

In and About English

by

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IN AND ABOUT ENGLISH

Advances in EFL course design and the definition of learning objectives require versatile and realistic supplementary material for practice in the comprehension and communicative use of English. This book provides a variety of such material for the intermediate and advanced levels. It is particularly useful in preparation for the Oxford EFL examination and for pre-Cambridge First Certificate work.

The twenty units include:

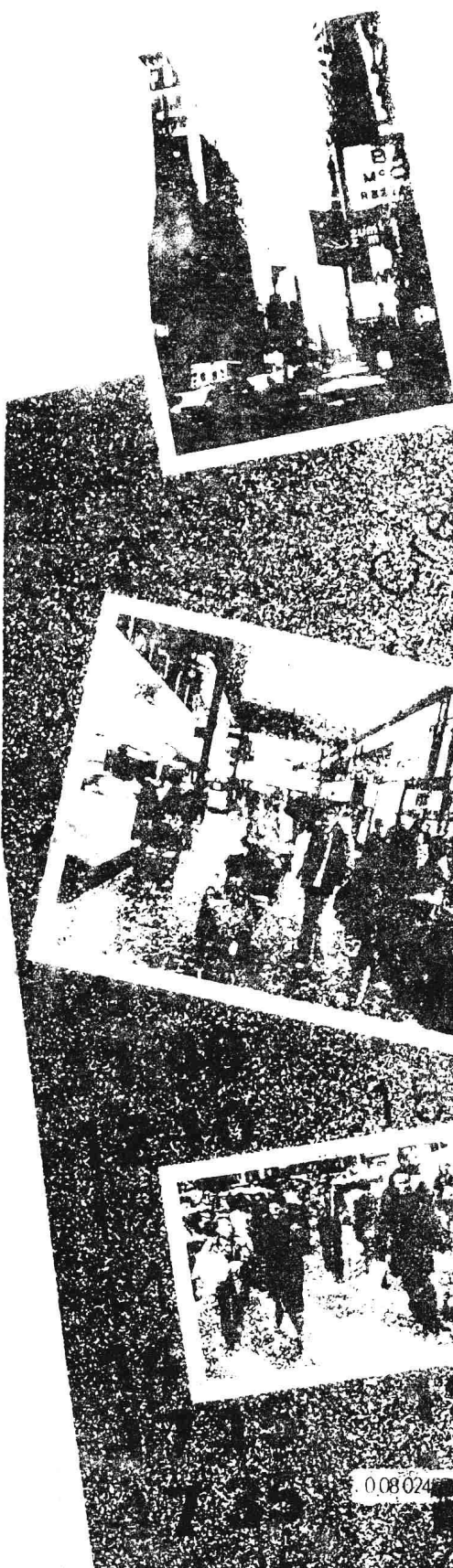
- Language situations
- Authentic information texts
- Language exercises
- Talking points
- Practical oral and written tasks
- Public announcements and basic technical information
- Introductory practice in imaginative English

This is an ideal practice book for linking reading and discussion and for bridging the gap between the study of informational texts and the more interpretive tasks required for First Certificate English.

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Ian Dunlop and Heinrich Schrand are the authors of *Matters of Moment*, (Pergamon, 1980)



Foreword

In and about English is designed as supplementary material for a Higher Intermediate/Lower Advanced course. It is suitable for adult students who are taking a refresher course in English or for students who are studying for the Oxford examination or following a pre-Cambridge First Certificate course; it is also suitable for those studying English in secondary schools.

The aim is to present a variety of material for communication. The book consists of twenty units, each (except Unit 9) arranged in the following way:

1) What would you say?

Situations requiring students to say what their reaction would be in specific circumstances.

Teaching aim: Quick production of speech. Students usually feel stress when they are suddenly placed in a situation where they have to use English unexpectedly. They therefore need to practise the quick reply in the unexpected situation. This is also good preparation for the ARELS Oral and Cambridge First Certificate examinations.

Teaching approach: EITHER: Teacher to Student (T to S) with books shut. Different students (three or four each time) are asked what they would say in these situations; after one has replied for a given situation, check with the others to see if they agree, or can add something; put up additional useful phrases on the board and question other students before moving on to the next situation.

OR: (with books shut except for one student) do this Student to Student (S to S): one student reads out the situation and asks another what he/she would say.

(Note: students do not always listen carefully to each other nor do they understand each other as well as they sometimes think. This type of practice makes them listen to each other.) If communication does not occur (usually because of poor pronunciation, stress or rhythm) then there is good reason for a quick practice of pronunciation etc round the class. After S to S with one student asking, another can be asked to open his/her book and read the next situation for yet another's reaction.

Alternatively, the situations can be written out on cards and one given to each student. Then one student reads 'his' situation and asks another *What would you say?* For practice in understanding it is best if a student sitting on the opposite side of the room is asked to give the answer.

To give variety, different variations of each of the above should be practised, and always quickly (timing: five to ten minutes). This section can be used as a quick livener at the beginning, in the middle or at the end of a lesson.

2) Understanding information (A)

This presents an authentic factual text. The texts are arranged in approximate order of difficulty with the easiest at the beginning.

Teaching aim: Reading comprehension of informational material that foreign students could well see in Britain or America. (The American texts are marked (Am) in the list of contents.)

Teaching approach: Variety in presentation in different lessons is important. Depending on the text, the following means of presentation can be adopted:

The teacher reads the whole piece aloud, stopping to explain words and practise (chorally and individually) pronunciation and stress in words. This is done with books open and the comprehension questions are asked on the whole text.

OR: The teacher reads a paragraph at a time (with pronunciation and stress practice as above). The students pick out the words they would like to ask about. These words are then explained. Definition questions are then asked (i.e. the teacher gives the definition of a word in the paragraph—e.g. “We put butter, eggs and meat etc in this to keep them cold”—and a student gives the word “fridge”). Comprehension questions on the paragraph follow.

OR: **FIRST**, pronunciation and stress practice of new words, then silent reading of a paragraph (or several paragraphs, or the whole piece) followed by comprehension questions.

OR: different students are given different paragraphs to read simultaneously and are then asked comprehension questions on the piece they have read, each thus contributing information to the others.

OR: the students are given a text to prepare at home and are then asked definition and comprehension questions in class next time.

3) Ask and answer

Teaching aim: Reading comprehension.

Teaching approach: These questions can be asked by the teacher or (as they are printed in the book) S to S. There are three types of question: Open-ended; True/false; Multiple choice. The teacher can

present these questions orally or the students can be asked to write the answers, with an oral answer check afterwards.

4) Language

Teaching aim: Vocabulary, pronunciation, stress or grammar practice based on the text.

Teaching approach: Pronunciation and stress exercises are best done in class and the vocabulary exercises given for homework. There are also additional exercises in three of the units to give revision practice in prepositional or phrasal verbs (e.g. Unit 5: Verbs with OFF). Here the students should complete sentences in writing in class with the teacher checking orally afterwards. Normally, the first section of these exercises is merely to establish the use of the preposition/particle; the second section can either be done in writing or orally S to S (in either case the object is to prompt the use of the correct phrasal or prepositional verb); and the third section is a discrimination sequence which should be done in writing and then checked orally by the teacher.

5) Communication

Teaching aim: To give students a variety of practice in communication in speech and writing. A list of the different activities in this section will be found in the list of contents. These practices come under two main headings:

a) To start you talking

Teaching approach: These are conversational topics arising from the text just read. They can be handled T to S, or S to S, or as a mixture. The questions proceed from concrete to abstract topics, i.e. the first questions ask students to draw on knowledge they already have (either from their own experience or from life in their own country); the later questions then lead to students giving their opinion on a more abstract subject.

In this way, students are encouraged to speak (as they are giving information about something they know about) and are then led into discussion as their minds 'warm up' to the subject.

It is important to give students practice in describing their own countries. This form of information exchange is not only interesting to other students in the class but also practises what very often happens when people are travelling and meet people from other countries. Students should also be encouraged to express and compare opinions as this is a natural interchange in situations where English is used as the language of communication.

b) Task performance

All these exercises arise from the text studied and take the form of: Everyday dialogues; Role-play; Letter writing; Message writing; Recounting a story; Form filling; Telephone conversations; Interviews.

Teaching approach: The speaking practices should naturally be done in class to give opportunity for pair work and group work. The writing practice should always be prepared in class and can be completed either in class or for homework. The teacher may wish to explain that this written work is based on things that people may well have to do in English when travelling and, for that reason alone, is worthwhile.

6) Understanding information (B)

Teaching aim: To give practice in understanding instructions and information given in compressed form, as in advertisements. This section therefore includes recipes, timetables, advertisements, guided tours and operating instructions.

Teaching approach: These practice items can be prepared in class and done for homework but it is preferable to use them for pair work and group work in class. This gives students practice in discussion using phrases like:

What do you think? Do you know what this means?

I think it's..... No, I don't think so./No, I don't think it's that/Doesn't seem right to me, etc etc

Therefore when handling this type of text, the following procedure is suggested:

EITHER:

- a) Before starting pair work, put up on the board the phrases students will need for discussion.
- b) Divide the class into pairs and ask them to read the text and work out the answers to a set of questions together.
- c) S to S: students from different pairs ask each other what their answers are. *Note:* to check writing, the teacher goes round looking at the written answers as the pairs work.
- d) The teacher quickly tests understanding of vocabulary (by definition questions), pronunciation of new words, and spelling (if necessary). *Note:* with recipes, it is necessary to check understanding of action words, like 'chop', 'dice' etc *before* students read the text.
- e) If there is another set of questions, these are done S to S.

OR:

Use the **INFORMATION GAP** approach: having divided the class into pairs, tell one of the pair to ask the first set of questions (without looking at the text) and the other to answer the questions from the information given in the text. The student asking the questions quickly notes the answers which are then checked orally by the teacher when all the pairs have finished.

This approach is best suited to Units 1, 2, 7 (first two questions on the recipe), and Unit 17 (Question A on the camera).

7) Imaginative English

Teaching aim: The main texts in the book are informational and factual. However, students who will later take the Cambridge First Certificate (or any other test which requires reading of literary texts) will also need to understand the different types of language used to describe places or emotional states. Therefore, in Units 15–20, a text of this type from a Cambridge First Certificate examination has been included. The greatest difficulty in such texts is caused by the density of unknown ‘literary’ words. This text has therefore been divided into sections so that not too much vocabulary is dealt with at a time.

Furthermore, each section of the text is repeated again in the next unit and further questions added, so that students have to re-read and revise each time before dealing with the next piece of the text. In this way students can master unfamiliar types of language without overburdening their memories or losing interest because the vocabulary load is too great. The questions are all multiple-choice and comprise a mixture of comprehension questions on the factual content of the text and ‘implication’ questions where some deduction has to be made from what has been read. These sections should serve as a useful introduction to this kind of examination work in a pre-Cambridge First Certificate course.

- Teaching approach:**
- a) Students read the new part of the text silently.
 - b) They decide on the multiple-choice alternative they prefer.
 - c) The teacher asks a student to read out the **WHOLE** answer (e.g. in Unit 15 No. 1, the student reads “The writer is a teacher” NOT “The answer is (b)”).
 - d) The teacher makes a quick check by asking the others which alternative they have chosen.
 - e) Language work:
 - (i) Pronunciation and stress work on words in the piece.
 - (ii) Definition questions on meanings of words and phrases.
 - (iii) Associated words: e.g. in Unit 16 *frosty* occurs. The teacher may pursue the theme of ‘cold weather’ by e.g. saying:
“If it is below zero, so that water freezes, how would you describe the weather?” (*icy*)
“If the roads are icy, why is it dangerous for cars? Because it’s... what?” (*slippery*)
“What do cars do on a slippery, icy road if they brake quickly?” (*skid*)

Unit 17 contains a revision test on the vocabulary of the previous *Imaginative English* sections. Unit 20 gives a further test on the vocabulary in the whole piece as well as a number of 'implication' questions.

To sum up

It is hoped that the variety of practice material in this book will help students to progress both in understanding and communicative ability. As students at this level should be able to monitor their own progress, Unit 9 has been specially constructed as a test to help students check their own attainment and to allow teachers to judge what individual students need to concentrate on in the remaining units.

How long each unit will take will largely depend on how much of the work is done in class and how much for homework. However, there is certainly sufficient material for each unit to last from two to three hours in class.

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The Daily Telegraph, London EC4 (page 42)
The Director of Savings, Department of National Savings, London W14 (page 15)
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Trailways, Washington DC, USA (pages 50-1)
Michael White Ltd (page 42)
Wyndham Theatres Ltd (page 42)

Contents

(Am) denotes an American text.

Foreword	Page ix
Unit 1: Getting away	i
—Travelling	
—Text: <i>Holiday hotel</i>	
—Conversation: hotels	
—Dialogue: booking a room	
—Letter: planning a holiday	
—Information: bus timetable	
Unit 2: Shopping around	5
—Going to a strange town	
—Text: <i>Speed in the supermarket</i> (Am)	
—Conversation: office equipment/automation	
—Dialogue/message: shopping	
—Information: air/coach transfers	
Unit 3: Giving the message	10
—Giving messages	
—Text: <i>Hints on safety</i>	
—Conversation: swimming	
—Letter: description of a town/village	
—Cartoon story	
—Telephone message	
—Information: car stereo player	
Unit 4: Money matters	15
—Lost and found	
—Text: <i>Don't leave money in the house</i>	
—Conversation: Savings	
—Form-filling: Post Office Savings Bank	
—Message-writing: advertisements	
—Information: recipe for iced tea	

Unit 5: Sales talk

20

- Asking for an explanation
- Text: *Your legal rights at the sales*
- Conversation: shopping at the sales
- Dialogue/story: returning faulty goods
- Information: alarm clock/radio
- Project: local shops

Unit 6: On the road

26

- Cars
- Text: *Paying the penalty*
- Conversation: traffic laws
- Dialogue/letter: traffic warden and tourist
- Information: travel brochure (East Sussex)

Unit 7: Airwaves

32

- Radio and TV
- Text: *On the air*
- Conversation: local radio schedule
- Comprehension/project/talk: local radio programmes
- Information: recipe for pie

Unit 8: Room for improvement

38

- Asking for an improvement
- Text: *ABC of where to complain*
- Conversation/letter: holiday travel
- Information: theatre advertisements

Unit 9: Stopover

43

- Text: *Main holiday islands*
- Test exercises:
 - Conversation: holidays; what would you say?
 - Letter: reply to a holiday invitation
 - Vocabulary; stress
 - Form-filling (credit-card application)

Unit 10: Finding out

49

- Refusing politely
- Text: *Trailways (Am)*
- Conversation: advertising
- Dialogue/message writing: hiring a coach

Unit 11: Just the job

55

- Making suggestions
- Text: *May Chandler's workshop*
- Conversation: careers
- Groupwork/dialogue: job advertisements
- Letter: applying for employment
- Cartoon story

Unit 12: The right lines

60

- Offering help
- Text: *Fare deals*
- Conversation: rail travel
- Role-play/written dialogue: on the train
- Discussion/description of photograph: railway station

Unit 13: Career wise

64

- Expressing surprise or displeasure
- Text: *A report to shock every parent*
- Conversation: employment
- Discussion/form filling: applying for a course
- Role-play: College interview
- Written dialogue: interview with employer
- Discussion/description of photograph: secretary

Unit 14: In credit

69

- Expressing sympathy
- Text: *Bank credit cards*
- Conversation: borrowing money
- Form filling: credit-card application
- Composition: for and against credit cards
- Information: tour of Edinburgh

Unit 15: Connections

75

- Expressing and eliciting preferences
- Text: *Communication*
- Conversation: understanding and using English
- Role-play: telephone message
- Cartoon story
- Writing a message
- Imaginative English (1)

Unit 16: Talk of the town

81

- Reacting to the unexpected
- Text: *Don't fence me in* (Am)
- Conversation: living in the city
- Letter: problems of town planning
- Information: used-car advertisements
- Imaginative English (2)

Unit 17: In the picture

87

- Making apologies
- Text: *Art galleries and museums in New Orleans* (Am)
- Conversation: art
- Role-play: conversation in an antique shop
- Discussion/description of an art object
- Information: instant camera
- Imaginative English (3)

Unit 18: Keeping state

95

- Making plans and suggestions
- Text: *London's great military entertainment*
- Conversation: pageantry and traditions
- Discussion: advantages and disadvantages of a monarchy
- Information: instructions for making a picture frame
- Imaginative English (4)

Unit 19: The third world

101

- Social responses
- Text: *Save the children* (Am)
- Conversation: the Third World
- Form filling: the *Save the children* fund
- Letter: problems of developing countries
- Imaginative English (5)

Unit 20: Folkways

106

- Goodbyes
- Text: *Desk top folklore* (Am)
- Conversation: superstitions
- Discussion/dialogue: customs and festivals; proverbs
- Test yourself:
 - travel brochure (East Devon)
 - job advertisements
 - form filling: language school
- Imaginative English (6)

UNIT 1

Getting away

What would you say?

Travelling

1. You are in the street and you want to know the way to the nearest Post Office. You stop someone and ask them. What do you say?
2. You are standing at a bus stop waiting for a No. 29. Someone comes up to you and says: "Does the 31 go from here?" You don't know the answer. What do you say?
3. You are in London and you stop a taxi in the street. You want to go to Victoria and you have only 20 minutes to catch your train. What do you say to the taxi-driver?

Understanding information (A)

Holiday hotel

Welcome to the Sand Pebbles Hotel. We hope you will enjoy your stay so that you will not only wish to return but also tell your friends about us.

Mealtimes

Early morning tea	7.30 am—8.30 am
Breakfast	8.30 am—9.30 am
Lunch	1.00 pm—1.30 pm
Dinner	7.30 pm—8.30 pm

Tea and coffee

Tea and coffee with or without biscuits are available from 10.30 am to 10.30 pm continuously, and may be ordered from Reception. Full afternoon tea is not available.

The bar

The bar is open according to demand from 12.15 pm to 1.30 pm and from 6.00 pm to 10.00 pm. The cellar bar is open from 10.00 pm to 12.00 midnight.

Swimming pool

The pool is heated between April and the beginning of October. Please ask at Reception for towels for the pool.

Dogs

Dogs are welcome. Although we do not make arrangements to feed them, we are quite happy to store food for them in our fridges.

Newspapers

We do our best to provide a variety of newspapers and can order special papers with prior notice.

Valuables

Please do not leave jewellery or valuables in your room as the hotel cannot be responsible for them. Please deposit your valuables in the hotel safe.

Dress

Gentlemen: jackets and ties are required for dinner—jeans are not acceptable.

Important

Please vacate your rooms by 11.00 am on the day of your departure.

Thank you.

Ask and answer

Pick out the statements that are true. Then one student reads out a statement and asks another student if it is true or false.

1. You can have a cup of tea in your room before breakfast.
2. You can have mid-morning coffee if you order it from Reception.
3. Lunch is the longest mealtime of the day.
4. You can't get a drink after 10 pm in this hotel.
5. If you are staying at the hotel between April and October, you have to ask at Reception if you wish to use the swimming pool.
6. Dogs are allowed in the hotel but owners have to bring food for them.
7. If you want a special newspaper you can get it immediately.
8. You should not leave jewellery in your room but put it in the hotel safe.
9. The hotel is quite happy for people to wear whatever clothes they like at mealtimes.
10. You should be out of your room by 11 am on the day you leave.

Language

Vocabulary

Below are words or phrases connected with hotel holidays. Find out what each one means, using a dictionary or any other source.

- a) hotel; inn; guest house
- b) early morning tea; breakfast; lunch; dinner
- c) dining room; cocktail bar; colour TV lounge; games room
- d) bedroom; family suites
- e) childrens' nanny; night porter

Pronunciation : stress

The nine words below were used in the text. They all have two syllables. Some have the stress on the first syllable, like 'dinner. Some have the stress on the second syllable, like re'turn. Which words have the stress on the first syllable and which have the stress on the second syllable?

April	happy	towel
cellar	hotel	welcome
demand	morning	vacate

Communication

To start you talking

One student asks a question, another student answers.

1. If you are travelling in your own country, how do you find out about hotels to stay at?
2. If you are driving in another country, do you book hotels before you start your trip, or do you take a chance?
3. If you are driving, what is the best time to stop to make certain of getting a room for the night (if you haven't booked)?
4. How much does it cost for a single room/double room with bath?
5. Does that price include breakfast?
6. What sort of breakfast do you get?
7. Can you have a meal at any time in a hotel?
8. Do you tip anybody in the hotel?
9. If you want a dress or suit cleaned, what do you do?
10. If you haven't got enough cash with you, what other ways are there of paying the bill?
11. What is your definition of a good hotel?

Dialogue

Imagine you are driving in England and you decide to stop for the night. You have not booked a room anywhere so you go to a hotel and ask. Take part in the following conversation. NOTE: you want a double room with bath for one night only and you want to know where you can park your car.

Receptionist: Good evening. Can I help you?

You: Yes, ...

Receptionist: Single or double?

You: ...

Receptionist: Yes, we've got one on the second floor. Room 20. Will you register, please?

You: ...

Receptionist: Thank you. I'll ask the porter to take your bags up. Is your luggage in the car?

You: ...

Receptionist: The porter will come out for your luggage and he can show you.

You: ...


Letter writing

When you are planning your holiday, you see the following advertisement in an English newspaper.

You decide to write to some people you know in Wales, John and Susan Jones, to ask their advice. Include the following points in your letter:

- Why you are writing
- What you want to do (horse riding, golf, shopping, fishing, etc)
- The sort of place you would like (main resort, quieter coast, traditional town, etc)
- Where you want to stay (farmhouse, flat, hotel, guest house)
- Suggest a meeting

Begin and end your letter in the usual way.



WELCOME TO WALES

Centre for **SNOWDONIA**

golden rail resort

Colwyn Bay

GUIDE 15p

from

INCLUDES ABERGELE, TOWYN, KINMEL BAY, RHOS-ON-SEA, OLD COLWYN

INFORMATION BUREAU COLWYN BAY

Understanding information (B)

Look at this bus timetable and answer the questions underneath.

BRIGHTON STATION · QUEEN'S PARK · BRIGHTON STATION (Circular) 42 Service

Via Terminus Road, Buckingham Place, Bath Street, Seven Dials, New England Road, Preston Circus, Viaduct Road, Open Market, Union Road, Elm Grove, Queen's Park Road, Egremont Place, Edward Street, Old Steine, Church Street, Spring Gardens, North Road and Queens Road or via Union Road, Lewes Road, Hartington Road, Ryde Road, Elm Grove and Queen's Park Road.

Weekdays only

BRIGHTON, Railway Station (Stop 4)...	0556	0626	0646	0706	0726	0746	then at	08	26	46	1706	1726	1746	1806	1826	1833	1856
Preston Circus, New England Road.....	0601	0631	0651	0711	0731	0751	these	11	31	51	1711	1731	1751	1811	1831	1836	1901
Lewes Road, Elm Grove	0536	0604	0634	0654	0714	0734	minutes	14	34	54	1714	1734	1754	1814	1834	1841	1904
Hartington Road, Ryde Road							until	39				1739				1839	L
Queen's Park Junction	0540	0608	0638	0658	0718	0741	past	18	41	58	1718	1741	1758	1818	1841		
BRIGHTON, Old Steine (Stop T)	0548	0616	0646	0706	0726	0749	each	26	49	06	1726	1749	1806	1826	1849		
BRIGHTON, Railway Station (Stop 6)	0553	0621	0651	0711	0731	0754	hour	31	54	11	1731	1754	1811	1831	1854		

CODE NS—Not Saturdays. —Adjoining Railway Station. L—Continues to Lewes Road Garage.

BRIGHTON STATION · QUEEN'S PARK · BRIGHTON STATION (Circular) 42A Service

Via Queens Road, North Road, Grand Parade, Old Steine, St. James's Street, Rock Gardens, Egremont Place, Queen's Park Road, Elm Grove, Union Road, Open Market, Viaduct Road, Preston Circus, New England Road, Seven Dials, Buckingham Place and Terminus Road or Via Queen's Park Road, Elm Grove, Ryde Road, Hartington Road, Lewes Road and Union Road.

Weekdays only

BRIGHTON, Railway Station (Stop 9)	0556	0631	0711	0731	0751	then at	11	31	51	1811	1831	1851	1711	1731	1751	1811	1831
BRIGHTON, Old Steine (Stop I)		0601	0636	0651	0716	0736	these	16	36	56	1816	1836	1856	1716	1736	1756	1816	1836
Queen's Park Junction	0542	0609	0644	0659	0724	0744	minutes	24	44	04	1824	1844	1704	1724	1744	1804	1824	1844
Hartington Road, Ryde Road							until	46				1846				1746		1846
Lewes Road, Elm Grove	0546	0614	0648	0703	0728	0751	past	28	51	08	1828	1851	1708	1728	1751	1806	1828	L
Preston Circus, New England Road.....	0549	0617	0651	0706	0731	0754	each	31	54	11	1831	1854	1711	1731	1754	1811	1831	
BRIGHTON, Railway Station (Stop 9)	0554	0622	0656	0711	0736	0759	hour	36	59	16	1836	1859	1716	1736	1759	1816	1836	

CODE —Starts from South Woodingdean at 0825 (Service 45) —Adjoining Railway Station.
L—Continues to Lewes Road Garage.

1. You are waiting at Brighton Station for a No. 42 bus. It is 4 pm. How long will you have to wait before the bus comes?
2. Does the No. 42 leave Preston Circus at 4.31 on Saturdays?
3. If you were at Preston Circus and you wanted to get to Brighton Station quickly, which bus would you take?
4. Look at all the streets these two buses go along and say why there are two bus services: a 42 and a 42A.