17. We are proud . . .
18. I would sooner . . .
19. He would rather not . . .
20. I would rather she . . .
21. You had better . . .
22. I find it . . .
23. No one considers him to . . .

d Give the correct form of the verbs in brackets. Supply speech marks and arrange the conversation into paragraphs:

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. . . editors of newspapers and . . . magazines often go to extremes to provide their readers with . . . unimportant facts and . . . statistics. Last year . . . journalist had been instructed by . . . well-known magazine to write . . . article on . . . president's palace in . . . new African republic. When . . . article arrived, . . . editor read . . . first sentence and then refused to publish it. . . . article began ' . . . hundreds of . . . steps lead to . . . high wall which surrounds . . . president's palace.' . . . editor at once sent . . . journalist . . . telegram instructing him to find out . . . exact number of . . . steps and . . . height of . . . wall.

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