

Stories for reading comprehension 2

L A Hill

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LONGMAN

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INTRODUCTION

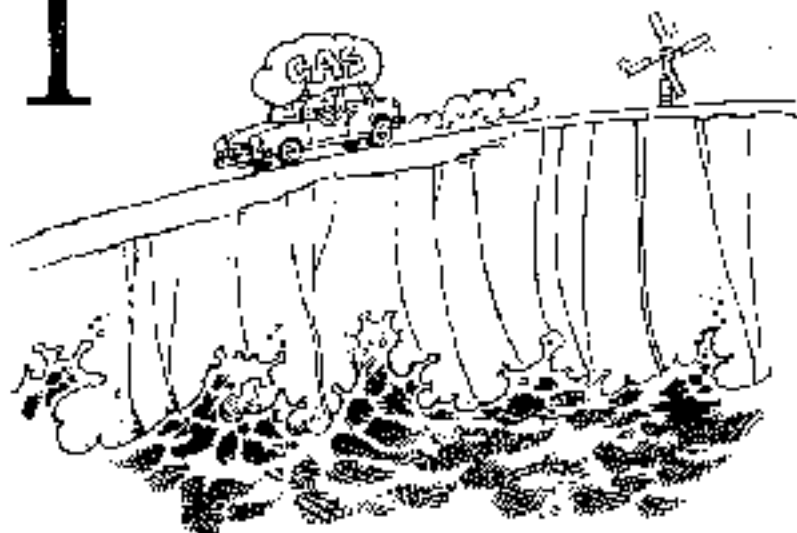
This is the second of a series of three books which have been written to replace my *Comprehension and Praxis Pieces*, and *Further Comprehension and Praxis Pieces* written with R.D.S. Fielden.

In this series of reading comprehension passages, the vocabulary and structures are carefully graded. The grading follows that of the *Longman Structural Readers*. Book 1 of this series covers Stages 1 and 2 of those readers; Book 2 covers Stages 2 and 3, and Book 3, Stages 4 and 5. Words outside the grading are given at the end of each book.

In this series, the comprehension questions contain no composition element; the students simply have to choose between alternatives which are supplied to them.

The series also contains grammatical exercises. The instructions for these sometimes contain words which are outside the grading. They are therefore more suitable for class than private use, unless the student has someone who can explain the difficult words. In a class, the teacher should explain such difficult words to the students before asking them to do an exercise. In nearly all the grammatical exercises, the student has to choose between alternatives which he or she is given.

L. A. Hill



There is not enough petrol in the world for everybody now, and each year there is less, so what are we going to do when it finishes? Perhaps we will go back to horses and carriages and bicycles.

In the Second World War, some people did not use petrol in their cars. They made gas from wood and plants instead, and then they put it in big bags on top of their cars. The cars did not go fast, but it was better than nothing. But we cannot cut down all our trees to make gas; we need them for other things too.

Besides gas, we can also use electricity for our cars, but first we must make the electricity. Some countries have coal, and they make electricity with that, but we will not always have coal. Other countries have big, strong rivers, and these turn turbines and make electricity more easily and cheaply.

We are also able to get power from the tides. We put turbines in the mouth of a river. Then, when the tide comes up, it turns the turbines, and when it runs back towards the sea, it turns them again. And we know that the waves of the sea can also turn turbines when they go up and down.

Which of all these things will make our electricity in the year 2000?

UNIT 1

Exercise 1

Look at these questions. Find the right answers. Then write the questions and the answers:

1. When will we perhaps have to go back to horses and carriages?
a) When the petrol finishes. b) When the world finishes.
2. What did some people carry in big bags in the last war?
a) Gas. b) Wood and plants.
3. Why did they do this?
a) Because the wood and plants made their cars go.
b) Because the gas made their cars go.
4. Why can't we cut down all our trees to make gas?
a) Because cars do not go fast with gas. b) Because gas is better than nothing. c) Because the trees are good for other things too.
5. Which makes electricity more cheaply, coal or the water in rivers? a) Coal does. b) The water in rivers does.
6. How can tides make electricity?
a) By putting turbines in the mouth of a river. b) By turning turbines.
7. When does a tide turn a turbine?
a) Only when it comes up. b) Only when it runs back towards the sea. c) When it comes up and when it runs back.
8. How do waves turn turbines?
a) By going up and down. b) By running in and then back again.

Exercise 2

Write this story. Choose the right words each time:

Before petrol engines were used, people drove about in (cars/carriages). In the Second World War, there was not enough

petrol, and (gas/wood) was used in (carriages/cars) instead. The (carriages/cars) which used it went more (quickly/slowly) than ones which used petrol, but a (fast/slow) (carriage/car) was better than nothing. But now there (isn't/is) not enough (petrol/trees) again, and people are looking for other ways to get (power/trees) too. (Cars can gas/Cars can be made) by electricity, but that has to be made too. We can make (oil/electricity) with (coal/electricity) but (coal/electricity) will finish one day. It is easier (and/better) (cheaper/less dear) to make electricity by using water from rivers, from tides, or from waves.

Exercise 3

Generally speaking, we do work and we do actions, but we *make* things which we can see, hear or feel; so we say: "I am doing my lessons.", and "I am doing something to my bicycle.", but "I am making a cake." "The turbines make electricity." and "Don't make a noise."

Put *do*, *doing*, *did*, *does*, *make*, *making*, or *made* in the correct places below:

- 1 We can . . . gas from wood and plants.
- 2 "Is Mrs Jones cooking?" "No." "Then what is she . . . ?"
"She's . . . a dress."
- 3 "And what is Mr Jones . . . ?" "He's . . . some work in his office."
- 4 The children are . . . a hole in the garden.
- 5 "What did you . . . at school yesterday?" "We . . . English."
- 6 You have . . . two mistakes in this lesson.
- 7 "What are the children going to . . . with that cat?"
"They're going to give it some food."
- 8 "Are you going to . . . a fine today?" "Yes, I am."



Sally was nineteen years old. She had always lived with her parents, but now the time had come for her to go to university in another part of the country to study to be a doctor. Her mother was very sad about this, and she was also afraid, because she loved her daughter very much, and she thought, "My little girl will be alone for the first time in her life. She won't know anybody. There will be nobody to look after her, and perhaps she will have trouble, or she will be very sad because she isn't with us."

Sally said goodbye to her father and to her cat, and promised to telephone every week. Then her mother took her to the university by train. When they said goodbye, her mother cried, and on the way back home she cried again.

Then every week Sally kept her promise and telephoned. They talked for several minutes, and Sally was always very happy and never said that she missed her parents. Her mother was not grieved about this. She thought, "Perhaps she's finding the university nicer than her home."

But then some holidays were getting near. That week, when Sally telephoned her parents, she said, "The students who live here were talking yesterday evening, and they said, 'We're very happy that we're going to return home again soon for a few days.'"

Sally's mother was very glad that the students had said this. "She must really miss us," she thought. Then she said, "And did you say that too?"

"Oh, yes!" Sally answered. "We all said that it's easy to speak to our parents on the telephone every week when we're away, but we really miss our pets!"

Exercise 1

Look at these questions. Find the right answers. Then write the questions and the answers:

- 1 Had Sally ever left her parents before she went to university?
a) No, she had not. b) Yes, she had.
- 2 Why did Sally go to university?
a) Because it was in another part of the country.
b) Because she wanted to become a doctor.
- 3 Did her mother want her to go?
a) No, she did not. b) Yes, she did.
- 4 Why?
a) Because she wanted her to become a doctor.
b) Because she was afraid that university life in a strange place was not a good thing for her.
- 5 Why did Sally's mother cry in the train?
a) Because she had left Sally. b) Because she was going home.
- 6 Was she happy after Sally telephoned?
a) No, she was not. b) Yes, she was.
- 7 Why?
a) Because Sally was not happy at university. b) Because Sally was very happy.
- 8 Did the students want to go home for their holidays?
a) No, they did not. b) Yes, they did.
- 9 Why was Sally's mother glad then?
a) Because she thought that Sally missed her parents.
b) Because she thought that Sally was not going to come home.
- 10 Did the students miss their parents?
a) No, they missed their pets. b) Yes, they missed them very much.

Exercise 2

Write this story. Choose the right words each time:

Sally went away from her *(home/country)* for the *(first/second)* time when she was nineteen. Her mother *(knew/though)* that Sally was going to be *(happy/unhappy)* because she was not going to have her *(not/parents)* with her. Sally's mother went to the *(station/university)* with her, and when they said goodbye, *(Sally/Sally's mother)* cried. Sally *(forgot/remembered)* to telephone every week. She *(did not like/loved)* the university very much, and her mother was *(happy/unhappy)*, because she thought that Sally *(did not miss/missed)* her parents. Then it was time for some holidays, and the students were happy because *(their parents/they)* were going to return home. Sally's mother thought that the *(parents/students)* must miss their *(parents/students)*, but really they missed their pets.

Exercise 3

For the differences between the *did* tense—the past simple (e.g. *went*) and the *have/has done* tense—the present perfect (e.g. *has gone*), see Book 1, Unit 2.

The *had done* tense—the past perfect (e.g. *had gone*) is used when one action happened before another action or point of time in the past; i.e. it is a double past, or a past before a past.

Look at this example:

"After Sally had gone out, her father made some tea."

We can represent this like this:

Sally went out Father made tea The present moment

Choose the correct tense each time:

- 1 It is Christmas Day today. Sally *(went/had come)* home for her holidays last Friday. She *(had been/was)* at the university for only three months then.
- 2 It is January 10th today. Sally *(went/had come)* back to her parents' house on December 19th. When she *(had stayed/stayed)* at her parents' house for three weeks, she *(had gone/went)* back to the university. That was two days ago.



Derek was a little boy. He lived with his parents in a small house in a town. They did not have a big garden.

Derek liked animals very much. One day he said to his father, "I've got a little money, Daddy. Can I buy a pony, please?"

But his father answered, "No, Derek, we can't have a pony in the garden, because it's too small and we haven't got a field. People who keep ponies in small gardens without a field are unkind. Ponies need a lot of space."

Derek did not want to be unkind to a pony, so he did not ask his father again.

But then his father got a job in another place, and he and his family left their small house in the town and went and lived in a bigger house in the country. It had a nice garden and a field, and Derek was very happy.

There was a farm near their new house, and there were horses, cows and a few sheep there. Derek went to see them every day. He was five years old now, and he began to think of a pony again.

"My birthday is next month," he thought. "Perhaps Daddy will buy me a pony then." After a little time, he began to talk about ponies to his parents again.

Then his birthday came. His parents gave him a few nice presents—but there was no pony. Derek was sad.

But then suddenly his Uncle Tom arrived. He was a farmer—and he had a big pony with him.

"Hello, Derek," Uncle Tom said. "Happy birthday. This is your birthday present from me and Aunt Mary."

Derek was a little afraid, because the pony was very big. He looked at it for a few minutes and then he said to his uncle, "Is he for me, or am I for him?"

UNIT 3

Exercise 1

Look at these questions. Find the right answers. Then write the questions and the answers:

- 1 Did Derek want a pony?
a) No, he did not. b) Yes, he did.
- 2 Why didn't his father let him buy one?
a) Because he did not have enough money. b) Because they did not have a field.
- 3 Why did Derek not ask his father again?
a) Because he did not want to be unkind to a pony.
b) Because the pony which his father wanted was too small.
- 4 When did Derek go and live in a bigger house?
a) When his father bought a farm. b) When his family went and lived in the country.
- 5 Why could Derek begin to think of a pony again then?
a) Because he had a field. b) Because he was five years old.
- 6 What did he hope to get on his birthday?
a) A pony. b) A few nice presents.
- 7 Was there a pony among his nice presents from his parents?
a) No, there was not. b) Yes, there was.
- 8 How did he get a pony for his birthday?
a) He bought one. b) His uncle gave him one.
- 9 Why was Derek afraid then?
a) Because he did not really like ponies. b) Because the pony was very big.
- 10 Was the pony really for Derek?
a) No, it was not. b) Yes, it was.

Exercise 2

Write this story. Choose the right words each time:

Derek lived with his (father/father and mother/mother) in a town. He wanted to have (a pony/some animals) in his garden, but the garden was not (big/small) enough, and it did not have a (field/small house) for an animal, so Derek's (father/mother) did not let him buy one. Then Derek's (family/auntie) went to another place. It was in (another/the) country, and it was (big/small) enough for a pony, (and it did not have/because it had) a field. There were a lot of (animals/farmers) near Derek's house, and he often (visited/visited) them. When his birthday came, he (asked for/had to get) a pony, (and/but) his parents (did not give/gave) him one. Then his uncle came and brought him (another) pony. Derek was (afraid/sad), because the pony was (not for him/very big).

Exercise 3

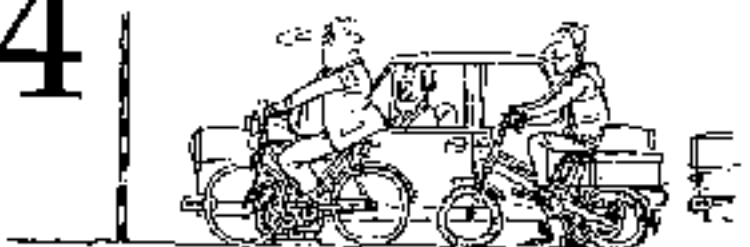
We use *a few* for people, animals or things which we can count (e.g. *a few friends*;) and *a little* for things which we cannot count (e.g. *a little water*).

A few and *a little* can be used as pronouns (e.g. "He brought some cakes and gave me a few," and "He made some tea and gave me a little."), or as adjectives (e.g. "He brought me a few cakes," and "He gave me a little tea.").

A few is the opposite of *many*, and *a little* is the opposite of *much*. Both are the opposite of *a lot* (e.g.).

Put *a few* or *a little* in the correct places below:

- 1 Derek had ... money. He had ... coins and ... notes.
- 2 There were ... cows on the farm, and the farmer got ... milk from them every day.
- 3 After ... time, Derek began to visit the animals, and after ... days he knew all of them well.



When Mr. Holland was a young man, he played a lot of football, and he had always been thin and very strong. But then he worked in an office for many years, and he drove to work in a car, so when he was forty, he was fat and very soft, and he did not wish to get fatter and softer every year.

One day one of his friends said to him, "Would you like to be thinner, Fred?"

"Of course I would," Mr. Holland answered.

"Well," his friend said, "stop going to your office by car, and get a bicycle."

Mr. Holland had not ridden a bicycle for many years. "It's very hard to learn to ride a bicycle again at your age," his wife said.

But it was not too hard for Mr. Holland to do. He usually sat in his living room and read the newspaper in the evening, but he bought a bicycle for his birthday and practised riding that every evening instead. He hoped that it would help him to get thinner, and he got a lot of pleasure from it.

He found little roads which were not really very narrow, but were too narrow for cars, and there he got away from the noisy noises of the city, which were becoming too much for him. They were not really very loud, but they were too loud for Mr. Holland.

Then he began to go to his office on his bicycle. Sometimes all the cars stopped at a red light, and he went past them to the front, because his bicycle was narrow. Then he was very happy.

Yesterday he stopped at a red light, and a man came up behind him on another bicycle. He stopped too and said to Mr. Holland, "Have the police taken your driving licence away too?"

Exercise 1

Look at these questions. Find the right answers. Then write the questions and the answers:

- Was Mr Holland fat or thin when he was young?
a) He was fat. b) He was thin.
- Was he fat, or thin, when he was forty?
a) He was fat. b) He was thin.
- Who told him to get a bicycle?
a) A friend did. b) His wife did.
- Was it hard for him to learn to ride a bicycle again?
a) No, it was not. b) Yes, it was very hard.
- When did he practise?
a) In the evening. b) On his birthday.
- Did he enjoy riding his bicycle?
a) No, he did not. b) Yes, he did.
- Why did he like narrow roads? a) Because they were less noisy. b) Because they were noisier.
- Why could he pass cars at red lights?
a) Because he did not have to stop at them. b) Because his bicycle was narrower than the cars.
- Had the police taken Mr Holland's driving licence away?
a) No, they had not. b) Yes, they had.
- Had they taken the other man's away?
a) No, they had not. b) Yes, they had.

Exercise 2

Write this story. Choose the right words each time:

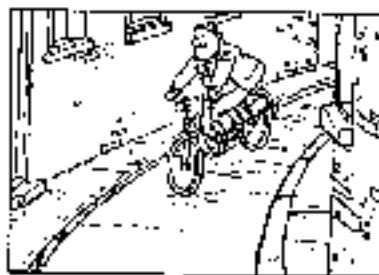
Mr Holland *(was/was not)* fat when he was young. Then he became *(fatter/thin)* and *(soft/strong)* because he *(did not sit down every/often too much)*. He wanted to get *(fatter/thinner)*, and a friend *(asked/ordered/told)* him not to use his car, but to go by bicycle *(as well/because)*. Mr Holland's wife thought that it was too *(expensive)*, *(and/but)* it *(was/was not)*. Mr Holland learnt quickly, *(and/but)* he *(did not like/enjoyed)* riding in quiet places. He began to *(drive/ride)* to his office *(on/with)* his bicycle, but *(another man/his wife)* thought that he did this because the police had *(not given him a driving licence/taken his driving licence away)*.

UNIT 4

Exercise 3

"Too young to walk" means "so young that he/she cannot walk". We use "very young" when we are not comparing the person's age with the ability to walk, talk or anything else. So very just means "to a high degree or amount", but too means "higher than a certain degree, or more than a certain amount". A wall can be very low, for example; but at the same time it can be too high for a small child to jump over.

Put *too* or *very* in the correct places below:



1 This road is . . . narrow, but it is not . . . narrow for Mr Holland's bicycle.



2 This bicycle is . . . small, but it is not . . . small for this girl.



3 This plate is . . . hot, but Mr Holland can hold it.



4 Mr Holland couldn't hold this plate because it was . . . hot for him.



Mary Williams was a clever young lady. She lived alone and had a very important business job in a big company. She worked very hard in it. She was never absent, she always arrived at her office early and left late, and she often took reports home with her to read. At weekends she seldom went anywhere, and she was always working then too.

Jill Thomas was a friend of Mary's. In fact, she was Mary's best friend. They had gone to the same school, and both of them were clever women, but Jill was married, and she did not want to get a job. "I'm quite happy at home with Len," she always said. "I don't want to be too busy to have fun."

Jill and Len liked walking very much, and nearly every weekend they went to the mountains and walked there. They also liked dancing very much, and they often went out in the evening and danced till the early hours of the next morning. And when they had their holidays, they climbed all the mountains one by one and swam and sailed on a lake and danced nearly all the time.

One year Jill said to Mary, "Would you like to have a holiday with us this year, Mary?" Mary was very happy, so Jill and Mary and Len had two weeks together. Mary enjoyed her holiday, but she was very tired after they had climbed all the mountains and swam every day and danced every night.

The next summer, Jill offered to take Mary on their holiday again.

"Thank you very much," answered Mary, "but I'm going to be quite honest with you: I'm sorry that I can't come, because I've worked a lot this year and I'm tired. But I don't need a holiday: I need a rest!"

UNIT 5

Exercise 1

Look at these questions. Find the right answers. Then write the questions and the answers:

- 1 Was Mary a good worker?
a) Yes, she was. b) No, she was not.
- 2 Was Jill clever too?
a) No, she was not. b) Yes, she was.
- 3 Why didn't she want to get a job? a) Because she was clever. b) Because she wanted to be free.
- 4 What did Jill and Len like best? a) They liked walking and dancing. b) They liked working.
- 5 What did they do when they had holidays?
a) They rested. b) They were very busy.
- 6 What did Jill do one year? a) She offered to take Mary with them. b) She told Mary to come with them.
- 7 Did Mary accept?
a) No, she did not. b) Yes, she did.
- 8 How was Mary at the end of the holiday?
a) She was happy, and not tired. b) She was happy, but tired.
- 9 What did Jill ask Mary the next summer?
a) She asked her to take her and Len on a holiday.
b) She asked her to come on their holiday again.
- 10 Did Mary accept this time?
a) No, she did not. b) Yes, she did.

Exercise 2

Write this story. Choose the right words each time:

Mary Williams *(had/worked)* for a big company, and she worked *(less/more)* than most people. She *(never/sometimes)* worked on Saturdays and Sundays as well. She had an old *(school/school friend)* whose name was *(Jill/Len)*, and who *(had a job at the same office/did not have a job)*, so she was *(sometimes busy)* to have fun when she liked. Jill and her husband often walked in the mountains *(in the evening/on Saturdays and Sundays)*, and they often danced for *(six/twenty-four)* hours. When they had their holidays, they also used to swim and to *(ski/bring/sail)* on a

lake. Then one year Mary had a holiday with *(her husband/Jill and her husband)*. Mary *(climbed and swam and danced/did not climb or swim or dance)*, *(and/because)* she became tired. The next year, Jill *(did not want/wanted)* Mary to come again, *(and/because)* Mary did not want to, because she needed a *(holiday/rest)*.

Exercise 3

When *who* or *which* is the subject of a clause, we do not put in another subject as well. So we say, "I met a woman who climbs mountains," not "I met a woman who she climbs mountains." And we say, "The horse which comes first gets a prize," not "The horse which it comes first gets a prize."

Also, when *whom*, *which* or *that* is the object, we do not put in another object as well. So we say, "That's the man whom/that I saw yesterday," not "That's the man whom/that I saw him yesterday." And we say, "That's the house which/that I used to live in," not "That's the house which/that I used to live in it."

When a verb has a clause as its object, we do not put in another object as well. So we say, "I expected that we would have a good time," not "I expected it that we would have a good time."

Put *in, him, she, her, it, they, there* or nothing in the correct places below.

The woman who was Mary's best friend . . . was called Jill Thomas, and the man who . . . married was called Len. The thing that Len and Jill . . . liked most . . . was climbing mountains; and the mountains which . . . liked most . . . were not near their home, but they went there in the summer, because . . . had their holidays there. Len . . . always went first, because . . . was stronger so . . . was easier for him; but Jill . . . was never far behind. She and Len always hoped . . . that Mary would come with . . . but usually . . . stayed in the hotel and had a rest, because . . . needed . . . So they all had the holiday which . . . liked . . .



Mr Robinson died, and after that only Mrs Robinson lived in their small house. She was very old.

Her son John lived with his wife and child in another street, and he often said to his mother, "You must come and live with us," but she always answered, "No, I'm very happy in my little house, and I don't want to leave it."

At eight o'clock one morning the old woman telephoned her son and said, "Please come to my house." Then she put the phone down.

John's wife said, "Who was that?"

"It was Mother," he answered.

"What did she want?"

"She wants me. Perhaps she's ill. I'll take the car and go to work from her house." He took his car out and drove to his mother's house quickly.

When the old woman opened the door, her son said, "What's the matter, Mother?"

"Come in," she answered. "There's a thief in one of my cupboards."

"A thief in one of your cupboards?" said John. "When did you find him?"

"I heard noises in a cupboard yesterday evening," she answered.

"Which one?" John asked quietly. They were in the dining-room now.

"That one," the old woman answered.

"Why didn't you telephone me then?" John asked.

"Because it was late, and I didn't want to trouble you," she answered.

"But the thief hasn't stayed in the cupboard all night, has he?" asked John.

"Oh, yes, he has," the old woman answered. "I nailed the door up, and then I went to bed."

Exercise 1

Look at these questions. Find the right answers. Then write the questions and the answers:

- 1 Did Mrs Robinson live with Mr Robinson before he died?
a) No, she did not. b) Yes, she did.
- 2 Did she live with her son and his wife and child after that?
a) No, she did not. b) Yes, she did.
- 3 Where did her son live?
a) In his mother's house. b) In another house.
- 4 Did Mrs Robinson like her house?
a) No, she did not. b) Yes, she did.
- 5 Who telephoned Mrs Robinson's son?
a) An old woman did. b) Mrs Robinson did.
- 6 Why did she telephone him?
a) Because she was ill. b) Because there was a thief in one of her cupboards.
- 7 Where was the cupboard?
a) In Mrs Robinson's dining-room. b) Near Mrs Robinson's door. c) Near Mrs Robinson's telephone.
- 8 How did Mrs Robinson find the thief?
a) She heard him. b) She saw him.
- 9 Why didn't she telephone her son earlier?
a) Because she was ill. b) Because she did not want to trouble him.
- 10 Why did the thief stay in the cupboard all night?
a) Because he was ill. b) Because Mrs Robinson nailed the door up.

Exercise 2

Write this story. Choose the right words each time:

Mrs Robinson (~~did not have~~/had) a husband. Then, (~~he/she~~) died.
Mrs Robinson had (~~a son~~/a wife and a child). She, (~~did not~~

UNIT 6

wanted) to live with (himself), because she (liked/did not like) her little house. One morning (her son's wife/Mrs Robinson) telephoned (her/his/son/him). She wanted to see (her/him) at (her/his) house. Mrs Robinson's son went there quickly (after/before) his work. He spoke to his mother quietly, because (he heard noisesthere was a thief) in one of her cupboards. The thief had stayed in the cupboard all night because (Mrs Robinson opened the door up/it was late).

Exercise 3

When we ask questions we use *who* for people, and *what* for animals and things. We use *which* for people, animals or things when asking someone to choose from a limited number (e.g. "Which of these three pens do you want?" "The red one, please."), and *whose* when asking about the person who owns something (e.g. "Whose is this pen?" "It's mine.").

What, *which* and *whose* can be used either as pronouns (e.g. "What/Which/Whose is this?") or as adjectives (e.g. "What/Which/Whose book do you want?"); but *who* can only be used as a pronoun (e.g. "Who is this?").

Put *who*, *what*, *which* or *whose* in the correct places below:

- 1 "... house did the old lady live in?" "She lived in her own house."
- 2 "... did the old lady hear in her cupboard?" "Some noises."
- 3 "... was in the cupboard?" "The thief was."
- 4 "... room was the cupboard in?" "It was in the dining-room."
- 5 "... telephoned John?" "His mother did."
- 6 "... did she want?" "She wanted him to come to her house."
- 7 "... car did he go to her house in?" "He went in his car."



While Bill was still at school, he used to earn some money by delivering newspapers, but when he left school, he was ready to get himself a proper job. "I'll work in a bank," he said to himself, "because my uncle has always worked in one."

He went to his aunt and said, "I think that the work is easy. Uncle Bob can do it, so I can." His aunt smiled, but did not say anything.

When Bill's uncle came home that evening, his wife told him that Bill wanted to work in a bank, and his uncle said, "That's a good idea, but there are no jobs in my bank just now."

So Bill went to several other banks and asked for a job, and in the end he got one. "You may work here for a month," the manager said, "and if you're good enough, you can stay after that. You'll work with Mr Urwin for the first month. He'll take you round and into you, and report to me about you."

Mr Urwin was one of the other clerks in the bank, and he had been there for many years. He took Bill round the bank, and Bill learned a lot of things from him. Some of these lessons were not easy.

Then one day Mr Urwin gave Bill some one pound notes. "Count these," he ordered him. "There ought to be one hundred there. If there aren't, tell me. And try not to make any mistakes."

Bill sat down by Mr Urwin and began to count the notes. But he was lazy, and when he had counted half of them, he became tired. "Fifty-one, fifty-two, fifty-three," he said, and then he stopped, looked at Mr Urwin and pointed at the notes.

"Well," he said, "if they're correct up to here, they'll all be correct, won't they?"

UNIT 7

Exercise 1

Look at these questions. Find the right answers. Then write the questions and the answers.

- 1 Did Bill do any work before he left school?
a) No, he did not. b) Yes, he delivered newspapers.
c) Yes, he worked in a bank.
- 2 Who in his family worked in a bank?
a) His aunt. b) His father. c) His uncle.
- 3 Did Bill get a job in the same bank?
a) No, he did not. b) Yes, he did.
- 4 Why?
a) Because the work was not easy. b) Because there were no jobs there.
- 5 For how much time did he have to work before he could stay?
a) For many years. b) For one month.
- 6 Who had to train him?
a) Mr Unwin. b) The manager.
- 7 What other things did Mr Unwin have to do?
a) He had to learn a lot of things from Bill. b) He had to report about him.
- 8 How did Bill find the things which he had to learn?
a) He found them easy. b) He found some of them hard. c) He found them all hard.
- 9 Why did he have to count some one pound notes one day?
a) To be certain that there were one hundred. b) To try not to make any mistakes.
- 10 Was he right when he said, "If they're correct up to here, they'll all be correct."
a) No, he was not. b) Yes, he was.

Exercise 2

Write this story. Choose the right words each time:

Bill (*did not want/wanted*) to be a newspaper boy all his life, because it was (*not really/really*) a proper job. He chose to work in a bank, because he (*had/had had*) an uncle who (*worked/had*

Stories for reading comprehension 2

Answer key

Please unbind staples carefully and detach this key.

KEY

UNIT 1

Exercise 1: 1a, 2a, 3b, 4c, 5b, 6b, 7c, 8b

Exercise 2: carriages, gas, cars, cars slowly, slow, car, 1a petrol, power. Cars can go electrically, coal, coal, and less dear.

Exercise 3: 1 make, 2 doing, making, 3 doing, doing, 4 making, 5 do, did, 6 made, 7 do, 8 make.

UNIT 2

Exercise 1: 1a, 2b, 3a, 4b, 5a, 6a, 7b, 8b, 9a, 10a

Exercise 2: home, first, thought, unhappy, parents, university, Sally's mother, remembered, liked, unhappy, did not miss, they, students, parents.

Exercise 3: 1 came, had, been, 2 come, had stayed, went

UNIT 3

Exercise 1: 1b, 2b, 3a, 4b, 5a, 6a, 7a, 8b, 9b, 10b

Exercise 2: father and mother, a pony, big, (his) father, family, the big, because it had, animals, visited, hoped to get, but did not give, afraid, very big.

Exercise 3: 1 a little, a few, a few, 2 a few, a little, 3 a little, a few.

UNIT 4

Exercise 1: 1b, 2a, 3a, 4a, 5a, 6b, 7a, 8b, 9a, 10a

Exercise 2: was not, fat, got, eat too much, thinner, told instead, hard, but was not, and, enjoyed, not, on another man, taken his driving licence away.

Exercise 3: 1 very, too, 2 very, too, 3 very, 4 too.

UNIT 5

Exercise 1: 1a, 2b, 3b, 4b, 5b, 6a, 7b, 8b, 9b, 10a

Exercise 2: worked for, more, sometimes, school friend, full, did not have a job, free, on Saturdays and Sundays, six, eat, fill and her husband, climbed and swam and danced and wanted, half, real.

Exercise 3: she, they, they, he, it, them, she, she, it, they.

UNIT 6

Exercise 1: 1b, 2a, 3b, 4b, 5b, 6b, 7a, 8a, 9b, 10b

Exercise 2: had, he, a son, did not want, him, liked, Mrs Robinson, her son, (with) her, before, there was a thief, Mrs Robinson nailed the door up.

Exercise 3: 1-Whose, 2-What, 3-Who, 4-Which, 5-Who, 6-What, 7-Whose

UNIT 7

Exercise 1: 1b, 2c, 3a, 4b, 5b, 6a, 7b, 8b, 9a, 10a

Exercise 2: did not want, not really, had, worked, not hard, not very, right, but, could not, in another bank, one, continue, taught him a lot, money, became

Exercise 3: 1-When, 2-if, 3-when, 4-if, 5-when, 6-if, 7-if

UNIT 8

Exercise 1: 1a, 2b, 3a, 4b, 5b, 6a, 7a, 8c, 9c, 10b

Exercise 2: before, he became old, Saturdays, all, did not keep, tried to, sale, that, bigger, only good one, but he did not say, it, bigger, dearer, the same, wanted both pieces

Exercise 3: 1-more beautiful, the most beautiful, 2-busier, busiest, 3-cheaper, the cheapest, 4-earlier, the earliest

UNIT 9

Exercise 1: 1b, 2c, 3b, 4b, 5a, 6a, 7a, 8a, 9a, 10b

Exercise 2: Joan, abroad, Joan's mother, daughter, her, Joan's mother, grandmother, her baby, Kate, daughter, Joan, but, never gave, not clever

Exercise 3: 1-they never got any news about their daughter, 2-she trusts she had to ask Joan about herself, 3-she did, but Joan did not send her any news, 4-his mother had been the same when they were young

UNIT 10

Exercise 1: 1a, 2b, 3b, 4a, 5b, 6a, 7b, 8a, 9b, 10a

Exercise 2: visited, lived in, lawn, was a gardener, but, he, the, not hard, sow, weeds, short on, needs, it, about four hundred years

KEY

Exercise 3: your mine My yours our Yours Her ours
His her Their

UNIT 11

Exercise 1: 1a, 2b, 3b, 4a, 5a, 6a, 7a, 8b, 9a, 10b

Exercise 2: the same school, some years, business men, glad
together, Neither, Jerry, just watched, young, love things
themselves, sometimes, films, did not work, watched televi-
sion, also, watched

Exercise 3: themselves, them, they, myself, myself, me, itself,
itself

UNIT 12

Exercise 1: 1c, 2b, 3c, 4a, 5a, 6b, 7c, 8b, 9b, 10a

Exercise 2: with, all, twenty Christmas parties, food more than
panics, and he liked, did not want, nearly, promised, but
many, sometimes, told, every, happy, four, last, couldn't
already

Exercise 3: 1 Bobby's teacher asked him to sit down. 2 The lady
asked Bobby to come at 3 o'clock. 3 Bobby's mother told him
not to eat too many cakes. 4 The lady asked Bobby to put one
cake back.

UNIT 13

Exercise 1: 1a, 2b, 3b, 4a, 5b, 6b, 7b, 8c, 9a, 10b

Exercise 2: worked in Dover first, then he worked, did not
know many, invited them in meals and parties, wanted, and
wanted to invite them too, one big party, and, accepted, asked
her to change them, did not want, go home, happy, sent home

Exercise 3: 1 didn't they 2 did they 3 weren't they 4 don't we
5 haven't we 6 can we 7 doesn't it

UNIT 14

Exercise 1: 1a, 2a, 3b, 4b, 5a, 6a, 7b, 8a, 9b, 10b

Exercise 2: was a very good footballer, matched, big, could
beat, promised, nearly, scored, City, well, and, kicked, it
Garden, all, first, he only touched the ball with, giving

Exercise 3: nearly, mostly, rarely

worked) in one. He thought that the work was (hard/not hard), because his uncle was (not very/very) clever. His uncle thought that Bill was (right/wrong) when he wanted to work in a bank (because/that) he (would/could not) get a job in his uncle's bank. Then Bill got a job (in another bank/here), but only for (one/the first) month. If he was good enough, he would (continue/stop) after that. Mr Urwin (learned a lot from him/thought him a lot). One of Bill's jobs was to count some (numbers/amounts/pieces of paper), but he soon (became/made him) tired and he stopped.

Exercise 3

When means "at the time that". We use it when we think that something is definitely going to happen (e.g. "When the door opens, I'll go in." This means that I am certain that the door is going to open).

If means "perhaps it is going to happen, perhaps it is not; an condition that it does happen" (e.g. "If the door opens, I'll go in." This means that I am not certain that the door is going to open, but perhaps it will, and then I'll go in.).

Put *if* or *when* in the correct places below:

- 1 The manager of the bank said to Bill, "I'm sure you will learn everything soon. . . . you do, I'll give you a good job."
- 2 The manager said to Bill, "Perhaps you'll be good enough. . . . you are, you can stay, but . . . you aren't, you'll have to go."
- 3 Mr Urwin said to Bill, "Count these, and tell me . . . you finish."
- 4 Mr Urwin said to Bill, "Count these and tell me . . . the number is wrong."
- 5 Mr Urwin said to Bill, "You'll definitely find some mistakes in this. Stop . . . you do."
- 6 Mr Urwin said to Bill, "You may find some mistakes in this. Stop . . . you do."
- 7 Bill said, ". . . they're correct up to here, they'll all be correct."



Joe Biggs was a butcher. His shop was in a village in one of the most beautiful parts of the south of England, and he worked in it for many years while his father was there. Then, when his father reached the age of 65, he stopped working in the shop, and Joe was alone in it, so he had to work harder.

Joe worked five and a half days a week. His shop shut at one o'clock on Thursdays, and it was shut the whole of Sunday. Saturdays were the busiest days.

Most of Joe's meat came to his shop from the nearest town, but sometimes he got up earlier than usual in the morning and drove into the city to choose meat. It was cheaper there.

Joe had a big refrigerator in his shop, but he tried not to buy too much meat at a time, and to sell it before he bought more.

One Thursday a woman came into the shop at five minutes to one. "I'm sorry I'm late," she said, "but some people have just telephoned to say that they are going to come to dinner tonight, and I need some more meat."

Joe only had one piece of good meat in the shop. He had sold all the others earlier in the day. He took the piece out and said to the woman, "This is £6.50."

"That piece is too small," the woman answered. "Haven't you got anything bigger?"

Joe went into the room behind his shop, opened the refrigerator, put the piece of meat into it, took it out again and shut the door of the refrigerator with a lot of noise. Then he brought the piece of meat back to the woman and said, "This piece is bigger and more expensive. It's £8.75."

"Good," the woman answered with a smile. "Give me both of them, please."

Exercise 1

Look at these questions. Find the right answers. Then write the questions and the answers:

- 1 Had Joe always worked alone in the shop?
a) No, he had not. b) Yes, he had.
- 2 When did he have to begin to work alone in it?
a) When his father died. b) When his father stopped working.
- 3 Did Joe sell meat in his shop on Thursday afternoons?
a) No, he did not. b) Yes, he did.
- 4 How did he get most of his meat?
a) He drove to the city and bought it there. b) People brought it to his shop.
- 5 Why did a woman want meat at 12.55 on a Thursday?
a) Because she had forgotten to buy it earlier in the day.
b) Because some people had suddenly telephoned her.
- 6 Why did Joe only have one piece of good meat?
a) Because he tried not to buy too much meat at one time.
b) Because his refrigerator had broken.
- 7 Why did the woman not want that piece of meat?
a) Because it was not big enough. b) Because it was too dear.
- 8 Did Joe bring her a different piece?
a) No, he did not. b) Yes, he did. c) He said he had.
- 9 What did the woman want to buy then?
a) The first piece of meat. b) The second piece of meat.
c) Both pieces of meat.
- 10 Why did Joe not give her both pieces?
a) Because he wanted one for himself. b) Because there was only one.

Exercise 2

Write this story. Choose the right words each time:

Joe worked in his father's shop (*after/before*) he worked alone. His father stopped working when (*he became* or *the work became harder*). Joe sold more in his shop on (*Saturdays/Sundays*) than on other days. He did not bring (*nothing*) of his meat to his shop

UNIT 5

himself, because he was too busy. He (always had) (could not/tryed to) keep much meat in his refrigerator, because he (could not/tryed to) sell it quickly. One Thursday a woman came to his shop very (early/late) because she needed some meat for some visitors (that/the next) evening. The woman wanted a (bigger/smaller) piece than the (only good one/s) that Joe had. (but he did not say/ed he said) that he had not got one. He put the piece in the refrigerator and then took (another one/s) out. He said that it was (bigger/smaller) and (cheaper/dearer) than the first one, but it was really (a bigger/a smaller/the same) piece. The woman said that she (did not want) (wanted both pieces).

Exercise 3

To form the comparative of a short adjective, or an adverb which does not have *-ly*, we usually add *er* (e.g. *smaller*, *earlier*), and to form the superlative, we add *est* (e.g. *fastest*, *the fastest*). With some adjectives and adverbs, we also have to change something. Look at these examples:

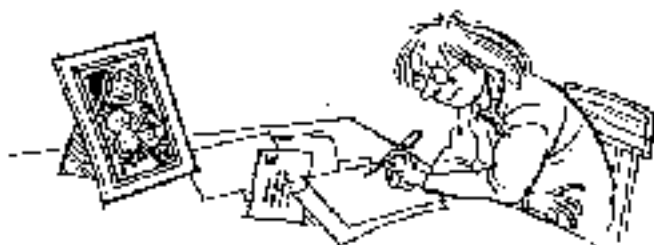
easy	easier	easiest
big	bigger	biggest
good	better	best
bad	worse	worst

When an adjective is long, or when an adverb has *-ly*, we usually use *more*, *most*:

beautiful	more beautiful	most beautiful
slowly	more slowly	most slowly

Write these sentences. Change the words which are in brackets into the correct comparative or superlative forms:

- 1 Joe's village was (beautiful) than the town. It was (beautiful) village in that part of England.
- 2 Saturdays were (busy) than Thursdays for Joe. They were his (busy) days.
- 3 Meat was (cheap) in the city than in the village, but (cheap) meat was in the London market.
- 4 When Joe went to the city, he got up (early) than on most other days, but he got up (early) on Sundays to go to the sea.



Joan's mother loved her very much, so she was not happy when she married an army officer when she was twenty one years old and went to live in another country with her husband.

"When am I going to see Joan again?" she thought. "And how is she going to live abroad among strangers without her mother near her?"

Joan wrote to her parents every Sunday, and then a year later, she had a baby. It was a girl, and she and her husband gave it the name Kate and thought that she was the cleverest and most beautiful child in the world.

After that, Joan's parents received plenty of letters and post-cards every week about Kate and all the wonderful things she had done. There were also lots of colour photographs of the baby, but there was never any news about Joan herself.

Joan's mother knew that parents always thought that their own children were special, and better than any others, and she also knew that they photographed them all the time, so she did not find all this news about Kate and all the photographs of her very interesting. She wished that Joan's letters had more news about herself and what she was doing in them. When she replied to Joan's letters, she always asked about her. She wrote two or three times: "Are you tired after the baby? Are you resting enough? Is Fred (he was Joan's husband) helping you? Does anyone come in to clean your house for you? When are you going to come home? Do you need anything? Does the baby keep you awake at night?" and other things like that. But Joan's replies were always about Kate, and there was never any news about herself.

In the end Joan's mother was rather angry, so she wrote to Joan that she was very glad that Joan had a very clever child, because she herself had never had one.

UNIT 9

Exercise 1

Look at these questions. Find the right answers. Then write the questions and the answers:

- 1 Was Joan's mother glad or sad when Joan married?
a) She was glad. b) She was sad.
- 2 Why?
a) Because she had to live in another country, so she was not going to see her. b) Because she was only twenty-one years old.
- 3 Did Joan's mother think that her daughter needed her?
a) No, she did not. b) Yes, she did.
- 4 Who was Kate's grandmother?
a) Joan was. b) Joan's mother was.
- 5 Why did Joan write a lot about Kate?
a) Because she thought that she was the cleverest and most beautiful child in the world. b) Because her mother wanted to know about her.
- 6 Did Joan's mother find the news about Kate interesting?
a) No, not very. b) Yes, she did.
- 7 Who did Joan's mother want to read about?
a) Joan. b) Kate.
- 8 What did Joan's mother do then?
a) She asked Joan a lot of questions in her letters. b) She did not write to Joan again.
- 9 Did Joan write the things which her mother wanted then?
a) No, she did not. b) Yes, she did.
- 10 What did her mother write then?
a) That Joan had been a clever child. b) That she had never had a clever child.

Exercise 2

Write this story. Choose the right words each time:

(Joan/Joan's mother) married an army officer who worked (abroad/with her husband). (Joan/Joan's mother) was sad, because she wanted her (daughter/mother) to be near her, and because she was afraid that life was going to be hard for Joan without

(her/strangers). Then {Joan/Joan's mother} became a {baby/grandmother}. Joan often wrote to her parents about {her-self/their baby}. Joan's mother did not want to read about {Joan/Kate}. She wanted to read about her {daughter/letters}. She always asked a lot of questions about {Joan/the baby} in her letters, {and/and} Joan {gave/wrote} her the answers which she wanted, so after some time, Joan's mother wrote to Joan that she was {a clever child/not clever}.

Exercise 3

When we change a direct statement into a reported statement, we often have to make some changes, because we have to look at things through the eyes of the person who is making the report, and not through the eyes of the person who made the statement.

If Mr Smith wrote to Joan's mother last month and said, "I have seen your daughter," and now you want to report what Mr Smith wrote, you will say, Mr Smith wrote to Joan's mother that he had seen her daughter.

We often have to change pronouns (e.g. in the above example, *i* became *he*), possessive adjectives (e.g. *your* became *her*) and tenses (e.g. *have seen* became *had seen*).

Change these direct statements into reported ones:

- Joan's mother said, "We never get any news about our daughter."
Joan's mother said that . . .
- Joan's father answered, "You must ask Joan about herself."
Joan's father answered that . . .
- Joan's mother said, "I do, but Joan does not send me any news."
Joan's mother said that . . .
- Joan's father said, "My mother was the same when we were young."
Joan's father said that . . .



Mr Anderson lives in a big city in America, and last year he came to England to visit the small town which his father had come from.

There was a big, square garden in this town, and one day, while Mr Anderson was walking past, he stopped outside it and looked in. There was beautiful grass in the middle of the garden. It was green and short and soft.

A gardener was watering it, and Mr Anderson said to him, "Good morning. Is this your garden?"

"No," answered the gardener, "it isn't mine, but I work here."

"How do people get such beautiful lawns?" Mr Anderson asked. "Ours are never as good as this."

The gardener stopped his work and looked at Mr Anderson. Then he said, "You come from America, don't you?"

Mr Anderson answered, "Yes, but my father came from this town."

"Well," the gardener said, "it's easy to grow lawns like this." He asked Mr Anderson to come in, and said, "Let me tell you about it."

Mr Anderson went into the garden. "My name's Anderson," he said to the gardener, "Joe Anderson. What's yours?"

"My name's Gray," the gardener answered, "Pete Gray. Now about the lawns. First we sow our seeds; then when the grass appears, we pull all the weeds out; after that, we cut the grass every week, we water it every day when the weather is very dry during the summer season, and we sometimes roll it."

"Oh," Mr Anderson answered, "that's very interesting, Pete. And how long does it take before the lawn becomes like this?"

The gardener thought for a few moments and then answered, "Oh, about four hundred years."

Exercise 1

Look at these questions. Find the right answers. Then write the questions and the answers:

- 1 Had Mr Anderson gone from England to America?
a) No, he had not. b) Yes, he had.
- 2 Had his father gone from England to America?
a) No, he had not. b) Yes, he had.
- 3 Why did Mr Anderson like the big garden?
a) Because it was square. b) Because it had beautiful grass.
- 4 Who did Mr Anderson speak to?
a) A gardener. b) People in their gardens.
- 5 Did the gardener understand that Mr Anderson was not British?
a) No, he did not. b) Yes, he did.
- 6 Did he think that it was hard to make a beautiful garden?
a) No, he did not. b) Yes, he did.
- 7 Why did Mr Anderson go into the garden?
a) Because his father had come from there. b) Because the gardener asked him in.
- 8 Does only grass come up when we sow seeds?
a) No, weeds come up too. b) Yes.
- 9 When do we water the grass?
a) When we cut it. b) In very dry weather.
- 10 How many years did it take before a lawn was beautiful?
a) About four hundred years. b) A few years.

Exercise 2

Write this story. Choose the right words each time:

The English town which Mr Anderson (*lived in/visited*) was the one which his father had (*lived in/visited*). Mr Anderson saw a

UNIT 10

beautiful (*brju:tsju:ful*) in a garden. There (*ðere*) was a gardener/*was* some people in it. Mr Anderson asked (*æskt*) about the grass, and (*ðe*) invited Mr Anderson in. (*ðe*) The gardener said that it was (*ðæt*) not hard to grow beautiful grass: first you (*si:u*) the seeds, and then you pull the (*græs/ro:ds*) out. You often cut the grass (*ɒf/la:nt*), and you put water (*ɪn*) it when it (*dri:z/ue:dz*) it. And sometimes you roll (*ɪl*) it. Then after (*a*) few moments/*about* four hundred years) it is ready.

Exercise 3

When a possessive is an adjective, we use the forms *my*, *your*, *her*, *our* and *their* (e.g. *my/your/her/our/their* books); but when it is a pronoun, we use the forms *mine*, *yours*, *hers*, *ours* and *theirs* (e.g. "These books are *mine/yours/hers/ours/theirs*").

His is the same when it is an adjective and when it is a pronoun (e.g. "These are *his* books." and "These books are *his*."); and *it* has a possessive adjective, but no possessive pronoun (e.g. we can say "This is *my* bicycle, and this is *its* bell.", but not "This *my* bicycle, and this bell is *its*").

Choose the right words each time:

"Is this (*your/yours*) garden?"

"No, it isn't (*my/mine*). (*My/mine*) garden is the next one. And where's (*your/yours*)?"

"Oh, (*our/ours*) garden is in the next street. (*Your/Yours*) is very pretty."

"Thank you. Do you know Mrs Jones?"

"No."

"(*Her/Her*) garden is next to (*our/ours*). It's very beautiful."

"Oh? I know Mrs Smith. (*Her/Her*) is beautiful too."

"Yes, I know it. She gets a lot of plants from (*her/hers*) friends. (*Their/Theirs*) garden is in the country."

11



Ted had not seen his old friend Sam since they were at school together. Then Ted saw Sam at a business meeting which both men were at in a big hotel, and he went over and spoke to him.

"Hi, Sam!" Ted said happily. "How are you?"

"I'm very well, thank you, Ted," Sam answered, "and how are you?"

"Not too bad, thank you," Ted said. They sat down side by side and began to talk.

"I've got a wife and two children now," Sam began.

"Well," Ted answered, "I've got a wife and three children myself."

After half an hour, Sam said, "I must go and buy myself a toothbrush now. I left mine at home. Let's have dinner together this evening and then we can talk more."

"All right," Ted answered.

They met in the restaurant of the hotel, and they both began to talk about television.

Ted said, "I think it's very bad for people. When I was a young man, we did things ourselves — we didn't just watch other people. In the evenings, we sang songs or played music or cards with each other, or we read the newspaper or found ourselves something useful to do."

Sam nodded. "Yes," he said, "that's true, and perhaps once a week, or once a month, we went into the town specially to see a film in the cinema, and maybe to buy ourselves an ice cream."

"And now," Ted went on, "my children watch silly films on television almost every evening, and they don't do the work that their teachers give them. What will they do with themselves when they leave school?"

"Yes, it's very bad, isn't it?" Sam said. "But what can we do about it?"

"Well," Ted answered, "I've promised myself one thing: I'm going to sell our television set — as soon as the football season finishes at the end of this month."

Exercise 1

Look at these questions. Find the right answers. Then write the questions and the answers:

- 1 Had Ted and Sam met often since they left school?
a) No, they had not. b) Yes, they had.
- 2 Why did they meet in a big hotel?
a) Because they had both been to the same school.
b) Because they were both at the same business meeting.
- 3 Which of them has a wife now?
a) Neither of them. b) Both of them. c) Only one of them.
- 4 Why did they want to have dinner together?
a) Because they wanted to talk more. b) Because they were hungry.
- 5 Did they like television?
a) No, they did not. b) Yes, they did.
- 6 Why?
a) Because now people do not do things, but only watch them on television. b) Because now people do not watch television, but do things themselves.
- 7 Did Ted and Sam watch television when they were young?
a) No, they did not. b) Yes, they did.
- 8 Why was television bad for Ted's and Sam's children?
a) Because their teachers did not give them work now.
b) Because they did not do their work at home now.
- 9 What was Ted going to do about it?
a) He was going to sell his television set. b) He was going to buy a television set for himself only.
- 10 Why was he going to wait until the football season finished?
a) Because his children watched football on television all the time. b) Because he watched football on television all the time.

Exercise 2

Write this story. Choose the right words each time:

Sam and Ted went to (*different schools/the same school*). Then they did not meet for (*a year/some years*). They were both (*business-men/hotel workers*) then. They were (*glad/not glad*) to see each other again, and they had dinner (*together/with their wives and children*). They talked about television. (*Both/Neither*) of them liked it. They thought that it made people (*to change their selves/less*): they (*did not watch/just watched*) other people doing things. When Ted and Sam had been (*old/young*) people, they had learnt a lot, because they had (*done things themselves/watched other people*). The only things which they had watched (*every day/sometimes*) were (*cinemas/films*). But Sam's and Ted's children (*did not work/worked*) at home, they (*watched television/didn't watch*) a game in (*the cinema*) instead. But Ted (*also/never*) watched television. He (*watched/went to*) football matches.

Exercise 3

Pronouns with *-self*-suffixes have these forms: *myself, yourself, himself, herself, itself, ourselves, yourselves, themselves*. They are used instead of an object when the object is the same person or animal as the subject (e.g. "I saw myself on television." "She bought the dress for herself.").

When the object is a different person from the subject, we use *me, you, him, her, it, us, you* and *them* (e.g. "I saw you on television." "She bought a dress for me.").

We can also use the *-self*-suffix pronouns to emphasize the subject (e.g. "I myself saw him." "They went there themselves.").

Choose the right words each time.

When Ted and Sam were young, they taught (*themselves*) to sing. Then, when Ted had children, he tried to teach (*them/themselves*) to sing, but (*they/themselves*) did not try to learn. Ted said, "And when I was a boy, I bought (*me/myself*) a ball, and taught (*me/myself*) to play football. Nobody taught (*me/myself*)." "

Sam has a cat. When it saw (*it/itself*) in a mirror, it was afraid of (*it/itself*).



Bobby was six years old, and he went to school. There were nineteen other little boys and girls who were in his class, and they were all friends, so they often went to parties together.

When one of the children had a birthday, he or she invited all the other children to come to a party, and at Christmas all the mothers gave parties for all the children.

Bobby liked parties very much. He liked the games they played there—but he liked the nice food more. His favourites were cakes.

Before a party, Bobby's mother always asked him not to eat too many cakes, and Bobby always answered, "Yes, Mummy," but he always ate all the cakes he was offered—and more if he could get them—and sometimes he was ill.

Christmas came again, and again there were a lot of parties. Bobby went to all of them. The last one was on January 6th. It was two days before school began.

One evening before this party, Bobby's mother met the lady who had invited him and his friends, and she said to her, "Bobby always eats too many cakes at parties."

"Oh, that's all right," the lady answered. She told Bobby's mother not to be afraid, because at her parties, a child could only have three cakes—and the cakes were small.

"Oh, good!" Bobby's mother answered happily.

On January 6th, she took Bobby to the party and left him there.

When the children began to eat, there were enough cakes for every child to have three, but Bobby took four and began to eat them.

"You can only have three cakes, Bobby," said the lady. She asked him to put the fourth one back on the plate.

"I can't," answered Bobby. "I ate that one first."

Exercise 1

Look at these questions. Find the right answers. Then write the questions and the answers.

- Were the other children in Bobby's class boys or girls?
a) They were all girls. b) They were all boys. c) Some were girls, and some were boys.
- Were any of the children Bobby's friends?
a) No. b) Yes, all were. c) Yes, some were.
- When did the children usually have parties?
a) Only at Christmas. b) Only when they had birthdays.
c) At Christmas and when they had birthdays.
- Which did Bobby like more, the games at parties, or the food?
a) The food. b) The games.
- Which kinds of food did he like most?
a) Cakes. b) Chocolates.
- Why did his mother ask him not to eat too many cakes?
a) Because if he did, there were not enough for the other children. b) Because he was sometimes ill afterwards.
- What did Bobby's mother say to another lady one evening?
a) She asked her not to let Bobby eat too many cakes.
b) She told her that Bobby always ate too many cakes.
- What did the lady do to stop Bobby?
a) She only had small cakes. b) She only had three cakes for each child.
- What did Bobby do then?
a) He brought some cakes to the party. b) He took four cakes.
- Why couldn't he put the fourth cake back?
a) Because he had already eaten it. b) Because there were enough cakes for every child to have three.

Exercise 2

Write this story. Choose the right words each time:

The children in Bobby's class *were* often at parties (*with/without*) him. Every year, (*with/without*) the children invited the others to

UNIT 12

a birthday party; and every Christmas, the children went to *(one Christmas party/twenty Christmas parties)*. Bobby liked *(few more than games/games more than food)*. *(and he liked/that he did not like)* cakes very much. His mother *(did not want/wanted)* him to eat *(many/a)* cakes at parties, and Bobby always *(promised/remembered)* to do this, *(and/that)* he always ate *(few/many)* cakes, and then he was *(always/sometimes)* ill. One day, Bobby's mother *(asked/told)* another lady about this, and the lady said that *(every/one)* child at her party got three cakes, so Bobby's mother was *(happy/sad)*. But at the lady's party, Bobby took *(four/three)* cakes, and when the lady said, "Put the *(first/last)* one back," he answered that he *(couldn't/wouldn't)* because he had *(already/just)* eaten it.

Exercise A

When we change a direct command into a reported command, we usually use *told . . . to* (e.g. Bobby's mother said to him, "Open the door." Bobby's mother *told him to open the door.*).

When we change a direct request into a reported request, we usually use *asked . . . to* (e.g. Bobby's mother said to him, "Please shut the door." Bobby's mother *asked him to shut the door.*).

When we change from a direct command or request to a reported one, we often have to make some other changes: (see Unit 9) (e.g. My teacher said to me, "Bring me your book." My teacher *told me to bring her my book.*).

Change these direct commands and requests into reported ones:

- 1 Bobby's teacher said to him, "Sit down, please."
- 2 The lady said to Bobby, "Come at 3 o'clock, please."
- 3 Bobby's mother said to him, "Don't eat too many cakes."
- 4 The lady said to Bobby, "Put one cake back, please."

13



Mr Harris used to work in Dover, but then he changed his job, and he and his wife moved to another town. They did not have many friends there, but they soon met a lot of interesting people, and after a few weeks they often went to dinner or to parties at other people's houses.

Then Mrs Harris said to her husband, "We've been to a lot of other people's houses, and now we must invite them to our house, mustn't we?"

"Yes, certainly," answered her husband. "A big party will be the easiest, won't it? Then we can start to invite people to dinner in small numbers next month."

So Mrs Harris said, "Yes, I'll invite all our friends here to a big party on 5th December."

"How many will that be?" Mr Harris asked. "Don't invite too many."

Mrs Harris was beginning to write the invitations when her husband saw that she was writing, "Party: 6.30 to 8.30 p.m."

"That isn't very nice, is it?" he said. "You're telling our guests that they must go at 8.30." So Mrs Harris just wrote, "Party: 6.30 p.m."

A lot of guests came, and they all had a good time, so they did not go home at 8.30. In fact, they were still there at midnight when the door bell rang and a policeman arrived. He said, "You must stop making a noise, because someone has complained."

Mr Harris said he did not want to quarrel with the policeman, so everyone went home. They were sorry to have to go.

When Mr and Mrs Harris were alone again, she said to him, "That was a surprise, wasn't it? Who complained about the noise?"

"I did," Mr Harris answered in a tired voice.

UNIT 13

Exercise 1

Look at these questions. Find the right answers. Then write the questions and the answers:

1. When did Mr and Mrs Harris not have many friends?
a) Just after they moved to a new town. b) When they were in Dover.
2. Did people invite them to their homes after that?
a) No, they did not. b) Yes, they did.
3. Why did Mrs Harris want to invite people to her house?
a) Because she wanted them to invite her to theirs.
b) Because they had invited her and her husband to theirs.
4. Why did Mr Harris want to give a big party?
a) Because it was easier than a lot of small dinner parties.
b) Because he could not invite people to dinner in small numbers.
5. What did Mr Harris not want his wife to do?
a) To write the invitations. b) To write "to 8.30" on the invitations.
6. Did Mrs Harris change the invitations then?
a) No, she did not. b) Yes, she did.
7. Did Mr and Mrs Harris's guests have a good time?
a) No, they did not. b) Yes, they did.
8. Did they go home at 8.30?
a) Yes, all did. b) Yes, a few did. c) No, none did.
9. Why did they go home?
a) Because a policeman came to stop them. b) Because Mr Harris quarrelled with a policeman.
10. Who had complained to the police?
a) A policeman had. b) Mr Harris had.

Exercise 2

Write this story. Choose the right words each time:

Mr Harris (usually worked in Dover/worked in Dover first), but (he and his wife lived/they lived) in another town. First they (did not know many/knew a lot of) people, but then a lot of people (invited them to meals and parties/went to dinner or to parties without them), so Mrs Harris (did not want/wanted) to invite them to her

house, (and/that) her husband (said that she had wanted to invite them too). Mr Harris wanted to have (a few guests at a time/one big party) first, (and/that) his wife (accepted/did not accept) this. She began to write the invitations, but then her husband stopped her and (asked her to change them/asked them himself), because he (did not want/wanted) to tell the guests to (arrive/come) at 8.00. The guests were very (happy/very happy) at the party, but a policeman came and (sent/came) them (back/to the police station).

Exercise 3

The commonest ways of using tag questions are when we really want to know the answers (e.g. "This is your house, isn't it?") or when we just want to be polite by changing a statement into a question, which lets the other person say something too (e.g. "It's cold today, isn't it?").

If the statement is affirmative, we add a negative tag question (e.g. "You're all right, aren't you?"), and we probably expect the answer "Yes"; but if the statement is negative, we add an affirmative tag question (e.g. "You don't like chocolate, do you?"), and we probably expect the answer "No".

Put the right tag questions in the correct places below:

- 1 Mr and Mrs Harris moved to another town, ...?
- 2 They did not have many friends, ...?
- 3 Then they were often invited to dinner, ...?
- 4 Mrs Harris said, "We know a lot of people now, ...?"
- 5 She said, "And we've been to a lot of other people's houses, ...?"
- 6 Mr Harris said, "We can't have a lot of people, ...?"
- 7 The guests all said, "Your house looks very nice, ...?"



Peter was ten years old and he went to the City School. He was very good at football, so he was in his school team. He always played very well and bravely in practice games and in matches, and he scored plenty of goals.

Peter's grandfather and grandmother usually came to see him when there was a match, and they were always happy when other people said, "Your grandson plays very well, doesn't he?"

Then one day Peter said to his grandmother, "We're practising for our big match next Saturday. Our school's going to play against the Garden School. They have the best team in our city, so perhaps they'll beat us. Can you come and see the match?"

"Oh, yes," his grandmother answered, "your grandfather and I will be there — and I'm certain that you'll beat the Garden School."

"Well, I hope we will," Peter answered.

The match was in the park, and it began at half past two on Saturday. The Garden School team wore orange shirts, light blue shorts and orange socks, and Peter's team wore dark blue and white shirts, white shorts and dark blue socks.

In the first two minutes of the match, the Garden School boys came very close to the City School's goal, but then the goalkeeper kicked the ball to Peter in the middle of the field, and Peter ran with it and kicked it straight into the goal. All the City School boys as well as their families were very happy to see it.

After he had scored once, Peter scored twice again before half time. Then in the second half of the match he nearly scored another goal, but he hardly touched the ball with his foot, and the goalkeeper caught it easily and threw it out again.

After the match, Peter's grandfather said to him, "You missed a good chance to score a fourth goal then, Peter. If you'd kicked the ball hard, you'd have got a goal easily. Why did you kick it weakly?"

"Because there were tears in the goalkeeper's eyes," Peter answered.

Exercise 1

Look at these questions. Find the right answers. Then write the questions and the answers:

- 1 Why was Peter in the school team?
a) Because he played football very well. b) Because he went to the City School.
- 2 Who were people talking about when they said, "Your grandson plays very well."
a) Peter. b) Peter's grandfather.
- 3 Who was Peter's big match against?
a) The City School team. b) The Garden School team.
- 4 Which was the best school team in Peter's city?
a) The City School team. b) The Garden School team.
- 5 Did Peter's grandmother think that the Garden School team was going to win?
a) No, she did not. b) Yes, she did.
- 6 Did both teams wear shorts of the same colour?
a) No, they did not. b) Yes, they did.
- 7 Which team nearly scored the first goal?
a) Peter's team. b) The other team.
- 8 And who scored the first goal?
a) Peter. b) The goalkeeper.
- 9 How many goals did Peter score in the match?
a) Two. b) Three.
- 10 Why didn't he score another goal?
a) Because he was tired and weak. b) Because he was sorry when the Garden School goalkeeper cried.

Exercise 2

Write this story. Choose the right words each time:

Peter (had / was) very good footballers a very good footballer). His grandfather and grandmother usually — watched his (matches / practice games). The City School's (practice / big) match was against the Garden School. The Garden School (beat / could beat) them. Peter's grandmother (hoped / promised) to watch the match. The Garden School boys (nearly scored / scored) in the first

UNIT 14

two minutes of the match, and after that the (City/Garden) School goalkeeper kicked the ball (badly/well), and Peter got it (and kicked it/ but it went) straight into the (City/Garden) School goal. Peter scored (all/most of) his goals in the (first/second) half of the match. In the second half, he (almost) scored again, but (he only touched the ball/with his goalkeeper caught) his foot, because the goalkeeper was (crying/very weak).

Exercise 3

Usually adverbs are formed from adjectives by adding *ly*, sometimes with other changes too (e.g. *beautiful, beautifully; easy, easily*). But some adverbs do not end *ly*.

Look at this list of some common adverbs without *ly*:
better/best, early, fast, less/best, low, more, well, worse/worst.

Notice the following pairs of adverbs:

hard (= in a hard way), hardly (= almost not at all)

late (= after the right time), lately (= not long ago; recently);

most (= more than the others), mostly (= most times)

near (= in such a way as to get close to), nearly (= almost)

as usual (= in the same way as he/she/it usually does), usually (= most times)

Put *ly* in the correct places below, but only where it is needed:

Peter runs very fast... He near... always comes first... in races. His brother Philip is not like Peter. He most... used to come fast... but late... he has been doing better... because he has been trying very hard... in the last race, he finished very near... his brother.