

# Say what you mean *in English*

John Andrews

BOOK 1

Teacher's Notes

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**Teacher's notes**

*Joanna Gray*

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# Introduction

When *Say What You Mean in English*, Book 1 first appeared on the scene in 1975 many teachers felt it was a breath of fresh air. In a slim volume, the kind of English people actually need in order to communicate with each other was presented in an order based on practical usefulness rather than on strict grammatical progression. Students, too, found that the language presented was immediately useful.

Experience has shown, however, that teachers appreciate more help than was originally given in identifying the various objectives of each unit and in planning the phases of each lesson so as to lead students from controlled to freer use of the language, and to set up a greater variety of student activity.

In this book new language items, with guidance as to functional, grammatical, lexical, and phonological aspects, are clearly set out. Specific examples of varied objectives have been provided, together with detailed lesson plans, for each unit.

Although the lesson plans suggest a variety and balance of classroom activities, they should not in any way limit the teacher's imagination or prevent adaptation to a particular teaching situation. As the ultimate aim is communication, the teacher should refer to the Teacher's Book for guidance, but should always ask what the students will be able to *do* with the language they have been taught.

# Unit 1 Where do you come from?

## LANGUAGE CONTENT

<i>Notional</i>	Giving and asking for personal details.
<i>Grammatical</i>	Changing from the 1st to the 3rd person. Recognising and producing mixed question forms. Prepositions; e.g. in a city, just outside, etc.
<i>Lexical</i>	The vocabulary of jobs and professions; e.g. teacher, factory-worker. The vocabulary of buildings; e.g. flat, office, house, etc.
<i>Phonological</i>	The pronunciations of verb endings in the 3rd person singular. Syllable stress e.g. I'm Brazilian. I come from Brazil. The intonation of questions; 'Do you come from Carácas?' (rising). 'Where do you come from?' (falling).

## LESSON PLAN

### Aids and materials

Map of Britain. Map of the World. Pictures of a big city, a small town, a block of flats, a house, a factory, a shop, a bank, an office, a hospital, a school.

### Preparation and presentation

Greet the students and get them to respond. Identify yourself and write your name on the blackboard.

Teacher: My name's . . . What's your name?

Student: My name's . . .

Teacher: Ah, . . . How do you do?

When the model has been established the students can introduce themselves to their neighbours. You can then give information about yourself, where you come from, where you live and work, the languages you speak. Write this information up in blackboard prompts. Repeat, using the prompts.

### Practice and transfer

Let the students listen to the first section of the tape. Ask general comprehension questions, with short responses, e.g. 'Where does he come from?' - 'from Birmingham.' 'Where does he live?' - 'in a flat.'

Let the students listen to section two of the tape with their books open at the picture page. They should repeat, chorally and individually.

Follow the same pattern for sections three, four, five and six.

CONCEPT TESTING. Ask the students to study the chart on p. 10 of their books. Elicit the difference *come / comes; live / lives*.

Play section seven of the tape. Ask mixed comprehension questions; e.g. 'Does he come from Venezuela?' 'Where does he live?'

Students should listen to, repeat and answer questions about Mario. Pay special attention to short responses.

Students can now work in pairs to ask and answer questions about themselves.

### **Follow-up and reinforcement.**

Study the chart on p. 11 in the students' book.

Reinforce the use of short responses by asking questions based on the information students have gained in pair practice. e.g. 'A, is B English?' 'C, does D work in an office?' etc.

Set the model by asking several students questions about themselves: 'Are you Italian?' etc.

Students can now work in pairs to ask their neighbours these questions.

Check the accuracy of students' production by bringing the class together and getting students from one pair to question students from others.

Students should now be ready to answer all the questions in their workbooks.

## **Unit 2** Do you need one?

### **LANGUAGE CONTENT**

<i>Notional</i>	The concept of possession and lack of possession linked to the concept of need.
<i>Grammatical</i>	The use of the Present Continuous to describe what is happening. why / because. revision of <i>do</i> and <i>does</i> in question forms and short responses.
<i>Lexical</i>	Common items in everyday use e.g. umbrella, alarm clock, etc. The concepts of opposites e.g. wet and dry, old and new, awake and asleep, late and early.



**Phonological** A / an: weak forms and catenation.

Intonation of questions: 'Have you got a . . . ?' 'Do you need a . . . ?' 'Why do you need . . . ?'

Juncture and weak forms in: 'It's raining', 'She's getting wet.'

## LESSON PLAN

### Aids and materials

Realia to illustrate 'wet' and 'dry'; 'old' and 'new'. Visuals of a man with a large family and a small house; a football player with an old ball; a student with a pen that doesn't work, etc.

### Preparation and presentation

Although the use of *have* for possession is only used once in this unit, it would seem logical to exploit it. There are two distinct uses of *need* in this unit. Teaching emphasis should be placed on the first four situations, the idea of 'necessity'; to avoid confusion between *need* and *want*.

Mime, looking for a pen. Say: 'I haven't got a pen. I need one.' Ask a student for a pen and then use it. Sneeze and fumble for a tissue. 'I haven't got a tissue. I need one.' etc.

Transfer to students, asking about things they obviously need and haven't got.

Use singular countables only. Ask questions such as 'A, has B got a . . . ?' 'Does he need one?'

Make a chart on the blackboard:

I	haven't got	a	pen tissue watch dictionary
He She	hasn't got		

I	need	one
He She	needs	

Elicit the names of other objects from students and write them up. Then ask students to make true statements about themselves and others in the class. Ask students to look at the pictures on p. 12 in their books. Ask concept questions: 'Has she got an umbrella?' 'Has he got a new car?' Also test production of these questions. Short responses are appropriate here.

### Practice

Let students look at the first four pictures and listen to the tape, section by section. Ask comprehension questions, e.g. 'Is she getting wet?' 'Has she got an umbrella?' 'What does she need?' The students should repeat both chorally and individually.

DRILL. Give prompts: e.g. 'an umbrella'. Students should respond 'She needs an umbrella'. Pay special attention to pronunciation.

Students listen and then provide answers to prompts.

### Transfer

Test concept formation by asking students to look at chart on p.13 of their books. Then ask the same questions about pictures 3 and 4.

Using the chart on p.14 of the student's book, ask students to listen and repeat.

GUIDED WRITING PRACTICE. Give blackboard prompts, e.g.

She / umbrella / because / raining.

He needs / because / hot and thirsty

He / a new car / he has / one.

He / alarm clock / late.

Students should write full sentences in their notebooks.

### Follow-up and reinforcement

Using visuals, you can prompt students to produce their own language, e.g. a football player with an old ball. 'He needs a new ball because he's got an old one'. A man with a large family and a small house.

Carry on with pictures 5 and 6. Set work in workbook. Do not insist on full answers in Exercise C.

Later follow-up could draw on the students' own experience, such as what they need when they travel to another country or what they need in their rooms. Care should be taken, however, with *need* and the infinitive construction, e.g. 'I need a desk to do my homework.'

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## Unit 3 Do you like it?

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### LANGUAGE CONTENT

- |                    |  |
|--------------------|--|
| <i>Notional</i>    | Expressing personal likes and dislikes.<br>Asking questions about likes and dislikes.                                |
| <i>Grammatical</i> | Reinforcement and revision of the <i>do</i> question form.<br>First and third person verb forms.<br>Short responses. |

- Lexical** Black coffee, tea with milk, cornflakes, comedy films, what kind of ...?
- Phonological** The s/z sounds.: 'His name's John'. 'He likes black coffee.' Biscuits, films, cornflakes, etc. Stress and rhythm: **chocolate biscuits**; **hot buttered toast**: **classical music**; **comedy films**.
- Intonation: 'Do you like black coffee?' 'No, I don't. Do you?' (But) statements: 'John likes black coffee but Janet doesn't.'

## LESSON PLAN

### Aids and materials

Taped pop and classical music. Peppermints, olives or other things to taste. Magazine pictures of wine, beer, fruit juice; cheese, meat, salad; etc. A questionnaire for students to use in pair practice, e.g.

	Yes	Not very much	No
Black coffee			
Pop music			
Cowboy films			
Ice cream			

### Preparation and presentation

Set the scene by playing a quick bit of pop music, followed by something classical. Deduce from students' faces whether they like what they have heard. Question them and insist on short answers: 'Yes, I do'. 'No, I don't.' Follow up if necessary with things to taste.

Elicit students' lexical knowledge by asking 'Do you like ...?' questions about the pictures on p.16 of the student's book.

### Practice

Play the first section of the tape and ask general comprehension questions. Students should listen and repeat, chorally and individually. This is a good opportunity to listen for pronunciation problems, and to correct and drill them.

Repeat this procedure with the second section of the tape. Students can then listen to the third section and practise, e.g. in pairs.

Give the students questionnaires and ask them to interview in pairs. The questionnaires should be retained by the students for later use.

### Consolidation and testing

Ask students to study the charts on p.18 of their books.

**Elicit structural differences.**

**Ask the students to refer to their questionnaires.**

**Ask: 'A, do you like . . . ?' (short response)**

**'B, do you like . . . ?' 'A, does B like . . . ?' 'B, does A like . . . ?'**

**Once the model is established students can ask each other.**

### **Transfer**

**Students listen to Janet and John dialogue. Introduce the concepts of 'both' and 'same kind of'.**

**Refer back to the students' questionnaires and prepare a blackboard list of likes and dislikes with names. Having asked the students, put ticks in the appropriate columns and ask concept questions, e.g. 'A likes the Rolling Stones and B likes the Mozart String Quartet. Do they both like the same kind of music?'**

### **Practice**

**Students answer questions about 'Janet and John' dialogue.**

**Students listen to final dialogue on tape. They then listen and repeat.**

**WRITTEN PHASE.** Referring to their questionnaires, students should write at least three true statements about their neighbours.

### **Follow-up and reinforcement**

**Ask for examples from the students.**

**Concentrate on rhythm and intonation of statement.**

**FURTHER WORK.** For vocabulary and general knowledge study, you may want to talk about different kinds of music, films, etc, and discover the students' interests.

**In preparation for homework, some time could be spent on different question forms, e.g. 'Do you . . . ?' 'How do you . . . ?' 'What do you . . . ?'**

## **Unit 4** What's it like?

### **LANGUAGE CONTENT**

**Notional** Identifying and describing common objects.

**Grammatical** 'It's a . . . ' / 'they're . . . '

Formation and production of questions.

And / but.

Using adjectives in response to 'what's it like?' questions.

<b>Lexical</b>	Names of common objects. Adjectives and their opposites. Both / too. A piece of ...
<b>Phonological</b>	Intonation of 'what' questions. Weak forms of <i>is</i> / <i>are</i> . Rhythm and intonation of <i>and</i> / <i>but</i> statements. Catenation of 'this is a ...'

## LESSON PLAN

### Aids and materials

A plate, a coin, a piece of lead, plastic (e.g. ultra-light packaging material), a block of wood, a sponge, two pencils of different lengths, two pieces of string.

#### SUGGESTED MATERIALS FOR FOLLOW-UP AND REINFORCEMENT

sweet/sour	sugar and vinegar (let them taste some)
rough/smooth	sandpaper or a nail-file and an apple or a pebble.
large/small	two tubes of toothpaste (economy and sample sizes)
thick/thin	two books
sharp/blunt	a razor blade and an old blunt knife, or a sharpened and a blunt pencil
solid/hollow	a block of wood and an empty match-box.

### Preparation and presentation

Elicit students' knowledge of lexis by letting the class handle and attempt to identify the articles before they begin the unit.

Play the first section of the tape and show articles to coincide with it.  
Students should listen and repeat, first chorally and then individually.

### Practice and transfer

Play the second section of the tape, showing articles and demonstrating the concepts of 'light' and 'heavy'.

Students should listen and repeat, chorally and individually.

Question students about names and qualities of the articles and write up 'heavy' and 'light' on the blackboard. Ask mixed questions, e.g. 'Is this a piece of lead?' 'Is plastic heavy?' 'What's heavy?'

Continue in the same manner with the remaining articles.

TESTING OF CONCEPT OF CONTRASTS. Show articles again and elicit adjectives and opposites from students. Write up the words in two columns and let students copy from the blackboard.

### Practice

Oral preparation of four-line dialogue.

What's this?

It's a ...

What's it like?

It's ...

Write up blackboard prompts.

... this?

It's ...

... like?

It's ...

Distribute articles to the students. They work in pairs, using blackboard prompts to ask and answer questions.

### Follow-up and reinforcement

Once the pattern has been firmly established, further concepts and lexis can be introduced. Some suggestions are given in the *Aids and materials* on page 8. The introduction of this vocabulary will help to prepare students for the written exercise in their workbooks.

Get the students to bring to class everyday objects with contrasting properties and say what they are. At a later stage, the same articles can be used to teach comparatives and superlatives.

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## Unit 5 Where is it?

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This unit can be divided into two sections, one on internal positions and directions; one on external positions and directions.

### LANGUAGE CONTENT

<i>Notional</i>	Location. Asking for and giving directions.
<i>Grammatical</i>	Prepositions of place: <i>in, on, at</i> . Prepositions of direction: <i>up, down, along, across, etc.</i> Ordinal numbers. Short responses, e.g. 'Yes, it is.', 'No, it isn't.', There/it.
<i>Lexical</i>	Nouns referring to places. Verbs of motion. Exactly. Else.

*Phonological* Intonation of *wh*-questions.  
Intonation of *is* questions.  
Catenation, e.g. 'The Ladies' is'; 'The office is'.

## **LESSON PLAN Section I**

### **Aids and materials**

A photograph of high-rise flats (tower blocks) will be useful.

A department store plan.

Reproductions of street maps of the district with which the students are familiar.

Cue cards for role play.

### **Preparation and presentation**

Draw two arrows on the blackboard, one pointing up and one down.

Elicit the words for the two directions from students. Then draw a flight of stairs with arrows and demonstrate upstairs and downstairs, both as directions and locations.

Get the students to study the illustration on p. 24 of their books. Ask general comprehension questions, e.g. 'What is this building?' 'Where are the man and woman?' 'How many windows are there in the school?' Only short, natural responses are expected, but student recognition of the different question words is essential.

While the students are still looking at the illustration, play the first dialogue on the tape. Ask questions to elicit short responses, e.g. 'Is the woman on the first floor?' 'Is the language laboratory in the basement?' 'Is the Ladies' on the first floor?'

Let the students listen to the first dialogue again while you mime positions: next, upstairs, downstairs, on the top, down in the basement.

### **Practice**

Students should listen and repeat, first chorally and then individually. With their books closed, students can be asked to mime the positions, following your example.

Short drill of *in / on*, e.g.:

Teacher: The office is in the next room. Where is it?

Student: It's in the next room.

Teacher: The classroom is on the next floor. Where is it?

Student: It's on the next floor. etc.

When the students have listened to the second dialogue, with their books closed, ask mixed questions, e.g. 'What's on the top floor?'; 'Is the office on the second floor?'; 'Where is the office?' etc.

Then let the students listen again and repeat, first chorally and then individually.

Check the intonation of questions by asking students to question other students round the class. (p. 26 Student's book) Students can then work in pairs to ask and answer the questions.

**WRITING PHASE.** Students give written answers to questions about their school. (p. 26, Student's book)

### **Transfer**

Set up role play by giving out plans of a department store and pretending to be a customer. A student plays the role of shop assistant. Ask for directions to a department e.g. 'Excuse me. Is the food department on the ground floor?' (Student replies) 'Where is it exactly?' (Student replies) 'I see. Thank you very much.'

Give out cue cards with the name and location of a department e.g. 'food department - ground floor' to one of each pair of students. Students then copy model. This could be developed further by giving out store-plans to one and pictures (e.g. an iron, a cake, gloves) to the others. They must identify the objects, the department where it is to be found, and then locate the department by asking questions of the shop assistant.

Exercises A and B in students' workbooks can be used for written reinforcement.

## **LESSON PLAN Section II**

### **Revision**

Refer to and check written homework. (Exercise B) Then transfer to the places where the students work or study. Students should question each other about the number of floors, what is on each floor, etc.

### **Presentation and oral practice**

Ask students to study the map of Bournemouth on p. 27 of their books. First play the taped dialogue without stopping, while students follow it on their maps. Then play the dialogue line by line, asking comprehension questions, e.g. 'Where do I turn right?'; 'What do I do then?'; 'Where do I go at the roundabout?'; 'Is the Post Office at the top of the hill?'

### **Silent reading**

Students study chart on p. 27 of their books.

### **Choral practice**

Dividing the directions into phrase groups, guide the students in reading aloud.

### **Transfer**

Issue students with a reproduction of a street map of the district with which they are familiar, or draw one on the blackboard. Students work in pairs to ask for and give directions.



### Testing

Re-form the class and get a student from the first pair to ask a student from the fourth pair, etc.

### Follow-up and reinforcement

Students do Exercise C in their workbooks, either as a written phase or as homework. A further test of listening comprehension can be given at a later stage. Students can be given a map, asked to listen to directions and to mark with an X a location not named on the map.

## Unit 6 Would you like one?

Once again, this unit can be divided into two sections. The first would revise 'Do you like ...?', from Unit 3 and introduce 'Would you like ...?' and 'Do you want ...?' The second would introduce 'Shall I ...?' with the infinitive.

### LANGUAGE CONTENT

- Notional**      \* Offers and polite acceptances/refusals.
- Grammatical**    A / one / some / any.  
Revision of 'I've got ...' from Unit 2.
- Lexical**        Here you are. Don't bother. Clear the table. At the moment. Just now.
- Phonological**    The rising intonation of offers.  
The falling intonation of polite acceptance and refusal.  
Weak and strong forms of *some*. Weak form of *any*. The pronunciation of: chocolate/s; orange juice; sandwich; bother.  
Catenation: Don't bother. I'll do it.

### LESSON PLAN Section I

#### Aids and materials

A box of chocolates, a bottle of orange juice, a bottle opener, some glasses, a sandwich on a plate, a salt or pepper shaker or a pot of mustard, some biscuits. A table that needs clearing can be demonstrated by having all the above articles or a jumble of books and papers on a table in the classroom. Pictures illustrating countables and uncountables, e.g. coffee, bananas, milk, cherries, etc., would be useful.

Unit 6 Section I