

直接法口耳訓練英語叢書
DIRECT METHOD COURSE
THE "ENGLISH AS SPEECH" SERIES

第五種
VOLUME FIVE

幽 默 小 簡
COMICAL
CORRESPONDENCE

CHUNG HWA BOOK CO., LTD.
SHANGHAI

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BY

A. S. HORNBY
HAROLD E. PALMER
(General Editor)

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編 者

H. E. Palmer

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GENERAL PREFACE

TO THE "LIVING-ENGLISH" SERIES

The most effective approach to a foreign language is the Oral Approach. The teacher talks to his pupils in the foreign language, and by dint of pointing to objects or pictures, of performing actions, or causing his pupils to perform actions, he makes his talk intelligible. His pupils come to understand what they hear; they follow the thoughts expressed in the language without mental translation; they come to "think in the language." Before long they find themselves able to talk the foreign language in imitation of the teacher. The teacher asks them simple questions each of which suggests an obvious answer:

Is this a table or a chair? It's a table.

Is it a large table or a small one? It's a small one.

Can you see anything on it? Yes, I can.

What can you see on it? I can see a book on it.

Please come and take the book. [The pupil does so.]

Open it, please. [The pupil does so.]

What have you opened? I've opened the book.

Have you opened the door? No, I haven't.

and so on. The teacher teaches by example rather than by rule, by the living word rather than by the dead text. The pupil learns, in short, by a process comparable to that by which he learnt his mother tongue.

Later comes the time when the pupil learns to read. In the first instance he reads texts the contents of which are the words and forms that are already familiar to him; he re-learns in written form what he has already learnt in spoken form. Here again, the process is similar to the process of learning the mother-tongue.

Sooner or later, however, study will become centred about the *book*. Through reading, the student will not only more and more completely digest the vocabulary with which he is already more or less familiar, but he will continually make additions to this vocabulary and so gradually increase his stock of linguistic material. As time goes on, too, he will become more and more independent of his teacher, and will look more and more to books as the medium of communion with those whose thoughts are formed by and expressed with the same language.

Now there are two extreme types of reading-discipline, both of them useful and necessary—and between the two are others of an intermediate character.

One of them is what is called "Extensive Reading," or "Reading for Literary Content." According to this discipline, the student is more interested in the things he reads about than in the form in which those things are expressed. He says to himself not so much, "What does this word or phrase really mean? Let me now master it before going further" as, "I understand imperfectly or vaguely this word or phrase, so let's get on with the story." For students whose requirements, or partial requirements, are in the nature of such "Extensive Reading" there exists a multitude of material. The new movement in favour of "simplified texts," composed within the limits of specially chosen vocabularies, is steadily growing and contributing further to the material needed for this purpose.

The other extreme of reading discipline is "Intensive Reading," or "Reading for Mastery." According to this discipline, the student is more interested in the form of expression than in the literary content. He says to himself not so much,

“Let’s get on with the story” as “Now let us examine this word, phrase or form very thoroughly, learn it, and add it to our stock of linguistic material.”

It is for the benefit of those engaged in the Intensive Reading of English and of their teachers that the present “Living-English” series has been designed.

Each volume contains the following features:

1. The Text (or texts) either in specially simplified English or the original unsimplified versions.

Vols. I, III, V, VII, contain texts of the easiest or A grade; Vols. II, IV, VI, VIII, IX, XI, of the intermediate or B grade, and Vols. X, XII, of the advanced or C grade.

2. The explanatory Oral Introduction to the texts, together with a selection of suitable questions to be answered orally by the pupils.

3. Direct Method Composition Exercises to be written by the student and corrected by the teacher.

Hints to Teachers Using this Series

The first, and most important, thing for the teacher to observe is that from the classroom point

of view, the book does not begin at Section A (the text) but at Section B (the explanatory introduction). In other terms, we do not in the first instance treat the story as something to be read but as something to be told and talked about.

We tell our pupils not to open their books but simply to listen. We turn to the page at which the explanatory introduction starts and tell our pupils all that is communicated in paragraph 1. We may content ourselves with reading it out exactly as it stands or we may care to amplify it even very considerably. Each word or expression that is unfamiliar to our pupils may be explained by appropriate examples.

All that we read or say in the explanatory introduction is intended to introduce and to explain; we explain the unfamiliar by the familiar, and so proceed from the known to the unknown. By dint of this procedure the pupils not only come to understand the meaning of the new words and expressions but, what is more important, also to have abundant opportunities for hearing in appropriate contexts those with which they are already acquainted. Let us suppose that the words *crime* and *criminal* are at a given moment new and unfamiliar words. The teacher says for instance:

“Stealing is a crime; to take money that does not belong to you is a crime. It is a crime to kill somebody; killing is a crime. It is a crime to set fire to somebody’s house. Is it a crime to kill somebody by accident? No, that isn’t a crime, but it is a crime if you kill somebody as a result of not being careful. One who commits a crime is a criminal. Criminals are punished by the law; they are generally put into prison” etc. etc.

Now, the pupils have not only come to make the acquaintance of *crime—criminal* in a manner that is likely to imprint these words on their memory, hearing them repeatedly in a proper context, but they have also been given the occasion to hear again and to deepen their recognition-knowledge of, e.g. *steal, belong, set fire to, accident, result, careful, punish, law, prison, etc.*, not to mention that they have been given practice in listening understandingly and continuously to the language which is the object of their study.

It should hardly be necessary to point out that in no case must we be tempted to explain the unfamiliar by the still more unfamiliar, or to make opportunities for introducing gratuitously rare or difficult words or expressions. Sufficient to the

text are the difficulties thereof. If the compiler of the text has, with some pains and effort, succeeded in turning the more original more difficult wording into easier wording, it is not for the teacher to undo the work of the compiler by re-introducing the original unsimplified wording. Suppose that one of the explanatory sentences runs: "It's the sort of place in which business men might live." The teacher may legitimately reduce this further to "Business men might live in a place like this," but if he should paraphrase it as "This is a locality in which might dwell those who gain their livelihood in commercial operations," he will be doing nothing to help and probably a great deal to hinder the acquirement by his pupils of the relatively simple sentence in question.

The first paragraph of the story having been thus introduced and explained, the teacher will reinforce the associations by dint of the question-and-answer procedure. He will do this in order to drill his pupils in the fluent and easy use of the newly-acquired material. Among this newly acquired material may be the construction "*supposed to*—followed by the infinitive." A few questions are given in order to provide the pupils with opportunities for using this form, and for

thinking the thought that this form symbolizes e.g. "Who is supposed to write this story?" "Does he really write this story or is he only supposed to write it?" These may be enough, but if the teacher deems that they are not enough, he may add other questions embodying this form, e.g. "Am I really your teacher or am I only supposed to be your teacher?" "Have I really a book in my hand or am I only supposed to have a book in my hand?" "Are you really taking a lesson or are you only supposed to be taking a lesson?"

The question-and-answer procedure may be applied in various ways, depending on circumstances. If the pupils have been already trained in that particular (and most valuable) skill of giving prompt and accurate oral answers to questions received auditorily, they will answer such questions orally (either in chorus or individually). If they have been trained in another particular (and also valuable) skill that consists of converting written questions into written answers, they will write the answers accurately and easily; if they have not been trained to acquire these easy "knacks" they will fail (and perhaps fail lamentably on both counts). In the latter case the teacher would do well to concentrate on both, or either, of these two

points; to stop temporarily the story-telling procedure in favour of the question-and-answer procedure either orally or by writing. For if the pupils for whom these "Living-English" series are designed are so backward in the technique of the question-and-answer procedure that they fail to react either orally or by writing, it is not only reasonable but a measure of necessity—a measure directed by all the grounds of common-sense plus all the findings alike of speech-psychologists and linguisticians—to prescribe for them a short, special, and intensive course of question-answering, as a skill or as a technique, or both.

A rapid course in the question-answering skill is provided in a text-book composed specifically to meet this need. It is entitled "Aids to the Living-English Series: The Technique of Question-Answering."

Then the pupils may open their books at the page containing the text itself. The teacher will read them paragraph 1, once or several times. The pupils will read it out aloud (in chorus or individually, after the teacher or straight from the book). The teacher takes this opportunity, if necessary, of correcting or improving the pronunciation of the pupils.

The teacher may, at his discretion, use the paragraph (or portions of it) as material for dictation. Such dictation should be given not as word by word dictation merely to test the spelling skill, but as a series of "slices of sonority" to give practice in observing and picking up the flow of words as they occur when the language is used in normal intercourse.

Then the second and subsequent paragraphs are treated in the same way: the teacher, telling and talking about the story, drilling in the new material and recapitulating the old, reinforcing new and old associations between the words and the things they symbolize, demonstrating the relation between sounds and spellings, the pupils absorbing the language progressively and cumulatively.

This is intensive reading at its best and in its most effective form.

That form of work known as "Exercises in Grammar and Composition" is needed by all who wish to obtain an easy command of the skill of composing with accuracy. To this end, pupils are usually given a succession of detached sentences to be translated from or into the foreign language. A better procedure is to provide them with familiar material in the foreign language and to give them

opportunities for handling it in various ways, and by so handling it to cause them to explore the technique of sentence-building. Translation is by no means the only way of causing students to handle the material of a foreign language. The devices known as "conversion," "completion," "substitution," "selection," and "exemplification" are in their results generally superior to the translation procedure. When such devices are used in connection with *a text which has been made thoroughly familiar to the students through intensive reading* the results are found to be satisfactory in the highest degree.

And so, to each of the volumes of the "Living-English" series, a number of *Direct Method Exercises in Grammar and Composition* are appended in order to ensure in the fullest measure "depth of knowledge" in addition to effective "surface knowledge."

The technique of the "Living-English" series has been worked out in such a way as to bring about not only a progressive knowledge of the foreign language (English in this particular case) but also a "unified knowledge," in which the respective claims of vocabulary-learning, direct associations, reinforced associations, pronunciation,

spelling, grammar and sentence-building are combined and centred about a text designed for the purpose of intensive reading.

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With the exception of the ten words given below the vocabulary occurring in the texts of this volume is within the radius of the 3,000 most used words (together with their most important derivatives and compounds) selected by Mr. Harold E. Palmer.

gasoline	punctual	salutation	porous
plaster	cocaine	crest	licence
fine (noun)	fund		

1. A GOOD ANSWER

1. A GOOD ANSWER

A. THE STORY

An old farmer wrote to a firm of gasoline engine manufacturers:

“Please send me one of those gasoline engines that you advertise, and if it is any good, I’ll send you a check for it.”

He received the following reply:

“Send us the check, and if it is any good, we will send you the engine.”

B. EXPLANATORY INTRODUCTION TO THE STORY

There was once an old farmer.

He wrote a letter.

He wrote the letter to a business firm.

It was a firm that manufactured (made) engines.

These engines were not steam engines.

They were not engines that go by steam.

They were engines that go by gasoline.

An engine that goes by gasoline is called a gasoline engine.

The word “gasoline” is used in America.

What they call "gasoline" in America is called "petrol" in England.

The firm advertised their engines.

All people who manufacture (make) things advertise the things they manufacture (make).

If they did not advertise them, very few people would know about them (know that they existed).

As very few people would know that they existed, very few people would buy them.

That is why people advertise what they manufacture.

The old farmer in his letter ordered a gasoline engine.

He ordered one of the gasoline engines that were advertised.

He began his letter in this way:

"Please send me one of those gasoline engines that you advertise."

Then he said: "If it is any good, I'll send you a check for it."

The words "if it is any good" mean "if it has any value."

The farmer then said that he would send the firm a check in payment for the engine.

But he would only send the check if the engine had any value for him.

This really means that if the engine suited him, he would pay for it.

He would pay for it by sending a check.

A check is really an order to a banker telling the banker to pay money to the person whose name is on the check.

When you want to get money from a bank, you have to (must) give the bank a check.

If you have no money (or not enough money) in the bank, it is useless (no good, not any good, no use, not any use) to write a check.

The check would be without any value (it would have no value, it would be valueless, it would be no good).

This word spelt "check" (meaning an order to pay money) is spelt "cheque" in England.

"Check" is the American spelling.

"Cheque" is the English spelling.

Of course the firm of manufacturers would not accept such an order as that.

If you went to a tailor and said: "Make me a suit of clothes, and if I like the suit, I will pay for it," the tailor would not accept your order.

If you went to a bookshop and said: "I will buy this book and read it; and if I like it I will pay for it," the bookseller would not accept your order.

So the firm sent an answer saying that they could not accept such an order.

But they wrote the answer in a comical (funny) way.

They used almost exactly the same words in the answer as in the order.

They wrote: "Send us the check, and if it is any good, we will send you the engine."

TYPICAL QUESTIONS FOR ORAL WORK

1. Was the farmer an old man? (Yes, he was.)
2. Did he write a letter or a post card? (He wrote a letter.)
3. Did he want a steam engine or a gasoline engine? (He wanted a gasoline engine.)
4. Did he want an engine that went by steam or one that went by gasoline? (He wanted one that went by gasoline.)
5. Who wanted the engine? (The farmer did.)
6. Is a check an order to a manufacturer or an order to a banker? (It's an order to a banker.)
7. Is a check any good if the writer of it has no money in the bank? (No, it isn't.)
8. Would the farmer pay for the engine if it suited him? (Yes, he would.)

9. Would the farmer pay for the engine if it didn't suit him? (No, he wouldn't.)
10. Would he pay for the engine by sending a check or by sending money? (He would pay for it by sending a check.)
11. Did the farmer receive a reply? (Yes, he did.)
12. From whom did he receive the reply? (He received it from the firm.)
13. Does the word "reply" mean the same thing as the word "answer" or does it mean something different? (It means the same thing.)
14. Who received the answer? (The farmer did.)
15. Who sent the answer? (The firm did.)
16. Was the answer written in the ordinary way or in a comical way? (It was written in a comical way.)
17. Was the answer an ordinary one or a comical one? (It was a comical one.)
18. Were the words of the answer almost the same as the words of the order, or were they quite different? (They were almost the same.)
19. Was the answer a good one or a bad one? (It was a good one.)
20. Did the farmer get the engine in the end or don't we know whether he got the engine? (We don't know.)

C. COMPOSITION EXERCISES BASED ON THE STORY

1. Write the answers to the following questions:—
 1. Was the farmer an old man or a young man?
 2. To whom did he write a letter?
 3. What sort of engines did the firm manufacture?
 4. What do we call engines that go by steam?
 5. In what country is the word "gasoline" used?
 6. In what country is the word "petrol" used?
 7. Why do manufacturers advertise the things they manufacture?
 8. What did the old farmer order?
 9. From whom did he order it?
 10. How many words were there in the order?
 11. Who advertised the engines?
 12. Was the farmer going to (Would the farmer) pay for the engine in any case, or was he going to (would he) pay for it only if it were any good?
 13. What does the expression "if it has any value" mean?
 14. What is a check, really?
 15. Is this word spelt "check" or "cheque" in England?

16. What must you do if you want to get money from a bank?
17. Is a check any good or is it no good if you have no money or not enough money in the bank?
18. Did the firm accept the farmer's order?
19. Did the firm write an ordinary letter in answer or a comical letter?
20. Why was the answer a comical one?
21. Is this an American story or an English one?
22. What are the two things in this story that show that it is American?

2. Replace each dash by a suitable noun.

- (a) The — wrote a —.
- (b) He received a —.
- (c) The farmer said that he would send a —.
- (d) He sent an — for an —.
- (e) The — said that they would send a —.

3. Replace each noun printed in bold type by its corresponding singular form, and make any other necessary changes to the sentence.

- (a) The farmer ordered some **engines**.
- (b) **Checks** are orders to **bankers**.
- (c) If you want to get money from **banks**, you must write **checks**.
- (d) The **firms** sent these **answers**.
- (e) They said: "Send us two **checks**."

4. A gasoline engine manufacturer is a manufacturer who manufactures gasoline engines.

Complete on the same model as this the following sentences:

- (a) A postage stamp collector is
- (b) A short story writer is
- (c) A check book printer is

5. The farmer wrote: "If it is any good, I will send you a check."

This is called "direct speech."

If we tell somebody what the farmer wrote, we say "The farmer wrote that if it were any good, he would send them a check."

This is called "indirect speech."

The following sentences are composed in "direct speech." Re-write them in the form of "indirect speech."

- (a) The firm wrote: "If the check is any good, we will send you the engine."
- (b) A man said: "If I have no money in the bank, this check is no good."
- (c) A manufacturer said: "If I do not advertise what I manufacture, I shall not sell anything."
- (d) The farmer wrote: "If the engine is any good, I shall pay for it."
- (e) I said: "I do not like the engine."

6. In the story there are seven different nouns. Write them.
7. "I will" can be written as "I'll". In the story there are two other cases in which the spelling can be shortened in the same way. Which are the two other cases?
8. In the story you will find two examples of the preterite tense. Which are they?
9. In the story you will find two examples of prepositions. Which are they?
10. *Write, send, advertise, is, will, and receive* are present tense forms. Give the preterite forms.
11. Correct the following errors in fact:
 - (a) The man who wrote the letter was a tailor.
 - (b) The farmer ordered a steam engine.
 - (c) The farmer received no reply.
 - (d) "If it is good" means exactly the same thing as "If it is any good."
 - (e) The farmer sent a telegram to the firm of engine manufacturers.
12. The sentences "I wrote a letter" is in the Active Voice. The sentence "A letter was written by me" is in the Passive Voice. Change each of the following sentences into the Passive Voice:
 - (a) The firm advertised the engines.
 - (b) The farmer sent an order.
 - (c) The farmer received a reply.
 - (d) The firm did not accept the farmer's order.

2. FORCE OF HABIT

2. FORCE OF HABIT

A. THE STORY

A young man who had been employed in the shop of a dealer in postage-stamps obtained a much better position with a firm of motor-car dealers.

One day a letter was received from a local doctor ordering a Ford motor-car, and the new clerk was asked to write the answer. He wrote as follows:

“Dear Sir,

We thank you for your kind order for one Ford car, and beg to enclose same herewith.”

B. EXPLANATORY INTRODUCTION TO THE STORY

There was once a stamp dealer.
He sold postage-stamps.
He sold postage-stamps of all countries.
Some of them were new.

Some were old.

Stamps are very small things.

They are also very light.

You can easily enclose one in an envelope.

I suppose he usually sent stamps to his customers
enclosed in envelopes.

There was a young man working in the shop.

One day he left his employer.

He went to work in another place.

It was not a stamp-dealer's.

It was a very different place.

It was a firm of dealers in motor-cars.

I think he was a steady young man, because
his new place was a much better one than the
old one.

He received higher wages there.

A local doctor one day ordered a Ford motor-car.

A motor-car is very useful to a doctor.

With a motor-car he can go to see his patients
very quickly.

A patient is a person who is ill and treated by a
doctor.

The manager of the firm asked this young man—
the new clerk—to write an answer.

He did so.

The answer was a very strange one.

First he thanked the doctor for his order,

Then he said that the motor-car was enclosed in the envelope!

He wrote this through habit. ❧

He had probably written such phrases as "They are enclosed" when working for the stamp-dealer.

He wrote "*We* thank you" because the letter was from the firm; not from himself.

A firm consists of several people; not only one.

He also wrote, "I beg to enclose."

The word "beg" is not necessary, but it is customary with many people to write it: it is considered polite.

Also he wrote, "We enclose same herewith."

"Same" means "it," and sometimes "them."

"Same" is a very common word in business letters.

"Herewith" means "with this."

TYPICAL QUESTIONS FOR ORAL WORK

1. Is this story about a young man or about an old man? (It's about a young man.)
2. Had he been employed in the shop of a dealer in postage-stamps? (Yes, he had.)
3. Did he stay with the dealer in postage-stamps or did he get a better position? (He got a better position.)

4. Who got a better position? (The young man did.)
5. Was it a rather better position or a much better position? (It was a much better position.)
6. Did he obtain a position with a firm of motor-car dealers or with a firm of engine dealers? (He obtained a position with a firm of motor-car dealers.)
7. What did the doctor send: a letter or a telegram? (He sent a letter.)
8. Did the letter come from a local doctor or from a doctor who lived in another town? (It came from a local doctor.)
9. Did the doctor order a motor-car or some stamps? (He ordered a motor-car.)
10. Who ordered the motor-car? (The doctor did.)
11. Who received the order? (The firm did.)
12. Was the new clerk asked to write the answer? (Yes, he was.)
13. What was he asked to write? (He was asked to write the answer.)
14. To whom was he asked to write? (He was asked to write to the doctor.)
15. Did he begin his letter by the words "Dear Sir" or by the words "Dear Sirs"? (He began it by the words "Dear Sir.")

16. Did he say, "I thank you" or "We thank you"?
(He said, "We thank you.")
17. Did he say, "your kind order" or simply "your order"? (He said, "your kind order.")
18. Did he say he was sending the car or enclosing the car in the letter? (He said he was enclosing the car in the letter.)
19. Is it possible or impossible to enclose a car in a letter? (It's impossible.)
20. Is it possible or impossible to enclose postage-stamps in a letter? (It's possible.)

C. COMPOSITION EXERCISES BASED ON THE STORY

1. Write the answers to the following questions:—
 1. Where was the young man working at first?
 2. Do you collect postage-stamps?
 3. Are postage-stamps all the same colour, or are they of many different colours?
 4. Are stamps the same size in all countries, or are some larger than others?
 5. Are stamps heavy or light?
 6. Do you think this young man was steady?
 7. Do Americans use the word "shop" or the word "store"?

8. Did this young man continue to stay in that shop, or did he leave it one day?
9. Why did he leave it?
10. What kind of place did he go to?
11. Is the Ford car well known, or is it not well known?
12. What did the firm receive one day?
13. Whom did the letter come from?
14. Does a "local" doctor live in the same town, or in another one?
15. Is a motor-car useful to a doctor or not?
16. Which would a motor-car be more useful to: a doctor or a cook?
17. Can you drive a motor-car?
18. Do you think it is an easy matter to drive one or not?
19. Did the manager of the firm ask this young man or another one to answer the doctor's letter?
20. Did he write the answer very carefully or not very carefully?
21. How did he say they were sending the car?
22. Is it possible or impossible to do that?
23. Is a firm the same thing as a company, or is it quite a different thing?
24. Is it a difficult thing or a very easy matter to overcome (conquer, change) a habit?

2. Replace each dash by a suitable noun.

- (a) The young — worked with a — in postage-stamps.
- (b) — are small, light, and of many colours.
- (c) Afterwards he worked for a — dealing in —.
- (d) The firm thanked the — for his —.
- (e) A motor-car cannot be enclosed in an —.

3. Replace each noun printed in bold type by its corresponding singular form, and make any other necessary changes in the sentence.

- (a) The shopkeeper sold **postage-stamps**.
- (b) **Postage-stamps** are put on **letters**.
- (c) If you want to buy **motor-cars** you must go to **men** who sell them.
- (d) The **doctors** wanted some **motor-cars**.
- (e) The **dealers** thanked the **doctors** for their orders.

4. Change the whole story into ordinary conversational English, just as if you were telling it to somebody.

- 5. In the sentence: "He was asked to write the answer" the word "asked" may be replaced by other words. Which of the following words may be used to replace the word "asked":**
told, spoken, think, asked, forgotten, remembered, requested, ordered, forced, obtained.

6. In the letter there is a proper noun. Which is it?
7. Change the phrase "Dealer in Stamps" into another phrase, using only two words, but having the same meaning.
8. Name one verb in the story which is in the present tense, one in the past, and one in the past perfect.
9. Name three verbs which are in the passive voice.
10. Rewrite the following sentences in the active voice:
 - (a) The cars were made by an English firm.
 - (b) The postage-stamps were sold by a stamp dealer.
 - (c) The stamps were always enclosed in envelopes by the young man.
11. Correct the following errors in fact:
 - (a) A young man employed a stamp dealer.
 - (b) He got a position with a firm of engine dealers.
 - (c) A doctor living in a distant village wrote a letter to the firm.
 - (d) No answer was sent to this letter.
 - (e) The young man left the dealers in motor-cars and obtained a good position with a stamp dealer.
 - (f) It is quite possible to enclose a motor-car in an envelope.

12. Replace each dash by a suitable word.

- (a) We thank you — your — order.
- (b) A person who buys and — stamps is called — dealer in stamps.
- (c) If somebody — you a question, you must —.
- (d) A motor-car — on roads, and not on — railway.
- (e) If somebody — you a present, you must not forget to — him.
- (f) A boy who goes to — is called a schoolboy.
- (g) A boy — works in a shop is called a —.
- (h) A dealer is a person who — and — things.

3. A STUPID CLERK

3. A STUPID CLERK

A. THE STORY

A busy contractor living at Newcastle-on-Tyne once went off to London in a great hurry, leaving behind him some very important papers which were absolutely necessary to him while in London. Therefore, as soon as he arrived at his hotel in the city he wrote the following letter in great haste to his new clerk:

“I left Newcastle in such a hurry this morning that I forgot to bring with me some important papers relating to the contract for the theatre. I should have brought them with me as I shall need them while here. I most probably left them in the top right-hand drawer of my desk: I feel sure I did not put them in my bag when leaving.

Yours in haste,

Thomas Fry.”

Greatly to his surprise and annoyance he received the following answer from his clerk (who was an uncommonly stupid young man):

“I have duly received your letter, and at once looked in the drawer referred to to see if the papers were there. Your supposition was correct. They were there. They are quite safe.”

B. EXPLANATORY INTRODUCTION

There was once a contractor.

A contractor is one who makes contracts, or agreements.

They are different from promises.

A promise is made by one person.

If I say to you: “To-morrow I will pay you my debt,” that is a promise.

I make the promise: you do not.

If, however, I say to you: “Will you help me to do this work? If you will, I will give you ten shillings.” You answer: “Yes: if you give me ten shillings I will help you.” That is a contract. I make a conditional promise to you and you make one to me.

A contractor, however, usually makes contracts for building or similar work.

This contractor lived in Newcastle-on-Tyne, a city in the north of England.

It is called Newcastle-on-Tyne partly because it is on the River Tyne, and partly to distinguish it from a few other places having the same name.

This contractor was a very busy man.

One day he went (off) to London,

He was in a great hurry.

He had no time to spare.

He was going to London (off to London) on business.

Newcastle is one of the largest cities in the north of England.

It must be (It is probably) three hundred and fifty miles or more from London.

He was going up to town (to the capital: to London) on business.

The expression "on business" means "for the purpose of attending to some business," or "doing some business."

It was not a holiday trip.

It was a business trip.

When people are in a hurry (hurried: in haste) they are apt to forget things.

Sometimes they forget important things.

This contractor forgot something which he would need while in London.

What he forgot was a package (bundle) of papers. The word "papers" here means written papers or documents.

A written contract is a kind of document.

He was very much troubled when he found that he had forgotten them.

These papers were absolutely necessary to him.

He felt almost sure that he had not lost them.

He did not remember having put them in his bag.

In fact he was almost positive that he had left them in one of the drawers of his desk.

He did not miss them until he opened his bag in his hotel in London.

The verb "to miss" means "to notice a loss", or "to notice that something is not there."

He then sat down at once and wrote to his clerk.

He wanted the clerk to send them.

This clerk was new in his office.

He was an uncommonly stupid young man.

The contractor wrote the letter in a great hurry.

The expressions "in a hurry" and "in haste" both have the same meaning.

When people write letters in a hurry they often forget to mention something, or they do not express themselves quite clearly.

The expression "to express yourself" means "to say what you want to say," or "to write what you want to write."

This letter was not quite perfect.

The contractor wrote it because he wanted to get the papers as soon as possible.

However, he forgot to say "Send the papers at once."

He took it for granted that his clerk would send the papers at once.

He told the clerk that he had left the papers behind.

He told him what the papers were about.

He said that he forgot them because he was in too great a hurry.

He told him that the papers were about (the papers related to) a contract for building a theatre.

He said that he needed them while in London.

He also told him that he had most likely left them in one of the drawers of his desk.

A business man's desk usually contains several drawers, some on the right side, some on the left, some at each end, and usually one in the middle.

He felt sure, he said, that he had left the papers in question in the top right-hand drawer.

The expression "in question" means "referred to," "which I have spoken about," "which I have already mentioned."

At the end of the letter, instead of writing "Yours truly," "Yours faithfully," or "Yours very truly," as usual, he wrote "Yours in haste."

Busy people sometimes do this. ☺

The contractor's name was Thomas Fry.

He signed his name at the end of the letter.

Thomas was his Christian name, and Fry his surname.

He received an answer from his clerk.

When he read it he was not at all pleased

He was both surprised and annoyed.

The clerk said he had duly received his employer's letter.

The word "duly" means "at the proper time," "not late."

He said that he at once looked in the drawer referred to to see if the papers were there.

He said that they were there, just as he had supposed.

He said they were quite safe.

It never occurred to him that he ought to send them to London.

TYPICAL QUESTIONS FOR ORAL WORK

1. Does a contractor teach, or does he make contracts? (He makes contracts.)
2. Did this contractor live in Newcastle? (Yes, he did.)

3. Is Newcastle a country or a city? (It's a city.)
4. Was he a busy man or not? (He was a busy man.)
5. Does the story say that he went to London? (Yes, it does.)
6. Did he go there? (Yes, he did.)
7. Did he go there on business or for pleasure? (He went there on business.)
8. Did he forget some papers or some books? (He forgot some papers.)
9. When he reached London, did he go to a hotel or to a friend's house? (He went to a hotel.)
10. Were those papers necessary to him or not? (They were [necessary].)
11. Did he miss them while he was in the train, or after reaching London? (He missed them after reaching London.)
12. London is larger than Newcastle, isn't it? (Yes, it is.)
13. Did he write to his wife or to his clerk about the papers? (He wrote to his clerk.)
14. Which is better: to write a letter carefully or carelessly? (It's better to write it carefully.)
15. Did he tell his clerk to send him the papers, or did he forget to tell him? (He forgot to tell him.)

16. Did he need the papers while he was in London or after his return home? (He needed them while he was in London.)
17. Were there several drawers in the contractor's desk, or was there only one? (There were several.)
18. At the end of his letter, did he write "yours faithfully," or "Yours in haste"? (He wrote "Yours in haste.")
19. When he received his clerk's answer, was he pleased or annoyed? (He was annoyed.)
20. Were the papers lost, or were they in his sk? (They were in his desk.)

C. EXERCISES BASED ON THE STORY

1. Write the answers to the following questions:—

1. Where is Newcastle?
2. Why is that city sometimes called Newcastle-on-Tyne?
3. Where did the contractor go one day?
4. It was just a pleasure trip, I suppose, wasn't it?
5. What did he leave behind him?
6. Did he leave them on purpose or by accident?
7. Where did he think he had left them?
8. In which drawer did he think he had left them?
9. Tell me, please, why you think this desk had more than one drawer?

10. What would you call the top drawer on the opposite side of the desk?
11. What did the forgotten papers relate to?
12. I suppose he could do his business in London without them, couldn't he?
13. What did he do when he found that he had forgotten them?
14. Who wrote to the clerk?
15. Who answered his letter?
16. What did the contractor expect his clerk to do?
17. Would a sensible clerk have known (understood) what he was expected to do?
18. What would a sensible clerk have done?
19. Which do you suppose annoyed the gentleman more: his own carelessness in leaving the papers behind or his clerk's stupidity in not sending the papers?
20. What important request was missing in the first letter?

2. Change the nouns printed in heavy type into their corresponding plural forms, and make any other necessary changes in the sentences.

- (a) The contractor forgot a very important **paper**.
- (b) The **paper** was about a contract for a **building**.
- (c) The clerk had annoyed him in one **matter**.

3. Change the following into the direct form of speech.

- (a) The contractor said he had forgotten some very important papers.

- (b) He said he could not do his business without them.
- (c) He said he would write to his clerk at once and ask him to send them.
- (d) He said he was very much annoyed with that clerk.

4. Change the following into the causative form of the verbs, so as to show that the people mentioned did not do the things spoken of themselves, but requested others to do them: e. g.,

I cut my hair = I had my hair cut.

- (a) The contractor packed his bag.
- (b) He brought some important papers.
- (c) I will send those papers to London.
- (d) I am building a theatre.
- (e) I have written a letter to that stupid clerk.

5. Complete the following sentences, using the infinitive to express purpose, object, or intention:

e. g., I am going to the city **to buy** a hat.

- (a) The contractor went to the ticket office —
- (b) He went to London —
- (c) When he had written the letter, he went to the post office —

6. Change the following into questions:

- (a) That person went off in a great hurry.
- (b) You don't know why he went off in such a hurry.
- (c) He left something behind.
- (d) The papers were important.

7. Answer the following questions using the word "not" in the second part, as "Did your father go to Africa or to America?" = "He went to Africa; not to America."

- (a) Was the contractor from Newcastle or from Manchester?
- (b) Did he go to London or to Paris?
- (c) Do you think he went by train or by aeroplane?
- (d) Was he annoyed with his clerk, or pleased with him?

8. Correct the following errors in fact:

- (a) The contractor mentioned in the story lived in Newcastle, a city in Scotland.
- (b) He didn't hurry at all: he had plenty of time to spare.
- (c) He could do his business easily without the papers.
- (d) When he reached the hotel he rested a couple of hours before writing to his clerk.
- (e) His clerk was an uncommonly clever young man.

9. Underline the verbs in the following sentences, so as to make the sentences very emphatic. Add exclamation marks.

- (a) I was foolish to forget those papers.
- (b) That new clerk of mine is stupid.
- (c) The contractor will be annoyed when he receives his clerk's letter.

4. PUNCTUAL AND
CAREFUL

4. PUNCTUAL AND CAREFUL

A. THE STORY

The following typewritten letter arrived one morning at the office of Messrs. White and Gray, Bankers.

“Friday, 14th.

“Dear Sir,

“I saw your advertisement in the paper about a month ago, saying that you were in want of an office clerk who was punctual* and careful in his habits.

“I am writing now to say that I should like to work in your office. I am twenty years of age, and have just finished my education. While in school my teachers always praised me for my punctuality* and my care in details. I shall be glad to hear from you.

“If this letter fails to reach you please be sure to write and let me know.

“Yours very truly,”

B. EXPLANATORY INTRODUCTION TO THE STORY

There was once a firm of bankers.

There were two partners.

One was called Mr. White.

The other was called Mr. Gray.

Together they were called Messrs. White and
Gray.

They attended to their business in an office at the
bank.

One morning a letter arrived.

It was written neither in pencil nor in ink.

It was not written with a pen of any kind.

It was written with a typewriter.

In fact, it was a typewritten letter.

It began with the name of the day on which it was
written.

It was written on a Friday.

That Friday was the 14th (fourteenth) day of the
month.

The letter itself began with the salutation* "Dear
Sir."

That was a mistake, for the letter was addressed to
a firm, not to a single person.

He should have written "Dear Sirs" or "Gentle-
men."

The bankers, about a month before the time when this letter was written, had advertised for an office clerk.

Naturally they wanted one who was punctual in his habits,

Punctual people always do things at the right time.

Boys who are punctual never come to school late.

If you promise to go to somebody's house at ten o'clock, and you get there at half past ten, you are not punctual.

Punctual people never keep other people waiting.

The firm also wanted a man who was careful in details.

The word "details" means small things.

The writer of the letter saw the advertisement.

He thought he would like the position (the post, the situation).

That was why he wrote to the bankers.

He did not write as soon as he saw the advertisement.

We can see by the letter that he waited about a month before writing.

He told the bankers why he was writing.

He said he would like to work for them.

He told them that he was just twenty years old.

He said he had finished his education.

He said that while he was in school his teachers had always praised him because he was never late (because he was always punctual).

They had also praised him, he said, because he was careful about details.

He said he would be glad to hear from the bankers. "To hear from a person" means "to receive a letter or message from him."

He asked them to let him know if the letter failed to reach them.

He wrote: "If this letter does not reach you, please let me know."

That was a foolish and impossible thing to expect them to do.

He ended up with the words "Yours very truly."

"To end up a thing" means "to finish it."

This is what we generally write at the end of a business letter.

This is a customary polite ending to a business letter.

He did not sign his name.

Evidently he forgot to do so.

You can see that he was neither very punctual nor very careful.

If he had been punctual, he would not have waited a month before answering the advertisement.

He was certainly not careful of details, because he forgot to write his own address at the beginning of the letter.

He also forgot to write the month and year at the beginning: he wrote only the day of the month.

Also he forgot to sign his name at the end.

I feel sure that he never got that position.

In the first place, it is quite likely that others wrote before him.

In any case, the bankers could not possibly answer the letter, because they could not tell who the writer was or where he lived.

Then his request at the end of the letter was a very silly one.

How could the bankers tell him that the letter had not arrived if they never received it!

TYPICAL QUESTIONS FOR ORAL WORK

1. On what day of the week was this letter written? (It was written on a Friday.)
2. On what day of the month was it written? (It was written on the 14th.)
3. In what year was it written? (I don't know.)
4. What was the writer's address? (I don't know, or I can't tell.)
5. Didn't he write his address in the letter? (No, he didn't.)
6. To whom was the letter written? (It was written to Messrs. White and Gray.)
7. What were Messrs. White and Gray? (They were bankers.)
8. Was the letter written in ink or in pencil? (It was written in neither.)
9. What was it written with? (It was written with a typewriter.)

10. Whom was it written by? (It was written by a young man.)
11. Was the salutation "Dear Sir" right or wrong? (It was wrong.)
12. Do you think the writer was punctual in his habits? (No, I don't.)
13. Do you think he was careful of details? (No, I don't.)
14. Did his teachers think he was punctual or unpunctual? (They thought he was punctual.)
15. Did they consider him careful or careless about details? (They considered him careful.)
16. How old was this young man? (He was twenty.)
17. Did he expect the bankers to reply to his letter? (Yes, he did.)
18. Is it polite or impolite to answer letters punctually? (It is polite.)
19. Is a typewriter useful or useless to busy men? (It is very useful.)
20. Is the writer's address usually written at the top of the letter? (Yes, it is.)

C. COMPOSITION EXERCISES BASED ON THE STORY

1. Write the answers to the following questions:—
 1. Why was "Dear Sir" a mistake in this letter?
 2. What is your opinion of a man who forgets to sign his name at the end of a letter?

3. Do children learn their lessons in an office or in a school?
4. Do business men usually attend to their business in an office or at home?
5. Do you suppose that the letter given here was the only one received by the bankers that day?
6. Do bankers read letters only, or do they also read the daily papers?
7. If this young man had applied to you for a position would you have employed him?
8. Give two reasons why the bankers probably did not employ him.
9. Did he say he was careful about small matters or about important ones?
10. Why do you think he never got a reply to his letter?
11. Give two reasons why typewriters are useful to business men.
12. Can you yourself write faster with a typewriter or with a pen?
13. How does a typewriter compare with a fountain-pen in price?
14. Was the request at the end of the letter a reasonable one or was it ridiculous?
15. Where does the writer of a letter usually write his own address?

16. Where is the date usually written?
17. In writing the date in a letter, do you write the day or the month first, or doesn't it matter at all which you write first?
18. Do people always sign their names at the end of letters, or do they sometimes forget to do so?

2. Replace each dash by a suitable noun.

- (a) Messrs. White and Gray were —.
- (b) About a — ago they wanted a —.
- (c) They put an — in the papers.
- (d) One day they received a — from a young man who had just completed his —.
- (e) When he was at — his teachers spoke well of his —.

3. Replace the dashes by suitable adjectives.

- (a) I shall be — to receive an answer.
- (b) The bankers wanted a man who was — and —.
- (c) The typewriter is more — than a fountain-pen.
- (d) The typewriter is a very — machine for — people.

4. Complete the following sentences.

- (a) The writer said he had seen
- (b) The bankers wanted some one who
- (c) His teachers praised . . . for . . . and for

- (d) The writer asked them to . . . if the letter failed to reach them.
5. **Change the last sentence of the letter (that which comes just before "Yours very truly,") into the indirect form of speech.**
6. **In speaking, what would you say instead of *I am, I would, you had, he would, he will?***
7. **In this letter there is an example of the present progressive tense. Which is it?**
8. **Which verb in this letter is in the imperative form?**
9. **Correct the following errors in fact.**
- (a) The bankers one day received a postcard.
- (b) The bankers sent an immediate reply.
- (c) The writer of the letter was a young child.
- (d) The writer had never been praised for anything.
- (e) We know that the writer's name was William King.
10. **Replace each dash by a suitable word.**
- (a) Friday is the — day of the week.
- (b) I saw the news in to-day's —.
- (c) I am — years — age.
- (d) I — born in — (Place).
- (e) I was writing — you were reading. (**Two things happening at the same time.**)
- (f) Your letter arrived — Saturday — nine o'clock — the morning.

5. TIT FOR TAT

5. TIT FOR TAT

A. THE STORY

A rather bad-tempered person once wrote the following letter to the manager of the local waterworks company:

“What is the matter with you and your company? For about two days no water has been coming through the pipes here. Please attend to the matter as soon as possible.”

The next day the postman brought him the following reply:

“Referring to your letter of even date, what is the matter with you and your cheque-book? For about two months no money has been coming from you. Please send a cheque or cash at your earliest convenience.”

The money was sent, and the next day there was a good supply of water in the house.

B. EXPLANATORY INTRODUCTION TO THE STORY

There was once an ill-tempered person.

An ill-tempered person is one who has a bad temper.

Nothing seems to satisfy such people.

Such people are seldom cheerful.

A waterworks company is a company that supplies water to houses.

One day this man wrote a letter to the manager of the local waterworks company.

He did this because no water had been coming through his pipes for about two days.

The letter was not very polite.

He asked what the matter was with the manager and his company.

He told them that there had been no water in his house for about two days.

The pipes were empty.

Of course he was referring to (he was talking about) the pipes in his own house.

Of course water will not run if the tap is turned off. It was when he turned on the tap that he found there was no water.

To turn on a tap means to open it.

To turn off a tap means to shut it.

We also say: "Turn on the gas, please"; or
"Turn off the water."

He asked the manager to attend to the matter as soon as possible.

The next day he received a letter from the manager. It was an answer to his own letter.

This letter began: "Referring to your letter of even date."

"Referring to" means "Speaking of."

"Of even date" means "of the same date."

This shows that the two letters were written on the same day. Some business men write "of even date" while others write "of to-day's date" or "dated to-day." These expressions all have the same meaning.

The manager enquired what the matter was with his customer's cheque-book.

This was not at all polite, but he had received a rude letter and was answering in the same way.

He said that he had received no money from this customer for about two months.

He asked him to send either a cheque or cash as soon as possible.

The money was sent.

The next day there was plenty of water in the pipes.

TYPICAL QUESTIONS FOR ORAL WORK

1. Is a bad-tempered person usually cheerful?
(No, he isn't.)
2. Was the person spoken of at the beginning of the story a man or a woman? (He was a man.)
3. Does the word "person" refer to a child, or only to grown-up people? (It refers only to grown-up people.)
4. What did he write? (He wrote a letter.)
5. To whom did he write the letter? (He wrote it to the manager of the waterworks company.)
6. Is a manager a person of importance or one of no importance? (He's a man of importance.)
7. Did the waterworks belong to the writer's town or to another place? (They belonged to his town.)
8. If a person comes to you to ask a question, is it polite to say "What's the matter?" or is it better to say "What can I do for you?" (It's better to say "What can I do for you?")

9. Is a commercial company formed of only one person or of more than one? (It is formed of more than one.)
10. Was the writer of the letter referring to water-pipes or to gas-pipes? (He was referring to water-pipes.)
11. What usually comes through water-pipes? (Water does.)
12. What usually comes through gas pipes? (Gas does.)
13. Was plenty of water coming through the pipes, or none at all? (None at all was.)
14. What did the writer ask the manager to do? (He asked him to attend to the matter.)
15. Have you water pipes in your house? (Yes, we have. No, we haven't.)
16. Do you think the writer was a kind-hearted man? (No, I don't.)
17. When did the postman bring a reply? (He brought it the next day.)
18. When was the reply received? (It was received the next day.)
19. What does a cheque-book contain? (It contains cheques.)
20. Did the bad-tempered man send the money? (Yes, he did.)
21. Did they turn on the water then? (Yes, they did.)

C. COMPOSITION EXERCISES BASED ON THE STORY

1. Write the answers to the following questions:—
 1. Is a bad-tempered person a favorite with others, or is he disliked by most people?
 2. What does "once" mean as used in this story?
 3. If a person makes an enquiry, is it polite to make him wait a little before you answer him or is it better to answer at once?
 4. Is a manager's position one of responsibility or of no responsibility?
 5. If a person enters a shop to make an enquiry, is it polite to say to him "What's the matter with you?" or is it better to say "What may I do for you?"
 6. Why was no water coming through that man's pipes?
 7. Are water pipes usually seen in a bath-room or in a dining-room?
 8. Who puts the stamp on a letter: the writer or the receiver?
 9. Did the first letter mentioned in the story refer to gas or to coal?
 10. For how long had this man been receiving no water?
 11. For how long had he failed to pay for his water?

12. Are cheque-books to be obtained at any book store, or only at a bank?
13. By whom was the money finally sent to the manager of the waterworks company?
14. Does the expression "A good supply of water" mean the same thing as "Plenty of water," or are the two expressions quite different?

2. Replace the dashes by suitable prepositions.

- (a) Please write — the manager.
- (b) An answer has just arrived — the manager.
- (c) What are you going to do — that cheque?
- (d) I hope you will attend — the matter soon.
- (e) There is always a good supply — water — my house.

3. The words in heavy type are not very definite in meaning. Change them for words having a very definite meaning.

- (a) He was a **rather** ill-tempered person.
- (b) I have had no water for **about** two days.
- (c) Attend to the matter **as soon as possible**, please.
- (d) The letter was posted **a few** days ago.

4. Change the verbs in the following sentences into the past tense and make any other necessary changes.

- (a) Plenty of water is coming now.
- (b) What is the matter with you to-day?
- (c) I am answering your letter now.

5. **The following sentence was written on December the fourth. Rewrite it as on December the eighth.**

I am going to write to the manager of the waterworks company the day after to-morrow.

6. **Change the following quotations into the indirect form.**

- (a) "What is the matter with you?" he asked.
- (b) "There has been no water in my house for about two days," he said.
- (c) "I hope," he said, "that you will soon send me a cheque."
- (d) "Have you sent a cheque in payment for your debt?" he enquired.
- (e) "I sincerely hope," he said, "that you are now getting a good supply of water."
- (f) "The water will come to-morrow," he said.

7. **The two letters as given here are not complete. Name four different things that should be supplied in order to make them complete.**

8. **Say what is wrong with the following sentence, and why it is wrong.**

My brother came here yesterday morning, but he said "that he would not be able to come again for some time."

9. **Change the following sentences so as to make them true to the facts of the case.**

- (a) A very good-tempered old woman wrote to the manager.

- (b) Please attend to the matter when convenient.
There is no hurry.
- (c) Water pipes are usually made of brass.
- (d) A couple of days later she received an answer.
- (e) She never sent any money and so the water never came.

10. Change the following sentences so as to give them the contrary meaning.

- (a) What a bad-tempered old fellow he is!
- (b) I always write short letters.
- (c) There are plenty of cheques left in my cheque-book.
- (d) It is quite correct and customary to write cheques in pencil.
- (e) It is a very foolish thing to keep your money in a bank.

11. Replace the words in heavy type by others having about the same meaning.

- (a) This person was **rather bad-tempered**.
- (b) The letters were **somewhat** rude.
- (c) For **almost** two days there has been no water in my house.
- (d) The **next day** he received a reply.

6. THE POROUS PLASTER

6. THE POROUS PLASTER

A. THE STORY

A dentist one morning received the following letter:

“Dear Sir,

“I need some treatment and am afraid it will be rather painful, so I am writing to ask if you give gas or cocaine to your patients.” The dentist replied as follows:

“Dear Sir,

“I am just in receipt of your letter enquiring if I use gas or cocaine in treating my patients. I can give you either gas or cocaine, and am quite sure that you will feel no pain at all: in fact, if you keep your eyes shut, you will not know that I am treating you.

“Please call to-morrow morning at 10:30.”

The next morning the patient arrived, and at once began to take off his coat and waistcoat.

“Oh, you needn't take off your clothes,” said the dentist. “Just take a seat and let me see your tooth.”

“Tooth!” said the man. “What do you mean? My teeth are all right. I have a porous plaster on my back and I want you to take it off.”

B. EXPLANATORY INTRODUCTION TO THE STORY

Once there was a dentist. *

A dentist, you know, is one who takes care of your teeth.

He treats your teeth when they are bad.

One day he received a letter.

It was quite a short letter.

A short letter is sometimes called a note.

The letter was to this effect:

The writer needed **treatment**.

He expected that the treatment would be rather painful.

Like most people, he did not like pain.

He wanted the treatment to be painless.

He asked the dentist if he used gas or cocaine.

Gas, which is sometimes called "Laughing gas," is not much used nowadays.

It is quite effective, but only for a minute or two.

The patient inhales (=breathes in) the gas through his mouth and nose

Cocaine is injected under the skin.

The dentist answered the letter as follows:

I use both gas and cocaine.

I have both of them.

Sometimes I use one, sometimes the other.

You won't feel any pain.

I am quite sure of that.

If you keep your eyes shut, you won't know that I am doing anything to you.

Please come to-morrow morning at about half-past ten.

The patient arrived punctually the next morning.

He did a very strange thing.

He took off his coat.

Then he began to take off his waistcoat.

The dentist told him not to do that.

He said it was not at all necessary.

He told him to sit down and let him see the bad tooth.

The patient said it wasn't a tooth.

A porous plaster is something that is stuck on to a part of the body for healing purposes.

Sometimes they stick so fast that it is difficult to get them off.

Sometimes it's very painful to remove a porous plaster.

This patient had a porous plaster on his back; and he wanted it removed without pain.

TYPICAL QUESTIONS FOR ORAL WORK

1. Do you like going to a dentist? (No, I don't.)
2. What did the dentist receive one morning?
(He received a letter.)
3. Was it from a stranger or from his brother?
(It was from a stranger.)
4. Was it a long letter? (No, it wasn't.)
5. Did the writer need some treatment? (Yes, he did.)
6. Did he think it would be painful or painless?
(He thought it would be painful.)

7. He enquired if the dentist used gas or cocaine, didn't he? (Yes, he did.)
8. Did the dentist use only one of these, or did he use both? (He used both.)
9. Which of these could the dentist give? (He could give both.)
10. Is gas used much nowadays? (No, it isn't.)
11. Is gas inhaled? (Yes, it is.)
12. Is cocaine inhaled, or is it injected under the skin? (It is injected under the skin.)
13. If the patient took gas, would he feel a little pain or no pain at all? (He would feel no pain at all.)
14. Was the dentist sure of that or not quite sure? (He was quite sure of it.)
15. Did the patient call the same day or the next? (He called the next day.)
16. The patient took off his coat. Is that usual at a dentist's? (No, it isn't.)
17. Did the dentist tell him to sit down or to stand? (He told him to sit down.)
18. Is the expression "Take a seat" the same as "Sit down," or is it quite different? (It is quite the same.)
19. What did the patient have on his back? (He had a porous plaster there.)

20. Were his teeth bad? (No, they weren't.)
21. Did he ask the dentist to pull the plaster off?
(Yes, he did.)

C. COMPOSITION EXERCISES BASED ON THE STORY

1. Write the answers to the following questions:—
 1. Does a dentist treat your teeth or your stomach?
 2. Is good eyesight necessary or unnecessary for a dentist?
 3. Was the letter that the dentist received one day a long one, or was it just a note?
 4. Did the writer enquire about gas or about cocaine?
 5. Can anyone use cocaine, or can only medical men use it?
 6. Is dental work a thing about which you must be very careful, or is it a very simple matter?
 7. How do you like dental treatment?
 8. Is a dentist's chair usually a comfortable one or not?
 9. Do you think a chemist would sell cocaine to you, or do they sell it only to dentists, doctors, and such people?

10. What is the effect of cocaine?
11. About how long does the effect of laughing gas last?
12. Why do you suppose the gas that some dentists use is called laughing gas?
13. When did the dentist tell the patient to call?
14. When do people usually take off their clothes?
15. Did the dentist let the patient take off his clothes, or did he tell him not to do so?
16. What part of his body did the patient want to let the dentist see?
17. Is it a good thing to take a plaster off slowly, or is it better to take it off very quickly?
18. Why did this man want to have gas or cocaine?
19. If you wanted a dentist to take a tooth out, would you ask him to inject cocaine, or would you let him take it out without giving you either gas or cocaine?
20. What kind of school must you go to if you want to be a dentist?

2. In place of the words in heavy type write others to express the true meaning.

- (a) Dental treatment is **always** painless.
- (b) A dentist treats a man's **eyes**.
- (c) The dentist sent a reply **very late**.

- (d) If I give you gās you will feel **some** pain.
- (e) The patient began to take off his **necktie**.
- (f) People usually put porous plasters on their **eyes**.

3. Give the comparative and superlative forms of the following words:

Short, good, quickly, slowly, slow.

4. Change the following into direct speech.

- (a) He asked the patient if his tooth was bad.
- (b) He said that it was very painful.
- (c) He asked the dentist to pull off a porous plaster.
- (d) He said that he wanted the dentist to pull it off quickly.
- (e) The dentist told him not to take off his coat.
- (f) He said that the Americans called a waistcoat a vest.

5. Replace the words in heavy type by other words or phrases having about the same meaning.

- (a) The dentist **once** received a letter.
- (b) I **need** some treatment.
- (c) I **am afraid** it will be painful.
- (d) The dentist asked him to **show** him his bad tooth.
- (e) Please **take a seat**.
- (f) "It isn't a tooth," **replied** the patient.
- (g) He received a letter **enquiring** about gas.

6. What adverb of degree is used in the patient's letter?
7. When the dentist wrote to the patient, he used an adverb and an adverbial phrase. Name them.
8. Does 10:30 refer to the morning or to the evening, or to either?
9. Answer the following questions :
 - (a) How many minutes are there in four hours?
 - (b) How many minutes are there in the fourth hour?

7. CAUGHT IN HIS OWN
TRAP

7. CAUGHT IN HIS OWN TRAP

A. THE STORY

Mr. Black was a very proud and disagreeable man, and he very much disliked his neighbour, Mr. White, because he had a very large dog, and Mr. Black was a little afraid of it. He doubted if Mr. White had a licence for the dog, so, in order to find out whether he had a licence or not, he wrote to the tax officials the following letter on his best writing-paper on the top of which his crest was printed:

“Gentlemen, Will you kindly let me know if my neighbour, Mr. White, has paid the tax for his dog?”

The next day he received the following reply:

“Dear Sir, In reply to your letter of yesterday we beg to inform you that Mr.

White's dog-tax has always been punctually paid. We notice, however, that you have your crest,* for the use of which you have no licence, printed on your writing-paper. The punishment for using a crest without permission is a fine of £10, which you must pay at this office within twenty-four hours."

B. EXPLANATORY INTRODUCTION TO THE STORY

There was once a man named Black.

He was very proud.

He was very disagreeable.

His neighbour was a gentleman named White.

Mr. White had a large dog.

Mr. Black disliked Mr. White because he kept this
dog.

Evidently Mr. Black was afraid of the dog.

In England a person may not keep a dog without
having a licence.

A licence is an official permit.

Mr. Black thought that perhaps Mr. White had no
licence for his dog.

Evidently Mr. Black wanted to get rid of the dog.

He wrote to the local tax officials to enquire if Mr. White had paid his dog-tax.

He had his crest beautifully printed on the top of his writing-paper.

A crest is a sort of picture or design.

In England one must have a licence and pay a small tax before he may use his crest.

He asked the tax officials to let him know if Mr. White had paid his dog-tax.

The answer came the next day.

The tax officials said that Mr. White had always paid his tax punctually.

They said, however, that they had noticed Mr. Black's crest on his writing-paper.

They also said that he had no licence to use it.

If anyone keeps a dog, or uses his crest without first getting a licence, he will be punished.

The punishment is a fine.

In this case the fine was £10. (Ten pounds.)

The officials said that Mr. Black must pay the tax within twenty-four hours.

TYPICAL QUESTIONS FOR ORAL WORK

1. What was the name of the disagreeable man?
(It was Black.)
2. What was his neighbour's name? (It was White.)

3. Was Mr. White a disagreeable man, too?
(No, he wasn't.)
4. Which of the two men was proud? (Mr. Black was.)
5. Is it good or bad to be proud? (It's bad.)
6. Whom did Mr. Black dislike? (He disliked Mr. White.)
7. What did his neighbour keep? (He kept a dog.)
8. Was it a large or small dog? (It was a large one.)
9. Was Mr. Black afraid of the dog? (Yes, he was.)
10. In England must you have a licence to keep a dog? (Yes, you must.)
11. Did Mr. Black think that Mr. White had no licence? (Yes, he did.)
12. Had Mr. White a licence? (Yes, he had.)
13. Who had his crest printed on his writing-paper? (Mr. Black had.)
14. Had Mr. Black a licence for his crest? (No, he hadn't.)
15. To whom did Mr. Black write a letter? (To the tax officials.)
16. Did he write about his neighbour's dog? (Yes, he did.)

17. Did he receive an answer to his letter? (Yes, he did.)
18. Did the answer come on the same day? (No, it didn't.)
19. Who had to pay a fine? (Mr. Black had.)
20. How much was the fine? (It was ten pounds.)

C. COMPOSITION EXERCISES BASED ON THE STORY

1. Write the answers to the following questions:—
 1. Do you think that Black and White are common or uncommon names?
 2. Is it pleasant or unpleasant to have a disagreeable neighbour?
 3. Which was the disagreeable man: Mr. Black or Mr. White?
 4. Why did Mr. Black dislike his neighbour?
 5. Do you think that Mr. Black was fond of dogs or not?
 6. What is it necessary for one to have in England if he wants to keep a dog?
 7. Must you pay a dog-tax in your country?
 8. Do you think that licences are necessary for dogs only, or for some other things as well?
 9. What did Mr. Black want to know?

10. Did he ask his neighbour about it, or did he make enquiries elsewhere?
11. Did he go to the tax office himself, or did he write?
12. What did he ask the tax officials?
13. Was the answer satisfactory to him or to Mr. White?
14. What did the tax officials notice?
15. In England, what must one get before he can use his crest?
16. What did the officials say about Mr. White?
17. Was Mr. Black using his crest with or without a licence?
18. What is the punishment for doing that?
19. Was the fine very light, or was it rather heavy?
20. What was the fine in this case?
21. How soon had Mr. Black to pay the fine?

2. Replace each dash by a suitable noun.

- (a) Mr. Black did not like his —— dog.
- (b) Mr. Black was afraid of the ——.
- (c) If you want to keep a ——, you must get a ——.
- (d) Mr. Black's —— was printed on the top of his ——.
- (e) Mr. White had always paid his —— punctually.

3. Replace each noun printed in bold type by its corresponding singular form, and make any other changes that you may consider necessary.

- (a) The **men** were very proud.
- (b) They had some **dogs**.
- (c) Those **people** did not like to pay their **taxes**.
- (d) My **friends** had their **crests** on their writing-paper.
- (e) The tax **officials** are reading Mr. Black's letter.

4. Change the following sentences into the interrogative form.

- (a) He had paid his tax punctually.
- (b) Mr. Black did not like dogs.
- (c) He was afraid of them.
- (d) The punishment for using a crest without permission is a fine.
- (e) Mr. Black had to pay the fine very soon.

5. Change the following sentences from direct into indirect form.

- (a) "I do not think he has paid his tax," said Mr. Black.
- (b) "I hate dogs," said Mr. Black.
- (c) "Has Mr. White paid his dog tax?" enquired Mr. Black.
- (d) "I wrote to the tax officials," said he (*or* he said).

- (e) "I shall have to pay a fine of ten pounds,"
said Mr. Black.

6. Replace the dashes by suitable words.

- (a) The dog is a most useful ____.
- (b) Mr. Black was very much ____ of big dogs.
- (c) Mr. Black's letter was a very ____ one.
- (d) The next day an answer arrived at his ____.
- (e) Mr. Black was punished ____ using his crest
____ a licence.

7. Change the following sentences so as to use the word "want," as in the example: "Please come here," said his father="His father wanted him to come to him."

- (a) "Has Mr. White paid his tax?" said Mr. Black.
- (b) "Is that dog dangerous?" he asked.
- (c) "You must pay a fine of ten pounds," said the tax officials.

8. Name seven verbs in the reply which are in the present tense.

9. Re-write the first letter (the letter to the tax officials) as if it had been sent by two people to one person.

10. Correct the following errors in fact.

- (a) Mr. White's house was a long distance from Mr. Black's.
- (b) The dog belonged to a gentleman named Gray.

- (c) Mr. White was always late in paying his taxes.
- (d) The tax officials did not notice anything.
- (e) Mr. White had to pay a fine of twenty pounds for keeping a dog without having a licence for it.

8. AN UNSAFE BANK

8. AN UNSAFE BANK

A. THE STORY

A certain person went to the bank with a cheque for one pound (£1) which had been sent to her by a friend. When she got to the bank she presented the cheque and asked for the money. After waiting a few minutes, the clerk handed the cheque back to her with the letters "N/f" written on the face of it in red ink.

"I don't want the cheque," said the lady. "I want the money. What's the meaning of this 'N/f'?"

"It means 'No funds.'"

She put the cheque in her pocket and hurried home. There she sat down and at once wrote a letter to the friend who had sent her the cheque. She wrote:

“Dear Miss Evans,

“I very strongly urge you to remove all your money from the Lion’s Bank. I went there this morning to get the one pound you sent me, and they said there were no funds!”

B. EXPLANATORY INTRODUCTION TO THE STORY

A certain person went to the bank one day.

A bank is a place where people keep money.

You can also borrow money from a bank.

This person had a cheque with her.

This cheque had been sent to her by a friend.

The friend’s name was Miss Evans.

She went to the bank to get some money for the cheque.

The cheque was for one pound.

She arrived at the bank and went in.

She presented her cheque.

To present a cheque *at* the bank means to hand it to the clerk.

To present a cheque *to* a person means to give it to him as a present.

She waited a few minutes for the money.

At last the clerk came, but he did not give her the money.

He returned the cheque to her.

On the face of the cheque she saw the letters "N/f."

The front of a cheque is usually called the face.

These letters were written in red ink.

The clerk had written them.

She did not know what those letters meant.

She told the clerk that she wanted the money, not the cheque.

She asked the clerk the meaning of the letters "N/f."

He told her that they meant "No funds."

"No funds" means "no money."

It meant that the person who wrote the cheque had no funds in that bank.

The lady then put the cheque in her pocket.

She went out of the bank.

She went home quickly.

She hurried home.

When she got home she sat down and at once wrote a letter.

She wrote to the friend who had sent her the cheque.

That was Miss Evans.

"Miss" is used before the name of any lady or girl who has never been married.

It is a kind of title, like Mr., Mrs., etc.

In her letter she urged Miss Evans to take all her money out of the bank.

The bank was called "The Lion's Bank."

She told Miss Evans that she had been to the bank that morning.

She also told her that the clerk would not give her the one pound she asked for.

She told her that the clerk said there were no funds. She had supposed (absurdly enough) that the bank had no funds.

This was, of course, not the fact.

The fact was that, just at that time, Miss Evans had no money in the bank.

TYPICAL QUESTIONS FOR ORAL WORK

1. Did the person in the story go to a bank?
(Yes, she did.)
2. What was she taking to the bank? (She was taking a cheque there.)
3. Was this person a lady or a gentleman? (She was a lady.)
4. Was the cheque sent to her by a friend?
(Yes, it was.)
5. Did she present the cheque at the bank?
(Yes, she did.)

6. What did she ask for at the bank? (She asked for some money.)
7. It was a cheque for one pound, wasn't it? (Yes, it was.)
8. Did she wait a long time or only a few minutes? (She waited only a few minutes.)
9. Did the clerk give her the money? (No, he didn't.)
10. What did he give her? (He gave her the cheque.)
11. Was it the same cheque or a different one? (It was the same one.)
12. What letters were written on the cheque? (The letters N/f were.)
13. Were they written in red or in black ink? (They were written in red ink.)
14. Did the lady want the cheque or the money? (She wanted the money.)
15. Didn't she know the meaning of N/f? (No, she didn't.)
16. Did she go home at once, or did she wait a little? (She went home at once.)
17. Did she go slowly, or did she hurry? (She hurried.)
18. Did she write a letter to her friend or to her brother? (She wrote it to her friend.)

19. Was it the friend who had sent her the cheque? (Yes, it was.)
20. Did she urge her friend to keep her money in the bank, or to take it out? (She urged her to take it out.)

C. COMPOSITION EXERCISES BASED ON THE STORY

1. Write the answers to the following questions:—
 1. Is a bank a place where money is kept, or where goods are stored?
 2. Are banks usually open in the day time or in the night?
 3. For how much was the cheque which is mentioned in the story?
 4. When she presented the cheque what did she ask for?
 5. Is waiting in a bank usually tiresome or not?
 6. How long did the lady have to wait?
 7. What does "funds" mean?
 8. Who had no funds in the bank?
 9. Did the lady think it was the bank or her friend that had no money?
 10. Who was it that wrote those letters on the cheque?
 11. Where were the letters "N/f" written?

12. Do you think the lady was pleased or disappointed when the clerk handed the cheque back to her?
13. Where did she put the cheque?
14. What is the front of a cheque usually called?
15. Is one pound a large or a small sum?
16. Did the lady think the bank was a safe or unsafe one?
17. Do people usually sit or stand when they write letters?
18. What was the lady's object in going to the bank?
19. What was the name of the bank?
20. Why do you think she urged her friend to take all her money out of the bank?

2. Change the verbs in the following sentences into the progressive form.

- (a) I went to the bank.
- (b) She presented her cheque.
- (c) Miss Evans keeps no money in this bank.
- (d) The clerk gives her a cheque.
- (e) She hurried home.

3. Change the following from the indirect to the direct form of speech.

- (a) The lady said she was going to the bank.
- (b) She said that a friend had sent her the cheque which she had in her hand.

- (c) She said she would hurry home.
- (d) She said she would write to Miss Evans.
- (e) She said she would advise her to remove all her money from that bank.

4. Complete the following sentences, giving reasons for the statements already written.

- (a) I am going to the bank because
- (b) The clerk wrote N/f on the cheque because Miss Evans
- (c) The lady wrote to her friend because she thought
- (d) She doubted if the bank was safe, because

5. Change the following sentences as in this example:

When I got home I had my dinner
=It was not until I got home that I had my dinner.

- (a) When the lady reached the bank, she presented her cheque.
- (b) When she presented the cheque, she asked for the money.
- (c) When she had waited some little time, the clerk handed the cheque back to her.
- (d) When she asked the clerk, she learned the meaning of the letters N/f.

- (e) When she learned this, she advised her friend **to take her money out of the bank.**
6. Ask questions in order to obtain as answers the words printed in bold type.
- (a) She went **to the bank.**
- (b) She took a cheque **with her.**
- (c) She asked for **some money.**
- (d) She waited **a few minutes.**
- (e) I very strongly urge you to **remove your money from that bank.**
7. Name the verbs in the first paragraph, i.e. from the beginning of the story to the words "on the face of it in red ink."
8. Correct the errors in fact in the following sentences.
- (a) At the bank the lady asked for some stamps.
- (b) She waited quite a long time.
- (c) The clerk handed her the money.
- (d) The clerk wrote something in pencil on the back of the cheque.
- (e) She urged her friend to put her money in another bank.

9. ONE COACH FOR ALL

9. ONE COACH FOR ALL

A. THE STORY

Mr. Smith one day wrote the following letter:—

417, Flint Road,

Bath, Jan. 26, 1931.

The Mid Wales Railway Co.,

Radnor.

Gentlemen,

ATTENTION: PASSENGER DEPARTMENT.

I note by your advertisement in the "Radnor News" that horse coaches are now provided to take passengers over the seven miles between Radnor Station and the Glyn Waterfalls.

Will you kindly let me know if there are different coaches for first, second, and third class passengers?

Yours very truly,

M. Smith.

A couple of days later he received the following reply:—

Radnor, 27th Jan., 1931.

M. Smith, Esq.

Bath.

Dear Sir,

Re Coaches to the Glyn Falls.

Your letter of yesterday's date has just come to hand.


Only one coach, capable of seating fourteen people, is provided. First class passengers are allowed to ride the whole distance; second class passengers are expected to walk up all steep hills; and third class passengers are expected to assist in pushing the coach up the hills.

Yours very truly,

W. Hughes,

Manager: Passenger Department.

B. EXPLANATORY INTRODUCTION TO THE STORY

There was once a man named Smith. 

Smith is a very common name in England and America.

One day he wrote a letter.

He wrote it from Bath, where he lived.

This letter was to the Mid Wales Railway Co.

Their office is at Radnor.

Radnor is a town in the centre of Wales.

Wales is a very small country, but very beautiful.

It seems that this gentleman, Mr. Smith, wanted to go and see the beautiful Glyn Waterfalls.

The name "Glyn" rhymes with "tin."

At the top of his letter he wrote his address, and just below it the date.

Letters usually begin like this.

The letter was written on January the twenty-sixth.

On the next line, but at the left-hand side, he wrote the names and address of the receivers.

The person to whom a letter is addressed is called the addressee.

The addressees were the Mid Wales Railway Co.

Then he wrote the salutation "Gentlemen."

Just below that, and in the centre of the line, he wrote the words "Attention: Passenger Department."

He did this to show that the letter was for that department, and not, for instance, for the Machine Department.

In his letter he told the Company that he had seen their advertisement in the paper called "The Radnor News."

"The Radnor News" is, I suppose, the name of a local newspaper.

The advertisement was one about coaches.

They were the old-fashioned horse-coaches.

These coaches would, it appeared, carry passengers from the station to the waterfalls.

Previously (before that) I suppose people had to walk there, or go on bicycles.

Mr. Smith wanted to know if there were different coaches for each class—first, second, and third.

Just here I might mention the fact that nowadays there is no second class in England and Wales, but only first and third.

Then he finished his letter in the usual way, writing "Yours very truly" and his signature.

The manager of the Passenger Department was quite punctual in answering that letter.

Mr. Smith's letter was written on the 26th and the answer was dated the next day.

He began the letter in the usual proper business way.

After writing his address and the date, he wrote Mr. Smith's name and address at the left.

Just below that, and in the middle of the line, he wrote "Re Coaches to the Glyn Falls."

After Mr. Smith's name he wrote "Esq."

"Esq." is short for "Esquire."

Nowadays there is not much difference between Mr. (mister) and Esq. (Esquire), but Esquire is considered more polite.

We write "Mr." before a person's name, and "Esq." after it.

We never write both Mr. and Esq. for one person.

Mr. is used in speaking, but Esq. never.

The word "Re," which the manager wrote at the top of the letter means "About."

It is very often used in business letters, and here it shows that the letter was about the Glyn Falls coaches.

At the beginning of the letter he wrote: "Your letter of yesterday's date has just come to hand."

This is a kind of sentence only used in business letters.

"Of yesterday's date" means "dated yesterday."

"Come to hand" means "arrived."

We do not write "to my hand" or "to our hands," but only "to hand."

The manager said that there was only one coach running between the station and the falls.

He said that it was big enough to seat fourteen passengers.

He said that first class passengers would be allowed to ride all the way, those with second class tickets would have to walk up all steep hills, and that third class passengers would have to help to push the coach up those hills.

He signed his name "W. Hughes."

"Hughes" rhymes with "views."

Hughes is almost as common a name in Wales as Smith is in England.

TYPICAL QUESTIONS FOR ORAL WORK

1. What was the number of Mr. Smith's house?
(It was No. 417.)
2. Was his letter written in the summer or in the winter? (It was written in the winter.)
3. Was it written to a private person or to a company? (It was written to a company.)
4. Was it a railway company or a steamship company? (It was a railway company.)
5. In what country is Radnor? (It is in Wales.)
6. Do you think it is a well-known town? (No, I don't.)

7. Is Wales a very large country or a very small one? (It is a very small one.)
8. Is it a beautiful country or not? (It is a beautiful country.)
9. What had Mr. Smith seen in the paper? (He had seen an advertisement.)
10. What was the advertisement about? (It was about coaches.)
11. Was it a very great distance from the station to the Glyn Falls? (No, it wasn't.)
12. Do you suppose Wales is flat or hilly? (I suppose it's hilly.)
13. Do you often see waterfalls in flat countries? (No, you don't.)
14. Are horse-coaches rather old-fashioned, or are they quite modern? (They are rather old-fashioned.)
15. Which do you like better: coaches or trains? (I like trains better.)
16. Which is cheaper: first class or third class? (Third class is.)
17. Is the first class carriage usually comfortable? (Yes, it is.)
18. On what day of the month did Mr. Smith receive an answer to his letter? (On the twenty-eighth.)

19. How many coaches ran to the Glyn Falls?
(Only one did.)
20. Do trains run in the night as well as in the
daytime? (Yes, they do.)

C. COMPOSITION EXERCISES BASED ON THE STORY

1. Write the answers to the following questions:—
 1. Which are more expensive: first class tickets or second class ones?
 2. How many classes of carriages are there on most English railways?
 3. How many people would the coach mentioned in the letter seat?
 4. What did they expect the second class passengers to do?
 5. What did they expect the third class passengers to do?
 6. Which are more common nowadays: motor-cars or horse carriages?
 7. Are motor coaches drawn by horses?
 8. A passenger train is one that carries passengers. What does a goods train carry?
 9. Do city people usually remain in the city during the summer, or do they sometimes go into the country?

10. Would you say that a train is both convenient and rapid, or would you say that it is neither the one nor the other?
11. Is it a fact that trains run faster on the main lines than on branch lines, or is the opposite the fact?
12. On a hot summer day would you be willing to help push that coach up the hills, or would you rather walk all the seven miles?
13. Who provided the coach to the Glyn Falls?
14. On how many wheels do such coaches run?
15. As waterfalls are usually among the hills and mountains, do you think the road from the station to the falls probably went uphill or downhill?
16. Would you expect the road to the falls to be quite smooth or rather rough?
17. At what time of year do you suppose the greatest number of visitors came to see the falls?
18. What do you do about your food when you go to such lonely places as the Glyn Falls, where there are no hotels?

2. Replace each dash by a suitable noun.

- (a) A coach is usually pulled by one or more —.
- (b) One who travels in a train is usually called a

—.

- (c) On mountain streams we often find pretty
——.
- (d) The —— of Mr. Smith's letter was Jan. 26th.
- (e) A horse cannot pull a heavy —— up a steep
——.

3. Replace the dashes by suitable words.

- (a) Most coaches run on —— wheels.
- (b) The horse could not pull that coach up the
hills, because they were too ——.
- (c) Waterfalls are usually very ——.
- (d) Places where trains stop are called ——.
- (e) A large church will —— a thousand people
or more.

**4. Combine the two following sentences into one,
using the word *so* instead of *very* and making
any other necessary changes or additions.**

That hill is very steep.

The horses cannot pull the coach up it.

**5. Change the following into the indirect form of
speech.**

- (a) "Please tell me how many coaches run to the
falls," said Mr. Smith.
- (b) "I should like to know," said he, "if there are
different coaches for different classes."
- (c) "If you have a second class ticket," said the
manager, "you must get out and walk up
all the steep hills."

- (d) "Is it a long way from the station to the falls?" he enquired.
- (e) "It is not more than seven miles," said the manager.

6. Supply suitable qualifying words to show comparison or emphasis.

- (a) Wales is a — small country: it is certainly — than England.
- (b) Horses are — strong animals, but not — as a railway engine.
- (c) Second class passengers pay — than third class, and first class passengers pay — of all.
- (d) Radnor is a town in Wales, but it is — — well known.
- (e) January is the — month of the year, and December is the —.
- (f) (Spoken on February 1st by the Manager of the passenger department.) I received a — letter from a Mr. Smith — month.

7. If, instead of writing to Mr. Smith, the manager had spoken to him, what would he have said in place of "Re Coaches to the Glyn Falls"?

8. Supply suitable verbs to show that the things they describe are usual or everyday events.

- (a) One coach — daily between the station and the falls.

- (b) A few passengers — the coach up the hill every day.

9. Correct the following errors in fact.

- (a) Radnor is a huge city in the centre of England.
(b) Most people dislike going to see waterfalls, because they are seldom pretty.
(c) As it was three and a half miles from Radnor station to the Glyn Falls, it was seven miles there and back.
(d) Those who had first class tickets went by a much better coach than those who had third class tickets.
(e) Mr. Hughes was the manager of the Goods Department.

10. Contradict the following statements:

Example: He is very fond of swimming.

(Contradiction)

1. Oh no, he isn't.
 2. Oh, no, he doesn't like swimming at all.
 3. Pardon me (Excuse me), but you are quite mistaken. He is not at all fond of it.
- (a) You speak English very well indeed.
(b) Trains in America run on the roads, not on rails.
(c) These two letters were very badly written.
(d) Even if you were able to do so, you wouldn't like to spend a holiday in Wales.

11. Supply any suitable words to express length of time, how long after, how long before, or at the same time.

- (a) It would take me about — — to walk seven miles.
- (b) The manager wrote his letter — he had read Mr. Smith's.
- (c) You ought to be at the station about — — before the train starts.
- (d) You must pay (your money) — they will give you your ticket.

THE END



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