



To start you practising

Listening Speaking Reading Writing

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Introduction

TO THE TEACHER

The aim of this book is to give the student purposeful practice in the four skills, based on materials of topical interest and of relevance to the adult learner of English as a foreign or second language.

It is intended for those students who have already mastered the foundations of English but require further practice in order to acquire fluency in the language. Students preparing for the Cambridge First Certificate in English, or other public examinations of the same level, will find the materials and exercises in this book specially suited to their needs.

Each of the ten lessons into which the book is divided contains three sections. The first section is intended for *listening* practice, and is therefore usually based on a newspaper report, a broadcast or a letter. The second section is designed for *speaking* practice and is always based on a dialogue. The final section is for *reading* and *writing* practice and is centred on a short passage of a discursive, descriptive or narrative nature.

Each of the thirty sections in the book carries its own photograph and accompanying exercises. The lessons are based on different themes (pollution, women's lib, etc.) but for the sake of variety and interest each section presents its own viewpoint.

There is within each lesson enough material for at least *three* one-hour teaching units. Although an effort has been made to introduce the lessons in order of difficulty, there is no absolute need for the teacher to follow this sequence. He or she might prefer to choose a unit at random. Likewise, it is perfectly possible for a teacher to select an isolated item, a photograph or a dialogue, as the sole basis for a lesson. The book can be treated as flexibly as the individual teacher wishes. There is no need to adopt a rigid attitude either to the order of presentation or indeed the 'method' inherent in the book, unless of course it is found convenient to do so.

The Photographs

These are intended to generate interest in the topic and to serve as a pictorial introduction to the section. They are followed by

questions which can be supplemented by others devised by the students and the teacher for further classroom practice.

Listening Practice

These sections are best done with books shut and might be presented as follows:

- 1 First, teach the meaning of the listed words, preferably in simple realistic contexts.
- 2 Then, motivate the learners by asking them – or telling them to ask each other – the introductory questions.
- 3 Read or play the passage to them once through, and then paragraph by paragraph, interspersed with staged and directed questions.
- 4 If necessary read or play the passage again; then ask the students to open their books in order to do the multiple-choice questions. They should of course be asked not to look at the passage.
- 5 The piece can now be read silently by the students. The final exercises where they occur are for further practice and can be done either for homework or in the next lesson.

Dialogue Practice

- 1 Before the dialogue is heard by the students, they need to learn the new words and phrases and to practise the sounds and tunes. This is best done orally with books shut.
- 2 After reading or playing the dialogue once or twice, with books shut, the general comprehension questions can be asked.
- 3 Then the students can role-play.
- 4 The final exercise might be done either in class or for homework.

Reading and Writing Practice

The emphasis in these sections is on reading comprehension, lexical and structural practice and situational writing.

- 1 After some initial motivation to get the students interested in the subject, the passage is read to them while they follow it in their books.

To the Student

- 2 Then they might be asked to study the vocabulary.
- 3 The first set of questions, intended to elicit the new vocabulary, are asked, followed by staged and directed comprehension questions. These can be done orally and/or in writing.
- 4 The multiple-choice questions are best done orally with reasons given for the choice of answer.
- 5 There follows an exercise on a given structure. It is probably wise to do this first orally in class and then in writing for homework.
- 6 The final exercise is intended as a written assignment to be done at home.

Tape Recording

A dramatised reading of all the dialogues and listening passages is available. These recorded passages are printed on a darker background.

TO THE STUDENT

- 1 Do you find that when English people speak to you at normal speed and in ordinary situations, there are things you don't quite understand?

If so, this book will help you.

- 2 Do you find that, although you can express yourself reasonably well when you speak, there are still many things you don't know how to say in English?

If so, this book will guide you.

- 3 Do you feel that you still need a lot of practice in reading and writing English?

Well, this book will start you practising.

But remember, if you're working on your own, you need to buy the tape recording. There's nothing like the voice of a native-speaker to guide you along. Remember too that 'practice makes perfect', so let's start now.

14 May 1974

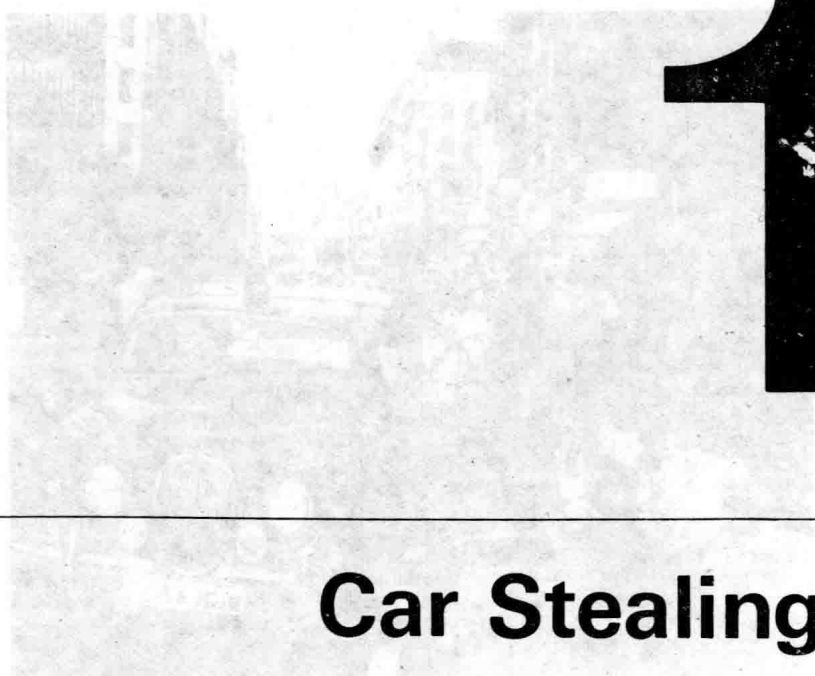
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1
Car Stealing



Car Stealing

1

Car Stealing



Policemen apprehending a suspected car thief

- 1 1 What is everybody staring at?
- 2 How many policemen can you see? Are they all in uniform?
- 3 Where do you suppose this scene is taking place? At what time of day? Give your reasons.
- 4 In what way is the police car different from the others? What is its registration number?

2 First study these words

- 1 alarm to worry very much; to frighten.
- 2 gang a group of people who go about together, especially for criminal purposes. Like American gangsters.
- 3 abandon to leave; to give up.
- 4 admit to say, confess, acknowledge.
- 5 park to leave your car (or any vehicle) usually in a car park or on the roadside.
- 6 vehicles cars, vans, buses; any kind of land transport.
- 7 assume to come to a conclusion, without having proof.
- 8 break into to enter by force.

3 Now consider these questions

- 1 Have you got a car/a bicycle/a motorbike/any vehicle? If not, do you know anyone who has?
- 2 Has it ever been stolen? If so, was it found? Who found it? Where was it found?
- 3 Is there a lot of car stealing in your country?
- 4 Are cars stolen by professional car thieves or ordinary people, in your country?
- 5 Would you like to belong to a car stealing gang? Why?/Why not?

4 Here's an extract from a report published in the local press last week. Listen

LOCK UP YOUR CARS!

The recent increase in car stealing has alarmed¹ the police, 1 who are looking for what they now believe must be a well-organised gang² of professional car thieves.

Most of the thefts have taken place in the rich residential areas round Southwell Park, where last week alone, twenty- 5 two car thefts were reported to the local police. Of these, only one has been found, abandoned³ in Rockinghill Palace Road,

1 Car Stealing

twenty miles away. The others have still not been found, except for one which had been falsely reported missing. The owner later admitted⁴ that he had forgotten where he had 10 parked⁵ it a few days before.

An interesting aspect of these thefts is that nearly all the missing vehicles⁶ have been taken from locked garages. The owners now admit that they may have left the car doors 15 unlocked, but only one owner was not certain whether he had 15 locked the garage door. The police have therefore assumed⁷ that the gang find it easier to break into⁸ garages, where vehicles are often left unlocked at night, than into locked cars, parked on the roadside in daytime or at night.

They advise car owners to lock up their cars, even when 20 they are kept in locked garages.

5 Listen to the report again, paragraph by paragraph, and then answer the questions

- 1 Are the police looking for a gang of professional car thieves?
- 2 Is it a badly-organised gang?
- 3 Did most of the car thefts take place in the rich residential areas?
- 4 Have all the missing cars been found?
- 5 Have nearly all the missing vehicles been taken from locked garages?
- 6 Were all the car owners certain that they had locked their garage doors?
- 7 Did the police advise car owners to lock up their cars?

6 Listen again and then answer these questions

- 1 Are the police alarmed or not alarmed at the recent increase in car stealing?
They're...
- 2 Have there been twenty or twenty-two car thefts?
There have been...
- 3 Was it one or two cars that had been falsely reported missing?
It was...

- 4 Had its owner forgotten where he had parked it or where he had bought it?
He'd forgotten ...
 - 5 Does the gang find it easier to break into garages or into cars?
They find it easier ...
- 7 *Listen to the report again. Then look at the questions and decide which is the best answer according to the report*
- 1 The police are alarmed at the increase in
(a) driving offences. (b) professional gangs. (c) car stealing.
(d) car owners.
 - 2 One car was found
(a) in a rich residential area. (b) twenty miles away. (c) in Southwell Park. (d) parked on the roadside at night.
 - 3 The car owners were ... that they had locked their car doors.
(a) certain (b) not certain (c) absolutely certain (d) very certain
- 8 *Listen to these reported statements and then say them in direct speech*

EXAMPLE

One owner **was** not certain whether he **had locked** the garage door.

His actual words were probably
'I'm not certain whether I **locked** the garage door.'

- 1 The police said they **were** alarmed because car thefts **were** increasing.
'We're ...
- 2 They believed that the cars **had been stolen** by professional thieves.
'We believe ...
- 3 They said twenty-two car thefts **had been reported** in one week.
'Twenty-two ...

1 Car Stealing

- 4 Only one **had been found**. The others **were** still missing.
'Only one . . . The . . .
- 5 They said the thieves **found** it easier to break into garages than into locked cars.
'The thieves . . .

NOTE In reported speech, the present simple tense usually becomes the simple past, and the simple past and the present perfect tenses become the past perfect tense.

(is becomes **was**; **was** and **have been** become **had been**)



Inside a police station

- 1 1 What are the two policemen doing?
- 2 What is the superintendent holding in his hand?
- 3 What sort of case do you think they are dealing with?
- 4 When you ring a police station what number do you dial?

1 Car Stealing

2 Study and practise using these words

Theft/s /θeft/s/

Practise with

A: Are many cars stolen in this area?

B: Oh yes, there are many car **thefts** here.
(= act of stealing)

bicycles
motorbikes
scooters

Missing /'misiŋ/

Practise with

A: Have you found your car?

B: No, I'm afraid it's still **missing**.
(= lost/not to be found)

bicycle	cheque book
motorbike	passport
wallet	suitcase
watch	fountain pen

Particular/s /pə'tikjələ/z/

Practise with

A: Give me full details of the car.

B: I've given you all the **particulars**.
(= details)

accident
case
course
plans
arrangements

3 Practise these sounds and tunes

1 Words from the dialogue with the sound /ə/ as in report

The local **police station** / **can** I help you? (weak form of can) / I want to **report** a car theft / and I'm quite sure (weak form of and) / outside the **entrance** to the block of flats (weak forms of to and of) / **address** / seven, **Winchester** Court, Evelyn Gardens / of course / it's a Morris Mini / it **had** been parked there (weak form of had) / it must **have** been taken (weak form of have) / **after** the rain **had** stopped / **can** you please give me full **particulars** of the car? / registration number **P for Peter**, **Y for York**, **T for Thomas** (weak form of