

Reading English Objectively 3

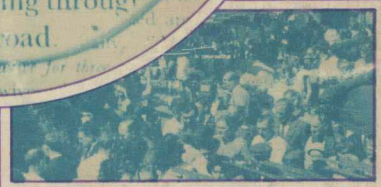
M. Lancaster and C. Ttofi

大学外语
资料室

8. Petticoat Lane Market

3.2

Petticoat Lane Market was a very unusual one. I was hoping to pick up a few pounds for my nephew's birthday. As I shuffled through the crowds, I was alert for pickpockets. I was at a stall where the hawk was selling five pound tins of food. I was eating out of his hand. I was all waited for three pounds for a pair of blankets he was trying to sell. I was in the sun and the rain was glistening in the sun. I was as satisfying as he caught the black and white. I was a box holding an eiderdown. I was giving them away. I was running through the road.



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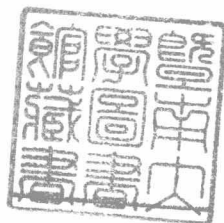
Reading English Objectively

Stage 3



M. LANCASTER & C. TTOFI

*Lecturers in English as a Foreign Language at
West London College*



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Preface

The material in this book is suitable for advanced students of English, for those preparing for the Cambridge Certificate of Proficiency in English, for Stage III of the Royal Society of Arts Examination or for Grade II of the Institute of Linguists. It has also proved helpful to Diploma and University students. The units are designed for training in comprehension and for practice in reading and writing at an advanced level. We hope too that many of the topics covered will lend themselves to discussion in class—controlled or free—at the discretion of the teacher.

We have tried to make our material as varied as possible, basing questions and exercises not only on prose passages, but also on dialogues, newspaper reports, travel brochures and even very simple statistics. Up to this point in their studies many students may have been acquainted only with rather literary English on the one hand, and somewhat over-contrived colloquial English on the other. Colloquial English must obviously be carefully selected and graded at the earlier stages of language learning, but in many textbooks the resulting dialogues and passages often fail to ring true. We feel that the really advanced student can be expected to come to grips with the idiom and structures of the everyday English he can expect to hear all around him if he comes to England; equally, he should be able to cope fairly competently with the language of mass media. These considerations have greatly influenced us in our choice of material.

Finally, we have tried to select topics which can be said to have some bearing on everyday life in England—or, perhaps more accurately, in London. For example, they touch on typical leisure activities, education, public transport, the

problems involved in buying a house, shopping or simply making a phone call. We hope in this way to bring students into contact with language relevant to the contemporary world.

Organisation of this book

This book consists of 17 units of varying length, designed to give between four and seven hours' class work. Each unit consists of a text of some kind—sometimes more than one—followed by a set of questions. The form which these questions take varies slightly from one unit to another, but throughout the book the student can expect to encounter the following types of questions:

1. Multiple-choice questions

Questions have been devised to test whether the student has understood what he has read. They are based on the meanings of single words or phrases as they are used in the texts, and on the meanings of whole sentences and paragraphs, thus covering lexis and syntax. It has been found that this type of questioning encourages especially careful reading and re-reading of the original text.

Each of these questions in the book is accompanied by detailed instructions as to how to answer it, but it should be noted that where the student is asked to select the 'best' of four suggested answers to a question, the 'best answer' can be:

- (i) The answer that is correct while the other three suggested answers are wrong.
- (ii) The answer that is more complete than the other three suggested answers.

There are also multiple-choice questions to test the student's knowledge of structure within the sentence: prepositions, tenses, phrasal verbs and similar linguistic features. Where remedial work is an important part of the teacher's work, these questions can be useful in diagnosing particular weaknesses—in pinpointing structures which may have been overlooked or only half-learnt and which need presenting and practising again. In these questions there may be more than one possible answer.

2. Questions designed to give practice in handling more difficult structures, vocabulary and idiom

These exercises are extremely varied and are designed to provide students with an opportunity to exercise their ability over a wide range of advanced English. Apart from questions on vocabulary and idiom, there are exercises on inversion, gerund and infinitive forms of the verb, phrasal nouns, question tags, active and passive forms, direct and indirect speech, and conditional forms. There are also questions which require students to produce sentences in a style of English similar to that in the accompanying text.

3. Composition and/or summary

Here again the questions vary in these sections. Where the passages lend themselves to summary writing, appropriate questions have been included. For free composition or dialogue-writing we have suggested themes which have some bearing on the subjects of the texts. We have included several linked electives so that there is a wide choice. To help students we have also included suggested vocabulary for many of the composition themes. Where we consider it appropriate we have suggested that a theme might be made the subject of a class discussion before students are asked to write on it.

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1. Fruitful Evenings

The building, a primary school during the day, transformed itself into a bustling adult centre in the evening as, fair weather or foul, people dragged themselves away from the television or another favourite pastime, and made the effort, quite often after a hard day's work, and turned up for the class of their choice. Their regular good attendance spoke for the success of the Evening Institute scheme by means of which adults can study almost any subject they like, be it Aristotle or zoology, *Ikebana* or volleyball. 5

In the handicrafts room about fifteen people were learning the rudiments of pottery. Amidst the state of organised chaos, with pottery wheels spinning, water splattering and hands moulding, the instructor flitted from shop assistant to sales manager, from accountant to taxi-driver, advising, suggesting, demonstrating and, above all, encouraging. 10
Certainly no one regretted having enrolled for the course. 15

A less hectic atmosphere prevailed in a near-by classroom. Eighteen people, driven by the urge to get better qualifications, were listening intently to a lecture on sociology. The lecturer, a well-qualified young man who went down very well with the class and kept them at it, had the knack of putting over the 20
dullest information in an interesting way. Thanks to him the class had come a long way since the beginning of term, and morale was high.

In the gym the track-suited instructor was putting a paunchy group through their paces. 'Up—down, up—down,' he bellowed, as his overweight victims strained away at press-ups, stomach bends, and on-the-spot running. Quite a few businessmen came along to this, and found it made a pleasant change after being office-bound all day. It also took their 30

minds off work, and the feeling of well-being was, as far as they were concerned, well worth the strain and effort. They would certainly persuade some of their colleagues to join them.

The art room was busy too. People were developing their latent talent for painting, a belief in which was instrumental in their being there. The instructor had managed to instil in them a desire to express themselves on canvas, and the class was beginning to discover how extraordinarily relaxing painting was. Many of them, naturally, as they dabbed away at the canvas, nursed a secret dream of becoming a Constable or a Turner. It was a most successful class.

Next door, some dozen people were grappling, not very successfully, with French pronunciation and grammar, and chanting in unison, ' Si c'est votre livre, pourquoi ne l'enlevez-vous pas de là?' The instructor, a long-suffering individual, secretly winced as he listened, but he put on a bold front, and anyway, what did it matter? They were enjoying themselves and they would improve in time. In fact, because of the course, some of them were even talking of going to France for their holidays.

From the hall there floated the gay rollicking tune of a square dance. Inside some forty-odd people were flinging themselves into the dancing with gay abandon, and normally shy and reserved types, egging one another on, were getting rid of their inhibitions, letting their hair down, laughing, shouting out and getting to know one another very quickly. As the prospectus had stated, ' knowing how to dance can be a distinct social asset '.

Finally, towards 9.30, the classes began to disperse, the lights went out, the caretaker locked up, and almost everyone went home feeling that they'd spent their time more usefully than if they'd just stayed at home or sat glued to the television.

Question A

Answer the following questions. In each case select the best

of the four choices. Show which you have chosen by writing the number of the question and the letter of your choice.

1. What makes the author think that Evening Institutes are a success?
 - (a) The fact that people don't mind giving up watching television to attend classes.
 - (b) The fact that people can improve themselves at them.
 - (c) The fact that attendance at classes doesn't fall off.
 - (d) The fact that you can study a vast range of subjects.
2. Which sort of atmosphere would the instructor have said prevailed in the pottery class?
 - (a) One of deliberate confusion.
 - (b) One of apparent confusion.
 - (c) One of complete confusion.
 - (d) One of slight confusion.
3. Why was the sociology lecturer able to put over the dulllest information so that it became interesting?
 - (a) Because he had very good qualifications.
 - (b) Because he was popular.
 - (c) Because he had a natural gift for doing so.
 - (d) Because he made the class work hard.
4. What is meant in the passage by 'The sociology class had come a long way' ?
 - (a) They travelled long distances to go to classes.
 - (b) They had made a lot of progress.
 - (c) They had learnt a lot of dull information because the instructor made it interesting.
 - (d) They had worked hard all term.
5. Which one of the following did the businessmen think most compensated for their being put through it in the gym?

- (a) They lost weight.
 - (b) They got away from the office.
 - (c) They forgot about work.
 - (d) They became fitter.
6. What motive did the people in the art class have for taking up painting?
- (a) They had had an idea they were capable of painting.
 - (b) They wanted to express themselves on canvas.
 - (c) They found that painting was extremely relaxing.
 - (d) They thought they might become famous painters.
7. What kind of person was the French instructor?
- (a) He was an old hand at the game.
 - (b) He had suffered in teaching for a long time.
 - (c) He didn't mind doing a job he disliked.
 - (d) He was very patient.
8. In the phrase ' what did it matter ' what does the word *it* refer to?
- (a) The fact that he found it painful to listen to the class.
 - (b) The fact that the class pronounced French badly.
 - (c) The fact that he was a long-suffering individual.
 - (d) The fact that they were enjoying themselves.

Question B

To answer the following, write down the number of the question and the letter of every item that could fill the gap. The items you choose must be grammatically suitable and must correspond to the meaning in the original passage.

1.go to evening classes and study subjects ranging from *Ikebana* to volleyball.
- (a) Many of the people (b) Many people (c) Lots of people (d) A lot of people (e) Lots of the people

2.of people attend the pottery class.
 (a) All kinds (b) Every kind (c) Many types (d) All types (e) Every type
3. If the sociology lecturer hadn't been so good the students....
 (a) wouldn't listen (b) wouldn't be listening (c) wouldn't have listened (d) wouldn't have been listening (e) hadn't listened
4.the sociology lecturer, the class had come a long way.
 (a) By means of (b) Due to (c) As a result of (d) Because of (e) Through
5.fitness was through circuit-training.
 (a) The route to (b) The way to (c) The path to (d) The voyage to (e) The journey to
6. The instructor had succeeded....in them a desire to express themselves on canvas.
 (a) to instil (b) in instilling (c) instilling (d) in having instilled (e) of having instilled
7.people were struggling to learn French grammar.
 (a) A dozen of the (b) About a dozen (c) Some of the dozen (d) A dozen (e) A dozen-odd
8. Finally, towards 9.30, the classes began....
 (a) to scatter (b) to break up (c) to split up (d) to divide (e) to splinter

Question C

1. Write two sentences to bring out the difference in meaning between the words in each pair.

encouraging: persuading
desire: craving
morale: moral

knack: ability
winced: shuddered
prospectus: syllabus

2. Write six sentences using one word from each group in each sentence. You may use a word more than once.

1: hectic, relaxing, gay, dull, fascinating, worthwhile.

2: talent, work, knack, effort, asset, rudiments.

3. In each of the following, choose the item which is closest in meaning to the italicised word or words as used in the text, and explain why none of the remaining three items would be a correct answer.

(a) *spoke for* (ll. 6-7)

- (i) explained (ii) proved (iii) supported (iv) brought attention to

(b) *fitted* (l. 13)

- (i) walked (ii) wandered (iii) ran (iv) moved like a butterfly

(c) *went down very well* (l. 20)

- (i) was popular (ii) taught well (iii) inspired the class (iv) was likeable

(d) *prevailed* (l. 17)

- (i) dominated (ii) existed (iii) predominated (iv) surrounded

(e) *kept them at it* (l. 21)

- (i) kept them interested (ii) made them listen (iii) made them attend regularly (iv) made them work hard

(f) *office-bound* (l. 30)

- (i) tied to the office (ii) going from office to office (iii) bored with working in an office (iv) seated in an office all day

(g) *well-being* (l. 31)

- (i) contentment (ii) happiness (iii) relaxation (iv) fitness

- (h) *gay abandon* (l. 53)
 (i) impetuosity (ii) spontaneity (iii) in a carefree manner (iv) irresponsibility
- (i) *distinct* (l. 54)
 (i) definite (ii) obvious (iii) separate (iv) essential
- (j) *egging on* (l. 58)
 (i) encouraging (ii) forcing (iii) persuading
 (iv) helping

4. Add appropriate question tags to each of the following and then write out a suitable reply, either agreeing or disagreeing.

Example: Sociology's very interesting,?

Answer: 'Sociology's very interesting, isn't it?'

'Yes, I quite agree, I'm glad I took it up.'

- (a) There's a lot to be said for evening classes,?
- (b) Everyone in the sociology class is pleased with it,?
- (c) Most people in the art class thought it was worthwhile,?
- (d) One can study almost any subject at evening class,?
- (e) Not one person in the French class pronounces it well,?
- (f) The businessmen were being put through their paces,?
- (g) My French isn't too bad,?
- (h) She loves square-dancing,?
- (i) He used to do pottery at evening classes,?
- (j) If I'd gone to the gym class more often I'd have got fit,?
- (k) Nobody feels shy at the square-dance class,?
- (l) I ought to enrol for evening class,?
- (m) Someone's bound to be late tonight,?

- (n) If I attend gym classes regularly I'll get fit,?
- (o) Someone start the dance off,?
- (p) They've learnt a lot recently,?
- (q) I'm pretty good at French now,?
- (r) Evening classes are a very good institution,?
- (s) It makes a change, going to evening classes,?
- (t) Enrolment's next week,?

5. Rewrite each of the following sentences so that the verb in the part in italics is replaced by an *-ing* form. Keep as close to the original meaning as possible.

Example: *Before he taught* the class grammar the French instructor did some oral work.

Answer: Before *teaching* the class grammar the French instructor did some oral work.

Example: He threw himself into the dancing, *though normally he was* quite shy.

Answer: He threw himself into the dancing, *despite normally being* quite shy.

- (a) *Although it seemed* chaotic in the handicrafts room it wasn't really.
- (b) *In spite of the fact that their French accent was* terrible, it didn't matter.
- (c) *Unless you put some effort into it* you won't get fit.
- (d) *As he was good,* the sociology lecturer kept his class interested.
- (e) *After everyone had gone* home the caretaker locked up.
- (f) *When he entered* the handicrafts room some water splashed over him.
- (g) *As he hadn't done* any exercise for years he found the press-ups impossible to do.
- (h) The class will continue throughout the year *provided that a sufficient number of students attend.*
- (i) *As there is* such a wide choice of subjects, evening classes are very popular.

- (j) *Unless you try* you'll never find out whether you're any good at painting or not.

Question D

1. Imagine that one of the instructors in the text is talking about his students to a friend. Write a paragraph of about 80 words on what he might be saying.
2. Imagine that you are a student in an evening class. Describe the whole lesson from beginning to end. Use 350 to 500 words.

or

Write a reasoned article on 'Effective and ineffective teachers, techniques and aids'. If possible, discuss the subject in class first, bearing in mind any effective or ineffective teachers, techniques or aids you have encountered. Below is some suggested vocabulary:

to quieten down

to settle down

to be engrossed in the lesson

to get the class going

to liven the class up

to know one's stuff

to crack a joke

to talk to the point

to involve the class

to inspire confidence

to teach something solid

a good blackboard technique

an overhead projector

to explain something so

that it's crystal clear

to waffle

slapdash preparation

to mumble

to drone on in the same tone of voice

very slack about marking

to let oneself be played up

to read from notes

as dry as dust

to be bored stiff

as clear as mud

educational technology

a couldn't-care-less attitude

to talk over people's heads

to be bone idle

to kill people's enthusiasm