

EXPRESS SCOPE

1

A Course in Secondary English



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A.R.B. Etherton MA (Lond), PhD (Lond)
Anne Etherton BA (Lond), MA (Lanc)
Peter Etherton MA (Lond), MA (Lanc)

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FOREWORD

This course follows the EXPRESS/SPECIAL syllabus for ENGLISH LANGUAGE. Its aims are thus identical with those in the syllabus, namely:

- to consolidate and extend the knowledge and skills of English that pupils have learnt in the Primary school;
- to provide pupils with the language proficiency that will enable them to learn their content subjects;
- to provide the necessary skills for functional literacy;
- to enable pupils to communicate clearly and efficiently in both oral and written forms.

The aims in each specific area of skills are those set out in the syllabus.

APPROACH

The books integrate listening, speaking, reading, writing and the language work needed for communication. There is special emphasis on **READING** and **WRITING SKILLS**, as explained below. The overall aim of the series is to produce students who are able to pass their public examination at a high standard and who are skilled in communicating in English.

This series has been extensively revised to take into account suggestions from teachers. The number of content chapters has been increased from 15 to 21, and a larger page size has been used. Materials from most of the **REFERENCE AND REVIEW** section have been integrated in the text or moved to a separate supporting series, CEG (Communicative English Grammar). At the same time, the **READING** and **WRITING** sections have been revised to increase the number of specific skills taught and to arrange them in a more clearly structured sequence. In addition, much of the **AURAL/ORAL** material has been put on to tapes which are accompanied by their own activity books. The course now consists of:

- 4 pupils' textbooks, SEC 1 to SEC 4
- Accompanying teachers' handbooks
- CEG 1-4, Communicative English Grammar 1-4
- Listening and Speaking tapes with activity books

READING SKILLS

It is sometimes not fully appreciated that some pupils (both native-speakers and second language ones) experience a number of serious problems when they try to understand printed English. For example, they may fail to locate the subject of a complex sentence and thus fail to grasp the meaning of the sentence. They may misunderstand nouns in apposition, the effect of passive verbs, figurative language, idioms and a number of other common usages. One result is that some students have difficulty in understanding a passage and even greater difficulty in making an adequate summary of it.

Throughout this series, these obstacles to comprehension are dealt with in detail so that pupils can improve their comprehension and their reading speed. They will also find it easier to make a summary.

As recommended by the syllabus, a substantial amount of work is related to other subjects such as Science, History, Geography and Mathematics but not in a way which will create problems for English teachers. The specific vocabulary of other school subjects has not been

included in the series because subject-based vocabulary is better taught by subject specialists who can relate it more fully to the context of their subject.

WRITING SKILLS

Composition work is usually related to the theme developed in each chapter by the comprehension passages. Specific composition skills are taught in close conjunction with comprehension skills. The series is much more concerned with the craft of writing (in daily life and for examinations) than is normally the case.

In Book 1, the emphasis is on the arrangement of ideas and on logical presentation. Where possible, a choice of types of work is given to allow for different standards within schools and classes. Later books deal with matters common to most forms of writing and then to the special skills required in different types of written work. Pupils are given models, advice and opportunities for practice in writing ordinary compositions as well as reports, articles, messages, letters, notices and other material.

VOCABULARY DEVELOPMENT

This aspect of English is given more emphasis in the revised version of the series. In addition to deducing meaning for the context, pupils are given practice in using a dictionary, understanding affixes and learning the meaning of new words related to a particular theme. There is also work on multi-meaning words and a large group of words (such as *excited/exciting*, *hard/hardly* and *bring/take*) which cause problems at this level.

LANGUAGE

The language work in the pupils' books comes from two main sources: items required by the syllabus, and items revealed by an analysis of errors made over the years. The latter source has been particularly useful ~~since~~ it includes over a thousand errors, many of which are reasonably common at Secondary 1 level. As already explained, most of the original REFERENCE AND REVIEW section has been integrated in the content chapters but some of it has been moved to a separate supporting back-up series called CEG (Communicative English Grammar) and this has allowed the authors to expand it at the same time. Teachers will find the CEG series helpful in providing supplementary language work and in enabling them to refer individual students to areas where their work discloses weaknesses.

SUMMARY

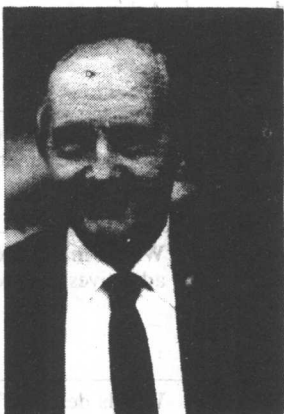
Summary work is important and useful in public examinations and in real life. The more senior a person's job is, the more certain it is that he will often have to make formal or informal summaries or abstracts.

The syllabus lists skills required to write a good summary. The series includes work on these skills and should enable pupils to tackle summary work with greater understanding and skill.

AURAL/ORAL SKILLS

The separate tapes and activity books include work on pronunciation (vowels, consonants, syllable stress, etc.) and listening skills. Most aural-work in the original series has been taken out and put on the tapes but a great deal of extra material has been added to give pupils a wider variety of materials.

ABOUT THE AUTHORS



Dr. A.R.B. Etherton



Peter Etherton



Anne Etherton

Dr Alan Etherton holds a PhD degree in English from the University of London. He taught English in England for 10 years, and ESL/EFL in Malaysia and Hong Kong for 25 years. In addition to teaching in schools, Dr Etherton also taught in the Faculty of Education of the University of Malaya. Subsequently, he became Director of Studies in English and Head of the Graduate (English) Division of the Chinese University of Hong Kong.

Dr Etherton specializes in teaching English to Chinese and Malaysian learners at all levels. He has had many years' experience as an examiner and/or chief examiner, and he is also a consultant in ELT work. He has written many books for Asian and other countries.

Peter Etherton has a BA Honours degree and an MA in English from the University of London, and a MA in Linguistics for ELT from the University of Lancaster. He taught English in the Chinese University of Hong Kong, and served as a British Council ELT Specialist in Saudi Arabia. He has written many ELT books at primary, secondary and tertiary levels, his main interest being in the designing of listening materials.

Anne Etherton has a BA Honours degree in English from the University of London, a Dip Ed. from the University of Reading, and an MA in Linguistics for ELT from the University of Lancaster. She has taught English in Hong Kong, Jeddah and at several leading public schools in Britain. She has written ELT materials at all levels, and specialized in curriculum development work.

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2	12	At School	Present Continuous. Asking and answering questions. Using prepositions.	Prose and a letter. Topic sentences. Pronoun references. Using a dictionary.	Words in context. Words from a dictionary.
3	23	Pets	Asking questions. Simple Past tense. 'When', 'Where' and 'What'. Telling the time.	Reading for different purposes: skimming, enjoyment and study reading. Advertisements, prose and dialogue.	Words in context. Nouns, adjectives and adverbs.
4	34	Food and Cooking	Worse and worse. Prepositions in time expressions.	Factual prose and a recipe.	Words derived from Latin words. Problem words: bring, take; come go. Words in context. Affixes.
5	45	Test 1			
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12	107	Trouble in the kitchen	'So' and 'because'. Reported Speech. Prepositions. Conditionals with 'if' and 'unless'. Orders and requests. Classifiers. Concord.	Sequence of events: cause, action, result. Narratives, 'true or false? Solving problems.	Nouns ending in -ion. Meals and cooking. What is the difference?

Summary Skills	Writing Skills (including spelling and punctuation)	Aural/Oral Skills
Making a very short summary of a letter.	Spelling 'ei' and nouns ending in 'o'. Writing friendly letters.	/w/ and /w/. Listening practice. What's my job? Talking about places.
Excluding repetition. Using a word to replace several words.	Spelling: adding 'ing' to a word. Dictation. Arranging ideas in a description of a school. Writing a letter.	Collecting information. Playing a game. Listening and taking notes.
Making a short summary of the cause of a traffic accident.	Making a survey. Completing a cloze passage. Writing a factual composition, a news report or a conversation --- all based on given data.	Listening practice: revision of consonants, numbers and letters of the alphabet. Talking about a pet.
Making a summary: a message.	Connectives linking a sequence of events. Describing cooking, eating-places or types of food.	Finding out and making on oral report. Listening practice. /u/ and /u/. Pronunciation.
Making a summary of up to 60 words.	Events connected with eating.	/ch/ and 'ch'. Listening practice.
—	Arranging ideas in time order. Punctuation: full stop. Writing an account of an experiment, the life of a scientist or a story shown by pictures.	/f/ and /v/. Listening practice.
Completing a letter by making a summary of up to 60 words.	Punctuation: using a question mark. Writing dialogue, a letter or safety rules.	Pronunciation: the letters 'age'. Listening practice.
Reducing a news reports to 60 words.	Punctuation: using a comma. Writing a news report, a notice or an imaginative composition.	Pronunciation and listening practice: /l/ and /r/
Making a summary of part of a letter.	Spelling: ce/se, nce/nt. Sending a postcard. Capital letters. Using an apostrophe. Writing formal letters. Making a 'Thank You' card.	Pronunciation and listening practice: /e/ and /a/.
Making a summary of an event in up to 60 words.	Cause + Action + Result. A story based on pictures or describing trouble.	Pronunciation and listening practice: /v/.

Unit	Page	Title	Language and Functions	Reading Skills	Vocabulary Development
13	120	Working for a Newspaper	Questions with 'Why'. Nouns with no plural form. Noun endings. Using adjectival clauses.	Understanding narratives. Using an index.	Words in context. Latin roots and guessing the meaning. Noun endings.
14	132	Finding Out	Past Continuous tense. Continuous past actions. Directions. Indefinite Pronouns.	Tabled data. Investigating the cause of a fire. Drawing a plan. Finding places on a map. Using an atlas.	Words in context.
15	142	Test 3			
16	145	Visitors from Space	Present Perfect tense.	Understanding narratives.	Words in context. Adjective endings.
17	154	Why is he absent?	'You'd better —' advice and suggestions. Articles. The Past Perfect tense. 'Should' for obligation. Giving an opinion.	A letter and factual material.	Illnesses and injuries. Health and hospitals.
18	164	The Nanking Cargo	Connectives. Asking about meaning. Showing purpose. Using 'a' and 'an'.	Factual passages and instructions.	Compound adjectives. Words in context.
19	174	Adventure at Sea	Comparisons with 'as ... as'. Opinions. Getting information. 'All', 'some' and numbers.	Narratives. Special use of 'have'. Using tabled data.	Ships and the sea.
20	184	Test 4			
21	186	Man and Nature	Finite and non-finite verbs. Using an infinitive. Asking questions. Possessive pronouns.	Factual passages, an airport departure table and rules.	Words in context. Connectives. Using a hyphen. Compound nouns.
22	196	History and Mathematics	Numbers and centuries. Noun phrases in apposition. Using 'many' and 'much'. Demonstrative adjectives and pronouns. Agreement.	History account's. Ellipsis. Understanding passive verbs.	Common words and expressions in Mathematics.
23	206	Crime and Justice	Using 'without' + noun, pronoun or gerund. Adverbs of frequency. Adjective or adverb? Articles (revision).	Narrative and news report. Understanding 'not only' and negatives.	Words in context. Suffix -ing.
24	216	Sherlock Holmes	Infinitives in noun clauses. Comparison of adverbs. Adverbial phrases.	Factual and narrative passages.	Words in context. Words with several meanings.

Summary Skills	Writing Skills (including spelling and punctuation)	Aural/Oral Skills
Finding important points. Leaving out details. Making a summary of up to 60 words, given the start.	Using an apostrophe. Making up captions for pictures. Narrative or imaginative topics for composition.	Pronunciation and listening practice. /i/ and /ee/. Talking about pictures.
—	Making a list. Writing a letter or a dialogue.	Pronunciation and listening practice: /th/ (as in 'think'). Talking about a map and an index in an atlas.
Making a summary of a news announcement.	A news announcement, a narrative or an imaginative composition.	Pronunciation and listening practice (consonants). Listen carefully — a game. Do you know? Spelling on the telephone.
A summary of up to 60 words of two passages combined. Finding the important points.	Lists, a description or a letter of excuse.	Finding out.
Making a summary of up to 60 words of factual material.	Punctuation: the exclamation mark and inverted commas. Writing dialogue, an imaginative account or a factual account.	Finding out. Listening practice — acting on instructions. Holding an auction.
—	Making two reports.	Syllable stress and listening practice.
Making a summary.	Writing a factual paragraph. Using connectives to add information. Making up a notice containing rules. Punctuation.	Pronunciation (/sch/ and silent letters) and listening practice. Bingo with numbers and words.
—	Choice of topics: details of a History lesson, a narrative and writing about pictures. Using 'many' and 'much'. Demonstrative adjectives and pronouns. Agreement.	Pronunciation (numbers) and listening practice.
Making a summary report.	Spelling: common errors. Writing dialogue, narrative or a story based on notes. Adverbs of frequency. Negatives. Adjective or adverb? Articles (revision).	Reporting a crime. Pronunciation (d/t) and listening practice.
—	Letter. Punctuation. Writing a story about pictures.	Describing actions. Pronunciation /ə/ and listening practice.

Unit	Page	Title	Language and Functions	Reading Skills	Vocabulary Development
25	225	The Overseas Chinese	Making a complaint. Using 'as'. Giving advice. There is/are.... Agreement: ... of the	Narrative passages. Checking rumours. Listing facts.	Words in context.
26	235	Test 5			
27	237	Phrases and Clauses			
28	240	Types of Sentences			
29	243	Reported Speech			
30	248	Reported Questions			
31	253	Irregular Verbs — Principal Parts			
32	256	Oral English — Topics to Talk About			
33	258	Learning to use Phonetics			
	261	Index			

Summary Skills	Writing Skills (including spelling and punctuation)	Aural/Oral Skills
—	Making sentences from notes.	Pronunciation and listening practice. /v/ Finding out.

1

PIRATES AND PEN-FRIENDS



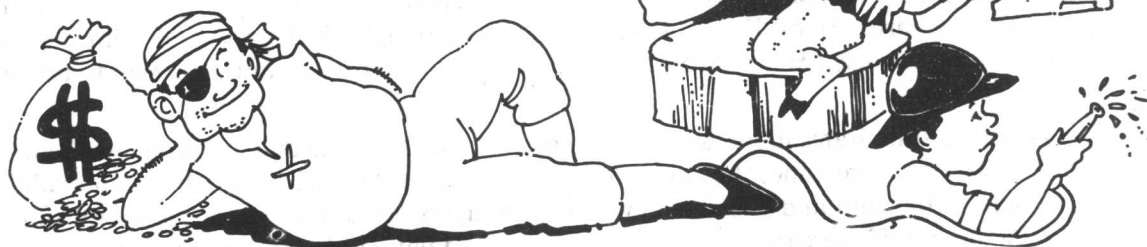
1.1 Listening and Speaking

Listen to the tape for Section 1.1 and then complete the right section in the Listening Practice book. This section deals with the letter 'w' and the sound /w/.

1.2 What's my job?

In this game you can practise asking and answering questions.

1. Your teacher can pretend to be a nurse, pirate, fireman or another person. She will write her job on a piece of paper but she will not show you. She may write, 'I am a carpenter' or 'I am a pirate'.
2. You can ask not more than 20 questions. Try to find out what your teacher's job is. Don't ask questions like: 'Are you a doctor?' or 'Are you a hawker?' at first. Ask questions to get information. Here are some examples:
 - a) Do you work in a building or outdoors?
 - b) Do you wear a uniform?
 - c) Do you make anything in your job?
 - d) Are you a man or a woman?
 - e) Is your job dangerous?
 - f) Do you help people in your job?



3. Somebody can keep the score on the blackboard. Then you can see how many questions the students have asked altogether.
4. When you know how to play the game, a student can write down a job and answer the questions.
5. If there is time, you can play this game in pairs. Take turns to ask questions. Sometimes you can help your partner by miming the actions of your occupation.

1.3 Pirates



For hundreds of years, pirates attacked ships in many parts of the world. They seized cargoes of gold, silver, spices and other valuable goods. Sometimes they captured sailors and ransomed them or sold them as slaves. Sometimes the captives *volunteered* to join the pirates in return for a share of the booty.

- 5 Some pirates were lucky but others were not. Most pirates died at sea. Many were caught and hanged but a few became rich men and died of old age on land. Sometimes a pirate helped a European country during a war. Henry Morgan was a very successful pirate. He captured several Spanish towns in the Caribbean when England was at war with Spain. King Charles II of England made Morgan a knight and appointed him *deputy* governor of Jamaica. Sir Henry Morgan then captured many pirates and sent them to prison or executed them.

- 15 There are still pirates in modern times. They use fast launches and are armed with guns or other weapons. Sometimes they approach a large ship in the dark. Then the pirates climb up the side of the ship and rob the crew and passengers. This has happened several times near Singapore. Off the east coast of Thailand and Malaysia, pirates are often fishermen. They look for boats full of *refugees* from Vietnam. Some of the refugees bring gold or valuables with them to help them start a new life. The pirates stop these boats, rob the passengers, sometimes injuring or killing them.

- 20 There are also pirates on the sea routes between Singapore, Manila and Hong Kong. These pirates attack and rob refugees and fishermen. Sometimes they take away the fishermen's nets and boats, leaving the fishermen on an island. Now the governments of several countries (including Singapore) are trying to catch these modern pirates.

1.4 Asking about the meaning of a word

We can use these ways to ask about the meaning of a word:

1. Q: What does 'volunteered' mean?
A: It means 'offered to do something'.
2. Q: What's the meaning of 'deputy'?
A: It means 'assistant or next in power'.
3. Q: What are refugees?
A: They're people who are running away from a place or country to find somewhere else to live.

OR

A: I'm sorry. I don't know.

Ask about the meanings of words in the passage on page 2.



1.5 Understanding 1

Give short spoken answers.

1. Sometimes captured sailors agreed to join the pirates. What did these men hope to get?
2. What happened to pirates when they were caught?
3. How did Morgan help England in a war against Spain?
4. How do modern pirates sometimes get on a ship at night?
5. Some refugees try to get to Malaysia or Singapore. Where do they come from?

Make up TWO more questions which you can ask in class. Make up the answers too.

1.6 Understanding 2

Give written answers in sentences.

1. Write down FOUR things that might happen to a sailor if pirates attacked his ship.
2. Why did King Charles II make Henry Morgan a knight?
3. Why do you think that some modern pirates use fast launches?
4. What do refugees hope to use gold or valuables for?
5. What can pirates get when they rob fishermen?

1.7 Arranging Ideas

In paragraph (1), the first sentence is a topic sentence. It tells us what the paragraph is about. It says, 'For hundreds of years, pirates attacked ships in many parts of the world.' The rest of the paragraph tells us what the pirates did.

There is usually a topic sentence near the start of each paragraph. It tells the reader what the paragraph is about. Sometimes the first sentence is NOT the topic sentence. Sometimes there is no topic sentence, especially in a story.

1.8 Spelling

- a) **ei/ie** When 'ie' and 'ei' are spoken with the /ee/ sound, we put 'i' before 'e' except after 'c'. A common exception is the verb 'to seize'. This rule does NOT apply when 'ei' or 'ie' are spoken with a sound different from /ee/. The rule does not apply to such words as *weigh*, *neighbour* and *friend*.

'c' + ei		ie	
received	receipt	believe	achieve
ceiling	conceited	relieved	thief
deceive	deceit	relief	niece
perceive	conceive	brief	piece

- b) **cargoes** Some nouns end with an 'o', e.g. *cargo*, *tomato*, *pomelo*, *photo*. As the following examples show, we form the plural of some of these words by adding *s* only. The plural of some of the words is formed by adding *es*.

'oes'		'os'	
tomatoes	mosquitoes	photos	cellos
potatoes	heroes	radios	hobos
buffaloes	cargoes	pianos	zeros

- c) Check that you can spell the following words. Then your teacher can test you on some of the words in (a), (b) and (c).

beginning	unconscious	shopping	accommodation	February
skilful	separate	writing	embarrassed	Wednesday
until	foreigner	restaurant	pedestrian	vegetables
quarrel	forty	convenient	exhibition	bicycle

1.9 Words ending in -er or -or

A person who drives is called a driver. A person who plays is a player. But be careful. What is a cooker? What is a waiter?

We use the same sound for 'or' and 'er' at the end of 'driver' and 'sailor'. Say these words and check that you know what they mean:

- er** passenger, interpreter, lawyer, reporter, worker, painter, designer
or sailor, governor, competitor, investigator, bachelor, translator
 actor, inspector, inventor, visitor, emperor, doctor, tailor, collector

- Which of the above people is definitely not married?
- Which of the people likes to appear in films and on television?
- Which of the people probably knows at least two languages very well?
- Which person can advise somebody who has broken the law?
- Which person hopes to win?