

A decorative border made of yellow strips with red-outlined open book icons. The top strip has 6 books, the bottom strip has 6 books, the left strip has 6 books, and the right strip has 6 books.

GILLIAN PORTER LADOUSSE

READING

INTERMEDIATE

OXFORD SUPPLEMENTARY SKILLS

SERIES EDITOR: ALAN MALEY

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FOREWORD

This series covers the four skill areas of Listening, Speaking, Reading and Writing at four levels — elementary, intermediate, upper-intermediate and advanced. Although we have decided to retain the traditional division of language use into the 'four skills', the skills are not treated in total isolation. In any given book the skill being dealt with serves as the *focus* of attention and is always interwoven with and supported by other skills. This enables teachers to concentrate on skills development without losing touch with the more complex reality of language use.

Our authors have had in common the following principles, that material should be:

- creative — both through author-creativity leading to interesting materials, and through their capacity to provoke creative responses from students;
- interesting — both for their cognitive and affective content, and for the activities required of the learners;
- fluency-focused — bringing in accuracy work only in so far as it is necessary to the completion of an activity;
- task-based — rather than engaging in closed exercise activities, to use tasks with pay-offs for the learners;
- problem-solving focused — so as to engage students in cognitive effort and thus provoke meaningful interaction;
- humanistic — in the sense that the materials speak to and interrelate with the learners as real people and engage them in interaction grounded in their own experience;
- learning-centred — by ensuring that the materials promote learning and help students to develop their own strategies for learning. This is in opposition to the view that a pre-determined content is taught and identically internalized by all students. In our materials we do not expect input to equal intake.

By ensuring continuing consultation between and among authors at different levels, and by piloting the materials, the levels have been established on a pragmatic basis. The fact that the authors, between them, share a wide and varied body of experience has made this possible without losing sight of the need to pitch materials and tasks at an attainable level while still allowing for the spice of challenge.

There are three main ways in which these materials can be used:

- as a supplement to a core course book;
- as self-learning material. Most of the books can be used on an individual basis with a minimum of teacher guidance, though the interactive element is thereby lost.
- as modular course material. A teacher might, for instance, combine intermediate *Listening* and *Speaking* books with upper-intermediate *Reading* and elementary *Writing* with a class which had a good passive knowledge of English but which needed a basic grounding in writing skills. (Alan Maley, Madras 1987)

INTRODUCTION TO THE TEACHER

What is this book for?

This book is designed to develop reading skills in English that learners already possess, to a greater or lesser extent, in their own language. The excerpts and passages are not destined to be pulled to pieces and analysed, so that structures and vocabulary can be mastered, as is often the case in course books. Rather, they are intended to help learners become 'good readers'. By this, I mean that they will become more aware, as they work through the passages and exercises, of the strategies that they use in their first language, such as gist reading, scanning, predicting and responding in an intellectual or emotional way to what they have been reading. Once basic reading skills of this kind have been acquired, learners will feel more confident in dealing with any authentic English text. They will be able to choose their own reading matter, and become more autonomous in their learning.

How is the book organized?

The book is divided into ten thematic units, containing different types of texts, such as short newspaper or magazine articles, excerpts from books, a fable, a short play and a short story. Each unit is organized in the following way.

Focus

At the beginning of each unit a photograph, a cartoon, a questionnaire or simply questions for thought and discussion build up students' expectations about what they are going to read. The reading fits into this context and is not served 'cold'.

Reading tasks

The reading tasks represent the different ways we go about our reading in real life, depending on whether we are faced with a newspaper, instructions for a domestic appliance or the latest romantic blockbuster. The units give different emphasis to different skills, such as reading for gist, reading for specific information or reading and interpreting. Each task requires some active response or reaction on the part of the students, except for those tasks that involve reading for interest. These are included partly to encourage optional reading and partly to solve the problem of what to do with fast workers while other students are finishing the main core of the unit.

Writing tasks

Writing tasks are included in some of the units for two reasons. Firstly, writing something down, such as notes from a textbook or an answer to a letter, is one possible response to reading. Secondly, through the writing tasks students are providing their own reading material. Obviously, this must be in reasonably correct English. However, as the main focus of the activity is not the development of writing skills, it is best to correct the students' work discreetly,

going round the class as they work in groups. Alternatively, the teacher can collect the students' work, re-type it correctly and then let everyone read it. It can be photocopied for everyone, or put up on the wall.

Vocabulary

Whether you need to understand every word in a text or not depends on why you are reading that particular text. Unless students understand this, they may find the vocabulary load of some of the texts rather daunting. It should be pointed out to students that, when they are reading for gist, as in Unit 1 Task 2, it is not important to understand every word. However, if they are following a set of instructions, as in Unit 7 Task 2, it may be vital to check the exact meaning of a word in the dictionary. The vocabulary tasks included in this book are intended to encourage students to think about when to use a dictionary and when not to, and about which words it would be useful to remember to improve fluency and which are only important in the immediate context. If students need more practice on these points, tasks such as Unit 1 Tasks 3 and 6 can usefully and easily be transferred to other texts in other units. In Units 2 to 9 difficult words which might distract students from the task in hand are glossed in the margin. Unit 10 is not glossed as it provides the final challenge, a complete authentic short story. When the vocabulary load of a particular text is rather heavy, it can be pre-taught in the focus or vocabulary work sections.

Is there a progression?

The texts in the first few units are shorter and have a smaller vocabulary load than those in the later units of the book. Beyond this, no rigorous criteria have been applied to determine the progressive difficulty of the texts. However, they have all been read, and mostly enjoyed, by intermediate learners, for whom the progression lay in the development of their ability to deal with different texts in different ways, and in their increased confidence when faced with an authentic English text.

How have the texts been chosen?

Tastes in reading are as diverse as people's personalities. This book obviously reflects my own taste and personality in as much as I have chosen texts that I like and that I hope your students will enjoy. If I have not always succeeded, please forgive me, turn over the page and move on. After all, that is what we end up doing with the library book that was a mistake, even if it does linger on our bedside tables for a week or two first.

1

Task 1 Focus

In what ways do animals help people? Fill in the table below.

<i>animal</i>	<i>it helps people by:</i>

Task 2 Reading for gist

Some animals, particularly dogs, are extraordinary friends to people. Read these stories about very special dogs and match them to the pictures on the following page. Don't look up any words you don't know until after you have matched the pictures and the texts. Then discuss with your teacher which words it would be useful to look up.

1 Faithful friend in Tokyo, Japan

Every day, Hachi went to the station at 3 p.m. to meet his master off the train. One day Hachi's master did not come home. He had died at work. For the next ten years Hachi waited at the station. The people at the station gave him food and looked after him till he died, in 1935. Money was raised by his many admirers for a statue at Shibuya station in his memory.

2 Post office mascot

One day in 1888, postal workers found a mutt sitting outside the post office in Albany, New York. The little dog became the mascot of the Railway Postal Service. He travelled all over the United States and Canada, and once he even went round the world. He was looked after by postal workers who named him Owney and attached special tags to the coat he wore. These tags showed where he had been. In the nine years he rode with the mail, he collected over a thousand tags.

3 Saved from snow

Barry, a St Bernard in the Swiss Alps, set a rescue record when he used his keen sense of smell to locate forty-one people trapped by snowstorms and snowslides. This was early in the nineteenth century, and until recent times monks living in the Great St Bernard Pass have used dogs to help them find and assist stranded travellers. Now people in helicopters do the rescue work.

4 Gold medal police dog

A German shepherd, Dox, worked with his master, a police officer in Italy, from 1946–1961. He was able to follow a scent for up to twelve miles, and during his career helped police to catch 563 criminals. The dog also found 136 missing persons. He was rewarded for his abilities with eleven gold medals and twenty-seven silver ones.

Animal tales

5 Life-saving labrador

In 1982, two young people, Rob and Laurie, set out for a day trip in their dory down the Colorado river. Bo, their labrador retriever, fortunately went with them. In the rapids when the boat overturned he was able to save Laurie, who was trapped under the boat. Bo dived twice, the second time managing to pull the young girl by her hair. She grabbed Bo's tail and he towed her to the shore. Rob had managed to swim to the shore and had watched the whole scene with admiration.

6 Academic elkhound

A Norwegian elkhound named Timber, was awarded a university degree in 1981. He completed a course in environmental studies with the National Audubon Society Expedition Institute. Timber travelled over 321,860 km on expeditions with students during the course.





Task 3 Remembering words

Sometimes it is easier to remember two words which go together rather than one. Complete these phrases with another word from the passages you have just read.

- | | |
|----------------|------------------|
| to raise | sense of |
| postal | rescue |
| to set a | to follow |
| police | university |
| missing | |

Task 4 Reading for interest

Read this passage by yourself. It discusses another example of animal 'intelligence', the homing instinct.

Scientists today think that no single method can account for all the aspects of animal homing. Pigeons, for instance, may use the sun to help them find the right direction, but also use magnetism when conditions make it necessary, and then direct visual observation for the last few miles. Green turtles on an extraordinary journey across the Atlantic, may get help from the sky most of the time, and then smell Ascension Island when they get near.

However, none of these physical explanations can answer the fundamental question: How does any creature know where home is? How do salmon know, after travelling thousands of miles, which river to go up? How did a lone British bird, taken in a dark container in an aeroplane across the Atlantic to Boston, find its way back to its exact nesting place, 5000 kilometres away just off the coast of Wales, in only 12½ days?

Some scientists explain these phenomena with a 'cosmic' theory, and say there is a current built into animals through heredity which they cannot resist. But this does not explain the extraordinary cases of animals who find their way home to their owners over incredibly long distances. Homing is definitely a phenomenon in search of a theory.



Task 5 Reading for gist

Look at this rather strange photo. Read the passage below to find out what is happening.

The people balancing on the elephant's back are playing a new game, elephant polo. The first World Elephant Polo Championship took place in the Royal Chitwan Park in Nepal in 1983, with six teams competing. The main job of the elephants and their drivers is to take visitors for rides in the park. They learnt the new sport in their spare time. Polo is usually played on horseback, and players use wooden mallets to hit the ball towards their opponents' goal. With elephants, the game is much slower and the players need much longer mallets. Even so, hitting the ball in the right direction is quite a problem. Two riders, or Mahouts, sit on each elephant. One whispers commands into the elephant's ears and guides it with a stick. The other stops the first player from falling off! At first, players wanted to use a larger ball and tried a football. However, the elephants enjoyed flattening them too much, and hard wooden balls soon replaced the soccer balls. The winners in 1983 were Nepal's Tiger Tops Tuskers, who beat International Pan Am Jumbos 2-0 in the finals.

Task 6 Remembering words

Look at this list of words taken from the passage you have just read. Mark with an asterisk (*) the words you will try and remember.

mahout	goal
mallet	spare time
to flatten	wooden
horseback	finals

In pairs, compare the words you have chosen. Why did you make that choice? Because you think the word may be useful in other contexts? Or because the word is connected with something you are interested in, for example sport or horses?

Task 7 Vocabulary work

Choose one of the following topics: football or horses. With a partner, list all the vocabulary in the passage related to that topic.

Task 8 Discussion

What other sports do you know of which involve animals?
Do you know any other animal stories?

Task 1 Focus

Do you think this advertisement is for

- ☐ a travel company advertising holidays in Italy?
- ☐ a telephone company?
- ☐ an Italian restaurant in New York?

ITALY IS A LOT CLOSER THAN YOU THINK.



2

Long-distance

Now answer the following questions. Compare your answers with those of other students.

- 1 How many telephone calls do you generally make in a week?
- 2 How many of them are local calls and how many of them long-distance?
- 3 Do you generally make quick phone calls or long phone calls?
- 4 When the phone rings, can you resist its call and not answer, or do you always run to pick up the receiver?
- 5 Have you ever hung up on anyone?
- 6 Have you ever received unpleasant phone calls?
- 7 Could you live without a phone?

Task 2 Reading for information

Read the following passage and decide which of the titles below is the most suitable.

- ☐ The history of the telephone
- ☐ Using light beams for the telephone
- ☐ Alexander Bell's greatest invention

Most people know that Alexander Graham Bell invented the telephone. But not many know about another talking device he invented just four years later, in 1880. He called the device the photophone.

'Photophone' comes from the Greek words for 'light' and 'sound.' The photophone did not use electricity to carry sound over wires between

device machine

two people. That's what a telephone does. Instead, the photophone used a beam of sunlight travelling through the air. With his invention, Bell could actually transmit human speech on a beam of light. To do so, he spoke close to a thin mirror that was reflecting sunlight. The vibrations of his voice caused the mirror to vibrate, and the vibrating mirror caused the light to vibrate. The vibrating light hit a light-sensitive cell in a receiver placed some distance away. The cell changed the light patterns into electrical signals. Earphones changed the signals back into sounds.

Bell believed that his idea of talking on a beam of light would prove to be important. He often called the photophone his greatest invention. Even though the photophone depended on a source of energy that was not constant — the sun — Bell wasn't a bit discouraged. He felt sure that people would one day talk using beams of light.

Two much more recent developments made Bell's dream come true. In 1960, a scientist built the laser. A laser produces a highly concentrated beam of light. Shortly afterward, other scientists developed a new kind of optical fibre. The optical fibre is a glass thread. The new fibre could carry light beams long distances — as far as several miles.

Now answer the following questions:

- 1 What did Alexander Bell invent first, the telephone or the photophone?
- 2 What did Bell use to carry sound, instead of electricity?
- 3 What was the disadvantage of this system?
- 4 What did Bell think of his invention?
- 5 How has modern science proved him right?

Task 3 Reading and interpreting

This is the introduction to a short story by Dorothy Parker. When you have read it, answer the questions on the page opposite.

A TELEPHONE CALL

Please, God, let him telephone me now. Dear God, let him call me now. I won't ask anything else of You, truly I won't. It isn't very much to ask. It would be so little to You, God, such a little, little thing. Only let him telephone now. Please, God. Please, please, please.

If I didn't think about it, maybe the telephone might ring. Sometimes it does that. If I could think of something else. Maybe if I counted five hundred by fives, it might ring by that time. I'll count slowly. I won't cheat. And if it rings when I get to three hundred, I won't stop; I won't answer it until I get to five hundred. Five, ten, fifteen, twenty, twenty-five, thirty, thirty-five, forty, forty-five, fifty. . . . Oh, please ring. Please.

This is the last time I'll look at the clock. I will not look at it again. It's ten minutes past seven. He said he would telephone at five o'clock. "I'll call you at five, darling." I think that's where he said "darling." I'm almost sure he said it there. I know he called me "darling" twice, and the other time was when he said good-by, "Good-by, darling."

- 1 Who is the 'I'?
- 2 Who is the 'he'?
- 3 What is the situation?
- 4 Why is the person counting?
- 5 What happens next?
- 6 Does 'he' telephone?
- 7 Does 'I' telephone?
- 8 Is it a happy story or an unhappy story?

With another student, write down a few ideas for the rest of the story. Read out your ideas to the rest of your class.

Task 4 Reading for interest

Read these two messages found in bottles. Can you think what the circumstances were in each situation?

In 1916, a British seaman found a bottle in the North Atlantic with this message in it:

'Still on deck with a few people. The last boats have left. We are sinking fast. Some men near me are praying with a priest. The end is near. Maybe this note will ...'

In 1948, a Russian fisherman found this message in a bottle in the sand on the edge of the Vilkilski Strait in the Arctic:

'Five ponies and 150 dogs remaining. Desire hay, fish and 30 sledges. Must return early in August. Baldwin.'



3

Spy stories

Task 1 Focus



James Bond, 007, is probably the most famous spy of all. However, spying also goes on in real life, as this newspaper report shows. (Incidentally, this was not a serious event, and the 'spy dust' was not harmful.)

Last night four doctors flew from Washington to Moscow to begin an analysis of the 'spy dust' which the United States says the KGB has been using on its diplomats and other Americans to track where they go.

The reports suggest that the dust, placed in cars and on door handles, may be a serious threat to health and cause cancer. The medical team will systematically sample levels of contamination at the Embassy, in Embassy homes and cars.

How is information gathered by spies? How is it passed on to the other side? With other members of your class, make a list of spying techniques taken from real life, or from stories you have read.

Task 2 Reading and re-telling a story

Read the following accounts of spies who really existed. Student A reads the story about the first American spy, and student B reads the story about Mata Hari. When you have finished, check that you have remembered the essential details of your story by answering the following questions:

- Where did the story take place?
- When did it take place?
- What was the motive for spying?
- What methods were used for getting information and for passing it on?

Now re-tell your story; student A tells student B, and student B tells student A.

The first American spy

During the Revolutionary War, George Washington spent 17,000 dollars on secret service work. A Committee of Safety employed spies and informers. Many of these operated in a neutral territory, Westchester County, and posed as sympathizers of the British in order to obtain information. They passed on their information by means of cipher, invisible ink and the hanging of clothes from washing lines.

One of these informers pretended to be a shoemaker and a pedlar. His family and friends despised him for his apparent support of the British, and several times the Yankees almost caught and hung him. Yet secretly he had been sending regular reports to the American army on the names and activities of the English supporters, and details about the position of the Redcoats. When the war ended and his true role was revealed, Congress voted him a special bonus which he refused. He said he had acted out of patriotism alone. This man was immortalized as Harvey Birch in James Fennimore Cooper's novel, *The Spy*.

Mata Hari

Mata Hari is one of the most mysterious of spies. She created a lot of the mystery herself. Her name was not Mata Hari at all, but Margaretha Gertruida Zelle, and she came from Leeuwarden in Holland and not from the East Indies as she said. But she had lived in the East for a while. When she was back in Europe, she thought she could earn money by going on the stage. She did dances like the ones she had watched in Indonesia, and adopted a stage name which meant 'Eye of the Dawn'.

Many people thought she was very beautiful, and she was always surrounded by men. But was she a spy? Did she really pass back to Germany secrets that she had picked up so easily? Mata Hari herself denied that she had harmed the allies of France and England. It has been said that nothing was proved at her trial. However, the court martial in France found her guilty, and she gave her last performance one damp autumn day in 1917, before a firing squad.

pedlar a person who travels about selling small objects

Yankees natives of Northern USA

Redcoats British soldiers

court martial a military court of justice

firing squad soldiers who shoot prisoners who are condemned to death





Task 3 Game

This is a variation of an English game called 'Consequences'.

- Take a pencil and paper, and write down the name of a real or imaginary spy. Fold over what you have written so that it cannot be read, and pass your paper to the person on your right.
- On your new piece of paper, write down what your spy did. Fold over the paper and pass it on.
- On the next piece of paper, write down when your spy did this, and pass it on.
- On the next piece of paper write down where your spy did this.
- Finally, write down why your character became a spy.
- Now read your own mini spy-story. The most amusing or nonsensical should be read aloud to the rest of the class.

Task 4 Reading for interest

Sometimes spying can be a serious matter, as this newspaper report shows. Read it, and then discuss with your class any other serious spying incidents you know about.

A terrifying catalogue can be made out of the knowledge that Tiedge took with him to East Berlin. He knew:

- all current West German counter-intelligence operations inside East Germany;
- the names of West Germans who had worked for the East and been 'turned' by the Office in Cologne;
- the names of all infiltrated East German agents who had been 'turned';
- the names of all the senior counter-intelligence officers in each East German 'Land' who controlled these double agents;
- all the techniques and methods developed by West German counter-intelligence to identify East German agents;
- the top-secret evaluations prepared by the Office which listed the strengths and weaknesses of East German penetration;
- the methods and results of West German security vetting for senior and sensitive government posts, which will have alerted East Berlin to how far their 'moles' have escaped detection;
- those of his colleagues, who might respond to an East German approach suggesting that they become double agents.

vetting careful and critical checking

moles people working within an organization who secretly pass confidential information to another organization or country

Task 5 Reading and discussing

The lives of spies are mysterious, but their deaths can be even more so. How do spies die? List as many ways as you can think of.

On the following page are two descriptions of the death of Harry Lime from Graham Greene's famous story, *The Third Man*. How does he in fact die? In pairs, decide which is really Harry Lime's last moment.

1 'Anyway I heard his whistle and came back along the edge of the stream, and felt where the wall ended and found my way up the passage where he lay. I said, "Harry," and the whistling stopped, just above my head. I put my hand on an iron hand-rail, and climbed. I was still afraid he might shoot. Then, only three steps up, my foot stamped down on his hand, and he was there. I shone my torch on him: he hadn't got a gun; he must have dropped it when my bullet hit him. For a moment I thought he was dead, but then he whimpered with pain. I said, "Harry," and he swivelled his eyes with a great effort to my face. He was trying to speak, and I bent down to listen. "Bloody fool," he said — that was all. I don't know whether he meant that for himself — some sort of act of contrition, however inadequate (he was a Catholic) — or was it for me —'

whimpered made a sad, broken sound
swivelled turned



2 'I wondered — you were there, weren't you? — if you'd tell me about Harry's death.'

'It was a terrible thing,' Cooler said. 'I was just crossing the road to go to Harry. He and Mr Kurtz were on the sidewalk. Maybe if I hadn't started across the road, he'd have stayed where he was. But he saw me and stepped straight off to meet me and this jeep — it was terrible, terrible. The driver braked, but he didn't stand a chance. Have a Scotch, Mr Martins. It's silly of me, but I get shaken up when I think of it.' He said as he splashed in the soda, 'In spite of this uniform, I'd never seen a man killed before.'



Task 6 Linking ideas

The following pairs of sentences are adapted from the two short texts you have just read. Match the ones that go together and underline the words in the texts that join them together.

For example: 10 goes with C. Underline but then.

I thought he was dead, but then he whimpered with pain.

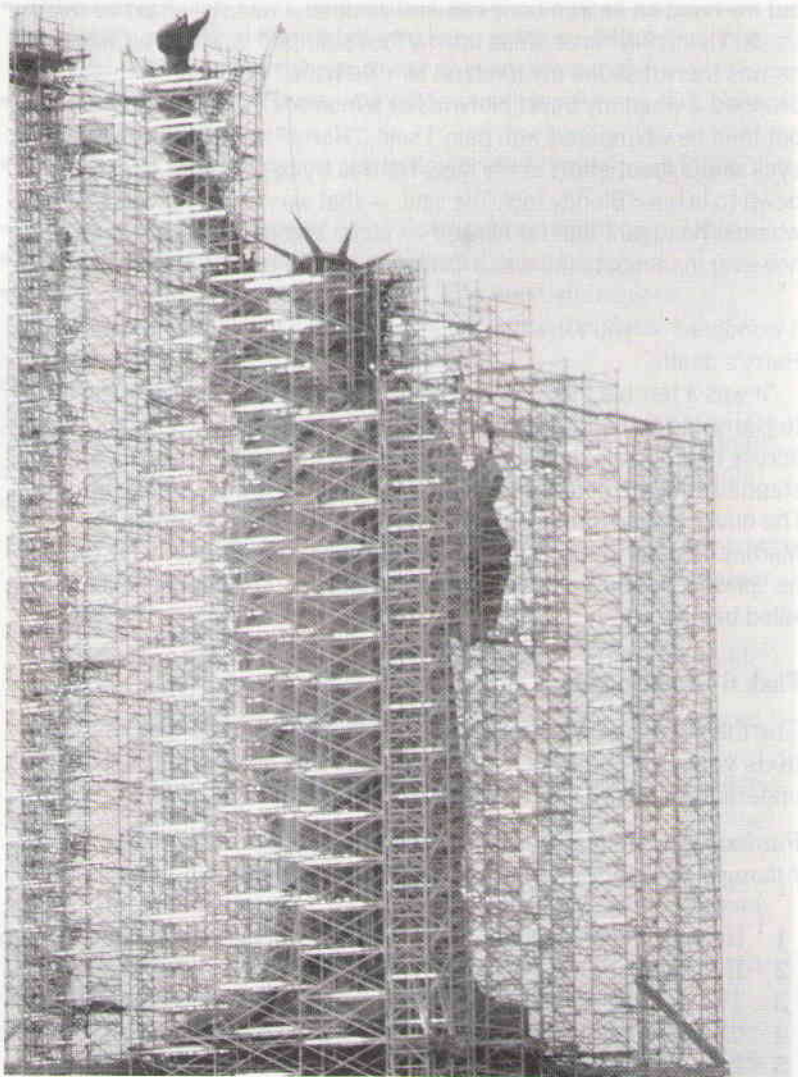
- | | |
|---------------------------------------|--|
| 1 He was trying to speak. | A Would you tell me about it. |
| 2 He saw me. | B I bent down to listen. |
| 3 The driver braked. | C He whimpered with pain. |
| 4 'Bloody fool,' he said. | D I'd never seen a man killed before. |
| 5 I don't know. | E That was all. |
| 6 I hadn't started to cross the road. | F He didn't stand a chance. |
| 7 It's silly of me. | G He'd have stayed where he was. |
| 8 I wear a uniform. | H He meant that for himself. |
| 9 I wondered. | I I get shaken up when I think about it. |
| 10 I thought he was dead. | J He stepped straight off to meet me. |

4

Monuments old and new

Task 1 Focus

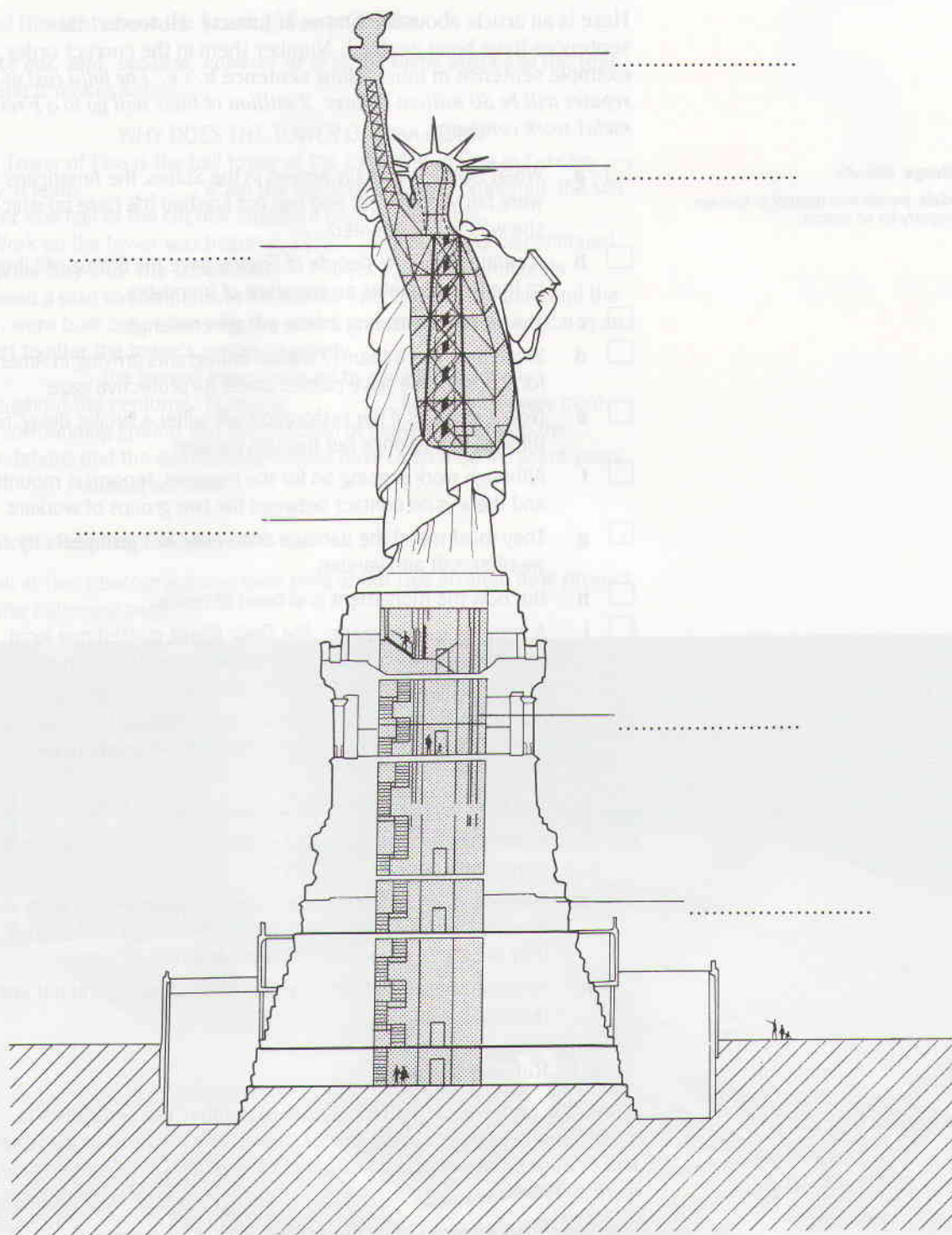
What is happening in this photograph?



Task 2 Vocabulary work

Yes, the Statue is at present being restored. Here is a list of some of the things that the workers will do. Can you match them to the diagram on the page opposite?

- improve viewing area in crown
- rebuild right shoulder
- add new balcony and elevator in base
- replace torch
- repair base
- clean and treat exterior



Task 3 Organizing a text

Here is an article about the Statue of Liberty. However, the sentences have been jumbled. Number them in the correct order, for example sentence **m** must follow sentence **k**, i.e. *The total cost of the repairs will be 30 million dollars. 2 million of these will go to a French metal-work company . . .*

challenge difficulty

vandals people who destroy or damage property for no reason

- ☐ **a** When Liberty originally arrived in the States, the Americans were fairly indifferent and had not finished the base on which she was to be mounted.
- ☐ **b** A century ago, the people of France gave the Statue of Liberty to the United States as a gesture of friendship.
- ☐ **c** The workers restoring it face a huge challenge.
- ☐ **d** Since then more than 17 million immigrants arriving in America for the first time have passed under its protective gaze.
- ☐ **e** Now it looks as if her restoration will suffer a similar delay, not through indifference but through passion.
- ☐ **f** Although work is going on for the moment, tension is mounting, and there is no contact between the two groups of workers.
- ☐ **g** They must mend the damage done over all these years by weather, salt and vandals.
- ☐ **h** But now the monument is in need of repair.
- ☐ **i** A communist newspaper, the *Daily World*, quoted one local worker as saying that it was an insult to the American people not to be repairing the torch themselves.
- ☐ **j** If all goes according to plan, they will complete the work on Liberty by 1986 — the one-hundredth anniversary of her dedication.
- ☐ **k** The total cost of the repairs will be 30 million dollars.
- ☐ **l** American Unions do not agree with this, and claim they could have done the work themselves.
- ☐ **m** 2 million of these will go to a French metal-work company in Rheims in France, who say they won their contract because they are the most qualified workers around.
- ☐ **n** However, there have already been difficulties — and not just technical ones.

Task 4 Reference work

Underline any words that helped you to number the sentences in Task 3 in the correct order. For example, *The total cost of the repairs will be 30 million dollars. 2 million of these will go to a French metal-work company . . .*

Discuss the words you have underlined with your teacher.

Task 5 Linking ideas

Read this text about the Leaning Tower of Pisa.

Write *but*, *and*, *because*, *however* or *to* in the blank spaces in the text so that it makes sense.

WHY DOES THE TOWER OF PISA LEAN?

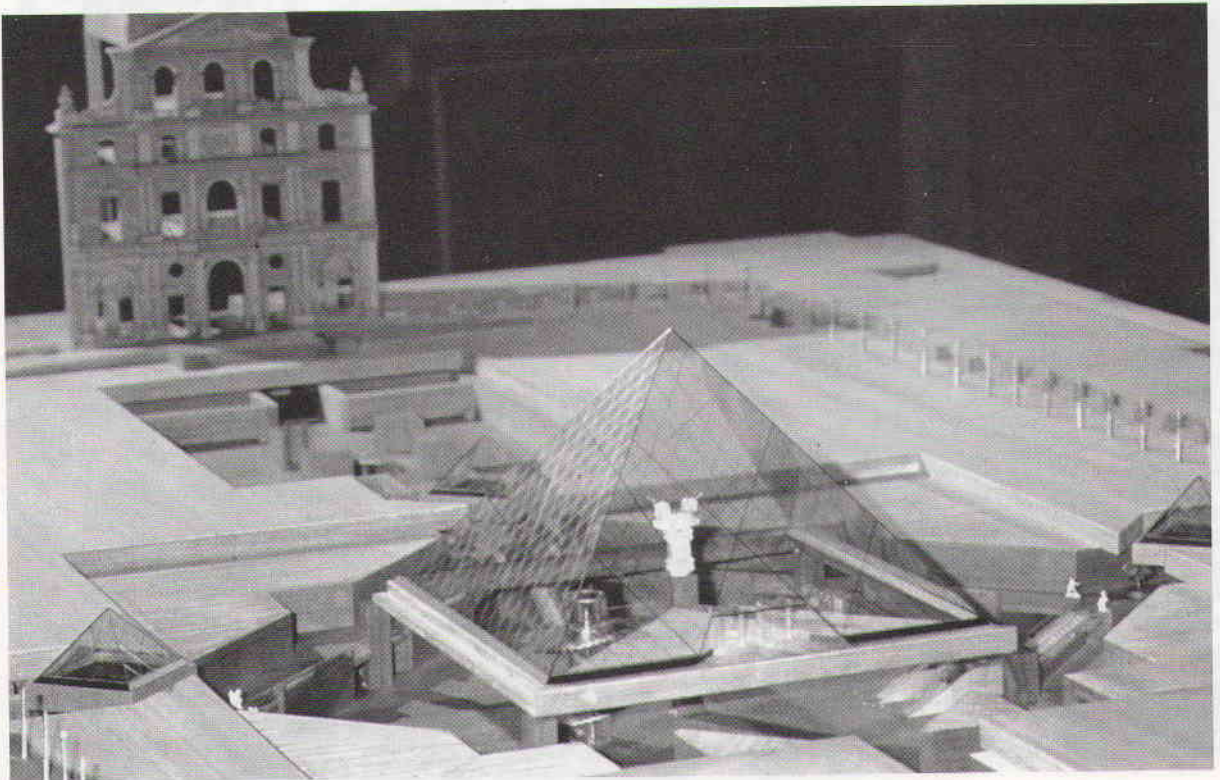
The Tower of Pisa is the bell tower of the cathedral of Pisa in Tuscany, Italy. It leans, when the building was half completed, the soil under one half of the circular structure began to subside.

Work on the tower was begun in 1173, was discontinued for a century after the subsidence., in 1275 architects devised a plan to compensate for the tilt. Two storeys, the third and the fifth, were built out of line with the others and closer to the vertical in an effort to alter the tower's centre of gravity.

. the leaning has continued to increase gradually throughout the centuries. Pumping keep water away from the surrounding ground and the injection of cement grout into the foundations and the surrounding subsoil have been tried in recent years, without success.

Task 6 Reading for interest

Look at this photograph and then read about this strange new project on the following page.



A PYRAMID AT THE LOUVRE

France's famous Palais du Louvre is soon to have a new look. A glass pyramid is to be built in its centre courtyard above a network of underground car parks, shops and restaurants. It will be a great contrast to the majestic buildings surrounding it, which have changed little since they were erected by the French architect Le Vau in the seventeenth century. This project, designed by the Chinese-American architect Ieoh Ming Pei, has of course given rise to a lot of controversy. Some people are for this daring twentieth century adventure, but others wish to preserve the past as it is. One thing is sure: the project will cost a lot of money. And we shall not be seeing it before the year 2000 at the very earliest.

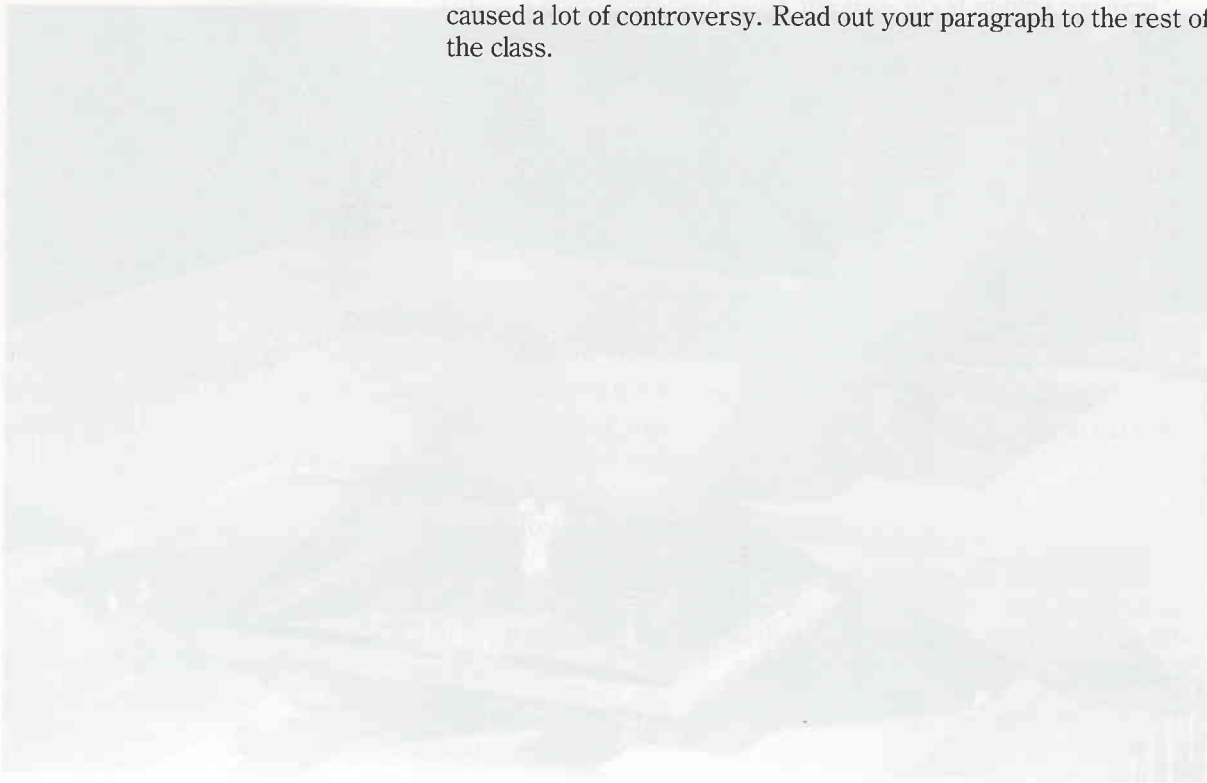
Task 7 Discussion

Why do we build monuments? What new monument would you build for your town? What are the most outstanding old ones?

Task 8 Writing

Do one of the following:

- Work in small groups. Write a description of all the different interesting monuments in your town, area or country. These will make a short guide book for a visitor when put together.
- Write a paragraph about a monument that you know of that has caused a lot of controversy. Read out your paragraph to the rest of the class.



5

Task 1 Focus

Look at this photograph. What do you think has happened?

Mysterious world



hiccups sudden small movements

hurtling moving very fast

dashed smashed

Task 2 Reading for gist

Read this account of the Tunguska explosion, the most mysterious explosion that has ever taken place on earth, from *Arthur C Clarke's Mysterious World*.

In London, on that last day of June 1908, it was possible to read the small print in *The Times* at midnight. In Stockholm, perfectly sharp scenic photographs were taken in the middle of what should have been the admittedly brief northern night. In Heidelberg in Germany, bright shining clouds persisted till morning and in Holland it was quite impossible to take normal astronomical observations because of the brightness. The scientific instruments too gave plenty of notice. Half a dozen traces in London and other parts of England gave gigantic hiccups as first one shock wave and then a second, which had travelled completely round the world, shook the recording pens. Even in America the vibrations were felt. In European Russia, which was even closer to the event, the bright nights went on well into July and an extraordinary photograph was taken of the main street of the town of Navrochat at midnight which looked as though it was exposed in full sunshine.

Today, more than seventy years later, it is still far from certain what it was that came hurtling out of the great interplanetary spaces and dashed itself against the earth in the remote and forested regions of far Siberia.

Tick the right answer:

1 The effects of the explosions were felt

- a ☐ just in Russia.
- b ☐ only in Russia and Europe.
- c ☐ all round the world.

2 The effects of the explosion were

- a ☐ very similar to an earthquake.
- b ☐ vibrations and light.
- c ☐ an enormous amount of light.

3 Scientists

- a ☐ think they can explain
- b ☐ have very little idea
- c ☐ can explain
what caused the explosion.

have very little idea do not know

Task 3 Reading and discussing

Over the years, many theories have been produced to explain the Tunguska explosion. Here are some of them. In groups, discuss which one seems to be the most likely. (If you know the answer already, do not reveal it until your group has had time to consider the different theories.)

- 1 In 1973, A. A. Jackson and M. P. Ryan of the University of Texas, decided that it must have been a mini-version of a black hole — the newly discovered phenomenon in the universe that seems to suck in and destroy matter that comes near it.
- 2 Russian scientist Leonid Kulik, who visited the scene of the explosion, believed it to be caused by a stone or iron meteorite. In his own account we read: 'With a fiery stream of hot gases and cold solid bodies, the meteorite had struck the cauldron with its hills, tundra and swamp.'
- 3 Eyewitness accounts lead people to believe that a flying object, possibly a spaceship, had entered the earth's atmosphere and then plunged downwards. The fact that it changed direction suggested that it was a controlled vehicle such as a spaceship.
- 4 English scientist, F. Whipple, suggested very early on that the explosion was caused by a comet. This would be the first time that a comet had penetrated the earth's atmosphere, but comets are usually more visible than this object had been.
- 5 Some Americans became fascinated with the theory of anti-matter which would destroy ordinary particles if it came into contact with them, and devised ways of investigating the radiation that should have followed such an explosion.
- 6 Many observers have pointed out the similarities between Tunguska and Hiroshima. Could it have been a nuclear explosion nearly forty years before the United States created the first big bang in Alamogordo? Evidence, such as the fact that there was very little damage at the centre of the blast, seemed to indicate that this might be so.

cauldron a basin shaped depression in the land

tundra wide, treeless, flat land in arctic regions

swamp soft wet land

eyewitness accounts reports given by people who have actually seen an event

Check with your teacher which was the correct theory.

Task 4 Writing

Arthur Clarke wrote a fictional account of a similar event in his book *Rendezvous with Rama*. It begins:

'At 09.46 GMT on the morning of 11th September, in the exceptionally beautiful summer of the year 2077, most of the inhabitants of X saw a dazzling fireball appear in the eastern sky ...'

Continue the story.

Where did it happen?

What was the damage?

How did people react?

What did the survivors do?

Work in groups. When you have finished, read out your paragraph to the rest of the class.

Task 5 Reading for interest

The world is full of mysterious creatures, other than the Loch Ness Monster! Read this eyewitness account of Ogopogo, a monster who lives in Lake Okanagan in British Columbia.

drifted moved slowly

coasted moved without the engine on

whale a large sea mammal

ridges bumps

'It just cut across in front of the boat. If I had not shut the engine off, I could have run it over or jumped on its back, for the boat drifted within 15 or 20 feet of it. Then we went to get Gary with his camera, and when we came back we saw it again — but the whole length this time. It was about 70 to 75 feet. I shut the engine off when we got near it, and coasted to within 50 feet when I took the first picture. It swam around for more than an hour. It would submerge, swim at least two city blocks and then surface, and all the while we would be chasing after it. I accelerated the boat towards the thing and then cut the engine to coast as close as I could. I took five photographs. It swam in a kind of coil, but even like that it looked about 40 feet long. The skin looked smooth and brownish, a bit like a whale's, and it had small ridges on its back. It was enormous round its girth — at least four foot. The head was flat like a snake's, and it had two things standing up on its head like the ears of a Doberman pinscher.'

Task 6 Discussion

Do you believe the account of Ogopogo, or do you think the person's imagination was working overtime? What about other accounts of mysterious creatures (the Loch Ness Monster, Yeti, etc.)? Could any of them be true?

Task 1 Focus



6

The newcomer

What is your attitude towards newcomers in your area?

In pairs, check if any of the following statements express your attitudes.

- You hope they will be interesting and exotic.
- You hope you will have something in common with them.
- You are completely indifferent.
- You hope they will be friendly enough to leave your cat with them when you go on holiday.
- You are frightened that they will be noisy or not fit in with the people who already live in your street.

Task 2 Preparation (1) Reading and interpreting

You are now going to prepare for a play reading. First read the play to yourself. The questions between each section will help you to check if you have understood the characters' attitudes.

Section 1

(A zoo. In one cage the Lion, in another the Panther. Between them an empty cage. In the pit below — the Bear).

Lion If I close my eyes, I can see the shadow of the long grass through the bars, and I can smell the buck coming down to the water to drink.

Panther Very pretty! Very poetic! The Lion in his cage turns to verse in old age!

Bear I feel sick!

Panther It's all those sweets you eat.

Bear I can't help it. . . It's always the same on Saturday. Too many kids, too many sweets.

Panther You don't *have* to eat them!

Lion The sun's going down. I can hear the buffalo . . . and the elephant . . . and the kudu coming to drink . . .

Panther He's dreaming again.

Bear I dream too. What's wrong with it?

Panther You! All you dream of is filling your belly!

Bear Don't panthers ever dream?

Panther Never! . . . Never! . . . One . . . two . . . three . . . and a half . . . One . . . two . . .

Bear Why are you always counting?

Panther Counting? If you had a cage like this, you'd count. If you could only walk, up and down, three paces up . . . three paces down . . . You'd count . . . But you've got all the space you want.

Bear I feel sick!

Panther You eat too much. If I was down there, with the bears . . .

Bear Bears! I'm all alone!

Panther And I'm alone! And he's alone!

Lion . . . the smell of the evening, the sun going down behind the long tall grass . . .

Panther Last time it was just the long grass . . . He thinks he's back home . . . Two . . . three . . . and a half . . . One . . . two . . .

Bear Why d'you keep walking up and down? What *are* you thinking about?

Panther I'm dreaming. Dreaming of getting out . . .

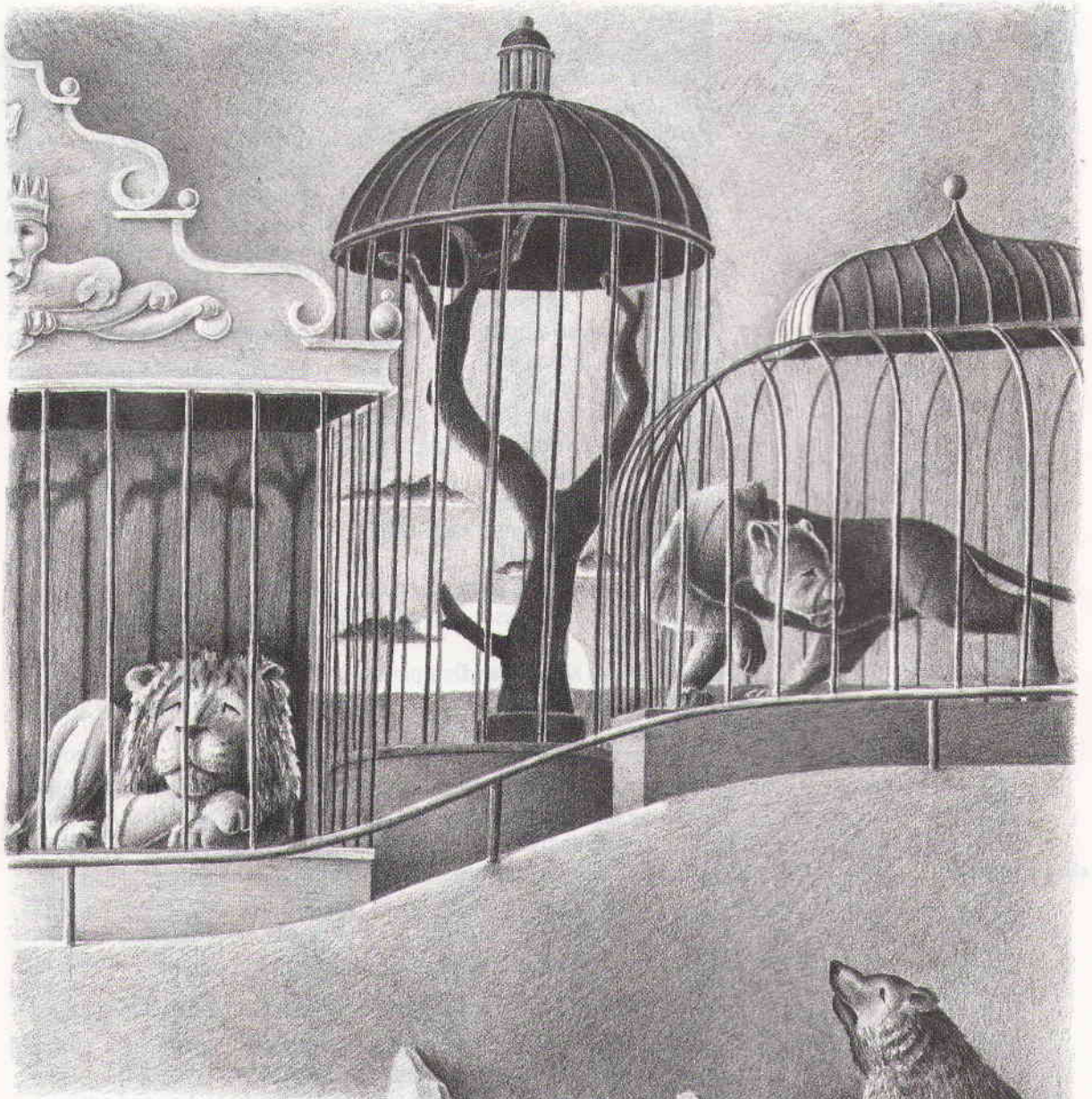
Bear You can't get out. Nobody gets out. You're here for life . . . I thought panthers didn't dream?

Panther I'm *not* dreaming, I'm . . . Wait!

Bear What is it?

In the table below, tick the adjectives which go with each of the animals. One of them has been done for you.

	<i>Lion</i>	<i>Panther</i>	<i>Bear</i>
bored			
dreamy	✓		
unhappy			
resigned			
old			
greedy			
poetic			
lonely			
impatient			
matter of fact			



Section 2

Panther Listen. (*swish of brushes*).

Bear What is it?

Panther Shut up! (*swish, swish*). They're cleaning the cage!!

Bear Whose cage? Yours? The lion's? . . . Whose cage?

Panther The empty cage. . . The one between us!

Bear The empty cage? Someone's coming! Someone new!

Panther A panther. A panther! With news of the mountain, news of the rock, news of the forest at night. . .

Lion . . . the crocodile is lying in wait, his mouth wide open . . .

Bear Perhaps it'll be a bear. A grizzly from Canada — like me!

Panther Bears go in the bear-pit. (*swish, swish*).

Lion What's going on?

Panther They're cleaning the cage.

Lion Ah, about time! . . . A lioness . . . With news of the bush, of the long . . .

Panther tall grass . . .

Lion Are you making fun of me?!

Panther Who, me? No. Never.

Lion Oh . . . I just thought . . .

Bear Or maybe a polar bear. A big white polar bear, with news of the snow and the ice and the . . .

Lion What's got into him?

Panther He thinks they're going to put a bear in the empty cage.

Lion A bear! Next to me! King of the Beasts!

Bear I just thought . . .

Lion Well stop thinking!

Panther It's the biggest cage of all . . . It even has a tree in it . . . Just right for a panther!

Lion . . . a lioness, a young lioness . . . who'll speak to me of the long . . .

Panther . . . tall grass. . . . A panther, his claws still sharp from the rocks . . .

Bear Even a koala bear. Or a panda . . . Koalas need trees . . .

Panther They've gone.

(*silence*)

Lion But the door's still open. They're coming back . . .

Panther A panther . . . black as night . . . eyes like coals . . .

Lion . . . burning in the dark! We've heard that before!

Bear A mountain bear, big and brown and . . .

(*sudden clang of metal gate. Silence*)

clang a loud noise

Which statement is true?

The animals are excited about the newcomer because

- a ☐ there will be somebody else to talk to and they won't be so bored.
- b ☐ they want news of the outside world.
- c ☐ they are naturally friendly.
- d ☐ they want someone similar to themselves to talk to.
- e ☐ they dislike each other so much, they want someone new to talk to.

Section 3

Bear . . . beautiful. I can't see you, but I know you're there. Can you hear me?

Monkey Yes. You don't have to shout!

Bear How soft your voice is! Are you . . . are you a brown bear, like me?

Monkey Brown, yes. Like you, no.

Bear Are you bigger? Smaller? . . .

Monkey Well, I can't see you either, but . . . Smaller, I think.

Lion Poor fool. Tell him the truth!

Panther You tell him!

Lion Bear!

Bear Tell me, is it a grizzly? A polar bear?

Lion It's not a bear you're talking to!

Bear No?

Panther No.

Bear A panther?

Lion No.

Bear Not a lion, surely?

Panther No, not a lion, surely!

Bear Well? . . . WELL? . . .

Lion It's a monkey!

(silence)

- 1 What attitude is expressed by 'It's a monkey!'?
- 2 Why are the animals unhappy?

Section 4

Monkey Well, hello. Nice to meet you. Lovely to be here and all that . . . Nice day, isn't it? Wasn't it? Yes, wasn't it? It's so nice to meet you . . . It's so nice to meet *you* . . . Did you have a good trip? . . . Oh, not too bad, really, thanks. A bit crowded. We were five to a box . . . Really? . . . Yes, it was a bit crowded. Some of us . . . didn't make it . . . Well, we're very glad to have you with us . . . Oh, thank you, and I'm glad to be here!

Lion Shut up!!

(silence)

Monkey Dear Mummy, the trip was a bit crowded, but we got here safely in the end — most of us . . . I've got a room with a lovely view over the bear pit. To my right I can see the buffalo and to my left are the birds . . . And I have two of the kindest neighbours you could wish for . . . There's a big golden lion from Africa who sends his regards . . .

- 1 Why is the monkey giving the questions and the answers in her first speech?
- 2 Why does she start 'writing' a letter home?

Section 5

Lion Shut up!

Monkey . . . and a lovely black panther from Patagonia.

Panther How d'you know I'm from Patagonia?

Monkey Some of us can read.

Panther Read what?

Monkey There's a notice on your cage.

Panther What does it say?

Monkey It says 'Magnificent Patagonian panther, 2½ years old, rare animal in danger of . . .'

Panther Go on.

Monkey It's too dark. I can't see . . .

Lion . . . If I close my eyes, I can see the shadow of the long grass, and I can smell the buck coming down to the water to drink . . .

Monkey As I was saying, dear Mummy, there's this lion who's very poetic and artistic. All I can smell is petrol and smoke, but he sees beauty in everything. Even the bars of his cage are like rays of sunlight in the tall grass. Isn't that lovely? . . . Anyway, to get back to my story. They kept me for days and days and days in a cage. It was so small I couldn't move. Then one day I heard them say, 'We're going to move her.' And they did! So now I'm not alone any more.

Bear I feel sick!

Monkey What's the matter?

Bear Too many sweets.

Lion Shut up!

Panther Don't talk to her!

Bear Why not?

Panther She's a monkey.

Bear Oh.

(silence)

Monkey It's difficult, of course. I miss the forest, the trees, my friends, the games we played, the food, the fruit. I miss not being able to swing around in the trees . . . Oh, but there's something I forgot to tell you.

Bear What's that?

Monkey *(pause)* It isn't polite to read other people's letters.

Bear I wasn't reading. Just listening.

Panther Don't talk to her!

Lion Shut up!

Monkey I'll have to write very quickly because I don't want to disturb the neighbours.

Panther One . . . two . . . three . . . and a half . . . One . . . two . . . three . . .

Lion Night. The buck have gone. All is still at the pool. The moon is coming up . . .

Panther . . . over the long, tall grass . . .

Monkey I didn't tell you the good news . . .

Bear What's that?

Panther Two . . . three . . . and a half . . .

Lion Shut up, I can't sleep!

Monkey When I was waiting to be brought here . . . In that tiny cage . . .

I heard them talking. They said . . . (silence)

Bear What did they say?

Monkey Shh! I'm writing.

Bear Can't you read to me what you're writing? I've nobody to talk to.

Panther She's not writing, you fool! . . . All she's got between her hands is thin air!

Bear Oh . . . but it sounds so interesting . . .

What are the other animals doing while the monkey is talking?

Section 6

Monkey (*almost whispering*) They said, when the park's ready, we'll all be moved. Or, most of us. They've made a park, where we'll be free . . .

Bear Who?

Monkey (*ignoring him*) The monkeys, the buck, the giraffes, the mountain goats, the llamas, the baboons, the . . .

Bear Bears?

Monkey Hm?

Bear Will the bears be free?

Monkey Free? Where?

Bear In this park.

Monkey I don't know . . .

Panther And the panthers?

Monkey Well, Mummy, that's about all. I'll be writing again when I have more news. Lost of love to . . .

Panther And the panthers?

Monkey What about the panthers?

Panther Will they be free?

Monkey I thought you weren't listening!

Panther Well, we're all neighbours here. We all talk to each other. And listen to each other.

Monkey Oh, I see. Panthers . . .? I don't know. I'll have to look.

Panther Look at what?

Monkey The newspaper. It's all here in the paper: 'New Park For Wild Animals. Opening soon . . .' It says.

Panther Go on.

Monkey 'In this new park, 80 kilometres from the capital etc . . . Um, animals from the city zoo will find a new home . . . First to be moved will be the deer, the goats and the buffalo. Then the giraffe and the . . .'

Lion Go on!

Monkey I'm turning the page.

Lion What about the lions?

Bear The bears?

Panther The panthers?

Monkey (*quickly*) It says: 'It's hoped that soon the entire zoo will be moved to the new country home . . .'

Lion Ah . . . to lie again in the sun, under the tree, in the long

Panther . . . tall grass . . . And to run again, and to lie on the rocks . . .

Bear And to catch fish again in the cold cold stream.

Monkey (*to herself*) I have to stop now. It's too dark to write or read, or talk . . . Give my love to the chimpanzees, the old gorilla, the parrots, the lovely python. Oh yes, and the crocodile, the fat old rhino, the hippos. Don't forget the zebra, and all the pink flamingos . . .

The Newcomer Alan Duff

- 1 What strategy does the monkey finally use in order to become the centre of attention?
- 2 Is she telling the truth or not?

Task 3 Preparation (2) Reading aloud

The class divides into four groups. Each group underlines the part of a different animal: group A underlines Lion, group B Panther, group C Bear and group D Monkey. Prepare your part together so that each of you will be able to read it aloud. Check difficult pronunciation and intonation with your teacher.

Task 4 Play reading

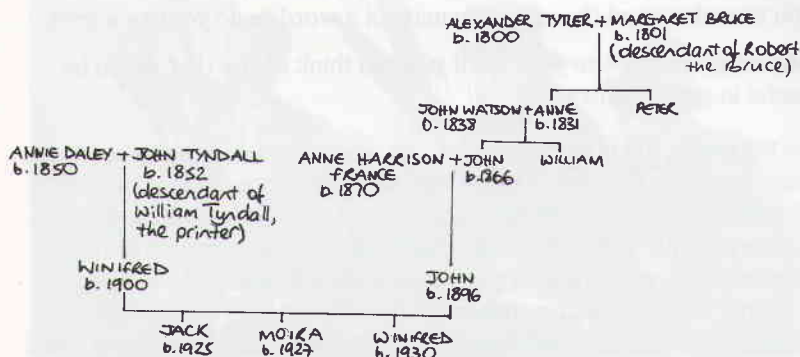
Form new groups, with one person from group A, one from B, one from C and one from D. Read the play aloud as dramatically as possible. When all the groups have finished, your teacher may ask one or two groups to read extracts for the whole class.

7

Families

Task 1 Focus


This is part of a family tree compiled by an amateur historian.



Can you draw your own family tree? When you have done this, describe some of the people in it to a partner.

Tracing your ancestors can be very interesting and enjoyable. One way to do it is to check birth, marriage and death certificates. Here is an English marriage certificate. How does it differ from those in your country?

[Printed by authority of the Registrar General]

CERTIFIED COPY of an ENTRY OF MARRIAGE
Pursuant to the  **Marriage Act 1949**

P 967365

M. Cert. Church
Insert in this margin any notes which appear in the original entry.

Registration District OXFORD

1970: Marriage solemnized at the Parish Church of St Cross, Holywell in the city and county of Oxford in the Parish

Column No.	When married	Name and surname	Age	Condition	Rank or profession	Residence at the time of marriage	Father's name and surname	Rank or profession of father
19	22 December	John Mark Woodroffe MASON	22	Bachelor	Student	Holywell House 1 Holywell Street OXFORD	Philip Mason	Freelance Writer
1970		Elaine Venis HONE	22	Spinster	Student	11 Mill House North Meads New Oxford, Oxford	Ernest Dennis Hone	Minor to the W. Africa Commission

Married in the parish church according to the rites and ceremonies of the Church of England by or after law by me,

This marriage was solemnized between us, J. M. W. Mason in the presence of E. D. Hone Philip Mason J. E. Channington

E. V. Hone Philip Mason J. E. Channington
Witnesses Minister

I, Archibald James H. Jones Gorman, Vicar of St Cross, Holywell in the city and county of Oxford do hereby certify that this is a true copy of the Entry No. 22, in the Register Book of Marriages in the said Church.

WITNESS MY HAND this 13th day of March 1970.

CAUTION:—Any person who (1) falsifies any of the particulars on this certificate, or (2) uses a falsified certificate as true, knowing it to be false, is liable to prosecution.

V. L. W.

Task 2 Reading for information

More suggestions about how to trace your ancestors are given below. Read the text and, individually, make a list of all the sources it suggests using. Use a dictionary when you think it is important for you to understand the exact meaning of a word to do your research.

Add other sources to your list if you can think of any that would be useful in your country.

On the whole, the more successful your ancestors were, the easier it is to trace them. On the other hand, if they were very poor, there is more chance of tracing them in the parish records than if they were just ordinary people. If they were very outstanding — famous or criminal! — newspaper records will be a good source of information.

Family documents may suggest many different lines of enquiry. Educational certificates or diplomas are one example. Membership cards for professional associations, a menu for a society dinner, bank statements, insurance policies, bills, receipts, etc. can all lead to interesting facts. Bank statements are, of course, confidential but some banks will reveal information about customers long dead. You might obtain names and addresses as well as information about how prosperous your ancestors were, and whether they made any interesting property sales or purchases.

Insurance company records are more difficult to find, but if you are lucky they will provide a lot of details not easily found elsewhere. Nowadays insurance companies usually require a medical examination before insuring a new customer, but in the old days these examinations were not very reliable and so they based the risk on other factors. Thus, in their records you may find listed the names, ages and dates of death of all the members of the person's immediate family.

In the family bible you are likely to find the names of several generations of ancestors. Other family books such as diaries and scrapbooks may also help. Grandmama's cookbook sometimes has all sorts of information in it which is nothing to do with cooking! Other books which have been in the family for a generation or so will give you an indication of the tastes and interests of your ancestors. They may have been school prizes, or they may have interesting notes in the margins. Even in non-literary households it is quite common to find books signed by the author, or with press cuttings slipped in between the pages. You may even be lucky enough to come across a revealing note, a private letter or a curl of great-grandmother's hair!

Sources

parish records
newspapers
.....

Task 3 Reading for information



Below is part of a story written by Harpo Marx, one of the Marx Brothers who appeared in comic films from 1929–1946.

Before you read the text, look at the following statements. When you have finished reading, cross out the information which is not true.

- 1 Frenchie was Minnie's brother/husband.
- 2 Uncle Al was Frenchie's brother/Minnie's elder brother/Minnie's younger brother.
- 3 The whole family wanted to go on the stage/only two members of the family wanted to go on the stage.
- 4 Groucho wanted to be a writer before he went on the stage/after he went on the stage.
- 5 Minnie was a gentle woman/a tough woman.
- 6 Frenchie went out to work/stayed at home to look after the family.
- 7 The Marx family laughed a lot/never laughed.
- 8 The Marx family ate regular meals/ate when they had any money.
- 9 Life in America was hard/easy.
- 10 The Marx family succeeded because of Minnie's determination/by chance.

Of all the people Frenchie loved and was loyal to, none was more unlike him than Minnie Schoenberg Marx, his wife, my mother. A lot has been written about Minnie Marx. She's become a legend in show business. And just about everything anybody ever said about her is true. Minnie was quite a gal.

gal a girl

Her whole adult life, every minute if it, was dedicated to her Master Plan. Minnie's Plan was simply this: to put her kid brother and her five sons on the stage and make them successful. She went to work down the line starting with Uncle Al (who'd changed his name from Schoenberg to Shean), then took up, in order, Groucho, Gummo, myself, Chico and Zeppo. This was one hell of a job. What made it even tougher was the

gambler a person who tries to win money by chance, for example in casinos, at races or at cards

broke had no money

castaways people who survive when their ship has gone down

fact that only Uncle Al and Groucho wanted to be in show business in the first place, and after Groucho got a taste of the stage, he wanted to be a writer. Chico wanted to be a professional gambler. Gummo wanted to be an inventor, Zeppo wanted to be a prize fighter. I wanted to play the piano on a ferryboat.

But nobody could change Minnie's mind. Her Master Plan was carried out, by God, all down the line.

Her relationship with Frenchie, in the days when I was growing up, was more like a business partnership than the usual kind of marriage. Minnie was the Outside Man. Frenchie was the Inside Man. Minnie fought the world to work out her family's destiny. Frenchie stayed home, sewing and cooking. Minnie was the absolute boss. She made all the decisions, but Frenchie never seemed to resent this.

It was impossible for anybody to resent Minnie. She was too much fun. It was Minnie who kept our lives full of laughter, so we seldom noticed how long it was between meals in the days when we were broke.

It never occurred to us that this setup between mother and father was odd, or unnatural. We were like a family of castaways surviving on a desert island. There was no money, no prestige, no background, to help the Marxes make their way in America. It was us against the elements, and each of us found his own way to survive.



Task 4 Reading for interest

Read these accounts of two other mothers of famous (or rather, infamous) people.

TERESA CAPONE
(MOTHER OF AL CAPONE, US GANGSTER)

Born in Italy, Teresa immigrated with her husband to New York, NY, in 1893, where she worked as a seamstress to help support her family in Brooklyn's Italian colony. Alfonso, Teresa's fourth son, was forced to take over as head of the household when his father died in 1920. By that time, Al had already begun to establish his underworld connections. Later, during the periods when he was imprisoned, Teresa visited him regularly and she always maintained "Al's a good boy."

seamstress a dressmaker

underworld criminal

EKATERINA GHELADZE DZHUGASHVILI
(MOTHER OF JOSEPH STALIN, DICTATOR OF USSR)

Born in 1856 in a Georgian village, Ekaterina was the daughter of serfs. After her marriage to Beso Dzhugashvili she supported her new family by working as a washerwoman and seamstress. When her son Joseph was born she hoped he would become a priest, and throughout her life she was disappointed at his choice of a different career. Ekaterina never learned to speak Russian, and even after her son's rise to power, she had no desire to leave her home in the Caucasus.

Task 5 Writing

Write a short paragraph about a famous family. Work in a small group. Give your paragraph to other students to read.

8

A sense of smell



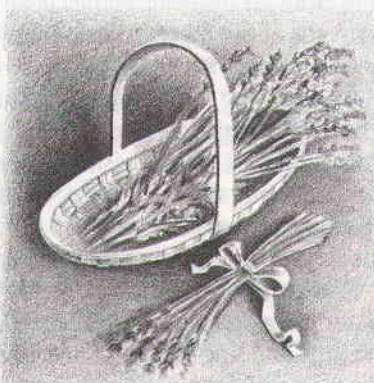
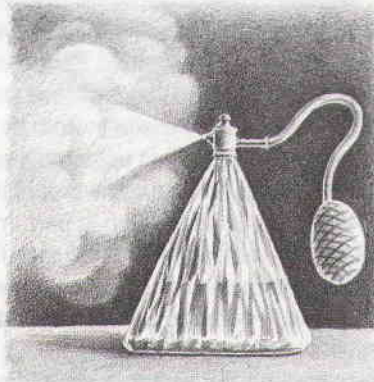
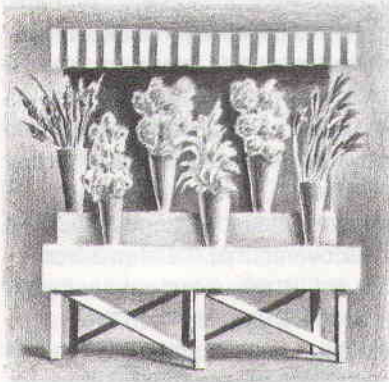
Task 1 Focus

Do you know what the bumps on the Egyptians' heads are?
What else do you know about perfume as it is used today and as it was used in history?

Task 2 Vocabulary work

1 Match the following words to the appropriate picture.

smoke floral a spray incense lavender rose



2 The adjectives below are used to describe perfumes and smells in general. What perfumes, objects or situations do they remind you of? Work in small groups, and check the meaning of words you don't know in your dictionary.


sweet green spicy pungent musk exotic oriental

Task 3 Reading and note-taking

Read the following texts. Work in pairs. Student A reads text A, and student B reads text B. As you read make notes on the chart on page 37.

Text A

The actual word perfume comes from the Latin *per fumus* which means literally 'by smoke'. This is because, many centuries ago, people noticed that some smoke rising from their fires smelled sweet and pungent. Until then, there was scent, of course, in flowers and even in trees, but it could not be controlled in any way. A flower that smelled sweetly at dusk or



after the rain, for instance, no longer did so after dark. It was only in lighting their fires that men first noticed that some woods gave off sweet smells, and that by burning them they could have scent whenever they wanted it.

Women began to perfume themselves very early on, and the Egyptians used scent very lavishly. Cleopatra went to meet Anthony in a barge that was literally soaked with it! Perfumes of the time would, however, seem very strange to us today because they were extremely spicy. The first cheap scents were made in Roman times and even Nero's wife, Poppaea, went into business and invented a scented face cream which became a status symbol among rich women at the time.

The great breakthrough in perfumery came when the scientist Avicenna, who lived from 980 to 1036, discovered that the aroma from plants and flowers could be preserved by distillation — and rose water was born. It came to Europe at the time of the Crusades, when the knights brought perfumes home for their ladies to use. In the Middle Ages and the Reformation, people sprayed themselves with perfume as a substitute for hygiene, as they used baths less and less. (In 1292 there were still about thirty baths in Paris where people chose between steam or warm water, but these gradually went out of fashion.)

It was during the eighteenth century that Paris really began to reign as a centre of elegance, luxury and fashion. The austerity of the French Revolution was just a passing phase, after which the Directoire, and then the Consulate and the Empire, rediscovered the art of perfumery and beauty. Napoleon's love of Eau de Cologne was as well known as Josephine's for heavy musk-scented perfumes.

Nowadays people like exotic, rather heavy scents with oriental undertones for evenings and, for everyday use, the simpler 'green' smells of citrus and single floral scents. The materials the perfumer uses have changed very little, except that synthetic essences have taken over from the more hard to get ingredients. But basically, perfume making remains the same.

Text B

Originally, perfume was used in pungents and oils which were used for religious purposes or to anoint the bodies of kings. This smoothing of soothing oil on the body gradually spread to the courtiers, and then finally to the rich people of the time. But scent was still burned, as it is indeed today, as incense in the church. We don't know when women first started to perfume themselves but it was certainly in prehistoric times.

The Egyptians taught the whole of the ancient world how to use scent and, in particular, they passed their knowledge on to the Jews, who were captive in Egypt at that time. Moses himself decreed that there would be severe penalties for anyone using holy oils and incense for themselves — probably people had been in the habit of stealing it from the temples. The Greeks went further, using different perfumes for different parts of the body and putting them all on at one time — the result must sometimes have been rather strange! The *hetairi*, the courtesans of ancient Greece, perfumed their breath by rolling sweet scented liquid

around their tongues, a trick that was copied by women in eighteenth century London.

The technique for the preservation of perfumes through distillation was discovered in the eleventh century in several places. In Mitcham in Surrey, St Hildegarde, a Benedictine abbess, found out how to make lavender water. In the Middle East, rose water was invented. The taste for perfume grew and grew, particularly in Italy and France, and men also began to use it. The use of perfume was the height of fashion in the reign of Elizabeth I in England. The fashion for exotic perfumes lasted through the eighteenth century, but with the coming of the Victorian epoch in England it disappeared. The only 'respectable' perfumes were rosemary and lavender.

Nowadays, Grasse in the South of France is the centre of the great French perfume industry. In the summer you can see the fields there covered with blossom. The flowers — jasmine, roses and also lavender — are at their most highly scented at dawn, when women and children gather them into baskets and rush them to the factories. The blossoms are then distilled and blended into the familiar perfumes we buy; the unmistakable scents recognized by everyone around us.

blossoms flowers

blended mixed

<i>period</i>	<i>place</i>	<i>development</i>	<i>uses</i>
prehistoric times		<ul style="list-style-type: none"> • wood burnt for scented smoke • oils 	<ul style="list-style-type: none"> • oils for religious purposes • women began to use perfume
ancient times			
the Middle Ages			
16th–19th century			
nowadays			

Task 4 Reading and discussing

Discuss what you have written in your chart with your partner. Add any information that you have learnt from him/her.

Task 5 Reading and discussing

Read the following extract from a short story by Roald Dahl about a man who makes perfumes.

conceal hide

stank smelt bad

'What about perfume?' I said.

'It's all rubbish!' he answered. 'All those expensive scents in small bottles, the ones I make, they have no aphrodisiac effect at all upon a man. Perfume was never intended for that purpose. In the old days, women used it to conceal the fact that they stank. Today, when they no longer stink, they use it purely for narcissistic reasons. They enjoy putting it on and smelling their own good smells. Men hardly notice the stuff. I promise you that.'

'I do,' I said.

'Does it stir you physically?'

'No, not physically. Aesthetically, yes.'

'You enjoy the smell. So do I. But there are plenty of other smells I enjoy more — the bouquet of a good Lafite, the scent of a fresh Comice pear, or the smell of the air blowing in from the sea on the Brittany coast.'

Do you agree with the point of view expressed in the extract? What other smells do you find pleasant? Which ones do you find unpleasant?

Task 6 Reading and interpreting

The extract in Task 5 is taken from a fictitious diary, in which the author meets a strange character. This is another extract which tells you more about him.

thoroughfare a road

old bitch an unpleasant, bossy woman

spreading his palms and hunching his shoulders gestures showing helplessness

'On the Champs Elysées,' he went on, 'which is a wide thoroughfare, my nose can identify the precise perfume being used by a woman walking on the other side of the street.'

'With the traffic in between?'

'With heavy traffic in between,' he said.

He went on to name two of the most famous perfumes in the world, both of them made by the fashion-house he worked for. 'Those are my personal creations,' he said modestly. 'I blended them myself. They have made a fortune for the celebrated old bitch who runs the business.'

'But not for you?'

'Me! I am but a poor miserable employee on a salary,' he said, spreading his palms and hunching his shoulders so high they touched his earlobes. 'One day, though, I shall break away and pursue my dream.'

'You have a dream?'

'I have a glorious, tremendous, exciting dream, my dear sir!'

'Then why don't you pursue it?'

'Because first I must find a man farsighted enough and wealthy enough to back me.'

Ah-ha, I thought, so that's what it's all about. 'With a reputation like yours, that shouldn't be too difficult,' I said.

'The sort of rich man I seek is hard to find,' he said. 'He must be a sporty gambler with a very keen appetite for the bizarre.'

That's me, you clever little bugger, I thought. 'What is this dream you wish to pursue?' I asked him. 'Is it making perfumes?'

'My dear fellow!' he cried. 'Anyone can make *perfumes*! I'm talking about *the* perfume! The *only* one that counts!'

'Which would that be?'

'Why, the *dangerous* one, of course! And when I have made it, I shall rule the world!'

What do you think *the* perfume might be?

How could a perfume enable someone to rule the world?

sporty gambler a person who likes taking risks

bizarre odd

clever little bugger an irritating and sharp or scheming person (colloquial, normally very offensive)

Task 7 Reading and writing

Read the extract in Task 6 again. Have you ever met a strange character? If not, can you imagine one? In pairs or small groups, write a paragraph from a 'diary' about such a character.

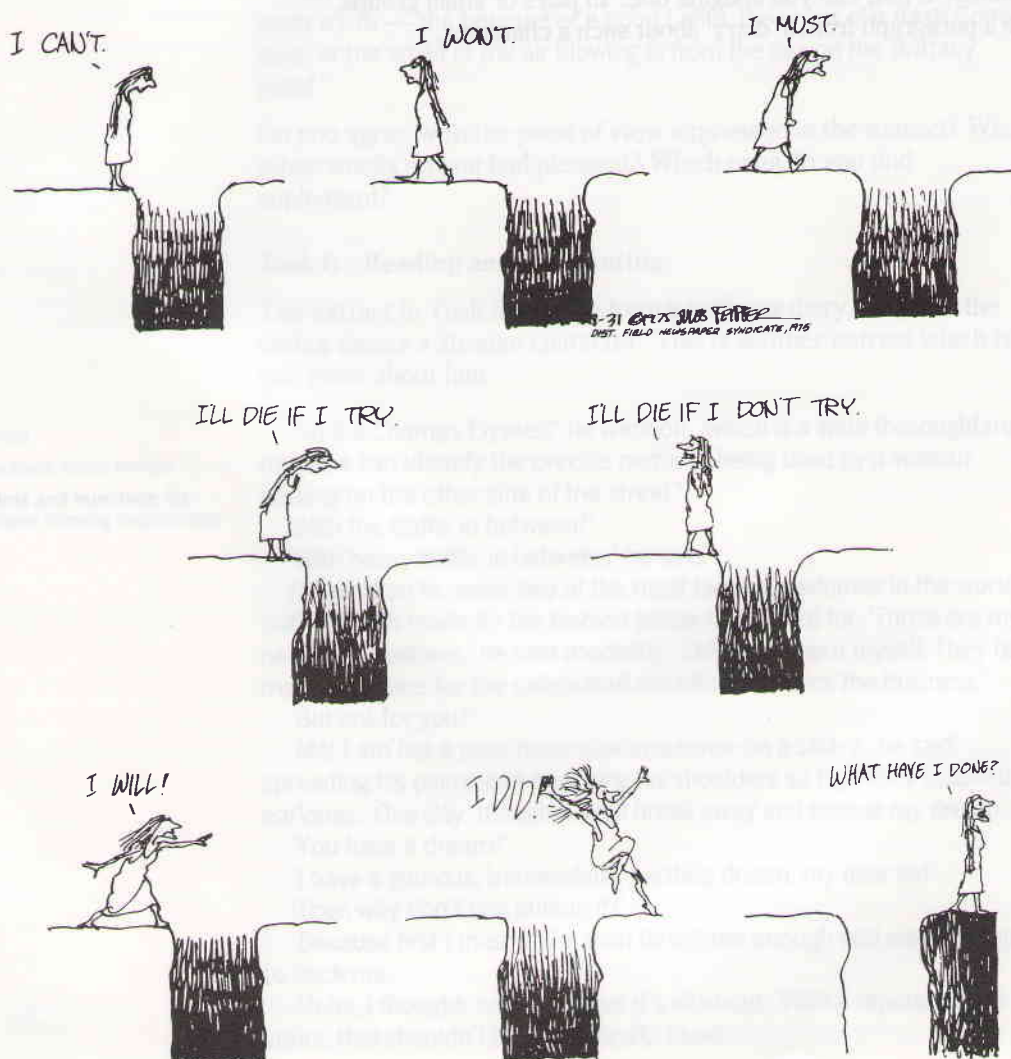


9

The lessons of life

Task 1 Focus

Look at this cartoon. Is it funny? Do we often behave like this? How do other cartoonists present the way in which we behave?



Task 2 Reading for general meaning

Myths, fairy-tales and fables are all ways of looking at life. Work in pairs. Both of you read the fable, *Nasreddin's duck*, and fill in the first column in the table together; for example, put a tick if it has a happy ending, etc.

Student A then reads the fairy-tale, *Rapunzel*, and student B reads the myth, *Persephone*. As you do so, fill in the column for your text. (Remember you only have to read for general meaning. Do not try and learn specific vocabulary while you are doing this exercise.)

<i>characteristics</i>	<i>fable</i>	<i>fairy-tale</i>	<i>myth</i>
happy ending		✓	
unhappy ending			
ordinary people			
extraordinary people			
everyday events			
fantastic events	✓		
a single interpretation			
different interpretation			
significant for everyday behaviour			
significant for the major issues of life			
a very obvious moral			
hidden meanings			

A fable *Nasreddin's duck*

A kinsman came to see Nasreddin from the country, and brought a duck. Nasreddin was grateful, had the bird cooked and shared it with his guest.

Presently another visitor arrived. He was a friend, as he said, 'of the man who gave you the duck'. Nasreddin fed him as well.

This happened several times. Nasreddin's home had become like a restaurant for out-of-town visitors. Everyone was a friend at some removes of the original donor of the duck.

Finally Nasreddin was exasperated. One day there was a knock at the door and a stranger appeared. 'I am the friend of the friend of the friend of the man who brought you the duck from the country,' he said.

'Come in,' said Nasreddin.

They seated themselves at the table, and Nasreddin asked his wife to bring the soup.

When the guest tasted it, it seemed to be nothing more than warm water. 'What sort of soup is this?' he asked the Mulla.

'That', said Nasreddin, 'is the soup of the soup of the soup of the duck.'





witch an evil woman with magic power

grief sadness

banished sent (as punishment)

A fairy-tale *Rapunzel*

Rapunzel was shut up in a tower by a wicked witch when she was twelve years old. There were no doors and no staircase, so when the witch wanted to enter, she ordered Rapunzel to let down her beautiful long, fair, plaited hair. The witch would climb up the hair as if it was a ladder.

Many years later, the King's son was riding through the forest. He stopped suddenly when he heard a beautiful voice singing. It was Rapunzel, passing away the time and trying to forget her loneliness by singing. The Prince tried to enter the tower, but, alas, there was no door. Sadly, he went away, but came back every day to listen to Rapunzel.

One day, he saw how Rapunzel let down her hair to the witch, and he decided to try and do the same thing. The next day, just as it was getting dark, he stood beneath the tower and called out: 'Rapunzel, Rapunzel, let down your hair'. This she did immediately, and the young Prince climbed up.

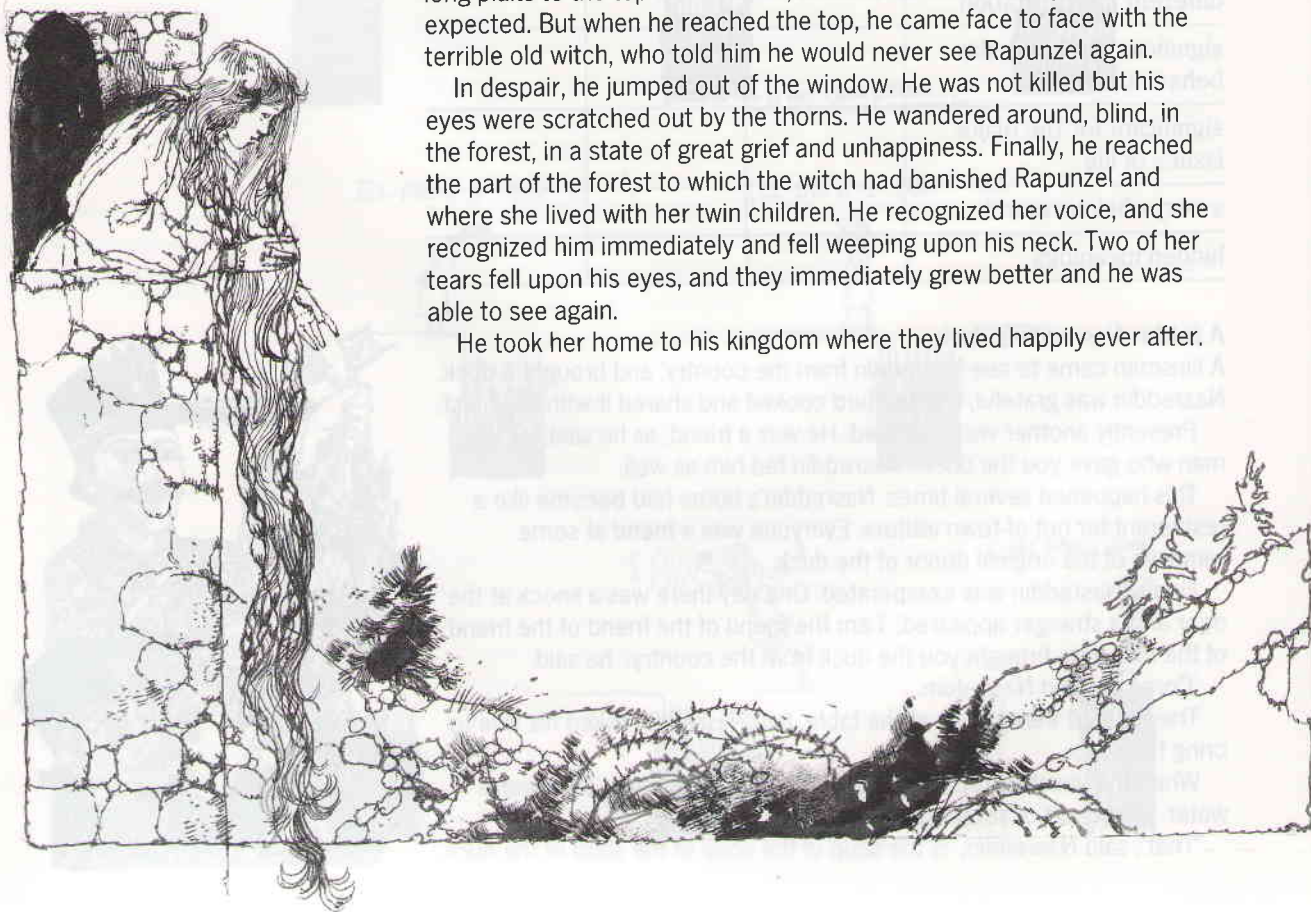
At first, Rapunzel was terrified but the Prince talked to her kindly, and when he asked her to become his bride she said yes, thinking he would look after her much better than the old witch did.

Unfortunately, the old witch found out about the Prince before the pair could escape together. Mercilessly, she cut off Rapunzel's hair, and took her away to the forest to live in grief and misery.

When the Prince came to fetch Rapunzel, the old witch had tied the long plaits to the top of the tower, and she let them down just as he expected. But when he reached the top, he came face to face with the terrible old witch, who told him he would never see Rapunzel again.

In despair, he jumped out of the window. He was not killed but his eyes were scratched out by the thorns. He wandered around, blind, in the forest, in a state of great grief and unhappiness. Finally, he reached the part of the forest to which the witch had banished Rapunzel and where she lived with her twin children. He recognized her voice, and she recognized him immediately and fell weeping upon his neck. Two of her tears fell upon his eyes, and they immediately grew better and he was able to see again.

He took her home to his kingdom where they lived happily ever after.



A myth *Persephone*

Persephone lived in the mountains of Sicily, with her mother Demeter, daughter of Cronos and sister of Zeus. Persephone was a very beautiful young girl.

One day Persephone disappeared, and despite many days searching, she could not be found. Eventually, Demeter found news of her daughter. The day she had disappeared, she had been gathering flowers in a field. Suddenly, a tall man driving a golden chariot drawn by two black horses snatched up the girl and took her away, vanishing into a great crevasse that had opened in the hillside. Demeter guessed instantly who this must have been; her brother Hades, Lord of the Underworld. He was holding her daughter prisoner among the dead.

Demeter was furious at what had happened. She wandered on and on, and refused to fulfill her role as goddess of all living plants. Nothing grew, and there was no food left for men to eat. At last Zeus acted. He sent his son, Hermes, with a message to Hades ordering him to set Persephone free. There was one condition, however. Persephone could only leave if she had not eaten in the Underworld, for those who have eaten the food of the dead must stay with Hades, their king. Persephone said she had eaten nothing since she had been taken away from her mother, so she was allowed to leave. The world became green again as plants began to grow once more.

But Hades was not satisfied. He questioned everyone in the underworld until he found someone who had seen Persephone eating — swallowing by accident seven tiny pips from a pomegranate with which she was quenching her thirst. Delighted, he claimed Persephone back again, as his bride. Zeus said that this must be so, but Demeter did not give up. She said she would let nothing grow on the earth until her daughter was returned to her.

A great discussion took place amongst the gods, and finally the following decision was reached. For nine months of the year Persephone would live with her mother, but for the remaining three she must return to the Underworld and rule with Hades.

Every year when her daughter went away, Demeter was very sad. The flowers no longer bloomed, the trees lost their leaves and the earth grew cold and bare. Even the birds were silent. But every year, on Persephone's return, the spring came again.

snatched took hold of suddenly

crevasse an opening or gap

quenching satisfying

bloomed flowered



Task 3 Writing

Read the fable, *Nasreddin's duck*, again. What is the moral of this fable? Now do one of the following:

- Write a modern fable. You can work in pairs or in a group. If you can't think of an idea, try writing a story to illustrate a common saying in your country.
- Write the story of a well-known fable, myth or fairy tale (such as those by Aesop, Lafontaine or a writer in your own country). Read the stories out loud to the rest of the class.

Task 4 Reading for interest

Read this poem to yourself.

A Song about Myself

*There was a naughty boy,
A naughty boy was he,
He would not stop at home,
He could not quiet be —
He took
In his knapsack
A book
Full of vowels
And a shirt
With some towels —
A slight cap
For a night-cap —
A hair brush,
Comb ditto,
New stockings,
For old ones
Would split O!
This knapsack
Tight at's back
He rivetted close
And followed his nose
To the North,
To the North,
And followed his nose
To the North.*

*There was a naughty boy,
And a naughty boy was he,
He ran away to Scotland
The people for to see —
There he found
That the ground
Was as hard,
That a yard
Was as long,
That a song
Was as merry,
That a cherry
Was as red,
That lead
Was as weighty,
That fourscore
Was as eighty,
That a door
Was as wooden
As in England —
So he stood in his shoes
And he wondered,
He wondered,
He stood in his shoes
And he wondered.*

John Keats

Can you think of any poems or songs in your own language which speak of the lessons learnt in life?

knapsack a small bag carried on the back
rivetted fastened



Task 1 Focus

Look at this old school photograph and imagine how different the people's lives may have become twenty years later.



Think back to a photograph of your own taken at least ten years ago. How many of the people do you still see regularly? How different have your lives become?

Think of your best friend(s). How different will your lives be in twenty years time? Can you imagine meeting again?

Task 2 Reading and predicting

Read the following story from *O. Henry's Short Stories*. It is broken up into parts, with questions to check your understanding and to help you predict what will happen next.

Don't worry about the difficult words. The questions will make sure that you haven't missed anything important.

Part 1

The policeman on the beat moved up the avenue impressively. The impressiveness was habitual and not for show, for spectators were few. The time was barely 10 o'clock at night, but chilly gusts of wind with a taste of rain in them had well nigh depeopled the streets.

Trying doors as he went, twirling his club with many intricate and artful movements, turning now and then to cast his watchful eye adown the pacific thoroughfare, the officer, with his stalwart form and slight swagger, made a fine picture of a guardian of the peace. The vicinity was one that kept early hours. Now and then you might see the lights of a cigar store or of an all-night lunch counter; but the majority of the doors belonged to business places that had long since been closed.

When about midway of a certain block the policeman suddenly slowed his walk. In the doorway of a darkened hardware store a man leaned, with an unlighted cigar in his mouth.

10

After twenty
years



Cross out the information that is not true.

- 1 It is morning/evening.
- 2 The streets are empty/full of people.
- 3 The shops are mostly closed/open.
- 4 The policeman is a good one/a bad one.
- 5 The policeman is/isn't expecting to see the man in the doorway.

What will happen next?

Do you think the man seems suspicious?
Who do you think he is, and what is he doing?

Part 2

As the policeman walked up to him the man spoke up quickly.
'It's all right, officer,' he said, reassuringly. 'I'm just waiting for a friend.
It's an appointment made twenty years ago. Sounds a little funny to you,
doesn't it? Well, I'll explain if you'd like to make certain it's all straight.
About that long ago there used to be a restaurant where this store stands
— 'Big Joe' Brady's restaurant.'

'Until five years ago,' said the policeman. 'It was torn down then.'
The man in the doorway struck a match and lit his cigar. The light
showed a pale, square-jawed face with keen eyes, and a little white scar
near his right eyebrow. His scarfpin was a large diamond, oddly set.
'Twenty years ago to-night,' said the man, 'I dined here at 'Big Joe'
Brady's with Jimmy Wells, my best chum, and the finest chap in the
world. He and I were raised here in New York, just like two brothers,
together. I was eighteen and Jimmy was twenty. The next morning I was
to start for the West to make my fortune. You couldn't have dragged
Jimmy out of New York; he thought it was the only place on earth. Well,
we agreed that night that we would meet here again exactly twenty years
from that date and time, no matter what our conditions might be or from
what distance we might have to come. We figured that in twenty years
each of us ought to have our destiny worked out and our fortunes made,
whatever they were going to be.'

'It sounds pretty interesting,' said the policeman. 'Rather a long time
between meets, though, it seems to me. Haven't you heard from your
friend since you left?'
'Well, yes, for a time we corresponded,' said the other. 'But after a year
or two we lost track of each other. You see, the West is a pretty big
proposition, and I kept hustling around over it pretty lively. But I know
Jimmy will meet me here if he's alive, for he always was the truest,
stanchest old chap in the world. He'll never forget. I came a thousand
miles to stand in this door to-night, and it's worth it if my old partner
turns up.'

The waiting man pulled out a handsome watch, the lids of it set with
small diamonds.
'Three minutes to ten,' he announced. 'It was exactly ten o'clock when
we parted here at the restaurant door.'



Cross out the information that is not true.

- 1 He is waiting for a friend that he hasn't seen since yesterday/for twenty years.
- 2 The man lights a cigar/a cigarette.
- 3 He looks poor/rich.
- 4 The man grew up with his friend Jimmy Wells in the West/in New York.
- 5 The man left home because he didn't like New York/he wanted to make a fortune.
- 6 The two men never wrote/wrote at the beginning/wrote regularly to each other.
- 7 The man will be surprised if Jimmy doesn't come/doesn't really think Jimmy will turn up.

What will happen next? Do you think Jimmy will turn up?

Part 3

'Did pretty well out West, didn't you?' asked the policeman.

'You bet! I hope Jimmy has done half as well. He was a kind of plodder, though, good fellow as he was. I've had to compete with some of the sharpest wits going to get my pile. A man gets in a groove in New York. It takes the West to put a razor-edge on him.'

The policeman twirled his club and took a step or two.

'I'll be on my way. Hope your friend comes around all right. Going to call time on him sharp?'

'I should say not!' said the other. 'I'll give him half an hour at least. If Jimmy is alive on earth he'll be here by that time. So long, officer.'

'Good-night, sir,' said the policeman, passing on along his beat, trying doors as he went.

There was now a fine, cold drizzle falling, and the wind had risen from its uncertain puffs into a steady blow. The few foot passengers astir in that quarter hurried dismally and silently along with coat collars turned high and pocketed hands. And in the door of the hardware store the man who had come a thousand miles to fill an appointment, uncertain almost to absurdity, with the friend of his youth, smoked his cigar and waited.

Cross out the information that is not true.

- 1 The man lost/made a fortune in the West.
- 2 He thinks/doesn't think Jimmy will have made as much money as he has.
- 3 He is going to wait half an hour/five minutes for Jimmy.

What will happen next? Will Jimmy come?

Part 4

About twenty minutes he waited, and then a tall man in a long overcoat, with collar turned up to his ears, hurried across from the opposite side of the street. He went directly to the waiting man.

'Is that you, Bob?' he asked, doubtfully.

'Is that you, Jimmy Wells?' cried the man in the door.

'Bless my heart!' exclaimed the new arrival, grasping both the other's hands with his own. 'It's Bob, sure as fate. I was certain I'd find you here if you were still in existence. Well, well, well! — twenty years is a long time. The old restaurant's gone, Bob; I wish it had lasted, so we could have had another dinner there. How has the West treated you, old man?'

'Bully; it has given me everything I asked it for. You've changed lots, Jimmy. I never thought you were so tall by two or three inches.'

'Oh, I grew a bit after I was twenty.'

'Doing well in New York, Jimmy?'

'Moderately. I have a position in one of the city departments. Come on, Bob; we'll go around to a place I know of, and have a good long talk about old times.'

The two men started up the street, arm in arm. The man from the West, his egotism enlarged by success, was beginning to outline the history of his career. The other, submerged in his overcoat, listened with interest.

At the corner stood a drug store, brilliant with electric lights. When they came into this glare each of them turned simultaneously to gaze upon the other's face.

The man from the West stopped suddenly and released his arm.

Cross out the information that is not true.

- 1 The man waits five minutes/twenty minutes.
- 2 A man turns up and recognizes the waiting man/seems to recognize the man.
- 3 The waiting man, Bob, thinks Jimmy looks just the same/has changed a lot.
- 4 As they go off to find a restaurant, Jimmy/Bob does all the talking.
- 5 When they get to the drug store, they go on talking/suddenly look at each other.

What will happen next? Why does the man from the West suddenly let go of the other man's arm?

Part 5

'You're not Jimmy Wells,' he snapped. 'Twenty years is a long time, but not long enough to change a man's nose from a Roman to a pug.'

'It sometimes changes a good man into a bad one,' said the tall man. 'You've been under arrest for ten minutes, 'Silky' Bob. Chicago thinks you may have dropped over our way and wires us she wants to have a chat with you. Going quietly, are you? That's sensible. Now, before we go to the station here's a note I was asked to hand you. You may read it here at the window. It's from Patrolman Wells.'

The man from the West unfolded the little piece of paper handed him.

His hand was steady when he began to read, but it trembled a little by the time he had finished. The note was rather short.

Bob: I was at the appointed place on time. When you struck the match to light your cigar I saw it was the face of the man wanted in Chicago. Somehow I couldn't do it myself, so I went around and got a plain clothes man to do the job.

Jimmy.

Cross out the information that is not true.

- 1 He knows that the other man is not Jimmy by the colour of his eyes/shape of his nose.
- 2 The 'other' man is really Jimmy/is a plain clothes policeman.
- 3 Jimmy didn't keep the appointment because he forgot/because he didn't want to arrest his friend.
- 4 Jimmy had gone home/gone to the police station to get someone else to arrest his friend.

Task 3 What do you think?

- 1 Why didn't the two men recognize each other in the first place?
- 2 What do you think of Patrolman Wells' attitude towards his old friend? Would you have done the same, or would you have let him get away?
- 3 Do you think Jimmy's attitude may have changed when Bob described him as 'a kind of plodder'? (Part 3 line 2)

Task 4 Writing

In small groups, imagine an incident when two friends meet after a long time. Write a mini-story. Let the other groups read your story.

KEY

UNIT 1

Task 1

Some examples are:

dogs — lead blind people

camels — carry people in the desert

donkeys — carry heavy loads

Task 2

1 f, 2 e, 3 c, 4 b, 5 a, 6 d

some useful words are: missing, rescue ...

some words which are not so useful: mutt, dory ...

words which might be useful: tag ...

Task 3

to raise money, postal workers, to set a record, police officer, missing persons, sense of smell, rescue record, to follow a scent, university degree

UNIT 2

Task 1

The advertisement is for an American telephone company.

Task 2

Alexander Bell's greatest invention. The other titles might be useful if students can justify their choice.

1 the telephone

2 a beam of sunlight travelling through the air.

3 It depended on a source of energy that was not constant.

4 He thought it was important and his greatest invention.

5 Scientists have now developed lasers and optical fibres that can carry light beams over long distances.

Task 3

1 a woman waiting for a phone call

2 her friend/lover/husband

3 She has been waiting for a call from him for over two hours.

4 to make the time pass quickly — to distract her

5 nothing

6 no

7 no

8 Unhappy. It is unlikely that he will phone her. Their relationship has probably ended ('Good-by darling').

Task 4

The first message was the final message from the *Lusitania* before it sank, taking with it some 1,198 passengers.

The second message was sent by the explorer Baldwin whilst on an expedition in the Arctic in 1902. He survived the expedition, although his cry for help arrived far too late!

UNIT 3

Task 5

Harry Lime was shot dead as in the first description. The second description occurs earlier in the book when he pretends to have been knocked down and killed by a car in order to escape arrest.

Task 6

1 B He was trying to speak, *and* I bent down to listen.

2 J ... he saw me *and* stepped straight off to meet me ...

3 F The driver braked, *but* he didn't stand a chance.

4 E 'Bloody fool,' he said — that was all.

5 H I don't know *whether* he meant that for himself —

6 G *Maybe if* I hadn't started across the road, he'd have stayed where he was.

7 I It's silly of me, *but* I get shaken up when I think of it.

8 D *In spite of* this uniform, I'd never seen a man killed before.

9 A I wondered ... *if* you'd tell me about Harry's death.

10 C ... I thought he was dead, *but then* he whimpered with pain.

UNIT 4

Task 3

b d h c g j n k m l i f a e

You may like to help students to find the first sentence.

Task 4

These are some of the kinds of words that should have helped students to order the sentences in Task 3:

content words e.g. *2 million/worker/Liberty*

time-scale words e.g. *since then/now*

pronouns e.g. *its* (the Statue of Liberty)/*it* (the Statue of Liberty)/*they* (the workers)/*these* (dollars)/*this* (the fact that the French are the most qualified workers)

Task 5

because, but or and, However, But, to, but

UNIT 5

Task 2

1 c, 2 b, 3 b

Task 3

Arthur Clarke writes 'There is now not the slightest reason to doubt that the Tunguska body was a very small comet, perhaps consisting largely of ice.'

UNIT 6

Task 2

Section 1

This is one way in which the table may be completed. Your students should be encouraged to express their ideas.

	<i>Lion</i>	<i>Panther</i>	<i>Bear</i>
bored		✓	
dreamy	✓		
unhappy	✓	✓	✓
resigned			✓
old	✓		
greedy			✓
poetic	✓		
lonely	✓	✓	✓
impatient		✓	
matter of fact		✓	

Section 2

d (possibly a and b too)

Section 3

- 1 Disgust
- 2 They think a monkey is an inferior creature, and is not what they wanted.

Section 4

- 1 The monkey is being ironic and underlining the other animals' rudeness in not talking to her.
- 2 To relieve her loneliness and to be sarcastic towards the other animals because of their lack of hospitality. She is also trying to gain attention.

Section 5

The lion is still dreaming of the wild.
The panther is pacing its cage.
The bear is listening to the monkey's 'letter'.

Section 6

- 1 The monkey pretends to be reading an article about the zoo being transferred to a more open rural environment.
- 2 No. She hurries to finish the story when she realizes how intently and anxiously the other animals are listening to the 'newspaper article'.

UNIT 7

Task 3

- 1 Frenchie was Minnie's husband.
- 2 Uncle Al was Minnie's younger brother.
- 3 Only two members of the family wanted to go on the stage.
- 4 Groucho wanted to be a writer after he went on the stage.
- 5 Minnie was a tough woman.
- 6 Frenchie stayed at home to look after the family.
- 7 The Marx family laughed a lot.
- 8 The Marx family ate when they had money.
- 9 Life in America was hard.
- 10 The Marx family succeeded because of Minnie's determination.

UNIT 8

Task 1

The bumps on the Egyptians' heads were made of perfumed grease which gradually melted and dripped down, perfuming the whole body.

Task 3

<i>period</i>	<i>place</i>	<i>development</i>	<i>uses</i>
prehistoric times		<ul style="list-style-type: none"> • wood burnt for scented smoke • oils 	<ul style="list-style-type: none"> • oils for religious purposes • women began to use perfume
ancient times		<ul style="list-style-type: none"> • Egyptians taught the ancient world how to use scent • cheap scents 	<ul style="list-style-type: none"> • rich women used certain perfumes as a status symbol • Greeks used different perfumes for different parts of the body • Greek hetairai perfumed their breath with sweet scented liquid
the Middle Ages		<ul style="list-style-type: none"> • preservation of perfumes through distillation, e.g. —rose water 	<ul style="list-style-type: none"> • men started using perfume • people sprayed themselves with perfume as a substitute for taking a bath
	Middle East England	—lavender water	
	Italy and France		<ul style="list-style-type: none"> • taste for perfume grew

<i>period</i>	<i>place</i>	<i>development</i>	<i>uses</i>
16th–19th century	France	• art of perfumery and beauty was rediscovered	
	England	• use of perfume was at the height of fashion for a time but eventually only rosemary and lavender were respectable	
nowadays	Grasse, South of France	• became centre of French perfume industry	• generally, exotic heavy scents are used for evenings, and simpler smells of citrus and single floral scents for everyday use

UNIT 9

Task 2

<i>characteristics</i>	<i>fable</i>	<i>fairy-tale</i>	<i>myth</i>
happy ending		✓	
unhappy ending			✓
ordinary people	✓		
extraordinary people		✓	✓
everyday events	✓		
fantastic events	✓	✓	✓
a single interpretation	✓		✓
different interpretation		✓	
significant for everyday behaviour	✓		
significant for the major issues of life			
a very obvious moral	✓		
hidden meanings		✓	

Your students may not agree with the way in which the table has been completed and may want to discuss parts of it. They should be encouraged to express their views.

UNIT 10

Task 2

Part 1

- 1 It is evening.
- 2 The streets are empty.
- 3 The shops are mostly closed.
- 4 The policeman is a good one.
- 5 The policeman isn't expecting to see the man in the doorway.

Part 2

- 1 He is waiting for a friend that he hasn't seen for twenty years.
- 2 The man lights a cigar.
- 3 He looks rich.
- 4 The man grew up with his friend Jimmy Wells in New York.
- 5 The man left home because he wanted to make a fortune.
- 6 The two men wrote at the beginning.
- 7 The man will be surprised if Jimmy doesn't come.

Part 3

- 1 The man made a fortune in the West.
- 2 He doesn't think Jimmy will have made as much money as he has.
- 3 He is going to wait half an hour for Jimmy.



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Gillian Porter Ladousse lectures at the British Institute in Paris. She is also a teacher trainer and assessor for the RSA Diploma in TEFL.

	ELEMENTARY	INTERMEDIATE	UPPER INTERMEDIATE	ADVANCED
LISTENING	○	○	○	○
SPEAKING	○	○	○	○
READING	○	●	○	○
WRITING	○	○	○	○

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