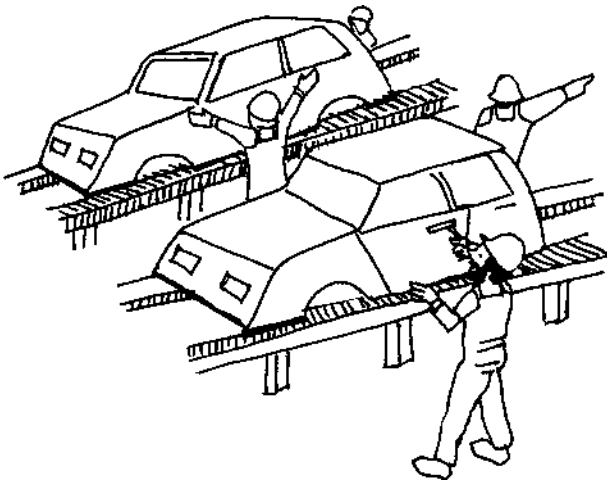


LESSON FOUR

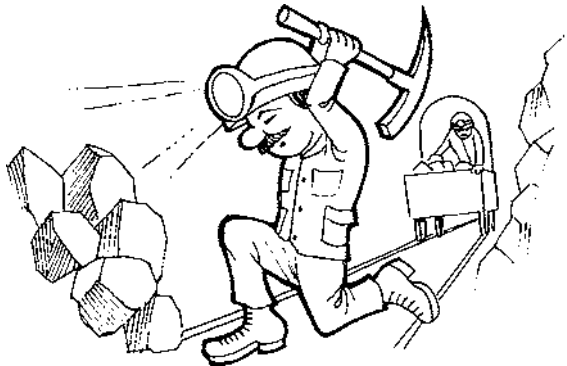


A. New Words

1. My father works in a car factory. There are many machines in the factory.
What do they make in the factory?
Do they use machines to make cars?



2. My uncle is a miner. He works in a mine under the ground.
He doesn't earn much money.
Where does my uncle work?
Is he a rich man?



3. Young children should not work in coal mines.

It's against the law. They shouldn't work at all.

Should very young children work in car factories?

Why shouldn't children work in mines?

4. There was a terrible car accident near our school yesterday.

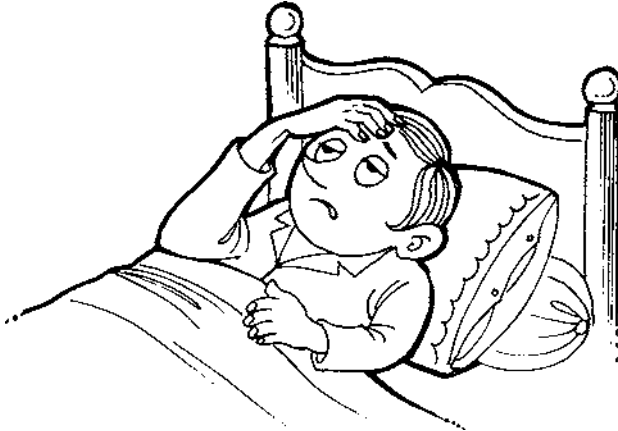
Ten people were hurt.

What happened near our school yesterday?

How many people were hurt?

5. Mother, I don't feel well today! Touch my head and you will feel how hot it is.

Why did he ask his mother to touch his head?



6. After seeing "Oliver Twist"¹ on TV, my sister cried; although she knew Oliver was not a real boy .

Was Oliver a real boy?

How did my sister feel after seeing "Oliver Twist" on TV?

Practice Your New Words.

Fill in the blanks with the new words from this lesson.

1. He ----- a lot of money by writing stories.

2. Many years ago children worked as -----.

3. I feel sorry for the poor children who work in -----.

4. It's against the ----- to make children work.

5. He was taken to a hospital after the -----accident.

¹ Oliver Twist / 'alivər twɪst /

CHARLES DICKENS AND THE LITTLE CHILDREN

B. Reading



- 1 Many years ago children from poor families had to work long hours. They had to work very hard. They worked in coal mines and in factories. They didn't earn much money. Their bosses were cruel to them. It was a terrible life for little children. Many of them became ill and died. Some of these children were only seven years old!
- 2 Charles Dickens wrote books in those days. He felt sorry for the poor little children in England, where he lived. So he wrote a story. It was about a little boy who had to work from morning to night. The boy's name was Oliver Twist. Poor Oliver! All he got to eat every day was three bowls of watery soup. And he had to work so hard!
- 3 People cried when they read this book. It was a sad story. They knew Oliver wasn't a real little boy. But they also knew there were real boys and girls just like Oliver. They made laws so that children wouldn't have to work so hard. They made laws saying that very young children should not work at all.
- 4 Nowadays it's against the law to make children work in mines and factories. Charles Dickens helped a lot. His book showed people what a terrible thing was going on.
- 5 Charles Dickens had a good reason to help those children. He had to go out and work when he was a boy. And he was only ten years old. He never forgot those terrible days. He wrote his book so that other children could have a better life.

C.Comprehension

I. Answer these questions orally.

1. What did poor children have to do?
2. Why did many of them become ill?
3. Was Dickens from a poor family?
4. Why did Dickens write a story about a little boy?
5. Was Oliver Twist a real boy?
6. Did the book help the poor children?

II. True or False?

- 1. Charles Dickens wrote books when he was a poor boy.
- 2. Dickens wrote his books because he couldn't forget the poor children.
- 3. People helped poor children after they read Dickens' book.
- 4. Many people learned from the story that the poor children worked very hard.
- 5. They didn't give the children good food to eat.
- 6. Most people didn't know that the children had a terrible life.

III. Complete the sentences. Use a, b, c or d.

1. This passage -----.
 - a. is about poor children in England
 - b. tells us something about Charles Dickens
 - c. shows that many children had a hard life in England
 - d. all of the above
2. According to the passage Oliver Twist -----.
 - a. worked in England when he was a boy
 - b. was not a real boy
 - c. came from a rich family
 - d. felt sorry for other children
3. Charles Dickens wrote the book in England because -----.
 - a. he had several children, too
 - b. he also had a hard life when he was very young
 - c. people had asked him to write it
 - d. he wanted to earn much money
4. Charles Dickens knew -----.
 - a. that Oliver's life was very hard
 - b. a lot about Oliver's family
 - c. that many young children in England had a hard life
 - d. that the little boys enjoyed working very hard

5. People who read "Oliver Twist" -----.
- a. went to help him
 - b. gave him food and money
 - c. felt that Oliver was not an English boy
 - d. tried to change the life of the poor children

D. Speak Out



Review of Previous Patterns:

I should study tonight.
He can ride the bicycle.
You may leave the classroom.
They must do their homework now.

They know (that) winter is coming.
I think (that) she knows the old man.
They believe (that) birds fly south in autumn.
I guess (that) she has lost her way.

Presentation 1

Structure: Verb + to + Verb

I want to go home.

Speaking 1

Listen and repeat.

I want to go home now.

They like to watch the cartoons on Friday.

She decided to buy a blue dress.

I'm trying to learn French, too.

He has promised to answer the letter soon.

I hope to see them next month.

I wish to become a writer.

We try to complete the house in a few weeks.

Speaking 2

Substitute the words in the pattern sentences.

I like to learn English perfectly.

- | | | |
|--------------|-----------------|-----------------|
| 1. want | 2. wish | 3. was planning |
| 4. am trying | 5. have decided | 6. will try |

She wants to go home.

- | | | |
|------------------------|----------------------|---------------------|
| 1. stay here | 2. see her friends | 3. leave here today |
| 4. answer the question | 5. go there by train | 6. wash the dishes |

What do you want to eat?

- | | | |
|-------------------|------------------|--------------------|
| 1. What / to do | 2. Where / to go | 3. When / to sleep |
| 4. Why / to leave | 5. What / to buy | 6. How / to come |

Speaking 3

Give short and complete answers to these questions. Use the words in parentheses.

Follow the model.

Model: Are you trying to learn English? (Yes)

a) Yes, I am.

b) Yes, I'm trying to learn English.

1. Is she planning to visit our country this year? (No)
2. Has he decided to sell the old house? (Yes)
3. Did she want to see me here? (No)
4. Do you like to stay with us? (Yes)
5. Will they try to finish it before they arrive? (No)

Presentation 2

Structure: Using Nouns as Modifiers

I have bought the train tickets.
There is a bus station over there.

Speaking 4

Listen and repeat.

That is a car factory.

He was a bus driver.

Those are war stories.

These are chemistry books.

I saw the iron plates.

She has a gold watch.

He read the morning newspapers.

We go to a night class.

I see the mountain plants.

She likes the garden flowers.

I don't see the door handle.

He is on the house roof.

Speaking 5

What do we call -----?

a student who studies history = a history student

a factory which makes bicycles = a bicycle factory

a store which sells shoes =

a driver who drives a car =

a book which is about history =

a story which is about life =

a story which is about war =

a book which is about grammar =

a bridge which is made of stone =

milk which has chocolate in it =

dishes which are made of iron =

a plane which is made of paper =

flowers that grow in spring =

winds that blow in winter =

workers who work at night =

newspapers that are published in the evening =

plants that grow in mountains =

flowers that grow in gardens =
desks that are used in offices =
fish that live in rivers =

The windows of a car =
The legs of a table =
The doors of a house =
The hands of a clock =

Speaking 6

Look at the pictures and complete the sentences.

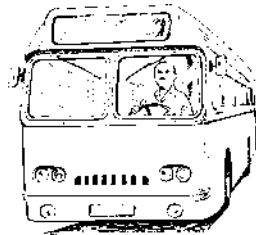
Example:

This is a history book.

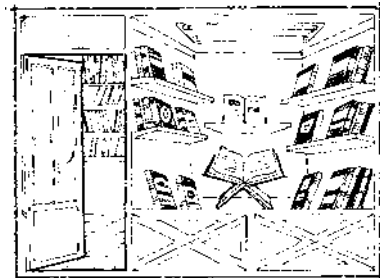
1. That is a -----.



2. He is -----.



3. It is -----.



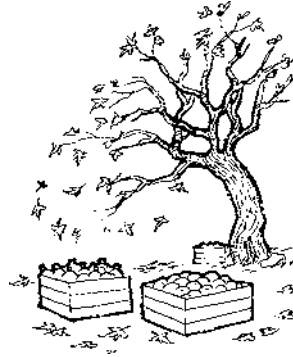
4. They are -----.



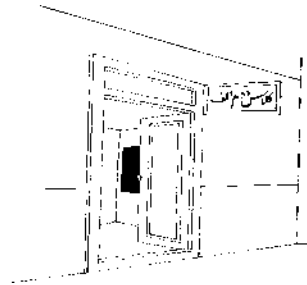
5. It -----.



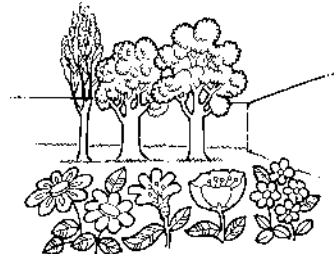
6. Those -----.



7. That -----.



8. Those -----.



E. Write It Down



Writing 1

Answer these questions. Follow the model.

Model: Have you decided to repair the house? (sell it)

No, I have decided to sell it.

1. Do you want to speak to John? (call David)
2. Are you planning to visit France? (go to Japan)
3. Did he promise to send them a telegram soon? (write them a letter)
4. Do you prefer to go to the cinema on Friday? (stay at home)
5. Do you want to go with us? (go alone)
6. Did she decide to do her homework? (watch TV)

Writing 2

Put these words in the correct order.

1. see, the president, want, to, I.
2. here, stay, she, to, likes.
3. me, call, he, on Monday, has promised, to.
4. finish, hope, I, to, before Friday, my work.
5. to, you, to Mashhad, do, go, want?
6. do, she, is, to, what, trying?
7. when, Ali's father, learn English, to, began, he, was 50.
8. was trying, on the table, it, the old man, to, put.

Writing 3

Combine these sentences.

Example:

I see a table. It is made of stone.

I see a stone table.

1. There is a book on the desk. It is about physics.

2. The workers are going home. They work at night.

3. I like those flowers very much. They grow in the garden.

4. She didn't sit on the chair. It was made of metal.

5. I haven't seen the teacher. She teaches chemistry.

6. One of the legs broke. It was the leg of a chair.

To the Teacher

Structure 1: Verb + to + Verb

I want to go to school.
They like to watch TV now.
I hope to see you tomorrow.

1. When verbs like *want* are followed by another verb the second verb must be preceded by *to*.
2. Some other verbs that can be used in the first verb position are:
begin, decide, plan, prefer, promise, try, wish

Structure 2: Nouns as modifiers

He is a bus driver.
I like garden flowers.
They go to a night class.

1. When two nouns are used together, the first one is a modifier and functions like an adjective and nearly always in the singular.
2. It can say what the second is made of or from:
a stone bridge
or where it is: a garden flower
or when it happens: a night class
or what it is for: a car factory

F. Language Functions

Bargaining

1. Listen to your teacher and repeat after him.

A: How much is that toy car?

B: 400 tomans.

A: That's too expensive.

How about 300 tomans?

I'll offer you 300 tomans.

Will you take 300 tomans?

B: I'll (I can) let you have it for 350 tomans.

or

That's too low. How about 350 tomans?
My lowest (last) price is 350 tomans.

Now work with a friend.

You want to buy something. Your friend names a price.
You think it is too high.

Model: A: How much are these glasses?
B: 550 tomans.
A: Oh, that's rather expensive. How about 250?
B: I can let you have them for 400 tomans.

G. Pronunciation Practice

Vowels /ʊ/, /u:/

You will hear some pairs of words which have different vowel sounds; The first word has the /ʊ/ sound, as in "put" and "good"; the second word has the /u:/ sound, as in "too" and "do".

Repeat after your teacher.

| | | |
|-----------------|-----------------|---------------|
| (should - shoe) | (full - fool) | (foot - food) |
| (stood - mood) | (pull - pool) | (book - boot) |
| (put - tooth) | (would - wound) | |

I. Circle the words with the /ʊ/ sound.

put loose book rule who would too pull do wool look
stood fool push choose could

II. Repeat these sentences with /ʊ/ and /u:/ sounds.

1. Would good food put you in a good mood?
2. Susan should move to a good house.

III. Repeat these sentences with /aʊ/ sound.

1. Around and about are not nouns.
2. I doubt that he is downtown.
3. How large is the ground floor of that round house?

IV. Repeat these sentences with /əʊ/ sound.

1. Rose and Joe don't know him.
2. Oh, did Joe go home?
3. Both those cars are very old.

H. Vocabulary Review

Which of these adjectives can be used with the nouns given?

Some of the adjectives may go with more than one noun.

tall - round - old - sad - poor - watery - Russian - hard

- | | |
|-------------------|--------------------|
| 1. ----- families | 5. ----- men |
| 2. ----- work | 6. ----- boxes |
| 3. ----- soup | 7. ----- mountains |
| 4. ----- stories | 8. ----- spaceship |

I. Vocabulary

against*

although

blow

boss*

bowl*

chemistry

coal*

complete (v)

countryman

cruel*

cry*

earn*

feel

feel sorry for (sb)

France

gold

grammar

hand (clock)

handle

head

How about...?

ill*

iron (n)

law*

machine*

metal

mine* (n)

miner*

offer (v)

perfectly

prefer

president

promise

real*

reason*

sad*

stay with

telegram

terrible*

touch

watery*

wind