

Integrated Skills

(Teacher's Book)

of English



综合英语教程

(教师用书)

总主编 黄源深 虞苏美

主 编 邹为诚

高等教育出版社

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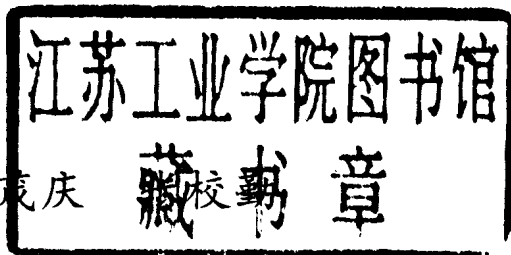
Teacher's Book

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主编 邹为诚

编者 汤丽萍 陈袁庆



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内容提要

本册是与《综合英语教程1》(学生用书)配套的教师用书。本册共15单元,主要内容包括:每单元的教学目标、教学方法建议、练习的设计思想、课文和练习中的难点注释以及练习答案等。此外,书中附有两份试卷,供教师选用。

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前 言

本教材系受教育部委托编写而成。全书共6册, 1~4册为基础阶段, 5~6册为提高阶段, 每册由学生用书、教师用书和录音磁带组成。本教材的编写参照了《师范高等专科学校英语教育专业教学大纲》和《高等学校英语专业基础阶段英语教学大纲》, 供师范院校英语专业学生使用, 也可供教育学院及社会上英语自学者学习使用。

根据我国目前高校英语教学的实际情况, 基础教学应以语言基本功训练为主要途径, 以培养语言交际能力为主要目的。本书编者力图通过循序渐进的方式, 使学生逐步掌握系统的英语基础知识, 并把所学到的知识应用于各种交际性任务, 包括教师技能训练任务中去。为了鼓励学生在学习语言的同时努力了解英语国家社会, 编者还为学生提供了丰富的英语国家文化知识。在融语言知识、交际技能和教学技巧于一体方面, 本教材作了大胆尝试。

本书是《综合英语教程》教师用书第一册。内容包括: 每单元的教学目标、教学方法建议、练习的设计思想、课文和练习中的难点注释以及练习答案等。

听写短文时, 建议教师读4遍, 第一和第四遍用正常的语速, 第二、第三遍用慢速。

书后附有两份试题: Achievement Test 和 Proficiency Test 以及参考答案。供期末考试用。

编 者

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于华东师范大学

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1

My First Job

Teaching Objectives

1. **Functions:** Greetings & farewell
2. **Grammatical Points:** This/That be + n. or adj.
3. **Vocabulary:** *run, offer, except for, figure, promote, you'd better, how about, as far as somebody is concerned, take a day off, bring in, beam*

Part I Listening and Speaking Activities

1 Introduction of functions

The teacher may start the lesson by greeting his students (e.g. Good morning/ Hello, everybody) in a friendly manner in order to introduce the function of "greeting".

2 Listen and speak

Before you do the listening, imagine yourself to be a teacher speaking to your students. Read the following and fill in the blanks.

Classroom English

Ok, everybody. Now we're going to listen (1) to two conversations about how people (2) talk when they meet and part from each (3) other. I want each of you to tick the (4) answers to the following questions as you listen. I will let you listen twice. During the first listening, make (5) sure you understand what people are talking about. During the second listening, (6) tick the answers to the questions. If there is any word you don't understand, just (7) ask me.

Listen to the following conversations and complete the tasks.

The tape scripts of the following two conversations are presented in Exercise 3, Part I in the students' book.

The aim of the listening activity is to give the students an opportunity to hear how people greet each other in different situations. The tape can be played twice or more times. If necessary, the teacher can stop the tape sometimes for explanation. While listening, the students are to tick what they have heard as the correct answers to the questions. However, it does not mean that these are the only ways people greet each other in real life.

When the listening is finished, the students work in pairs to do the tasks for the listening activity. They may take turns asking each other for a correct answer to each question. The other student can reply with one of the alternatives in a, b, and c.

The teacher should check students' pronunciation when they speak the sentences in the model. To do this, he may either walk around helping individual students or call some of them to speak before the class.

The teacher can also encourage the students to comment on different ways of greetings. Some of them may be fairly familiar to them, for example, "Hi, may I help you?" and "How do you do?"

The grammatical point listed in the teaching objective is fairly elementary for the students although they are still freshmen at college. The structure "This/That + be + N./Adj." can be found, for example, in Conversation Two, Try to Speak More: *This is my address*. The students are expected to consolidate their command of this structure through practice.

Key to the listening tasks

Conversation One: 1. c 2. b 3. b 4. b
Conversation Two: 1. a 2. c 3. b

3 Try to speak more

People often make friendly greetings to strangers by offering help. For example, an office clerk or a shop assistant often greets visitors or customers by "Hi, may I help you?" "Hi" is often spoken with a high pitch. This kind of greeting sounds informal and friendly.

If the person being greeted has been helped, he may reply "No, thank you. I've been helped/I'm being helped."

If the students have difficulty in reading the conversation, the teacher may play the tape for demonstration, or the teacher can read the conversation to show what the connected speech should be like. He may also stop to explain language difficulties if there are any. The teacher should make sure that the students have enough time to practise in pairs or groups.



Notes:

1. family name: the name shared by the members of a family
2. given name: the name given to a child by the parents
3. It's been nice talking to you: some people also use "It's nice to talk to you" in American English
4. Goodbye and good luck: a farewell formula seldom used upward in social ranks
5. I'm flying back...: *flying* indicates a scheduled action
6. write to: write a letter to...
7. Have a happy landing: a farewell formula used only when people are going to take a plane

4 Make your own dialogue

This part is to provide the students with opportunities to use English to talk about things in

their own lives. When doing this part, the students should be told that authenticity of information is more important than the "correct" English sentences. Errors and mistakes should be tolerated if the message is clear. Encourage the students to use the functional sentences they have previously met.

When the pair work/group work has finished, some students make presentations to the class. If time is not enough, the teacher may concentrate on Conversation Two only.

The conversations that the students have role-played can be written down as a follow-up writing activity for the students.

**Notes:**

1. to put my feelings to words: to express my feelings in words
2. Hi, I'm Linda Su.: to be polite, one usually introduces oneself first before asking for other's name
3. I'm from China. Where are you from?: see note 2.

5 What are they for?

The students are put into pairs or groups to discuss the matching exercise. They can ask for the right answers from their partners. To help the students understand how the sentences are used in real life situations, the teacher can provide some context for some functional sentences. It is also an efficient method of explanation if the teacher can find a Chinese equivalent for some items. The sentences listed in the box of this unit are all for informal occasions.

**Notes:**

1. Please come and have lunch with us some Sunday, so we can really have a nice talk.: This sentence is often used as lip service rather than a real invitation when people are going to say goodbye. A real invitation should involve time and location for the meeting. However, people sometimes do use this kind of expression as a gambit to a real invitation. The listener usually depends on the communicative situation to figure out the speaker's real intention.
2. How are you getting on?: a greeting often used among friends or familiar people
3. Fancy meeting you here!: a greeting used in a chance encounter, spoken in a high pitch which reflects excitement and high spirits

Matching exercise

1. a 2. b 3. e 4. c 5. d

6 If you want to learn more

This part is for those students who find themselves interested in learning more of the functional sentences. Most of the expressions are used on informal and friendly occasions. The teacher does not need to cover this part in his class hours. It can be left to the students for home reading.

Suppose the students hope to learn more, and there is time in teaching, the teacher may explain these items by providing some context in which they are used.

**Notes:**

1. Couldn't be better: often used as a response to a greeting such as "How are you getting on?" "How are you doing?" etc. with a slight touch of humour and emphasis on the positive side of one's life
2. It's a small world!: often used in a chance encounter or a comment on such an event

Matching exercise

- a. 6 b. 2, 8, 9 c. 3, 7 d. 4, 5 e. 1

Part II Reading Comprehension and Language Activities

The three tasks are designed as a warm-up to prepare the students for the text. Task 3 may need some explanation in Chinese as most of the words are rather abstract.

**Notes:**

1. run: manage
2. eatery: American slang, a restaurant or other commercial establishment serving food
eatery vs. restaurant: words of non-standard vs. standard
3. customer vs. diner: words of generic vs. specific categories. Can students find more words of this relationship in the story? *Diner* means a person who dines, especially in a restaurant. In American English, it is more commonly used to mean a type of restaurant. This type of restaurant is usually informal, cheap, and popular with families, for breakfast, lunch and dinner. Customers sit in booths of vinyl, or may sit at the bar for their meal. Waitresses wear a uniform and a white apron, and offers country-style meals such as soup, ham, mashed potatoes and gravy, and ice-cream sodas, as well as the usual hamburgers, hot dogs and sandwiches. The atmosphere there is less formal than the expensive restaurants.
4. reshine: to shine again
5. duties: work load; responsibilities
6. beamed: smiled broadly
7. I was pitching in for the good of the whole family: I made my contributions to the growth of my family restaurant.
8. made it clear: "it" refers to "I had to meet certain standards to be part of the team", *make ... clear*: express or explain something clearly
9. How about ...: a colloquial expression for making a suggestion or an offer. One may also say "What about ...?"
10. And for the times ...: with "paying me" understood. This is a common feature with the style of spoken language. Both speaker and listener know tacitly what has been cut depending on their shared knowledge or the settings in which the conversation takes place. The narrator adopts a colloquial style when telling the story.
11. buddy: a close friend, especially a male friend of a man; used in informal English
12. soda: a drink of soda water, or other flavouring drinks such as Sprite, CocaCola or fruit juice in American English
13. guy: a man or a boy in informal English; in American English, it can also refer to females when it is in plural, such as "You guys" to mean "You girls"
14. after being away in the Army: after leaving home and serving in the Army

15. boy: a man can also be referred to as a boy, especially by someone who is in a position of authority, power, or superiority over him, in informal use
16. Janitor's day off: "off" following the expressions such as "day" means "not working"

1 Comprehension work

A Read the text carefully again and discuss the following questions.

It is suggested that the discussion should be organised in a question-answer format. The teacher should constantly put forward questions to help the students think about the meanings of the text. When the students give their answers, encourage them to look for evidence from the text to support their answer. It is also advisable that the teacher, while controlling the discussion, put the key words on the blackboard as a reminder of the story structure. Finally when the discussion is completed, the teacher could use the notes on the blackboard for a reproduction of the text in the next exercise. The advice is expected to be followed throughout the book.

1. It was a small restaurant, open 24 hours a day, seven days a week.
2. Shoe-shining for the restaurant customers.
3. Dad taught him to ask the customer/diner if the job was well done, and to offer to reshine if the customer was not satisfied.
4. Besides shoe-shining, he worked as "mop guy" and janitor.
5. He felt it a source of great pride to work for Dad because he was pitching in for the good of the whole family.
6. He wanted his Dad to pay him for the work he did.
7. Instead of getting paid, he owed even more to his father for three meals a day, and free drinks he offered to his buddies.
8. When you negotiate, you'd better know the other side's arguments as well as your own.
9. His father would treat him like a VIP, not a "mop guy" or a janitor.
10. Loyalty to a team must come first in whatever business you are involved.

B Retell the text using the following key words,

1. Students can make use of the notes on the blackboard in the reproduction of the story. Allow students a few minutes to organise their presentation. Encourage them to go back to the text to find supporting details. A word-for-word reproduction should not be expected.

2. When the students have finished the reproduction step, it is recommended that the teacher proceed to tasks which are focused more on the language points. At this stage, a little lecturing is needed to explain the words or phrases in the Notes and some sentence patterns highlighted in Useful Structures and Expressions.

C Role-play the text.

This activity is designed to once again bring the students back to the content of the text. Therefore, the teacher should closely observe the students' role-playing to prevent them from reading the text. The text is only allowed to be used as an occasional reference in case the students fail to remember some of the details or certain words.

2 Language work

A Fill in the blanks with word(s) from the text that match the description below.

1. eatery, restaurant 2. customer, diner 3. janitor 4. buddy 5. guy 6. boy

B Remember how the writer says the following italicised parts? If not, find them out in the text.

- | | | | |
|-----------------|-----------------------|---------------|---------------------------------|
| 1. ran | 2. offered | 3. duty | 4. beamed |
| 5. pitching in | 6. meet the standards | 7. Except for | 8. How about you paying me ... |
| 9. figured | 10. was promoted | 11. off | 12. As far as Dad was concerned |
| 13. reached for | | | |

C Work out the meanings of the phrases in the box according to the text. Then, use them to rewrite the following sentences.

1. Guys, how about having some more drinks?
2. As far as I am concerned, these stories are rubbish.
3. She's never punctual for appointment, so you'll have to wait a while.
4. The doctor advised him to take a few days off.
5. I really didn't need any help, but it was very kind of you to offer.
6. When the boy showed a banana to the monkey, the animal reached for the fruit.
7. I figure you'd want to see me about it.
8. Except for an old lady, the bus was empty.
9. You'd better go home now.
10. How soon can you pay me for the work I've done for you?
11. If we all pitch in, we should get the job finished this afternoon.
12. The teacher brought in two new students into the project.

3 Get your pronunciation right

(Practise reading some consonants in English in this section)

- a. / θ /: thought
- b. / ð /: father
- c. / s /: six, concerned, standards, except
- d. / z /: years, shoes
- e. / f /: for, figure, officer
- f. / tʃ /: pitching, punctual
- g. / dʒ /: age, job, janitor

Part III Extended Activities

1 Dictation

Zhang Gang pitched in as soon as he got a job at a hotel. He had to be punctual, hard-working and polite to the guests so as to meet the hotel's standards, as he couldn't afford to lose the job. He still owed a friend of his 800 yuan. He needed the money. As he had just started, there was no hope of being promoted and it was not wise to bargain with the manager. His pay was 400 yuan a month. He figured that he would be able to pay back the money he had borrowed in four months' time. He cleaned up the dining-hall twice a day and carried luggage for guests. His family didn't like his job as a janitor. Yet, for him, working at the hotel was a source of pride because he could earn money through honest labour. He beamed when he got his pay at the end of the first month.

2 Read more

True or false

1. F 2. F 3. T 4. T 5. F 6. F 7. T

3 In other words

Important: The words listed should be explained with a view of the context in which they are found. Otherwise, there would be no point in discussing their meanings. The aim of the exercise is two-fold. While students are to receive some training in talking about linguistic matters in explicit terms, they are also expected to revisit the text so as to refresh the knowledge of language points. This instruction should be followed throughout the book.

4 Translation

It is advisable to give students some time to check dictionaries for the use of key words. Alternatively, the translation exercises can be set for homework. This instruction should be followed throughout the book.

1. Mr. Manager, may I take a day off tomorrow? My mother is coming to see me.
2. The police offered a reward for clues about the bank robbers.
3. When I was ill last week, she offered to look after my child.
4. Except for the kitchen, the flat is satisfactory.
5. She was promoted to branch manager last year.
6. Everyone was exhausted except John.
7. *Who's running this company?*
8. He reached into his pocket for the wallet.

5 Writing

This exercise is designed to let the students make their own discoveries about the meanings of the text while training their writing skills. The process of looking for details and reading between the lines is regarded as a pivot of active language learning at this stage. Therefore, encourage students to make bold inferences in doing the exercise. It is advisable for the teacher to mark *Exercise a* as homework and allow the students a lot of freedom in doing *Exercise b*, which is intended as a private writing. They can either turn in the private writing for teacher's marking, or check the writing by reading each other's work, or just keep the writing to themselves. This instruction should be followed throughout the book.

2

American Homes and British Homes

Teaching Objectives

1. **Functions:** Introducing self and others; identifying objects/persons
2. **Grammatical Points:** This/That + noun/ possessives
3. **Vocabulary:** *so (consequence); also; too / nouns of household objects / move, afford, atmosphere, occupy, private, block, go up, pay back, every few years, move house, on the move, give a view of , of the same age*

Part I Listening and Speaking Activities

1 Introduction of functions

The teacher can start the lesson by identifying who's who in the class. He/she, then, can ask the students to introduce each other.

2 Listen and speak

Conversation One

1. b 2. a



Notes:

1. Pronounce George's with an extra /iz/
2. To make sure that the students realise the differences in pronouncing -'s, refer to, Phonetic Training 1 in the student's book.

Conversation Two

1. b, c, f 2. b, d, f

3 Try to speak more

Classroom English

Now, I am going to (1) put you into pairs to practise the following conversations. First, you and your partner (2) read the conversations on the left of the table. When you are sure that you can read them (3) correctly, try to use the words in the right side of the table to (4) make your own conversation. OK? When you are talking, I'll be (5) walking around and if there is anything you'd (6) like to ask me, like how to say this or that, you just call me and I'll (7) come and help you. Finally, we'll invite some students to present their (8) conversations to the class. OK? Off you go now.

Besides practising communicative functions in this part, the students are also expected to unconsciously brush up on the grammatical points which fall into the categories listed in the Teaching Objectives. If the students have difficulty in speaking, especially, when pronouncing the different forms of /-s/, the teacher can briefly mention what they have practised in Unit 1 of the Phonetic Training at the end of the book.

**Notes:**

1. Hi, folks.: an informal way of greeting a group of people
2. sorting out: arranging (the letters)
3. You're joking.: a colloquial expression to show one's doubt
4. return address: the sender's address printed/written on the top left corner of an envelop
5. You bet: an emphatic way of saying "certainly!"

4 Make your own dialogue**Notes:**

1. Welcome to...: a routine phrase for welcoming visitors
2. Call me Jones: the speaker would like to go by his first name, which reflects an informal and friendly attitude
3. I'd like you to meet...: a polite and informal way of introducing people

5 What are they for?

The teacher may adopt the same method as that in Unit 1 to teach this part. And Sentence f) needs the explanation that it is for formal occasion.

Matching exercise

1. e 2. a 3. c 4. d 5. f 6. b

6 If you want to learn more

This part presents various ways of introducing people, responses to introductions and identifying objects. They are used in situations ranging from informal to formal, and they are rather self-evident regarding the formality degree of the situations.

Matching exercise

- a. 5. b. 2. c. 1. d. 7. e. 4. f. 10. g. 8. h. 3. i. 6. j. 9.

Part II Reading Comprehension and Language Activities**Notes:**

1. new suburbs: the housing in a new area is usually cheap, therefore suitable for young couples
2. another suburb: moving into another area which is lived in by more wealthy families
3. apartment blocks: *blocks* are buildings of flats in British English. But in American English, a block

- refers to an area surrounded by four streets
4. leave school: finish school in this context, usually secondary education
 5. old people's home: a place where people live and are taken care of. "Old folks' home" is informal
 6. Americans are always on the move: Americans move house constantly
 7. New England: an area of five states in the northeast United States
 8. out in the country: in the more distant country, away from the suburbs
 9. cottage: an English cottage is a well-built house with a thatched roof, often with good facilities inside
 10. borrow money from a "building society": Besides borrowing money from the building society, many people also borrow money from the bank. The money borrowed from the bank is called a bank loan, or, technically, "mortgage".
 11. building society: a financial institution which lends money to people who want to buy a house
 12. start a family: organise a family, including marriage, setting up a home, and have a child or children

1 Comprehension work

A Read the text carefully again and discuss the following questions.

1. They live in apartment blocks of residential areas where everyone is more or less of the same age.
2. On the weekend.
3. To new suburbs.
4. They move into another suburb where the houses are larger and have more facilities.
5. They usually live in old people's homes in a quiet place.
6. Mr. and Mrs. Shultz could start life in an apartment in New York, go on to a white painted wooden home in New England, and finally retire in a sunny house in California.
7. Gardening.
8. They are "owner-occupied houses" with two or three bedrooms and a bathroom upstairs, a sitting room, dining room and kitchen downstairs, and a small garden at the back and front of the house.
9. They live in "rented state-owned houses," some with a small garden.
10. No, it is not easy. There are always not enough houses.

B Retell the story using the following key words.

1. Students can make use of the notes on the black board in the reproduction of the text. Allow students a few minutes to organise their presentation. Encourage them to go back to the text to find the supporting details. A word-for-word reproduction should not be expected.
2. When the students have finished the reproduction step, it is recommended that the teacher proceed to tasks which are focused more on the meaning or usage of phrases or words. At this stage, a little lecturing is needed to explain some language points: *keep out*, *leave*, *share*, *afford*, *plenty of*, *move*, *every*, *go up*, *give a view of* and a few sentences patterns highlighted in Useful Structures and Expressions.

C Role-play the text.

To help the students to practise, the teacher can direct the students to make use of the pictures at the beginning of the text.

2 Language work

A Fill in the blanks with the word(s) in the text that match the descriptions below.

- | | | | |
|-----------------------------------|----------------------|---------------------|----------------|
| 1. cottage | 2. old people's home | 3. residential area | 4. new suburbs |
| 5. game room | 6. suburbs | 7. flat/apartment | 8. house |
| 9. high-rise (apartment building) | 10. council houses | | |

B Remember how the writer says the following things in italics? If not, find them out in the text.

- | | | |
|--|--|-----------------------|
| 1. leave school | 2. more or less of the same age | 3. a shared apartment |
| 4. their income goes up | 5. atmosphere | 6. on the move |
| 7. every few years | 8. go on to a home in New England | 9. keep out the cold |
| 10. the big windows give a wonderful view of the swimming pool and the sea | | |
| 11. plenty of | 12. at the back and front of the house | 13. pay back |
| 14. from the private owners | | |

C Work out the meanings of the following phrases in the box according to the text. Then, use them to rewrite the following sentences.

- The Johnsons go to France on holiday every few years.
- The Richards have moved house to another area.
- The picture gave us a full view of the town.
- Mary and Tom are of the same age.
- Prices have gone up again.
- I don't know where Mike is this week; he's always on the move.
- Have I paid back the £ 10 to you?

3 Get your pronunciation right

- / u /: a white painted wooden house, a wonderful view, cooking and cleaning
- / u: /: move house, a swimming pool
- / ʌ /: new suburbs, income, young married couples
- / ɑ /: apartment blocks, start life
- / ɒ /: old cottages, blocks
- / ɔ: /: more or less, afford, New York

Part III Extended Activities

1 Dictation

Charles had just graduated from college. He worked at a food factory and earned enough to get by. He was still living with his parents, but would like to move to a flat as soon as he could afford it. He had a girl friend and hoped to start a family. But he had to wait until his income went up so that he could save money. His girl friend Clara, who was of the same age, worked at a cleaning business and earned less than Charles. They didn't want to depend on their parents. They might have a council house some day, but now they had to have patience.