

L. A. Hill

Advanced Steps to Understanding

This new L. A. Hill series, *Steps to Understanding*, is a development from the highly successful approach used in *Stories for Reproduction*. The all-new stories are accompanied by a variety of exercises, as before; but in this series there is a greater emphasis on comprehension work. There are true/false questions, to be used as a quick check on understanding, as well as 'thinking' questions that require the student to work more creatively.

With these questions, the stories may be exploited either for reading or for listening comprehension. (The accompanying cassette includes both stories and questions and will provide useful listening practice, whether in class or as home study.)

Another important new development in this series is the addition of a book at the beginner's level of 750 headwords.

Vocabulary in *Introductory/Elementary/Intermediate/Advanced Steps to Understanding* is restricted to L. A. Hill's 750-/1 000-/1 500-/2 075-headword level, and the grammatical structures are also strictly controlled. A word list is included at the end of the book.

The four books in the series are:

Introductory Steps to Understanding
(750-headword level)

Elementary Steps to Understanding
(1 000-headword level)

Intermediate Steps to Understanding
(1 500-headword level)

Advanced Steps to Understanding
(2 075-headword level)



ISBN 0 19 581855 5

Oxford
University
Press

Advanced Steps to Understanding

L. A. Hill

Tokyo
Oxford University Press
Oxford Hong Kong New York

Oxford University Press

Oxford New York

Toronto Melbourne Auckland

Petaling Jaya Singapore Hong Kong Tokyo

Delhi Bombay Calcutta Madras Karachi

Nairobi Dar Es Salaam Cape Town

and associates in

Beirut Berlin Ibadan Nicosia

© Oxford University Press (Tokyo) 1980

First published 1980

Eighteenth impression 1988

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, electronic, mechanical, photocopying, recording or otherwise, without the prior permission of Oxford University Press.

ISBN 0 19 581855 5

Illustrated by Dennis Mallett

OXFORD is a trademark of Oxford University Press.

Printed in Hong Kong

by Kings Time Printing Press Ltd.

Published by Oxford University Press K.K.

Atsuta Building, 3-13-3 Otsuka

Chiyoda-ku, Tokyo 102

Introduction

In this series of practice books, Dr. Hill uses four levels, his introductory (750-headword), elementary (1,000-headword), intermediate (1,500-headword) and advanced (2,075-headword) levels. This book is at the 2,075-headword level.

Each story is about 150 words long, and some of the stories contain one or two words outside the grading. These are listed on the pages on which they appear, and can be looked up in a dictionary before work is begun. All the levels are very carefully graded, and this covers not only vocabulary, but also idioms and grammar.

These four books are intended chiefly to help students read English more easily and with more comprehension, but they can also be used:

(i) for practice in understanding spoken English (with the student listening to the teacher, or to the cassette);

(ii) for practice in writing English (by answering the questions in English; by writing as much of the story as the student can remember; and by doing the exercises); and

(iii) for improving the student's command of vocabulary, idioms and grammar (again by doing certain of the exercises).

If the student wishes to use the books *only* for practice in reading comprehension, he/she should read a story and then answer questions in *his/her mother-tongue*.

He/She can also try reading some (or all) of the questions *first*, and then reading the story to find the answers to the questions before answering them. To increase speed of reading, the student can time himself/herself with a watch or clock, and try to read as fast as possible, *provided that he/she can still understand*.

If the student wants to use this book for practice in understanding spoken English, he/she can use the cassette in the following ways:

(i) He/She can listen to the cassette one or more times (with his/her book open or closed, as he/she wishes) and then read the story aloud himself/herself, at first in chorus with the voice on the cassette, and then alone. After his/her own reading alone, he/she can check his/her performance by listening to the cassette again.

(ii) He/She can listen to the cassette one or more times, with his/her book closed, and then write down as much of the story as he/she can remember, and/or answer the questions and do the exercises (all without looking at the story). If he/she writes as much of the story as he/she can remember, he/she can then look at the story in the book, or listen to it again on the cassette, to compare what he/she has written with the original.

Method (i) gives practice in speaking with a good pronunciation, including stress, rhythm and intonation.

Method (ii) gives practice in aural comprehension (listening and understanding).

Other books by Dr. L. A. Hill are:

Stories for Reproduction, First series

4 levels (introductory/elementary/intermediate/advanced)

Stories for Reproduction, Second series

4 levels (introductory/elementary/intermediate/advanced)

Anecdotes in American English

3 levels (elementary/intermediate/advanced)

Best Funny Stories 1-3

3 levels (750 headwords/1,000 headwords/1,500 headwords)

Word Power

3 levels (Word Power 1500, 3000, 4500)

Comprehension Topics

2 levels (elementary/intermediate)

Writing for a Purpose

Advanced Steps to Understanding

1



Harry Marsh was a driving examiner who had to test people who wanted to get a driving-licence. One day he came out of his office as usual and saw a car at the side of the road, with a young man in it. He got into the car beside the driver and told him to check the lights, then the brakes and then all the other usual things. The driver performed everything promptly and faultlessly, without saying a word.

Then Harry told the driver to start his engine and drive forward. Then he told him to turn right into a side road, stop, go backwards into another side road and then drive to the office again.

On the way, the driver said to Harry politely, 'Could you please tell me why we are doing all these things? I was passing through this town and only stopped to look at my map.'

A Which of these sentences are true (T) and which are false (F)? Write T or F in the boxes.

1. People who wanted a driving-licence had to have a test first. ☐
2. If a driver could check all the things like lights and brakes, Harry passed him. ☐

Outside the 2 073 headboards: licence

3. The young man had a lot of faults in his performance. ☐
4. Harry gave the young man a driving test by mistake. ☐
5. Harry asked the young man to drive him to his office because he was late. ☐
6. The young man had not really come to have a driving test. ☐

B Answer these questions.

1. What was Harry's job?
2. What did he see outside his office one day?
3. What did he do?
4. What did he tell the young man to do?
5. What did the young man do?
6. What did Harry tell him to do after that?
7. What did the young man ask him after he had finished?
8. Why had his car been parked outside Harry's office?

C Put the right sentences under the right pictures.



1. A young man was driving through a town alone.
2. And then he made him go backwards.
3. He made him turn right.
4. He stopped to look at his map.
5. He told the young man to check his lights.
6. Suddenly an older man got into the car.
7. Then he made him drive forward.
8. Then he told him to check his brakes.



George was a newspaper reporter who worked for a small local newspaper in a country town. Nothing much ever happened there.

One day George's boss sent for him.

'George,' he said, 'James Bright is making a speech at the Town Hall tonight. I want you to go and report on it for us.'

'James Bright?' said George. 'He's a terrible old fool. He never says anything worth reporting.'

'Bright is our best-known local politician,' said the boss. 'We'll have to print a report on that speech.'

So George went to the meeting and Bright spoke for two hours without stopping. When George got back to the office at last, the boss was waiting for him.

'Well, George,' he said. 'What did the old man say?'

'Absolutely nothing,' said George.

The boss wasn't surprised. 'All right, George,' he said. 'You'd better not write more than two and a half columns on it.'

Outside the 2 075 headwords: boss

A Which of these sentences are true (T) and which are false (F)? Write T or F in the boxes.

- George was a journalist.
- James Bright was a reporter too.
- George did not have a high opinion of James Bright.
- James Bright spoke for a long time.
- George's boss told him to write quite a lot about his speech.

☐
☐
☐
☐
☐

B Answer these questions.

- What did George's boss ask him to do one day?
- What did George answer?
- And what did his boss say then?
- What happened at the meeting?
- What did George's boss ask him when he came back?
- What did George answer?
- How did his boss feel about this?
- And what did he tell George to do?

C Put one word in each space. All the correct words are in the story on page 6.

It is difficult to imagine how some people manage to get elected to represent us. Many a . . . is much less clever than he pretends: in fact, he may be a complete . . . Of course, our national representatives tend to be better than our . . . ones, but these at least usually know our problems. However, it must often be very annoying for a . . . who is working for a small newspaper to be sent by his . . . to . . . on a . . . made by someone whom he considers not . . . listening to. But newspapers have to fill their . . . with something every day, so they often . . . things which are really very boring.



Many years ago an English lady in Africa was invited by an important local chief to be the first person to use his new bath—the first one in that part of Africa.

The lady went into the bath-house, turned on the taps and got into the nice, warm water. But when she looked up, she was frightened to see an eye watching her through a hole. She got out, dressed and ran outside. She saw an old man and a donkey there. He was carrying a petrol tin of hot water in one hand, and one of cold water in the other, and in front of him were two funnels.

'Why were you watching me in my bath?' the lady asked him angrily.

The man answered politely, 'I have to see which tap you turn on, madam, or I don't know whether to pour in hot or cold water.'

Outside the 2 075 headwords: Funnel

A Which of these sentences are true (T) and which are false (F)? Write T or F in the boxes.

1. The English lady had never been in a real bath in that part of Africa before.
2. The water came out of the taps as usual.
3. The lady was afraid when she saw an animal in a hole in the bathroom.
4. She ran out and saw a man carrying petrol to heat the water.
5. The old man was looking at the lady because he did not often see white women.
6. The bath did not have running hot and cold water unless the old man was there.

☐
☐
☐
☐
☐
☐

B Answer these questions.

1. What was the English lady invited to do?
2. What did she do?
3. What gave her a fright?
4. What did she do about it?
5. What did she see when she went out?
6. What was he doing?
7. What did the lady ask him?
8. And what did he answer?

C Opposites: Put a word beginning with *in, is, it or we*, or a word ending in *less, in each space*.

1. The English lady was not a patient woman: she was an ... one.
2. She was not fair to the old man: she was ... to him.
3. If he did not look through the hole, he would not be able to see which tap the lady was turning: he would be ... to see it.
4. When she thought about it, she realized that she had not been very just to him: in fact, she had been very ...
5. She had not given him justice: she had done him an ...
6. There was no running water, so it was not useful to connect the taps to pipes: it was ... to do so.
7. It was not possible to get running water in that place: it was quite ... to do this.
8. The lady had baths at regular times every day: she never had a bath at an ... time.



Mr Edwards and Mr Wilson were friends. They were sitting in a train when another man came in. There was going to be an election soon, and Mr Edwards and Mr Wilson began talking about politics. Mr Edwards supported the Labour Party strongly.

Suddenly the third man began to argue with Mr Edwards. He supported the Conservatives.

They argued for a long time, and then Mr Edwards said, 'Well, I can't make you change your mind, and you can't make me change mine, so let's have an agreement: I won't vote for the Labour Party, and you won't vote for the Conservative Party. Then we'll be able to stay at home comfortably, and nobody will lose anything.' The other man agreed.

They all got out at the same station, and Mr Edwards drove Mr Wilson home in his car.

'That's the fifteenth person I've made that agreement with,' he said to him.

A Which of these sentences are true (T) and which are false (F)? Write T or F in the boxes.

- Mr Edwards was for the Labour Party.
- The third man was on Mr Edwards's side.

☐
☐

Outside the 2 675 headlines: Conservative, Labour

- Mr Edwards and the third man disagreed about politics.
- Each agreed to vote for his own party.
- They agreed not to vote at all.
- The agreement helped the Labour Party.

☐
☐
☐

B Choose the correct sentence under each picture.



1. Look! Mr Edwards
 has
 is having
 breakfast.



3. Mrs Edwards
 is seeing
 sees
 Mr Edwards off
 now.



4. Mr Wilson is saying
 to Mr Edwards,
 'Are you knowing
 'Do you know
 Mr Little?'

2. He
 has
 is having
 a cold.

5. And Mr Edwards
 is answering.
 'I am not thinking
 do not think
 so.'



6. Mr Edwards is
 talking to Mr Little
 now. He is saying,
 'Yes, I
 am seeing
 see
 what
 you mean.'



7. Mrs Edwards
 is smelling
 smells
 a pan of soup.



9. Now she
 is tasting
 tastes
 the soup.

8. It
 is smelling
 smells
 good.

10. It
 is tasting
 tastes
 nice.



Some people were queuing outside the Scala Theatre for tickets for a very popular show. They had to wait for several hours, and during that time they were entertained by a young man who was playing very nicely on a trumpet. The queue enjoyed his music and put quite a lot of money in the box that he had on the ground in front of him.

At last one of the people in the queue said to him, 'You play too well to be a beggar.'

'I'm not a beggar,' the young man said. 'I'm studying to be a trumpet player in a big band, and I have to practise several hours every day, so I thought it would be nice to do it in the fresh air instead of in my small room on days when the weather was nice—and also to get a bit of money at the same time.'

A Which of these sentences are true (T) and which are false (F)? Write T or F in the boxes.

- Part of the show at the Scala Theatre was a popular entertainment by a young man who played the trumpet. ☐
- The young musician got quite a lot of money from the people in the queue. ☐
- He played better than the usual beggars. ☐
- He played the trumpet in the band at the Scala Theatre. ☐

Outside the 2 075 headquarters: queue (s. and r.)

- He played in his small room in good weather with his windows open to get fresh air. ☐
- When the weather was nice, he always used to go to the bank to get a bit of money. ☐

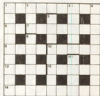
B Do this puzzle.

Across:

- The musician's ... included both old and new music.
- He was ... his best when playing dance music.
- The musician in this story played the ...



- The musician was a ... of beautiful sounds.
- There was a ... outside the theatre which said 'First Performance 2.45 p.m.'.
- This was the name of the theatre.
- When the wind was blowing in the right ... one could hear the music half a kilometre away.



- 'What did the musician do to ... the people in the queue?'
'He played the trumpet.'
- Perhaps some of the people in the queue had come by ...



Down:

- The musician ... several hours a day in the street when the weather was fine.
- After playing for a few hours, the musician was tired ...
- ...



- The musician was not a ... : he was a student.
- The queue enjoyed the young man's ...
- Perhaps some of this people in the queue had come by ...





Mr Richards worked in a shop which sold, cleaned and repaired hearing-aids. One day an old gentleman entered and put one down in front of him without saying a word.

"What's the matter with it?" Mr Richards said. The man did not answer. Of course Mr Richards thought that the man must be deaf and that his hearing-aid must be faulty, so he said again, more loudly, "What's wrong with your hearing-aid, sir?" Again the man said nothing, so Mr Richards shouted his question again as loudly as he could.

The man then took a pen and a piece of paper and wrote: "It isn't necessary to shout when you're speaking to me. My ears are as good as yours. This hearing-aid is my wife's, not mine. I've just had a throat operation, and my problem is not that I can't hear, but that I can't speak."

Outside the 2 675 headwords: hearing-aid

A Which of these sentences are true (T) and which are false (F)? Write T or F in the boxes.

1. An old gentleman brought a hearing-aid into the shop where Mr Richards worked. ☐
2. The man did not answer Mr Richards's question because he was deaf. ☐
3. Mr Richards wrote his question down because the old gentleman could not hear him. ☐
4. The old gentleman answered Mr Richards's question in writing. ☐
5. The hearing-aid was the old gentleman's. ☐
6. The old gentleman couldn't speak. ☐

B Answer these questions.

1. What did an old gentleman bring Mr Richards one day?
2. What did Mr Richards ask him?
3. And what did the old man say in reply?
4. What did Mr Richards think then?
5. What did he do?
6. How did the old man make Mr Richards understand what he wanted?
7. Was the old man deaf?
8. Why had he not spoken to Mr Richards?

C Put words which end in *en* in the spaces, whenever this is necessary.

When people repair things in shops, they sometimes:

1. make them flat, which means that they ... them;
2. make them smooth, which means that they ... them down;
3. make them stronger, which means that they ... them;
4. make them thinner, which means that they ... them down;
5. make them longer, which means that they ... them;
6. make them shorter, which means that they ... them;
7. make them wider, which means that they ... them;
8. make them narrower, which means that they ... them down;
9. make them sharp, which means that they ... them;
10. or make them straight, which means that they ... them.



Mrs Grey was old and deaf, and she was in court, accusing a neighbour of allowing his dogs to come into her garden, damage her vegetables and run after her cat and her chickens.

After hearing both sides, the judge thought that it would be best and cheapest for everybody if Mrs Grey and her neighbour could come to some sort of arrangement to settle the matter between themselves, so he asked the lawyer who was representing Mrs Grey to find out how much money she wanted from her neighbour in order to stop the action against him.

Her lawyer explained to her what was happening, but Mrs Grey could not hear what he said, so he repeated loudly, 'The judge wants to know what you will take.'

'Oh, thank you very much,' Mrs Grey answered politely. 'Please tell him that I'll have a glass of beer.'

A Which of these sentences are true (T) and which are false (F)? Write T or F in the boxes.

- Mrs Grey's dogs had run after a neighbour's chickens. ☐
- The judge was afraid that Mrs Grey and her neighbour might settle the matter between themselves. ☐

- Mrs Grey's lawyer asked her how much money she wanted. ☐
- Mrs Grey did not understand him, because she was deaf. ☐
- She thought the judge had offered her a drink. ☐
- The judge had really asked her what she would like to drink. ☐

B Answer these questions.

- Why had Mrs Grey come to court?
- What did the judge decide?
- What did he do as a result?
- What did Mrs Grey's lawyer do then?
- What happened to Mrs Grey?
- And what did the lawyer do?
- What was Mrs Grey's answer?
- What mistake had she made?

C Put the right sentence under the right picture.



- And they frightened her chickens.
- At last she went to court.
- Mrs Grey's neighbour had some dogs.
- The judge listened carefully and then called Mrs Grey's lawyer.
- The lawyer had to shout to make Mrs Grey hear.
- Then she asked happily for a glass of beer.
- They also ran after Mrs Grey's cat.
- They used to damage her vegetables.



A man who was bored with living in London and desired to move to the country was looking for a house from which he could get to his office in the city easily every day. One day he saw an advertisement for a suitable house in Hampshire which was claimed to be within a stone's throw of a railway station from which there were frequent trains to London.

He telephoned the house agency and arranged to go down by train the next day and have a look at the house.

The house agent met him at the station and they drove to the house, which was at least a kilometre from the station.

The man who had come to see the house turned to the house agent when they reached it and objected, 'I should be very interested to meet the man who threw that stone you mentioned in your advertisement!'

زنگنه ZTC
A Which of these sentences are true (T) and which are false (F)?
Write T or F in the boxes.

1. The man in this story wanted to live in the country, but work in London.
2. He wanted to live near a station.
3. He saw an advertisement for a house near a station.
4. He saw an advertisement for a house near his office.
5. He went from London to Hampshire with the house agent.
6. The house was not really only a stone's throw from the station.

☐
☐
☐
☐
☐
☐

B Answer these questions.

1. Why did the man in this story want to leave London?
2. Where did he want his new house to be?
3. What did the advertisement for the house in Hampshire claim?
4. What did the man do when he saw the advertisement?
5. What happened when he got to the station?
6. How far was the house from the station?
7. What did the man say to the house agent?
8. What had the writer of the advertisement really meant?

C Put one word in each space. You will find all the words in the story on page 18.

When Mrs Williams's children grew up and left home, she had nothing to do. 'I'm . . .', she said to her husband. 'I want a job.' Her husband suggested that she should put an . . . in the local newspaper, asking for work which was . . . for a housewife. She did this, and . . . a few days, she was offered an insurance . . . for her area. The job of the insurance . . . would be to visit people, or telephone them, to try to sell them insurance. Mrs Williams took the job and enjoyed it. She could do it as and when she . . . and as part of the job she could also make . . . visits to London, to see the head office. She did so well that her name was often . . . in the insurance company's monthly magazine; and in the end, it could be . . . that she was the most successful part-time agent in the country.



A famous writer who was visiting Japan was invited to give a lecture at a university to a large group of students. As most of them could not understand spoken English, he had to have an interpreter.

During his lecture he told an amusing story which went on for a long time. At last he stopped to allow the interpreter to translate it into Japanese, and was very surprised when the man did this in a few seconds, after which all the students laughed loudly.

After the lecture, the writer thanked the interpreter for his good work and then said to him, 'Now please tell me how you translated that long story of mine into such a short Japanese one.'

'I didn't tell the story at all,' the interpreter answered with a smile.

'I just said, "The honourable lecturer has just told a funny story. You will all laugh, please."'

Which of these sentences are true (T) and which are false (F)? Write T or F in the boxes.

1. The famous writer spoke Japanese well.
2. He told the students a long funny story.
3. The interpreter took rather a long time to tell the story.
4. The interpreter told the students a different funny story.

☐
☐
☐
☐

side the 2 975 headword: interpreter

5. The students did not understand the lecturer's funny story at all.
6. The students laughed because the interpreter told them so.

☐
☐

B Answer these questions.

1. What invitation did the writer in this story receive?
2. Why did he need an interpreter?
3. What did he do during his lecture?
4. Why did he stop after that?
5. Why was he surprised then?
6. What did the students do?
7. What did the writer ask the interpreter after his lecture?
8. And what did the interpreter answer?

C Write this story. Choose the more suitable word each time.

My interpreter was not

young	youngful
-------	----------

 (he was actually over 45),

but he had a

young	youngful
-------	----------

 face, a very black,

silk	silky
------	-------

moustache and an orange

silk	silky
------	-------

 tie.

He interpreted in a loud,

confident	confidential
-----------	--------------

 voice, although he

had earlier confessed to me

confidently	confidentially
-------------	----------------

 that he really felt very nervous.

Although he had had little practice at interpreting, he was more

skilful	skilled
---------	---------

 at translating

imaginary	imaginative
-----------	-------------

 language, and

more

sensible	sensitive
----------	-----------

 to its sounds, than many a far more

skilful	skilled
---------	---------

 interpreter. I particularly liked his translation of

a poem about an

imaginary	imaginative
-----------	-------------

 island called Lealca.



Mr Williams was a gardener and a very good one too. Last year he came to work for Mrs Elphinstone, who was old, fat and rich.

She knew nothing about gardens, but thought that she knew a lot, and was always interfering. One day Mr Williams got angry with Mrs Elphinstone and called her an elephant. She did not like that at all, so she went to a lawyer, and a few months later Mr Williams was in court, accused of calling Mrs Elphinstone an elephant. The magistrate found Mr Williams guilty, so Mr Williams said to him, 'Does that mean that I am not allowed to call this lady an elephant any more?'

'That is quite correct,' the magistrate answered.

'And am I allowed to call an elephant a lady?' the gardener asked.

'Yes, certainly,' the magistrate answered.

Mr Williams looked at Mrs Elphinstone and said, 'Goodbye, lady.'

A Which of these sentences are true (T) and which are false (F)? Write T or F in the boxes.

1. Mrs Elphinstone was better at gardening than Mr Williams. ☐
2. Mrs Elphinstone interfered in gardening affairs, because she knew nothing about gardening, and wanted to learn. ☐

Outside the 2 075 headwords: magistrate

3. Mr Williams called her an elephant because she was old and rich. ☐
4. Mr Williams called her an elephant because she was fat and because her name was Elphinstone. ☐
5. Mrs Elphinstone sent Mr Williams to a lawyer. ☐
6. Mrs Elphinstone won the court case. ☐

B Answer these questions.

1. What did Mr Williams do when he got angry with Mrs Elphinstone?
2. And what did Mrs Elphinstone do about this?
3. What did the magistrate decide?
4. What did Mr Williams ask him then?
5. What did the magistrate answer?
6. What did Mr Williams ask then?
7. And what was the magistrate's answer this time?
8. So what did Mr Williams do then?

C Put one of these words in each empty space in the sentences under these pictures.

berries leafless leafy log mill woods



1. Mr Williams is pulling up . . .



2. It is autumn, and the trees are . . .



3. Mr Williams lives beside a . . .



4. This tree has beautiful red . . .



5. Mr Williams is cutting up a . . .



6. It is spring now and the trees are . . . and green.



There are lots of different kinds of Christian groups in the world, and one of them decided that they would adopt the motto: 'There are no problems. There are only opportunities.' 'People think too much about difficulties which prevent them from doing good deeds,' they said, 'and not enough about things that help them to do them.'

Once this group was having a big conference in a hotel, when one of the members came up to the conference inquiries desk and said to the girl behind it, 'Excuse me, miss, but I have a problem.'

The girl pointed to the motto, and said to the man, 'No, sir, you haven't got a problem. You only have an opportunity.'

The man smiled patiently at her and answered, 'Well, you can call it whatever you like, but there's a young woman in the room I was given when I arrived twenty minutes ago.'

A Which of these sentences are true (T) and which are false (F)? Write T or F in the boxes.

1. The Christian group's motto meant that life is full of hope. ☐
2. The Christian group believed that one should think more about what can be done than about what *can't* be done. ☐

Outside the 2-075 headings: conference, motto

3. The Christian group believed that it was very difficult to do good deeds. ☐
4. A man came to the inquiries desk to ask some questions about the conference. ☐
5. The girl behind the desk refused to accept that the man had a problem. ☐
6. The man thought the young woman in his room was an opportunity not a problem. ☐

B Do this puzzle.

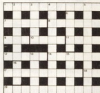
Across:

1. The girl at the inquiries desk told the man that he had an . . . , not a problem.
7. The . . . of the Christian group was: 'There are no problems. There are only opportunities.'
8. Use.
- 9.
10. The . . . of the girl at the inquiries desk was Mary.
- 11.

12. This mother is giving her daughter a . . .



14. Great quantities.
17. The group which had the big conference was a . . . group.
18. 'Was the man at the hotel with his wife?' 'No, he was there . . . his own.'
19. A lot of groups have . . . in hotels once a year.



Down:

2. The man thought he had a . . . , but the girl at the conference desk said it was an opportunity.
3. Frequently.
4. You measure temperature with this.
5. Causing difficulties.
6. In . . . of what the girl at the conference desk said, the man still thought he had a problem.
13. Main; most important.
15. If you drop tea on your white shirt, it makes a . . . on it.
16. ' . . . was in the man's room?' 'A young woman.'



The cautious captain of a small ship had to go along a coast with which he was unfamiliar, so he tried to find a qualified pilot to guide him. He went ashore in one of the small ports where his ship stopped, and a local fisherman pretended that he was one because he needed some money. The captain took him on board and let him tell him where to steer the ship.

After half an hour the captain began to suspect that the fisherman did not really know what he was doing or where he was going so he said to him, 'Are you sure you are a qualified pilot?'

'Oh, yes,' answered the fisherman. 'I know every rock on this part of the coast.' Suddenly there was a terrible tearing sound from under the ship. At once the fisherman added, 'And that's one of them.'

A Which of these sentences are true (T) and which are false (F)? Write T or F in the boxes.

1. The captain knew that coast well, but he was a careful man.
2. He went into a port to find someone who knew the coast.
3. He found a qualified pilot to guide him.
4. A fisherman wanted to earn some money by acting as a pilot.
5. The fisherman knew every rock on that part of the coast.
6. He let the captain steer the ship right on to a rock.

☐
☐
☐
☐
☐
☐

B Answer these questions.

1. What did the captain of the small ship want?
2. Why did he want this?
3. Why did a local fisherman want the job?
4. What did the captain ask him after half an hour?
5. Why did he ask him this?
6. What did the fisherman answer?
7. What happened then?
8. And what did the fisherman say about it?

C Write the sentence under each picture, choosing the correct word each time.



1. The captain put
his flag up
after
before
while
entering the port.



2. He steered the
ship
after
before
while
entering the port.



3. He dropped his
anchor
after
before
while
entering the port.



4. In
On
passing
another ship, one
should lower one's
flag in greeting.



5. The pilot made a
mistake
in
on
reading his map,
so the ship hit a rock.

6. He hit a rock
in
through
reading
his map wrongly.



A lot of people go to the seaside for their holidays, and the various towns try to organize entertainment for them.

In one seaside holiday town in the south of England, arrangements were made for a band to play outdoors in a public park every evening for a week. Unfortunately it rained the first evening, and although the band performed well, there was only one person in the audience because, although the band was under cover, the audience were not.

The man was sitting in a chair, wearing a waterproof hat and coat. After an hour, the conductor of the band went to this man and inquired whether he had a special request.

'Yes, I have,' said the man. 'Please finish as soon as you can. I'm the keeper of this park, and I want to lock the gates and go home.'

A Which of these sentences are true (T) and which are false (F)? Write T or F in the boxes.

1. A seaside holiday town found a band to entertain visitors. ☐
2. It played indoors when it rained. ☐
3. The band were protected from rain. ☐

☐
☐
☐

Outside the 2 075 headquarters: conductor

4. There were a lot of people in the audience. ☐
5. The conductor of the band asked the keeper of the park to lock the gates when they finished. ☐
6. The keeper could not leave until the band finished. ☐

B Answer these questions.

1. Why did the town in this story arrange for a band to play there?
2. Where did it play?
3. Why was there such a small audience?
4. Did the band get wet while they were playing? Why?
5. What was the man in the audience wearing?
6. What did the conductor of the band ask him?
7. What did the man answer?
8. How many people who were on holiday had come to hear the band?

C Put the right sentences under the right pictures.



1. It began to rain, and there was only one man in the audience.
2. Sandbeach was a seaside town.
3. The band arrived.
4. The conductor of the band spoke to him. He was the park keeper.
5. Then the secretary wrote to a band, inviting them to play in their park.
6. Then they came to play in the evening.
7. The town council had a meeting.
8. They practised in the afternoon.



A very strict officer was talking to some new soldiers whom he had to train. He had never seen them before, so he began: 'My name is Stone, and I'm even harder than stone, so do what I tell you or there'll be trouble. Don't try any tricks with me, and then we'll get on well together.'

Then he went to each soldier one after the other and asked him his name. 'Speak loudly so that everyone can hear you clearly,' he said, 'and don't forget to call me "sir".'

Each soldier told him his name, until he came to the last one. This man remained silent, and so Captain Stone shouted at him, 'When I ask you a question, answer it! I'll ask you again: what's your name, soldier?'

The soldier was very unhappy, but at last he replied. 'My name's Stonebreaker, sir,' he said nervously.

A Which of these sentences are true (T) and which are false (F)? Write T or F in the boxes.

1. Captain Stone trained young soldiers. ☐
2. He was a severe man. ☐
3. He warned young soldiers that there would be trouble if they did what he told them. ☐
4. He asked all the soldiers except one their names. ☐
5. The soldiers had to say, 'My name's . . . , Sir Stone.' ☐
3. When he asked the last soldier his name, he did not answer at first, because he was deaf. ☐

B Answer these questions.

1. What was Captain Stone like?
2. What did he say to the new soldiers at the beginning of this story?
3. What did he tell the young soldiers to do then?
4. What happened then?
5. What answer did the last soldier give?
6. What did Captain Stone shout then?
7. What did the soldier answer?
8. Why was he unhappy?

C Put one word in each space. You will find all the correct words in the story on page 30.

Jimmy was only eight, but he wanted to become a performer on the stage when he was older. He wanted to learn to do . . . with coins and cards, . . . he tried to find a teacher who would . . . him. His mother managed to find one, but at first Jimmy was . . . with him because he thought he was too . . . and decided to leave him. But then his mother explained to him that if the teacher made the lessons too easy, and did not take the . . . to say something whenever he made a mistake, but instead was . . . and let him do as he wished, he would never learn. After thinking about this for a few minutes, Jimmy . . . that she was quite right, and he . . . with the same teacher for two years. When he first went on the stage with his teacher, he behaved very . . . , but after a few weeks he became quite confident and very good.



An old admiral was famous in the navy for his bad temper, so everyone tried hard not to annoy him. One week his ships were going to take part in a big international exercise, so he came on board in the evening, had his dinner and then went to bed. In the morning he had his breakfast early, came up to the bridge and examined the ships in his group carefully. Then he said angrily, 'There should be two cruisers in this group, but I can only see one. Where's the other?' No one dared to answer, and this made the admiral even angrier. His face became redder and redder.

'Well?' he shouted. 'What are you fools hiding from me? Where's the second cruiser? What's happened to it? Answer me!'

At last a young sailor found enough courage to speak.

'Please, sir,' he said, 'you're on it.'

A Which of these sentences are true (T) and which are false (F)? Write T or F in the boxes.

1. Nobody wanted to annoy the admiral because he was a nice old man.



Outside the 2 675 headwords: admiral, bridge (of a ship), cruiser

2. His cruiser was going to take part in an exercise with ships of other countries.
3. On the first morning he could not find the second cruiser.
4. Nobody dared tell him that it had not arrived.
5. At last a young sailor told him that the cruiser was hiding.
6. The old admiral was on the second cruiser.



B Answer these questions.

1. What had made the old admiral famous?
2. What was the result?
3. What did he do on his ship in the morning?
4. What did he say?
5. What happened?
6. What did the admiral shout then?
7. What did someone answer at last?
8. What mistake had the admiral made?

C 1. Which of these two flags has horizontal lines (a. or b.)? Which has vertical lines (a. or b.)?

2. An admiral has a broad ring and three ordinary rings on his sleeves, and a captain has four ordinary rings. Which of these officers is the admiral (a. or b.)? Which is the captain (a. or b.)?



a.

b.

a.

b.



Miss Jones teaches mathematics at a school. In one of her classes, the boys and girls are about eight years old, and they are not very good at arithmetic. Miss Jones always tries to make the work interesting and amusing as well as useful.

One day she gave them a question: 'If you go to the market to buy vegetables,' she said, 'and a carrot and a half cost twelve pence, how much will you have to pay for a dozen carrots?'

The pupils began to write in their exercise-books, and for a long time nobody spoke. Then one boy put his hand up and said, 'Could you repeat the question, please, Miss?'

The teacher began, 'If a carrot and a half—', but the boy interrupted her.

'Oh, a carrot and a half?' he said. 'All this time I've been trying to work it out in cabbages, Miss.'

A Which of these sentences are true (T) and which are false (F)? Write T or F in the boxes.

- Miss Jones helps her pupils to enjoy their work. ☐
- One day she asked them to buy her some carrots in the market. ☐
- The pupils worked very fast. ☐
- One boy thought he had not heard Miss Jones's question correctly. ☐

Outside the 2 075 homonyms: carrot

- He thought she had said 'cabbages' instead of 'carrots'. ☐
- The reason why he had not been able to get the answer was that he had been trying to work it out in 'cabbages'. ☐

B Answer these questions.

- What question did Miss Jones ask her pupils one day?
- What did the pupils do?
- What happened after a long time?
- What did the boy ask?
- What did Miss Jones answer?
- What did the boy do?
- And what did he say?
- What difference would it make if one worked the sum out in cabbages instead of carrots?

C Do this puzzle.

Across:

- Miss Jones is a teacher of
- Absolutely certain.
- The pupil with the lowest marks is . . . of the class.
- Made it possible for.
- Most children like these.



- The children in Miss Jones's class were not clever . . . so answer her questions quickly.
- Deserving the most blame.
- 'Does that boy write with his left hand?'
'No, he is'

Down:

- Learning thoroughly.
- Miss Jones does not believe in . . . children with punishment if they do not learn.
- Very good.
- Trying not to have to do (something).
- The boy who had asked the question . . . Miss Jones before she had finished her answer.
- Felt pity for someone's troubles.
- Street. (short)



When Mr Andrews left university, he got a good job in a big oil company, but after he had been there for a few years, he decided that he would like a change. He also wanted to get a more important position, so that he could get more money, and perhaps also do more interesting work, so he put an advertisement in several newspapers, saying what experience he had had, describing the kind of job he had at that time and the kind he would like to have.

One of the answers he received was from another man who was looking for a job too. This man wrote to him, 'Dear Sir, When you get a new job, please be kind enough to give my name and address to your present employer, as I have been trying to find a position like yours for a long time.'

A Which of these sentences are true (T) and which are false (F)? Write T or F in the boxes.

1. Mr Andrews was unemployed after he left the university.
2. Mr Andrews was an ambitious man.
3. He preferred a quiet, easy job.

☐
☐
☐

4. He was willing to take responsibility.
5. The man who wrote to him was satisfied with his own job at that time.
6. The other man was looking for a better job than Mr Andrews was.

☐
☐
☐

B Which of these people (a-f) should apply for which of the jobs advertised below (1-6)?



WANTED

1. Dressmaker to work in high-class dress shop. Ring 5314 during working hours.	2. Qualified electrician needed at once. Good wages. Apply inside.	3. Are you a salesman? Would you like a better job? If so, write to Box 43, Evening News.
4. Engineers wanted by large national company. Send details of training and experience to the Manager, General Machine Tools Company, 15 Main Street, Corbury.	5. We need a garage attendant at once. Previous experience an advantage. Apply at office.	6. Model wanted for fashion house. Write Joan Stevens, 15 Newton Street, London, W112, enclosing recent photograph.



Mary was a university student. She did not have very much money, and her parents were not rich, but she had an uncle who had been fortunate enough to collect great wealth. He had no children, and Mary was his favourite niece, so he always gave her valuable Christmas and birthday presents.

When her Uncle George's birthday came round, Mary wanted to buy him something really special, but because he was so wealthy, she did not know what to get him. She went into the best shop in her town and explained what her problem was to one of the helpful young shop assistants.

Finally Mary said to her, 'I suppose this isn't the first time anybody has come to you with this problem. What do you have for someone who's already got everything he wants or needs?'

The girl sighed deeply and answered, 'Envy. Only envy.'

A Which of these sentences are true (T) and which are false (F)? Write T or F in the boxes.

- Mary was the niece of a poor man. ☐
- Mary wanted to buy her uncle a really special present because he was so wealthy. ☐

Outside the 2 075 keywords: assistant, sigh (v.)

- Mary wanted to buy her uncle a really special present because he was very kind to her.
- A young shop assistant helped her.
- Mary asked her what she had for someone like her uncle.
- The girl suggested a lot of things that he wanted or needed.

B Answer these questions.

- Was Mary rich?
- Who was rich?
- Why did Mary always get nice presents from him?
- What did she want to do for her uncle?
- Why was it difficult to find something suitable for him?
- Where did she try to find something?
- What did she say to the assistant?
- And what did the assistant answer?

C Write two sentences for each picture. Put about, for, at, in, or of in the first space; and what, how, when, where, whom, whose, or why in the second space of each.



- Mary is interested she can find to help her choose something.
- She hopes she can find someone who is excellent she wants her to do.
- Mary is doubtful she is going to buy for her uncle.
- She is afraid high the price of these things will be.
- She is always happy with the things she buys, regardless . . . the place . . . she has bought them.
- She is sincere . . . the reason . . . she has bought one thing rather than another.
- She is eager . . . the time . . . she will be earning her own living.
- She is always conscious money she is spending—hers or her parents.



Miss Richards was a teacher at a school for boys and girls. She taught chemistry and physics from the lowest to the highest classes in the school. Sometimes the new classes learnt rapidly, but sometimes they were very slow, and then Miss Richards had to repeat things many times.

One year, the first class had been studying chemistry for several weeks when Miss Richards suddenly asked, 'What is water? Who knows? Hands up!'

There was silence for a few seconds, and Miss Richards felt sad, but then one boy raised his hand.

'Yes, Dick?' said Miss Richards encouragingly. He was not one of the brightest children in the class, so she was glad that he could answer.

'Water is a liquid which has no colour until you wash your hands with soap, Miss. Then it turns black,' the boy replied with great confidence.

A Which of these sentences are true (T) and which are false (F)? Write T or F in the boxes.

1. Miss Richards was a science teacher. ☐
2. She only taught the classes of small children. ☐
3. Some of the lowest classes learnt fast, and some learnt slowly. ☐
4. Miss Richards was unhappy when the children could not answer her questions. ☐
5. She was happiest when one of the least clever children could answer. ☐
6. Dick gave the answer Miss Richards expected. ☐

B Answer these questions.

1. What did Miss Richards ask one class of new pupils one year?
2. What happened?
3. How did Miss Richards feel about this?
4. What happened at last?
5. What did Miss Richards say?
6. How did she feel?
7. Why did she feel like this?
8. What did the boy say?

C Write this story, putting one word in each space. All the correct words are in the story on page 40.

A well-trained teacher is not nervous, because she has the ... which comes of knowing that she is fully prepared for her work. She can help all her pupils, from the ... to the stupidest; and when she realizes, from the ... of her class when she asks a question, that they have not understood what she has explained, she is able to ... her explanation again and again in different forms. Above all, she must never cause her pupils to lose confidence: she must always speak to them ... and when one of them ... red with shame at having answered a question after a long delay instead of easily and ... she must quickly make him or her feel at ease again. I was once ... to see a teacher being very unkind to a girl who had ... her hand and then ... to a question before she had been called upon.



While Mrs Edwards was in town one Saturday, she saw a crash in an avenue: two cars ran into each other. The drivers got out, and an argument arose between them, but then a policeman arrived. He asked the drivers what had happened, and then he turned to the crowd which had collected round and said, 'Did anyone see the accident?' Several people said they had, and Mrs Edwards was one of them.

A week later she was asked whether she was willing to be a witness in a court case concerning the accident, and she said she was; and a month later, a lawyer was questioning her in court. She began everything with, 'I think that ...,' until the lawyer got angry and said, 'You're not here to say what you think; you're here to say what you know.'

'I'm sorry,' objected Mrs Edwards, 'but I'm not a lawyer, so I can't say things without thinking.'

A Which of these sentences are true (T) and which are false (F)? Write T or F in the boxes.

1. Mrs Edwards saw a car crash into a tree, and two other cars run into each other. ☐
2. She told a policeman that she had seen the crash. ☐

3. She refused to go to court to be a witness. ☐
4. The lawyer did not want to give Mrs Edwards time to think before she answered his questions. ☐
5. The lawyer meant that he wanted Mrs Edwards to give facts, not opinions. ☐
6. Mrs Edwards was suggesting that lawyers say things without thinking. ☐

B Answer these questions.

1. What did Mrs Edwards see one Saturday?
2. What did the policeman ask the crowd?
3. Who answered?
4. What did Mrs Edwards agree to do a week later?
5. What happened a month later?
6. How did she answer the lawyer's questions?
7. What did he say to Mrs Edwards?
8. What did Mrs Edwards answer?

C Put the right sentences under the right pictures.



1. A few weeks later she was a witness in a court case.
2. A policeman came and questioned the drivers.
3. Mrs Edwards said she would be one.
4. Mrs Edwards was walking along an avenue.
5. One car was following another.
6. The drivers got out and had an argument.
7. Then he asked for witnesses.
8. The second car hit the first.



During World War Two, a lot of young women in Britain were in the army. Joan Phillips was one of them. She worked in a big camp, and of course met a lot of men, officers and soldiers.

One evening she met Captain Humphreys at a dance. He said to her, 'I'm going abroad tomorrow, but I'd be very happy if we could write to each other.' Joan agreed, and they wrote for several months.

Then his letters stopped, but she received one from another officer, telling her that he had been wounded and was in a certain army hospital in England.

Joan went there and said to the matron, 'I've come to visit Captain Humphreys.'

'Only relatives are allowed to visit patients here,' the matron said.

'Oh, that's all right,' answered Joan. 'I'm his sister.'

'I'm very pleased to meet you,' the matron said, 'I'm his mother!'

A Which of these sentences are true (T) and which are false (F)? Write T or F in the boxes.

- Joan was in the armed forces during World War Two.
- Joan knew Captain Humphreys for a long time.
- The Captain stopped writing to Joan.
- Joan went to visit the Captain.
- Only relations could see officers in the hospital.
- Joan was the matron's daughter.

☐
☐
☐
☐
☐
☐

Outside the 2 075 headwords: matron

B Answer these questions.

- Where did Joan meet Captain Humphreys?
- What happened for several months after that?
- What happened after that?
- What had happened to Captain Humphreys?
- What did Joan say to the matron?
- What did the matron answer?
- What did Joan say then?
- And what did the matron say?

C Choose the true sentence under each picture.



- The girl served tea is Joan.
 - The girl serving tea is Joan.



- The man shooting was using a rifle.
 - The man shot was using a rifle.



- The man shooting was Captain Humphreys.
 - The man shot was Captain Humphreys.



- The officer served tea is Captain Humphreys.
 - The officer serving tea is Captain Humphreys.



- The woman visited in the hospital was Joan.
 - The woman visiting in the hospital was Joan.



- The man visited in the hospital was Captain Humphreys.
 - The man visiting in the hospital was Captain Humphreys.



Mrs Black was old and rich. She lived in a splendid house and owned a lot of valuable things. Then she died, and there was a big funeral. Notices were sent out to relatives and friends, and they came from far and near to attend the funeral.

The service took place in Mrs Black's old church, and then her body was taken back to be buried in a special place in her garden. The hearse carrying her body moved along slowly, followed by the relatives and friends, the women and children in cars, and the men on foot.

One of Mrs Black's cousins saw a poorly dressed man following the hearse and crying bitterly.

The cousin said to him kindly, 'Were you a relative of the dead woman too?'

'No,' the man answered.

'Then why are you crying?' the dead woman's relative asked.

'That's exactly why I'm crying,' the poorly dressed man answered.

Outside the 2 075 headwords: hearse

A Which of these sentences are true (T) and which are false (F)? Write T or F in the boxes.

1. Mrs Black sent notices to her relatives and friends. ☐
2. A lot of people came to the funeral. ☐
3. Mrs Black was buried in her old church. ☐
4. The men walked behind the hearse, but the women and children did not. ☐
5. The poorly dressed man had been a cousin of Mrs Black's. ☐
6. The poorly dressed man was crying because he would not get anything from the dead woman. ☐

B Answer these questions.

1. Who came to Mrs Black's funeral?
2. Whom did one of Mrs Black's cousins see?
3. What was he doing?
4. What did the cousin say to him?
5. What did he answer?
6. What did the cousin say then?
7. And what was the man's answer?
8. Why was he crying?

C Opposites: Find words in the story on page 46 which mean about the opposite of:

1. be absent from
2. cruelly
3. dug up
4. expensively
5. general
6. going in front of
7. living
8. miserable
9. sweetly
10. valueless



It was very difficult to find jobs in the north-east of England, and when John lost his, he found it impossible to get a new one. He had soon spent all his money, so he decided to go down to the south of the country, where he had heard that things were better, and that it was easier to find work. The best way to go was by train, so he went to the railway station and got into a train which was going to London.

He was the only passenger in his compartment when another man burst in carrying a gun and said to him, 'Your money, or your life!'

'I haven't got a penny,' John answered in fright.

'Then why are you trembling so much?' the man with the gun asked angrily.

'Because I thought you were the ticket-collector, and I haven't even got a ticket,' answered John.

A Which of these sentences are true (T) and which are false (F)? Write T or F in the boxes.

- John decided to go south because he was out of work and had no money. ☐
- He had heard that there were more jobs to be found in southern England. ☐
- He bought a ticket and went by train. ☐

Outside the 2 075 headwords: compartment

- A man who was sitting beside him in the train asked him for his money.
- John was trembling because he was afraid of the man's gun.
- John was trembling because he was afraid of the ticket-collector.

B Answer these questions.

- Why did John leave the north-east of England? (Four reasons.)
- Why did he go south?
- What happened when he was alone in a compartment in a train?
- What did the man say?
- What did John answer?
- How did he feel?
- What did the man say then?
- And what did John answer?

C Do this puzzle.

Across:

- John was alone in his ... in the train.
- Feeling unhappier because no one else is there.
- John could not even buy a cup of ...
- 365 or 366 days.
- Usually one ... a ticket before getting into a train.
- and 1. down, John was afraid that the man was the ...
- The same.
- John was one in the train.



Down:

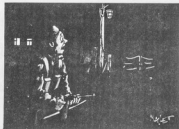
- See 13 across.
- John did not have any.
- John had spent ... his money.
- John ... because he was afraid.

- When a person is hungry, he ... something.
- A ... goes from one place to another by car, bus, train or aeroplane.



- 'Was John old?' ('No, he was ...')





Army camps always have to be guarded, of course, to make sure that nobody goes in or out without permission, otherwise soldiers could go out when they were not supposed to, and anybody could come in at any time and cause all sorts of trouble.

There is usually a guard composed of several soldiers at each gate, and the men in the guard take turns to stand at the gate with a gun and stop everyone who wants to go in or out to see their passes. The man on guard is told to say, 'Halt! Who goes there?' if anyone comes towards the gate.

A soldier was guarding the gate of a camp at night when he heard a sound in the dark. 'Halt! Who goes there?' he shouted nervously.

'Nobody,' a voice answered.

The soldier thought for a few seconds and then said, 'Well—is there anybody with you?'

A Which of these sentences are true (T) and which are false (F)? Write T or F in the boxes.

- The guards at the gates of army camps do not let soldiers go out without permission. ☐
- Several soldiers usually stand together at each gate as guards. ☐

Outside the 2 075 headwords: halt (v.), pass (= permit) (n.)

- The soldier in this story shouted, 'Halt! Who goes there?' because he felt nervous. ☐
- The soldier in this story shouted, 'Halt! Who goes there?' because he heard a noise. ☐
- Nobody answered. ☐
- The soldier then asked whether there was anybody else with the person whose voice he had heard. ☐

B Answer these questions.

- How are the gates of army camps guarded?
- What do the guards do when someone comes near?
- What do the guards say?
- What happened one night at the gates in this story?
- What did the guard say?
- How did he feel?
- What answer did he get?
- And what did he ask then?

C Put the right sentences under the right pictures.



- At 2.00 a.m. Joe was taken to the gate.
- He shouted, 'Halt! Who goes there?'
- He stood there with his gun for some time.
- It was only a friend of his who was having a joke with him.
- Joe was a soldier in a camp.
- One night he was in the guard with some of his friends.
- Suddenly he heard a sound in the dark and raised his gun.
- They had to stop people who came to the gates and examine their passes.



Joe and Helen Mills had two small children. One of them was six, and the other was four. They always resisted going to bed, and Helen was always complaining to Joe about this, but as he did not come home from work until after they had gone to bed during the week, he was unable to help except at week-ends.

Joe considered himself a good singer, but really his voice was not at all musical. However, he decided that, if he sang to the children when they went to bed, it would help them to relax, and gradually they would go to sleep.

He did this every Saturday and Sunday night until he heard his small son whisper to his younger sister, 'If you pretend that you're asleep, he stops!'

A Which of these sentences are true (T) and which are false (F)? Write T or F in the boxes.

1. Joe and Helen's children liked staying up late. ☐
2. From Monday to Friday, Joe could not help his wife to put the children to bed. ☐

Outside the 2 075 headwords: relax

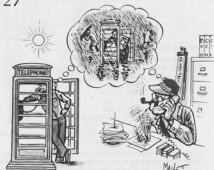
3. Joe was generally thought to be a good singer. ☐
4. Joe rightly thought he was a good singer. ☐
5. The children did not like his singing. ☐
6. His son pretended he was asleep so that he would not sing any more. ☐

B Answer these questions.

1. Were Helen's children young, or old?
2. What did she complain to her husband about?
3. Why couldn't he help for most of the time?
4. When could he help?
5. In what way was Joe mistaken about his own abilities?
6. How did he try to help his wife?
7. When did he stop doing this?
8. What had his small son learned to do?

C Put one word in each space in this story. You will find all the correct words in the story on page 54.

Jean loved playing the violin, but she was not very . . . , so the noises that came out did not give the rest of her family much In fact, they were always . . . secretly about her playing, although they had all . . . when she began, to . . . that they liked it. . . . , however, they became more and more . . . to stand it, and they began to . . . to each other secretly that this terrible noise had now to be . . . in every way possible. I . . . that they were right. Don't you?



Mr Hodges was the owner and editor of a small newspaper. He always tried to bring his readers the latest news.

One day, he received an excited telephone call from someone who claimed that he had just come through a big flood in a village up in the mountains. He described the flood in great detail, and Mr Hodges wrote it all down and printed it in his paper that evening. He was delighted to see that no other paper had got hold of the story.

Unfortunately, however, angry telephone calls soon showed that he had been tricked, so in the next day's paper he wrote: 'We were the first and only newspaper to report yesterday that the village of Greenbridge had been destroyed by a flood. Today, we are proud to say that we are again the first newspaper to bring our readers the news that yesterday's story was quite false.'

Outside the 2 075 headquarters: editor

A Which of these sentences are true (T) and which are false (F)? Write T or F in the boxes.

- Mr Hodges edited his own newspaper.
- Someone telephoned that there had been a big flood.
- People who had been in the flood were angry that Mr Hodges had written about it.
- He printed another report in his paper, repeating that there had been a flood.
- He wrote in the report that the people who had said that there had been no flood were liars.
- There had not really been a flood at all.

☐
☐
☐
☐
☐
☐

B Answer these questions.

- What work did Mr Hodges do?
- What was his aim in his job?
- What news did someone give him one day?
- How did the person give him the news?
- What did Mr Hodges do then?
- What gave him a lot of pleasure?
- How did he discover that he had been cheated?
- What correction did he print in his paper the next day?

C Put one of these words in each space.

at by for in of on out of to under with

Mr Hodges was ... his way ... his office one day ... the company ... one of his reporters when someone offered him some information ... exchange ... some free advertising in his paper. ... reply ... the man's offer, Mr Hodges suggested that he should come and discuss things at his home, as he was ... touch ... the business the man was talking about, so he could not really understand what was being offered.

... the time ... this offer, Mr Hodges had already been informed secretly, ... means ... a telegram, about this matter; but ... the sake ... not giving away the secret, he did not say anything to the man who was trying to sell him information ... regard ... the same subject. The man came to see Mr Hodges that night, ... cover ... darkness.



While Mr Green was waiting for a bus one morning, a car passed him, going very rapidly. Mr Green just had time to think, 'That fellow's certain to have an accident if . . .', before that was exactly what happened: the car hit the side of a bus violently as it was passing, and there was a terrible noise and quite a lot of damage.

Mr Green hurried to see whether anyone had been hurt, but everyone was all right. However, the bus driver asked him to be a witness at the trial, and Mr Green agreed.

At the trial, the judge asked Mr Green, 'How far were you from the place where the accident took place?'

'Eleven metres and forty-eight centimetres,' Mr Green answered.

The judge was astonished and said, 'How do you know the distance so exactly?'

'Because I was expecting some fool to ask me,' Mr Green answered.

A Which of these sentences are true (T) and which are false (F)? Write T or F in the boxes.

1. Mr Green thought that the car that passed him was going too slowly.
2. A bus ran into the car.
3. Mr Green went and helped the people who had been hurt.
4. He agreed to appear at the trial.
5. The judge was surprised that Mr Green had been so close to the accident.
6. Mr Green's answer to the judge's question suggested that he thought the judge was a fool.

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

B Answer these questions.

1. What did Mr Green think when he saw the car pass him?
2. What happened then?
3. What did the bus driver say to Mr Green?
4. And what did Mr Green answer?
5. What did the judge ask at the trial?
6. What did Mr Green answer?
7. What did the judge ask then?
8. And what was Mr Green's answer?

C Opposite: Find words in the story on page 58 which mean about the opposite of:

1. gently
2. more or less
3. not sure
4. not surprised at all
5. refused
6. slowly
7. wise person
8. wonderful



Mr Jones had to drive up from London to Edinburgh in Scotland.

'I'm going to drive at night,' he said to his wife. 'The roads will be quieter. And if I get hungry, I'll stop at one of the small restaurants at the side of the road and have something to eat.'

'The food's terrible in those places, I believe,' his wife said.

'Oh, well, I don't suppose it will kill me,' Mr Jones said, laughing. He left at 9 o'clock in the evening, and at about midnight he felt hungry, so he stopped at a small restaurant which was open all night and sat down at a table. A waiter came to him, and Mr Jones asked for ham and eggs.

'And,' he said to the waiter, 'I like my eggs almost raw, and my ham quite cold.'

The waiter laughed and said, 'You must have eaten here before!'

A Which of these sentences are true (T) and which are false (F)? Write T or F in the boxes.

- The roads between London and Edinburgh were busiest at night.
- The restaurants at the side of the road were not open at night.
- Mr Jones did not think the food in them was good but Mrs Jones did.
- Mr Jones felt hungry about three hours after he set off.
- Mr Jones asked for eggs and ham.
- The waiter thought that Mr Jones had eaten there before.

☐
☐
☐
☐
☐
☐

Outside the 2 075 headwords: ham

B Answer these questions.

- Why did Mr Jones prefer to make his journey at night?
- Where was he going to eat, if necessary?
- What did his wife say about that?
- What did he answer?
- What happened at about midnight?
- What did Mr Jones ask for?
- What did he add after that?
- What did the waiter do and say when he heard this?

C Write the sentence under each picture. Choose the correct word in each.



1. Mr Jones knew that he was going to be hungry, and he said that he would stop at a small restaurant | if | when | he wanted to eat something.



2. Mr Jones did not know whether he was going to be hungry, but he said that he would stop at a small restaurant | if | when | he wanted to eat something.



3. Mr Jones ate some bad ham, and | if | when | he had eaten it, he felt very ill.



4. Mr Jones did not eat the bad ham. | If | When | he had eaten it, he would have felt very ill.



Mr Robinson won a lot of money on the football pools, but he did not know what the best thing to do with it would be, so he went to a friend who knew a lot about money matters.

This friend said to him, 'Go and buy some modern paintings. Their value goes up every year.'

Mr Robinson went to a good art shop and looked at some modern paintings. He did not understand them at all, and thought that they were terrible—and also very expensive.

At last he saw a small picture which did not have a price on it. It was square and white, and had a black spot in the middle, and a narrow brass frame. Mr Robinson liked it better than any of the others in the shop. 'How much is this one?' he said to the shopkeeper.

'That, sir,' answered the shopkeeper, 'is the electric light switch.'

A Which of these sentences are true (T) and which are false (F)? Write T or F in the boxes.

1. Mr Robinson knew a lot about money matters. ☐
2. His friend advised him to buy modern pictures because they increased in value every year. ☐

3. Mr Robinson did not like the modern paintings he saw. ☐
4. He found them very expensive. ☐
5. He saw a small picture which was very cheap. ☐
6. The shopkeeper said it was a modern painting of an electric light switch. ☐

B Answer these questions.

1. How did Mr Robinson become rich?
2. What advice did he want from his friend?
3. What was his friend's advice?
4. What did Mr Robinson think about the paintings in the shop?
5. What was the picture that he finally chose like?
6. What did Mr Robinson think of it?
7. What did he ask the shopkeeper?
8. And what did the shopkeeper answer?

C Do this puzzle.

Across:

1. An extremely good picture.
5. Mr Robinson's money came from the . . . pools.
7. If you want to go past a person politely, you should first say, 'Excuse . . .'
10. Sensible.
12. 



13. 
14. Afraid.
17. See 4. down.

Down:

2. If this year is 1981, it was 1979 two years . . .
3. Not dark.
4. and 17. across. Mr Robinson thought this was a picture.



5. Having trouble remembering.
6. The frame of this picture is . . .



8. Mr Robinson wanted to buy a modern . . .
9. Least dirty.
11. Less old.
15. 

16. People sometimes say this when they are surprised.

APPENDIX

A 2 075-word Vocabulary

The stories in this book are written within the limits of the 2 075-word vocabulary that appears in the following pages with the exception of the words given after some of the stories.

(a.) means adjective; (adv.) means adverb; (conj.) means conjunction; (n.) means noun; (prep.) means preposition; (v.) means verb. Letters enclosed in this way (/ /) show pronunciations in international phonetic script. Parts of a word enclosed in [] show optional additions (e.g. 'accident[al]' shows that both 'accident' and 'accidental' are included). / is used to separate alternatives (e.g. 'air[force/line/mail/port/tight]' shows that one can have 'air', 'air force', 'airline', 'airmail', 'airport' and 'air-tight'). / also shows that what precedes must be modified before what follows is added (e.g. in 'absent- /ce', the 't' of 'absent' has to be dropped before 'ce' is added, producing 'absence', not * 'absentce').

a[n]	advertise[ment]	always
[un]able	advise[advise]	a.m.
(ability/enable)	[aero]plane	ambition[ion]
about	affair	ambulance
above	affect	among[st]
abroad	affect	amount
absent[-ve]	affair	amount[ing/ment]
absolute	after[noon]	anchor
accept[ed]	again	ancient
accident[al]	again	and & /
according	age	anger[ry]
account	agree[ve]	angle
accurate	ago	animal
accuse[accuse/d]	[dis]agree[ment]	anise[ance/nd/ing]
accustom	agriculture[al]	answer
ache	ahead	ant
acid	aim[less]	anticipate[ive]
across	air[force/line/	any[how]
act[ing/ion/one/way/	mail/port/	apart
actress]	tight]	apology[ize]
actual	algebra	[dis]appear[ance]
add[ition]	all	approach[ive]
address	allow[ance]	apple
admire[ation]	almost	[mis]apply[ication/
admit[mission]	alone	and]
adopt[ed]	along[side]	appoint[ment]
adult	already	[dis]approve[al]
advance[d]	also	arch[ed/way]
[dis]advantage	[al]though	argue[ment]
adventure	altogether	

arithmetic	base (n. & v.)	bathe[ing]
arm	basin	black[-headed/
([un]armed)	basin	board]
armour	basket	blade
army	bath[room/tap]	blame
arrange[ment]	(bath)	blanket
arrest	battery	blend[ing]
arrive[al]	bauble	blind[ing]
arrow	bay	block
art[center/	be[ing]	blood/blend
istric/school]	beach	blouse
article	bead	blow (n.)
artificial	beak	blow (v.)
as	beam	blue[-black]
ash[tray]	bean	blunt
ask	bear (n.)	board
association	bear (v.)	boast[ful]
astonish[ed/ing/ment]	beard	boat
at	beast	body[guard/ily]
attack	beat[en/ing]	(also-body, e.g. in
attempt	beauty[ful]	anybody)
attend[ance/ant/	became	bold[er]
tion/ive]	become	bold[ness]
attract[ion/ive]	bed[cloth/ding/	bomb
audience	room]	bone
audit	bee	book[-case]
autumn	beer	boot
avenue	before	border
average	big[gest]	born
avoid[ance]	begin[ning]	borrow
(unavoidable)	believe[four]	both
away	behind	boile
awkward[ness]	believe[il]	bottom
axe	bell	boundary
	belong	bounds
	below	(unbounded)
baby	belt	bow[ing]
back (n.)	bench	bow (n.)
back[bone/ground/	bead	bowd (n.)
ward]	behead	box (n.)
bad[ness]	berry	boy
bag[gage]	beside	bracelet
bake[r]	besides	brain
balance	between	brake
ball	beyond	branch
balloon	bicycle	brass
banana	big	brave[ry]
band[stand]	bill	bread
bandage	bind[ing]	break[age]
bank[er]	(bind)	(broken)
bar	bird	breakfast
barber	birth[day/-cake/-	break[er]
bar[headed/legged]	place]	breath[er]
bargain	biscuit	breath[ry]
barik	bit	brick
barrel	bite	bridge
		brigit[er]

bring	cause	climb[er/ing]	[in]convenience[er]	damage[d]	difficult[er/ly]
broad[en]	caution[ion]	clock[work]	conversation[al]	stamp	difficult[ly]
(broadly)	cave	close[er]	cook[er/ery/ing]	danger[ous]	dig
broadcast	ceiling	close[d]	cool[ness]	diaper[ing]	dine[ing-hall/room]
brother	celebrate[d/ion]	cloth	copper	diarr[ing]	dinner
brown	crest	clothe[ing/s]	copy	dark[en/ness]	dip
bruise	continue	cloud[er]	cork[screw]	dash	direct[ion/or]
brush	create[al]	club	corn	daughter	(mis)direct
bucket	cremate[ion]	coal[mine]	corner	day[light/time]	diar[ry]
built[ing]	cremona[al/ian/ous]	coarse	correct[ion]	(daily)	disappoint[ed/ing/mess]
bullet	[un]certain[ty]	coast[-line]	(incorrect)	decide[d/ly]	[in]discipline
bunch	chain	coat	cost	decide[ing]	discover[er/y]
bundle	chair[man]	cock	cottage	decl[er/ly]	discuss[ion]
burn[ing]	chalk	coffee[-pot]	cotton[-wood]	dear	disease[d]
burst	chance	coin	cough	deb	dispute[ed/ing]
bury[al]	change	cold[ness]	council	decay	dish
[ground/place]	character	collar	count[-ry]	decree[al/t[all]]	dismiss[al]
bus	charcoal	collier[ion/ist]	country	decide[d/ly/wise]	distance[re]
bush[ry]	charge	college	courage[ous]	deck	disappoint[ed/ing]
business[man]	charm[ing]	colony[al]	course	declare[ation]	disarm[er]
[un]businesslike	cheap	colour[ed/ing]	court[yard]	decorate[ion]	disturb[ance/ed]
busy	cheat	column	cosin	decrease	disturb[ance/ed]
but	check	comb	cover[ed/ing]	dead	div[er]
butter[-dish]	cheek	combine[ion/d]	cow	deep[er]	divide[al/ly]
butterfly	cheer[ful/ing]	come	coward[ice/ly]	(depth)	do
button[-hole]	cheese	[dis]comfort[ing]	crack[ed]	deer	doctor
buy[er]	chemical[ing/ry]	[un]comfortable	crash	defeat	dog
by	cheque	command[er]	crawl	defend[ant/or]	dollar
	chest	commence[al]	cream	degree	double
	chew	common	creature	delay	down[way]
	chicken	(common) sense	creep	delicate	dot
	chief	company[ion/ship]	crime[inal]	delight[ed/ful]	double
	child[-bearing]	commute[ion]	critic[al/ism/ian]	deliver[er]	double[ful/less]
	hood[ish/like]	common	crop	demand	down[fall]
	chimney	compute[ing/ion/ist]	cross[er]	dentist	down
	chin	complain[er]	cross[ing]	department	dream
	chocolate	complete	crowd[ed]	depend[ant]	Dr
	choose[choice]	complex	crown	(in)dependent	drag
	Christmas	comrade	crust[ry]	[er/ly]	dread[ing]
	church	conquer[ion/s]	crush[ing]	decide[al]	dresser
	cigarette[sin]	concern[ing]	cry	(decide)	dream[er]
	cinema	condition	cultivate[d/ly/or]	describe[al/pion]	dress[er/maker]
	circle[ular]	confess[ion]	cup	desert[er]	mask[ing]
	circuit	confident[er]	cupboard	deserve[ing]	drill
	city[li/less]	confidential	cur	desire	drink
	civilized[ation]	confuse[d/ing/ous]	curious[ousy]	desk	drive[er]
	claim	congratulate[ion/s]	cut[ed/y]	despair[er/mess]	drop[er]
	class[room]	connect[ion]	current	destroy[uction/or]	drop[er]
	classify[ication]	conquer[ed/ing/er]	curve	(active)	draw[er]
	clay	consequence	curve[d]	detail[ed]	draw[er]
	clean[ness]	[un]conscious[ness]	curtain[ed]	determine[ation/d]	draw[er]
	clear[ness]	consider[ation/ing]	curtain[ed]	develop[ment]	draw[er]
	clerk	contain[er]	curtain[ed]	devil	dry[ness]
	clever	[dis]content[ed]	cycle[er]	diamond	duck
	cliff	continue[al/ous]	clad[ly]	dictionary	dull
	climate	control		die	dumb

during	event	fate[faɪ]	path[pa:θ/steɪp]	give	half[ha:f]
dustre	[ɪ]n[eventʃl]	father	for	(gift)	(halve)
dust[y]	ever[la:stɪŋ]	fash[fa:ʃn/y]	forbid[faɪb]	glad	hail
duty	(and) ever, e.g. in whoever	favour[fa:və]	force[ɔ:f]	glass[glɑ:s/y]	hammer
		[ɪ]n[favourable]	foreign[er]	glory[glɔ:ri]	hand[ha:nd/ʃaʊk/
each	every[di:p/where]	fear[fiə/less]	flow	glue	wring
eager[neɪ]	evil	feast[fi:t]	finger[fi:ŋ]	go	handkerchief
ear[-ring]	exact	feather	forgive[er]	goal	handle
early[erly]	examine[er]n/v	feed	fork	goat	handsome
earnest	example	feel[fi:l]	form	gold[ɡɔ:ld]	hang
earn[ɪŋs]	excellent[er]	follow[ship]	[in]formal[er]	(also god-, e.g. in godson)	happen[er]
earth[h/quake]	except[er]n/v	female	former	gold[er]n-mine	[er]happy[er]n/v
ease[y]	excuse[er]	fence	forth	goodbye	harbour
east[er]	exchange	fervid[er]	[er]nfortune	good[er]n	hard[er]n/v
Easter	excite[er]n/v	few	([er]n)fortune	good[er]n	hardly
eat	excuse[d]ment[er]	field	forward[er]	govern[er]nment[er]	harvest[er]n/v
edge	excuse	fight	frame[er]n/v	grace[er]n/v	haste[er]n/v
educate[er]n/v	exercise	figure	free[er]n/v	gradual	hate[er]n/v
[er]n[er]n/v	exist[er]n/v	fill	freeze	grain	have
effect	expect[er]n/v	film[er]n/v	freedom	gram	hay
[er]n[er]n/v	express[er]n/v	final	friend[er]n/v	(also gram-, e.g. in kilogram)	he
effort	experience[er]	find	fight[er]n/v	grammar[er]n/v	head[er]n/v
egg	experiment[er]	fire[er]n/v	from	grand	meanless
either	explode[er]n/v	fire[er]n/v	front	grandiose	head
elastic[er]n/v	engine[er]n/v	fish[er]n/v	fruit	grand	health[er]n/v
election	engine[er]n/v	fit[er]n/v	try	(also grand-, e.g. in grandson)	heap
electric[er]n/v	express[er]n/v	fix	full	grape	hear[er]n/v
elephant	extraordinary	flag	funeral	graze[er]n/v	heart
else	extreme	flame[er]n/v	fun[er]n/v	grateful	heavy
emerge[er]n/v	eye[er]n/v	flash[er]n/v	future	graze[er]n/v	here
employ[er]n/v	face[er]n/v	flat[er]n/v		graze[er]n/v	help[er]n/v
(un)employed	fact	flaw[er]n/v		green	less
[er]n/v	factory	flavour		greet[er]n/v	here
empty	fade	flush		grey	hesitate[er]n/v
enclose[er]n/v	fail[er]n/v	float		grill	hide
encourage[er]n/v	fail[er]n/v	flood[er]n/v		grind	high[er]n/v
end[er]n/v	fair[er]n/v	floor		ground	(bright[er]n/v)
enemy	fair[er]n/v	flower		group	hill[er]n/v
enquire[er]n/v	[er]n[er]n/v	flow		grow[er]n/v	hinder[er]n/v
enjoy[er]n/v	faith[er]n/v	flower		guard	hire
enough	fall[er]n/v	fly[er]n/v		guarantee	history[er]n/v
enquire[er]n/v	fall[er]n/v	(flight)		guarantee	ice[er]n/v
enter[er]n/v	false[er]n/v	fly[er]n/v		guide[er]n/v	hit
entertain[er]n/v	fame[er]n/v	fly[er]n/v		guide[er]n/v	hobby
entire	familiar	fly[er]n/v		guilt[er]n/v	hold[er]n/v
entire	famously	fly[er]n/v		hug[er]n/v	hole
entire	far[er]n/v	fly[er]n/v		hug[er]n/v	holiday
entire	far[er]n/v	fly[er]n/v		hug[er]n/v	hollow
entire	far[er]n/v	fly[er]n/v		hug[er]n/v	holy[er]n/v
entire	far[er]n/v	fly[er]n/v		hug[er]n/v	home[er]n/v
entire	far[er]n/v	fly[er]n/v		hug[er]n/v	work

neglect	(elder/elders)	parent	plain	preserve	quest
neighbourhood	omit (/sion)	park	plan	president	quest
neither	once	particular	place (er)	press (n.)	question-mark
nephew	one (-sided)	part (ing/ly/-time)	planner	press (ure)	quick (ness)
nervousness	(also -ness, e.g. in someone)	partner	plate	pretend (/er)	quit (/er/ness)
net		party	play (er/ground/thing)	pretty (/ness)	quite
net (work)	onion	pass (ing)	[an] pleasant	prevent (ion)	
never	only	passerby-way	[dis] please (d/ure)	price	
new	on (to)	passenger	plenty (/ful)	prize	rabbi
news (paper)	open (-air/ing)	passport	plough	prime minister	race (-course/-horse)
next	operate (/ion)	past	plural	prince (nd/er/ing-ness)	racket
side	opinion	paste	p.m.	prison (er)	radio
side	opportunity	pastry	rocket (-book/watch)	private	rail (ing/way/-line/-track)
night (ly/time)	opposite	path	room (poet/s/ry)	prize (d)	rain (bow/-coat/fall/s/water/s)
no (ne)	or	[im] patient (/ce)	point (s)	probable (/ility)	raise
noble (man)	orange	patron	point (nd/er)	problem	rank
(nobility)	order (ly)	pattern	poison (ous)	procession	rapid (ity)
not	ordinary	pause	police (man)	produce (/s/v/-tion/-ive)	rare
notice (/y)	organ	paw	polish	profession (al)	rate
noon	organize (/ation/d)	pay (ment)	politics (/al/ian)	professor	rather
nor	origin (al/ity)	(unpaid)	pond	profit	raw (ness)
normal	ornament (al)	prayer (ful)	pool	programme	ray
north (ern)	other (wise)	prize	poor	progress	razor
nose	ought	prize	(poverty)	promise (/ing)	reach
not	out (door/s)/ (er/most/)	peculiar	popular (ity)	prompt (ness)	read (er/ing-room)
note (book/paper)	let (line/book/lying/-of-door/post/side/spoken/standing)	pen	population	pronounce	ready (-made)
notice (able/-board)	out (number/weight)	pencil (-box)	port	[im] proper	real (ity)
noun	over	penny (worth)	porter	property	realize (able/ness)
now (adays)	over (balance/change/coat/come/ds/ferd/flow/grown/hainging/head/joyed/look)	people	position	propose (/al)	reason (able/ness)
nourish	owe	per	possess (ion/er)	protect (ion)	revive (/s/v)
number	owing to	perfect (ion)	[im] possible (/ility)	pride	room
(numerous)	own (er/ship)	perform (ance/er)	post (s.)	provide	route
nurse (ry)		perhaps	postage (stamp/sd/ard/man/master/officer)	public	recognize (/tion)
nut		permanent	postpone	pull	recommend (ation)
		permit (/sion)	pot	pump	record
our		person (al)	potato	punctual (ity)	red (den/dish/-has)
obey (/dient/er/)		permade (/sion)	potash	punish (ment)	reduce (/sion)
object (s)		pet	powder (-puff/ly)	pupil	refer (ence)
objection		petrol	power (ful)	[im] pure (/ity)	reflect (ion)
observe		photograph (er/s/ry)	practical	purpose	refresh (ing/ment/s)
[/ation/v]		physics	practice (/ise)	put	refrigerator
occasion (al)		piano	praise	put (ing)	refuse (/al)
ocean		pick	pray (er/book)	put	[dis] regard
o'clock		picnic	precious	put (ing)	(regarding)
off		picture	prefer (able/ence)	put	(regardless)
offend (/ce/rd)		pie	prejudice	put (ing)	regret
offer		pillow	[im] prejudiced	put (ing)	[ir] regular (ity)
office		pilot	prepare (/sion)	put (ing)	replace (/ing/s)
officer		pin	present (s. & s.)	put (ing)	relative (s.)
official		pinch	present (ce)	put (ing)	relieve (/t)
often		pick		put (ing)	religion (ous)
oh		pipe		put (ing)	
old (y)		play		put (ing)	
old (-fashioned)		place		put (ing)	

remain[ing/v]	root[ed]	mistress[time]	shadow[y]	stair	spell[ing]
remark	rope	scientist[ific/ist]	shake	stair	spell[ing]
remedy	rose	scissors	shall	situation	spend
remember	rot[tes]	scold[ing]	shallow[ness/v]	sire	spill
remind	rough[ness]	score	shame[ful/less]	skill[ed/ful]	spin[ning-wheel]
rent	round[about]	score[ful]	(ashamed)	skin	spirit
repair	(around)	scout	shape[less]	skirt	spit
repeat[ed]	row (n.) (/row/)	scrape	share	sky	squad
replace	row (n. & v.) (/row/)	scratch	sharp[en/ness]	slave[ry]	splash
reply	rowal[ry]	screen	share[er/ings]	sleep[er/ness/less/y]	splendid
report[er]	rub	screen[driver]	ing-brush/	(asleep)	split
represent[ative]	rubber	(uncrow)	ing-snap]	slide	spoil[il]
republic	rubbing	sea[batting/boat/	she	slide[ing]	spoon[ful]
reputation	rude[ness]	coast/less/mean/	shed	slight	sport[ing/mean]
request	rug	port/shell/side/	sheep	slip[pery]	spot[less/red]
rescue	ruin[ed]	voyage/wall/water/	sheet	slope[ing]	squad
reserve	rule[ing]	weed]	shelf	slow[moving/ness]	spread
reign[ation]	rule[er/ing]	search[ing]	shell[-dish]	smack (n. & v.)	spring[time]
ruin[ance]	rule[er/ing]	season	shear	squash (v.)	square
[dis]respect[ful]	rust[ing]	seat	shield	staff	squat (v.)
(respectable)	rust[y]	second (n.)	shine	stage	stair
responsible[ility]	sack	second[-hand]	ship [building/ness/	stain	stair[case]
rice (n.)	sacred	secret[ry]	per/ping/wreck]	stair[case]	(also stairs, e.g.
rice[less]	sacrifice	secretary	shirt	in upstairs)	
restaurant	sad[den/ness]	see	stock[ed/ing]	stale	stamp[-book/
result[ing]	saddle	seed	stock[-maker]	collector]	stamp[-book/
return[ment]	sail[ing-ship]	seem	stool	stand	stamp[-book/
return	sail[ry]	seize	(stool/goon)]	standard[ize]	stamp[-book/
average	(saver/ing)]	seldom	shop[keeper/keeping]	star	stamp[-book/
review	sail[ing-ship]	self-conscious	[a]shore	start	stamp[-book/
reward	sailor	[ness]/contained/	short[en/ness]	state (n.)	stamp[-book/
ribbon	sake	control/defence/	shorter	state[ment]	stamp[-book/
rice	salary[er]	governing/	shout	station	stamp[-book/
rich[er]	salt[y]	government/	show[y]	stay	stamp[-book/
oil	same	interest/respect/	shower	[un]steady	stamp[-book/
oile[er]	sample	sacrifice	shut	steal	stamp[-book/
oile[er]	sand[back/hill/s/y]	(also self/actives,	shy[ness]	steal	stamp[-book/
eight[angle/	sandwich	as in myself,	sick[ness/nesses]	steam[boat/	stamp[-book/
hand[ed]	[dis]satisfy[action/	ourselves)	side[ways]	engine[er/ship]	stamp[-book/
ring (v.)	led]		(aside)	steel	stamp[-book/
ring[ed]	([un]satis-	sell[er]	sigh[ing]	steep	stamp[-book/
ripe[n]	factory)	(sake/mean)]	sign[ature]	steer[ing-wheel]	stamp[-book/
rise[ing]	sauce	send	sign[-post]	stem	stamp[-book/
(arise)	sawer	sense[ation/ible]	signal[-box]	step[ping-stone]	stamp[-book/
risk[y]	sawage	([in]sensitive)	silent[er]	stick (n.)	stamp[-book/
rival[ry]	saw[dist/mail]	(non-sense/ical)]	silk[weave/y]	stick[ing-plaster/y]	stamp[-book/
river[-side]	saw[ing]	separate[ion]	silly	still[en/ness]	stamp[-book/
road[side]	scale	serious[ness]	simple[city]	still (adj.)	stamp[-book/
roar	scale	serve[ant/ice]	sincere	still[ness]	stamp[-book/
roast	scales	set	sing[er]	sting	stamp[-book/
rob[ber/y]	scarce	settle[ment/v]	sing[er]	stir[ring]	stamp[-book/
rock[y]	scatter	several	sing[er]	stock	stamp[-book/
rod	scene[ry]	severe	sing[er]	stocking	stamp[-book/
roll[er/ing]	scout[er]	sew[ing]	sink	stomach	stamp[-book/
roof	school[master/	shade[y]	air		
room					

stone
stop [pəʊn/peɪ]
(non-stop)
store [-house/
kri:ps/ru:m]
storm [s]
story [-teller/-telling]
stove
straight [m]
strange [neɪs/r]
strap
stare
stream
street
stretch
strict
strike
string
strip
stripe [d]
stroke
strong
(strength) [m]
struggle
student
study
stuff
squirrel [ry]
subject
submarine
substance
succeed [/vɪs/ɪd]
such
suck
sudden
suffer [er/ing/s]
sugar [-bow]
suggest [ion/
sɪt (s.)
([un]suitable)
suit [case]
sun
summer [time]
sun [burn/s]/light/
my/rise/set/shine]
supper
supply
support
suppose
sure
surface
surprise [d/ing]
surround [ing/s]
suspect [rd/ɪsɪən/
ɪsɪən]
swallow (s.)

swat
swat
sweep
sweet [en/ness]
swell [ing]
(swollen)
swim [mer/ning-bath]
swing [ing]
switch
sword
sympathy /
etic [əli/ /ice]
system

table [spu:n]
tablet
tail
tailor
take
talk
tall
tame
tank
tap (s.)
tap (s. & s.)
taste [less]
tax [-collector]
taxi
tea [cup/pot/spoon]
teach [er/ings]
team
tear (s.) /teɪ/
tear (s.) /teɪ/
telegram [ph]
telephone
telescope
television
tell
temper
temperature
temple
tempt [ation/er/ing]
tend [ency]
tender [ness]
tennis
tent
term
terrible
test
than
thank [ful/s]
that/those
that (conj. & rel.)
the
there [er/ɪd]
there

there
therefore
thermometer
they
this [s/ /ness]
thief
thin [ness]
thing
(also-thing, e.g.
is nothing)
think [er]
thirsty
this/these
thorn [s]
thorough
thought [ful/ness]
tail
thread
throat [ru/ing]
thru
thru
through
throw
thumb
thunder
thun
sick
side [s/ /al]
tidy
tie (s. & s.)
tiger
tight [er]
tile [pəp.]
time [table]
tip [net]
tip
tire [d/ing]
tired
to
tobacco
today
toe
together
tomorrow
tongue
tonight
tonne
too
tool
tooth [paste]
top
torch
total
touch
tough
tour [ist]
towards
tower

tower
town [-hall]
toy
track
trade [mark/s/
aman/-union]
traffic
train (s.)
train [rd/ing/
ing-college]
translate [/m/ /or]
transparent
trap [ped/ping]
travel [er]
tray
treasure [r/s]
treat [ment]
tree
tremble
tribe
trick
trip
trouble [d/some]
trousers
(trouser
ing/pocket)
truck
true [th/ɪd/ɪd/ness]
trumpet
trunk
trust [rd]
(disrupt)
try [/al]
tube
tune
tunnel
turn [ing]
twice
twist
type [ist/writer]
type

ugh [/ness]
umbrella
uncle
under [-clothing/food/
ground/line/neath/
self/sized]
[mis]understand [ing]
union
unit
until [y]
universe [/al]
university
unless

until
up [-and-down/hill/
on/pw/mount/ /right/
set/side-down/
-to-date]
urge [er]
use [d/ /al/ /ness/
less/ness/ /r]
used to
[un]usual

vain
valley
value [-able/less]
van
vary [- /ious/ /ery]
vase
vegetable
veil [rd]
verb
verse
vertical
very
vessel
victory [- /ious]
view
village [r]
violent [/er]
vodka
vintage
visit [ing-card/er]
voice
volcano
volley-ball
vote [er]
voyage

wage [s]
wait [coat]
[a] wait
waiter /ress
[a] wake
(awaken)
walk [-ing-sick]
wall
wander
want
war [ship/
-ward/s] (e.g. in
backward/s])
warm [th]
warn [ing]
wash [basin/house/ing]
waste [d/ /al/ /ness]
watch (s.)

watch [ness/ /man]
water [bottle/fall/
jug/pipe/pool/
tight/works/s]
wave [/y]
was
was [side]
we
weak [er/ness]
wealth [s]
weapon
wear
(wear-out)
weather
weaver [er]
wedding
weed
week [day/end/ly]
weight [s]
welcome
well (s.)
well [being/born/
bred/ /soul/
chance/deserved/
meaning/ /erant]
west [ern]
wet
what
what
wheel
when
where
(also-where, e.g.
is somewhere)
whether
which
while
ship
whisper
whistle
white [hon/s/ness/
wash]
who
whole
why
wicked [ness]
wide [awake/s/
spread/th]
window [er]
wild
will (s.)
will (s.)
[un]willing [ness]
win

wind (v.)	wind [len]	wrong (does/doing)
wind [y]	wind	
window	work [dɔː/ruː/ɪŋ] (s)/	yard
wine	ing-class/ing-day/	year [yɜː]
wing	ing-man/s/shop/	yellow [res]
winter [rɪ/ɪne]	([uː]workable)	yes
wipe	world [dʌməs/wide]	yesterday
wire	worm	yet
(un)wise	worry [rɪd/ɪŋ]	yield [ɪŋ]
(wisdom)	worship	you
wish	worth [wɜː]	young
within	wound [aʊ]	(youth/fall)
with [out]	wrap [pɜːl/peɪ]	
witness	wreck	
woman	wrist [-wɪtʃ]	
wonder [fʌ]	write [t/ɪŋ]	zero
wood [rɪ/ruːland/work]	(w/11111)	zero