Chain Reaction
Supplementary Materials

1. This activity may be used to start the reading process.

The story you are going to read begins like this:

> Everyone was enjoying the cruise.

Answer the following questions:

1 – Where do you think the action is taking place? Why?

2 – Who is “everyone”?

3 – Why do you think “everyone was enjoying the cruise”?

Now read the first paragraph:

> Everyone was enjoying the cruise. The weather was warm and sunny, the sea was calm, and the passengers hadn't complained about anything, which was unusual. Even the chief engineer wasn't bad-tempered, which was *very* unusual.

Q - How was the general feeling aboard the ship?

2. Song – Summer Holiday

Summer Holidays

Listen to the song by Cliff Richard and fill in the gaps with the missing words:

We're all going on a summer (1)_____.
No more working for a week or two
(2)_____ and laughter on a summer holiday
No more worries for me and you
For a week or two.

We're going where the (3)_____ shines brightly
We're going where the sea is (4)_____
We've seen it in the movies
Now let's see if its true.

(5)_____.has a summer holiday
Doing things they always wanted to
So we're going on a summer holiday
To make our (6)_____.come true
For me and you.

Sir Cliff Richard (born Harry Rodger Webb in Lucknow, India, on October 14, 1940) is the stage name of one of UK's most popular singers. During the last six decades he has charted more than 100 hit singles and holds the record (along with Elvis Presley) as the only act to make the UK singles charts in all its active decades (1950s–2000s).

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Holidays

What words come to your mind when you are given the following topics? Choose five words for each, as in the example.

COMPANY

TIME OF YEAR

PLACES

TRAIN

MEANS OF TRANSPORT

WEATHER

ACCOMODATION

4. Language in Context

Read the following sentence taken from the text:

> The chief engineer hastily shut down the engines (which ***did*** make him bad-tempered), and the trouble was investigated.

Look at the verb *did*.

1 - Use another word with the same meaning to replace it and alter other words appropriately.

2 - What significance does it have in this phrase?

The auxiliary verb **To Do,** in the present or past tenses, can be used for emphasis, that is, when we want to stress the idea expressed by the verb.

Look at the difference:

I remember him. (stating a fact).
I ***do*** remember him. (stressing the fact that I **really** remember him, although someone might think otherwise).

I saw the film. (stating a fact).
I ***did*** see the film. (stressing the fact that I **really** saw the film, although someone might not believe it).

Pay attention to the form:
***Present Emphatic* – Do/Does + Infinitive**
Ex: The captain **does love** his job.

***Past Emphatic* – Did + Infinitive**
Ex: The ship **did stop**.

Rewrite these sentences using the verb to do as an emphatic verb:

1 - People like going on cruises.

2 - The sun shone from a cloudless sky.

3 - The captain seems worried.

4 - He wanted to discover the problem.

5 - The chain became harder to winch in.

5. Read the following sentence taken from the text:

> The sea was dotted with small islands fringed by white beaches on which waves broke gently. The sun shone from a cloudless sky.

1 – Identify the verbs in this sentence.

2 – What is the tense used?

3 – Write the same sentence a) **in the negative**; b) **in the interrogative**.

4 – Complete this text using the **Simple Past** of the verbs in brackets:

> *Lizzy _____ (to be) too excited to sleep. At midnight she was still sitting at the window of her new bedroom, from where she _____ (can) see the harbour. Everything _____ (to be) very quiet. _____ (there to be) no traffic noise, and the only sound she _____ _____ (can) hear was the sighing murmur of the sea. Every few seconds the beam of a lighthouse _____ (to swing) around and around, turning constantly over the water in its warning circle. The lighthouse _____ (to be) a small, automatic one that _____ (to stand) on the jutting headland between the beach and the harbour. Tomorrow, Lizzy _____ (to think), she _____ (will) see it for herself. And that thought _____ (to set) her wondering. . .*

This is an extract from Louise's latest novel *The Silver Dolphin*. Go to <http://www.louisecooper.com/fiction/cb_silverdolphin.html> to see if you have the correct answers.

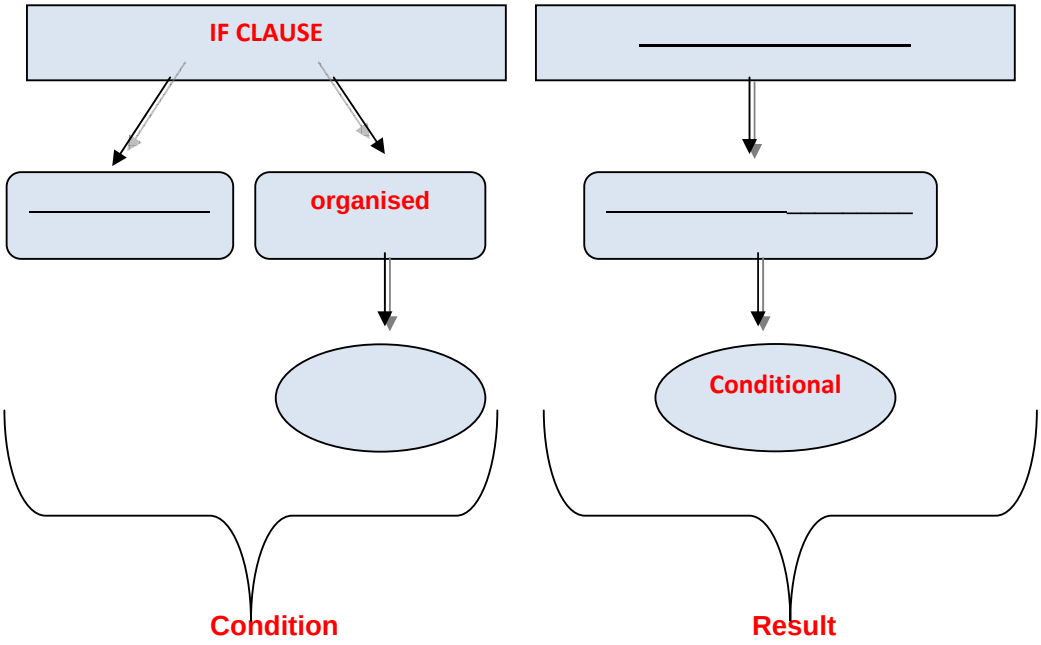
6 – The **Simple Past** is very common in story-telling, so now look at this image and imagine a very short story. Work in groups and write your text. Then present it to the rest of the class. Why not using your story to create a short video?

Http://www.louisecooper.com/fiction/timemaster.html

7. Look at this sentence from the text:

> "If the purser organised a few deck games (...) the crew could free the propeller before the passengers started grumbling".

1. Identify the constitutive parts:



1 - Conditional Sentences are usually divided into three types. Can you enumerate them and give an example for each one of them?

Remember:

1st Conditional: If + Present + Future

It is possible and also **very likely** *that the condition will be fulfilled.*

Ex. The captain says: **"If** it **isn't**, I**'ll complain** to the local coastguards".

2nd Conditional: If + Past + Conditional

It is possible but **very unlikely**, *that the condition will be fulfilled.*

Ex. If I **had** money, I **would go** on a cruise.

3rd Conditional: If + Past Perfect + Perfect Conditional

It is **impossible** *that the condition will be fulfilled because it refers to the past.*

Ex. If the ship **hadn't stopped**, they **wouldn't have found** the plug.

2 – Now complete these sentences using the correct tense:

a) The chief engineer _____ (not to feel) bad-tempered if he didn't have to shut down the engines.

b) If the crew _____ (not to be) so professional, the passengers would have complained about the delay.

c) The captain _____ (write) a complaint to the local coastguards if the problem is not quickly solved.

d) If I _____ (to be) a passenger aboard this ship, I'd love doing the deck games.

e) What _____ (happen), if they hadn't found the chain?

f) If we drain the oceans, soon _____ (there not to be) any water left.

8. Study these sentences:

'Haul it in'

'Come and look at this!'

1 - How do you call these verb forms?

2 – What are they used for?

Remember!

Form: Affirmative imperatives have the same form as the infinitive without to.

Negative imperatives are formed with **do not** (**don't**) + infinitive without to.

Ex: "Stop the engines!" | "Don't let the passengers find out!"

Use: Imperatives may be used to give orders or commands, make suggestions or offers, give advice or instructions, among other possible uses.

3 – Imagine you are the captain of this ship. Together with your partner guide your crew using affirmative and negative imperatives (5 sentences of each). You may use a dictionary. Then make all your classmates act out your orders/suggestions.

Study these sentences:

'What's going on?' **roared** the captain from the bridge.

'Don't know, sir!' the third mate **shouted back**.

'What idiot left a thundering great chain drifting around in the sea?' the captain **growled**.

'Don't know, sir,' the third mate **said** again, gloomily.

Roared, ***Shouted back***, ***Growled*** and ***Said*** are all **Reporting Verbs** and they are used to report what someone said.

1 - Go to the British Council's webpage <www.britishcouncil.org/learnenglish-central-grammar-reporting-verbs.htm> and study the **reporting verbs** and their accompanying structures.

2 – Together with your partner write a dialogue between two passengers that were hidden behind some lifeboats observing the crew handling the chain problem. Use as many reporting verbs as possible.