

CONCEPTS

An Advanced Short Course

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An Advanced Short Course

JANE ALLEMANO

Nelson

OVERVIEW

	Grammar	Vocabulary	Communication
<i>Unit One: Ways and Means</i> Developing learning strategies	Diagnostic work Basic tenses	Observation of lexis in use	Role play
<i>Unit Two: All Ears</i> Being a good listener	Question forms	Verbs and prepositions Prefixes 1	Checking understanding Asking for repetition or explanation Communicating feelings
<i>Unit Three: How Formal?</i> Changing speaking and writing styles	The use of the passive	Formal v informal vocabulary Prefixes 2	Relating an incident formally and informally Changing writing style Writing formal letters
<i>Unit Four: The Language We Use</i> Understanding everyday conversation	Question tags Short cuts in conversation	Alternative for <i>get</i> Suffixes	Understanding weak forms, elision and other aspects of spoken English
<i>Unit Five: Attitudes</i> The way we judge other people	Second conditional Relative clauses	Discourse markers	Generalising
<i>Unit Six: Explain yourself</i> A) Explaining the past B) Giving instructions	Clauses of purpose Third conditional First conditional	Prefixes 3	Explaining actions and reactions Giving and receiving instructions
<i>Unit Seven: Asserting Yourself</i> Getting what you want	Complaint and criticism Revision of reported speech	Words used for emphasis	Being firm Emphasising Avoiding sounding too aggressive
<i>Unit Eight: A World Language?</i> The future of English	The future	Observation of lexis in use	Role Play

INTRODUCTION FOR THE TEACHER

Who the course is for

This course is for advanced learners of English, many of whom will have many years of formal instruction in English behind them and so have a sound theoretical knowledge of the language, but may feel inadequate when expressing themselves in English. Such students would be capable of following a course leading to The University of Cambridge Certificate of Proficiency in English; some may even have passed the examination at an earlier date.

Aims

The 40–60 hour course aims to provide revision, practice and extension of the language skills the learners already have, and to encourage the students to develop their own learning strategies for continuing to learn after the course has ended. The longer term aim is to help the learners to be able to express their personalities and be fully understood; also to be able to achieve through English as much as they can in their first language.

The units

On the whole the units do not cover topics as such but aspects of language or language use to increase student awareness of the varying facets of language and to extend and enrich their powers of expression.

Classroom organisation

With students at this level the teacher should take on the rôle of guide and organiser. An excellent classroom resource is the students themselves and as much work as possible should be done with students working in pairs or groups so that the students can share knowledge and experience and get more opportunity to improve their communication skills.

Grammar

Most students at this level have had a very solid grounding in English grammar but may need help in putting theory into practice. The range of possible problems is very wide so the grammatical component of their course

should be largely remedial and infinitely flexible depending on the needs of the class. This book provides revision and practice in areas that pose problems for many students but there will be many other individual problems that it is not possible to go into in a book of this length.

Some grammar notes and basic practice are provided in the Grammar Appendix at the back of the book to be referred to only if a class or some individuals require them. The areas covered are those that are assumed knowledge for the purposes of the course, but may still cause problems for some. Many students will be able to complete the work in the units without referring to the appendix.

Unit 1 is designed to give the teacher maximum opportunity to observe the students using the language they already know. There is little language input as this would prevent the students from using their own resources to the full. The students should also be given the chance to hear themselves speak (e.g. by recording the role play). A grammar syllabus can then be agreed on the basis of the teacher's and the students' judgement of

- a) gaps in knowledge
- b) gaps between active and passive knowledge
- c) which areas should be given priority in the time available.

Dealing with errors

Students often expect to be corrected throughout. It is, however, not a good idea to interrupt an activity as long as communication is taking place. Even in the event of a breakdown in communication the students should be given a chance to recognise this and try and sort out the problem for themselves. Nevertheless, the students should be given as much feedback on their spoken language as they are on

their written work. Here are some suggestions as to how to do this.

1 Correction sheet

During a class discussion or role play, the teacher makes a list of the significant or interesting errors made by students (no names attached) down the left hand column of a piece of paper or OHP transparency. This can then be photocopied so that the students can take the sheet away and try and write the corrections in the right hand column. See example below.

This can then be gone through in class the following day and remedial grammar work done as appropriate. This should be done fairly regularly throughout the course and suitable activities where this can be done are marked **CS** in the text.

2 Individual 'marking'

When students are giving short talks or extended pieces of speech, the teacher makes a note of the errors (and, if desired, the correction) on a separate piece of paper for each student. This can then be handed to the student when he/she has finished speaking. Points that arise may then be dealt with in the same way as they would be in written work.

Vocabulary

This book does not contain lists of vocabulary for the students to learn. Students should rather be encouraged to identify words and expressions that they think will be useful to them and get into the habit of experimenting with them actively. They should be encouraged to observe such things as collocation and the use of prepositions in language that they read and hear. The Review exercises at the end of each unit are designed to test how much the student has 'observed' from the material earlier in the unit.

Correction Sheet	
Mistake	Correction
1 I'll finish it when I will have the time.	... <u>when I have the time.</u>
2 If you can supply us a few facts <u>supply us with</u> ...

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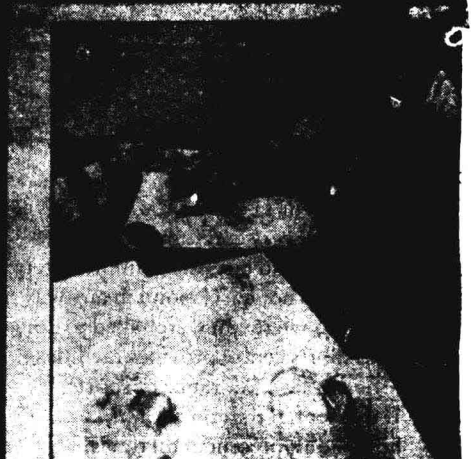
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Unit One

WAYS AND MEANS

How do you learn?

What do these pictures have in common? (answer overleaf)



Answer – they are ways of learning.
In groups, describe each way of learning and say which ones work best for you in different situations, e.g. How do you think you would best learn car mechanics?

Points to discuss

How many languages have you studied?

Which methods (or combination of methods) have you tried and what did you think of them?

Ask your neighbour about his/her experiences of language learning and fill in the table on the right.

Share your findings with the rest of the class.

Establishing your own priorities

In groups of three, put these points in order of importance when improving your English:

Pronunciation	Intonation
Grammar	Vocabulary
Colloquialisms	Humour
Culture/tradition	

How do you think you can go about improving each of these in your own learning situation, inside and outside the classroom?

Reading to learn

Read the text "What the college offers."

How much English can you learn from the text?

Exercise 1

To check what you have picked up, fill in the blanks in the following *without* looking at the text.

- 1 Who is responsible checking the accounts?
- 2 We are working in with the Americans on certain scientific projects.
- 3 The patient's condition was very carefully so that any change would be noticed immediately.
- 4 This does not correspond in any way what you were asked to do.
- 5 The sports centre provides facilities for a range of sports.
- 6 It is essential that there be an adult present at all times.

	Opinion (e.g. interesting/boring)	Useful for learning? Why?
Translation		
Living in a community where the language is spoken		
Teaching yourself		
With an English speaking teacher		
Language laboratory		
Computers		
Video		

WHAT THE COLLEGE OFFERS

The college provides a wide range of full-time, part-time day and evening courses for young people over the age of sixteen and for mature students. Many of the vocational courses are run in conjunction with the Manpower Services Commission (MSC) and employers through the Youth Training Scheme (YTS). Each student according to the course taken is attached to one of six College Departments. Each department is responsible for all matters concerning the running of its courses and for monitoring students' progress.

It is very important that applicants should select courses that correspond with their present qualifications and future needs. Many traditional courses have recently been replaced by new ones with new qualifications, and applicants are strongly advised to consult with teaching staff and careers advisers before making their final selection.

The College is multi-cultural – that is to say it contains staff and students from a wide variety of ethnic and cultural backgrounds. The life of the College has always been greatly enhanced by this diversity of people, and it is a college priority to maintain a friendly and welcoming atmosphere for all who work and study here.

Exercise 2

Again without looking at the text, try and remember words that mean:

- 1 Improve the quality
- 2 Choose
- 3 Choice
- 4 Variety
- 5 Keep
- 6 Important aim

Exercise 3

Use a dictionary to find the differences in meaning within these groups of words. Some of the words may be very similar in meaning.

- 1 work, vocation, job, profession, trade, employment
- 2 manpower, work force, staff, employees, labour force
- 3 manual, skilled, unskilled, white

collar, blue collar, professional

Try to think of sentences of your own which show the differences.

With a little bit of practice you can train yourself to be observant in this way. Spend 10–15 minutes every day. Select a short piece of English, no longer than the text above; it can be from any source that interests you – a newspaper, a novel, a magazine, etc. Look through the extract very carefully, noting how words are used and how they go together in sentences. Beware of the words you think you know: you may not know the prepositions that follow them, for example. If you want to know more about the words you find, look them up in a good learner's dictionary.

As an example of how much there is to know about one word, look up *responsible* in a dictionary and answer these questions:

- 1 What is the difference between *responsible for* and *responsible to*?
- 2 What is the opposite of *responsible*?

Reading I

Look through the text on the right to find the following information. Do not read more than necessary.

- 1 What does 'L.S.' mean?
- 2 What kind of people are the courses aimed at in general?
- 3 Which course would suit *you* if you came to Britain to live?
- 4 Match the people to the courses:



Minh is 25 years old. He worked on his father's farm in Vietnam until he came to Britain six years ago. He would like to learn a new skill. He has resident status in Britain.



Gultaj is 18 years old. She came to Britain with her family a few months ago. She did well in school in India but needs help with her English before training for a job.



Josef is 22 years old and has studied English in Poland for many years. He worked in a factory in Poland but now that he has started a new life in Britain, he would like to continue his studies.

Language Support Unit

If you have problems with reading your textbooks and writing your essays in any subject you study at the college, English teachers can help you. We can also help with spelling and handwriting.

We offer drop-in sessions that you can bring your work to, for advice on planning and expression or for practice on specific learning points. We can also offer one-to-one teaching for a short time to deal with problems that need a concentrated effort. Students with dyslexia can be helped in the same way. Workshops are at lunchtime, in free parts of the day, or in the evening.

We can also arrange up to a day's teaching in basic English for part-time or day students, particularly those who want to build up their confidence for further study.

Courses which have language help are marked LS. If you are not sure which sort of help you may need, please ask at a Tuesday advice evening (see 'How to apply' on p.10).

Basic English

L.S.

We offer a limited number of places to students who want to improve their skills in reading/writing English and in discussion. This course is particularly suitable for people who want to build up confidence for further study. We can give you some individual teaching where required.

We run a group of courses designed to help young bi-lingual people prepare for an appropriate course of further education or for employment:

FULL-TIME

PART-TIME

L.S.

Access to Further Education: Language Skills

If your first language is not English, but you speak English well, this full-time (or part-time 21-hour) course prepares you for a further course after one year. You will study English and Maths, and practise and develop your language skills through a variety of activities. You can also choose other subjects offered in the College, and we will give you language and tutorial support.

To join this course, we need to have evidence of your academic ability and interest, preferably from your school.

FULL-TIME

PART-TIME

L.S.

General Education Programme 1

This course is for students aged 16-19 whose first language is not English. It is full-time (or part-time 21-hours) for young people who have recently arrived in Britain or have spent only a short time in school here.

The course is for students with a basic level of English who want to continue general education while improving their English. It offers English and Maths, plus other subjects such as science, computing and typing. Career planning and counselling are included.

ADULT

L.S.

General Education Programme 2

This course is for adults whose language is not English, and who have arrived in Britain recently or maybe lived here for some time. It is for people over 19 who want to continue their education and develop skills for work/training, as well as improve their English.

English and Maths can be combined with a choice of subjects including Computing, Typing, Business Skills and Fashion.

FULL-TIME

ADULT

MSC: ESL Work Preparation Course

This course is for students whose first language is not English. It prepares you for work or for further training. You must be resident in this country. It includes communications, numeracy, social studies, and options in a variety of vocational areas. You go on 3 weeks' work experience and receive careers advice. A training allowance is paid.

To enrol on this 36 week course, you must be eligible for work in this country. Make your application through a Job Centre.

Listening

- 1 Listen to Mike telling Liz about his work. Describe his job.
- 2 Listen again and fill in the spaces in the publicity leaflet about his work.
- 3 Work with a partner and combine your answers to provide the final publicity leaflet.
- 4 Divide into four groups. Listen again and each group make notes as follows:
Group 1 – any new words you hear
Group 2 – familiar words used in unfamiliar ways
Group 3 – prepositions used after verbs
Group 4 – anything else you feel you can learn from this extract.
- 5 'They thought that if you gave people the language . . . then people would be able to work together, get promotion and bring harmony to the community.' In the light of what you have heard, discuss what was wrong with this idea.

Reading 2

- 1 Read this headline:

Illiterate 6 million 'only tip of the iceberg'

What do you think the article is going to be about?

Make a list of questions you would like the article to answer for you, for example:

What part of the world is the article referring to?

Where does the information come from? etc.

- 2 In the newspaper article, read the parts that are underlined to get a general idea of the content. Answer as many of your questions as you can. If more questions come to your mind, add them to your list.
- 3 Read the whole text. Answer as many of your questions as you can. Discuss the implications of this article.

..... Training Unit
..... Branch
(Tel. 01-656-2487)

We were set in the early to help to
.....

Now our work has become much and we also deal with such matters as,, and in the

If you feel that your factory,, or needs help, contact us and we will

You don't need to We will your workplace.

At least six million adults have problems with reading, writing or numeracy and they may be just the tip of the iceberg, according to a survey published yesterday.

Men are more likely than women to have experienced literacy problems, while poor or jobless people living in overcrowded housing and single parents with many children have more difficulties with basic skills.

The survey found that three-quarters of those who reported difficulties come from manual working class backgrounds. Scots and white-collar workers living in affluent suburbs have fewer problems.

The survey appears to provide ammunition for government plans to establish a national curriculum based on the core subjects of English, maths and science, with tests at 7, 11 and 14. However, Albsu insists that testing does not predict accurately the people who will experience problems in later life.

At least 40 per cent of those who said they had problems as 23-year-old adults had never received special help at school.

"Neither teachers nor children themselves before they left school were very good at predicting the problems that later arose with literacy and numeracy. Perhaps the school-based definition of what counted as competence in basic skills was somewhat at odds with what mattered to people in everyday lives," the survey says.

While 58 per cent of people who said they had problems had no qualifications by the age of 23, 34 per cent had CSEs, O levels or similar vocational qualification and 8 per cent had some higher qualification.

Mr Alan Wells of Albsu suggested yesterday that the problem might never be overcome. The report says that far from being a temporary problem that could be eliminated in a few years "there is every indication that the need tapped by the campaign (designed to encourage people to apply for tuition) is the tip of a much bigger iceberg."

The survey also suggests that people with problems are not a homogeneous group. The biggest problem involved writing and spelling (40 per cent) and the smallest reading and maths (0.5 per cent) and reading only (2 per cent). Seven per cent reported problems with reading, writing/spelling and maths.

"This suggests that those with severe problems with basic skills are a small but significant minority at one end of a spectrum. A large number of those reporting problems have some competence in literacy and numeracy skills and by no means functioned on the outside margins of society. It is, therefore, both inaccurate and pejorative to refer to adults with basic skills difficulties as 'illiterate' the report says.

Mr Wells said: "I don't think there will ever be a time when we will be able to say that everyone can read, write and do simple arithmetic without problems."

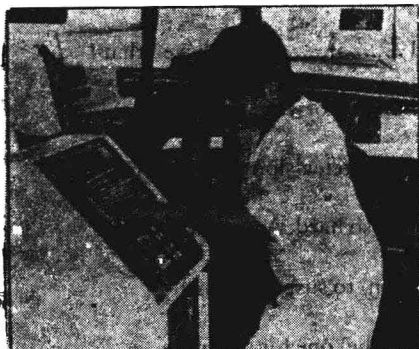
"There appears to be a mismatch between what is taught and tested in schools and the demands of everyday life."

Vocabulary Development

From your observation of words used in the text, complete this table:

Adjective	Noun
illiterate
.....	numeracy
.....	inaccuracy
.....	affluence
competent
.....	significance
.....	vocation
.....	severity

Role Play CS



This woman needs English.

A community in an industrial city has been given £5 million to put towards a language learning centre for local people who have come to the country as adults. The rest of the money will have to be found by the community itself. The centre will be purpose built, but before definite plans can be formulated and a full costing drawn up a number of decisions have to be made:

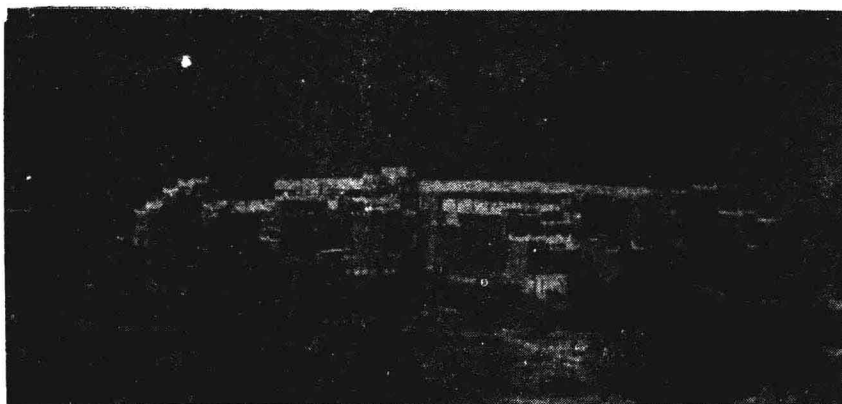
- 1 What the centre should provide.
- 2 Which of the rooms suggested should be included and how many of each. (There is a possible total of 15 medium-sized rooms)
- 3 What equipment should be bought and/or installed.
- 4 How the building should be staffed. Some ideas are given in the chart.

A public meeting is to be held to discuss the above points so that a full costing can be drawn up. Allocate roles of the people attending the meeting, elect a chairperson, prepare what you are going to say and hold the meeting. (If possible, record the meeting and then listen to it carefully to see what kind of mistakes you make when you speak).

Roles

Language teachers

You are keen to have as much teaching equipment as possible. You would like the language learners to feel comfortable enough to stay in the building after their lessons and to use the facilities for private study. You would like a counselling structure for helping students on to further studies or training. This would need space and time.



Immigrants may have come from a village like this.

List of rooms	Possible equipment	Purpose of centre
Classrooms	Computers ****	Language classes
Library	Video** (+ camera?***)	Advice service
Creche (for small children)	Cassette recorders *	Social centre
Canteen	(listening centre in library? ***)	
Common Room	Pay phones	
Interview room	Drinks machine	
Office	Table tennis	
Staffroom	Overhead projectors *	

(* The more stars, the more expensive the items are)

Representative of local immigrant groups

You are keen that all members of the immigrant community should be able to use the centre, including women with small children. You feel that it should also be an advice centre for those who have financial/legal/cultural problems connected with moving to a new country and provide information and guidance on such subjects as health, education, housing etc.

Social workers

You would like the centre to provide a focus for newly arrived immigrants and would like to be able to use the building for meetings connected with community development. You think the majority of the staff should be bi-lingual and if possible from the same countries as most of the immigrants to give them a sense of identity in a new country.

Health workers

You would like to be able to run mother tongue courses in, for example, first aid, childbirth, safety in the home

etc. You think the centre has great scope for community education in the mother tongue. This would all need space.

Councillors

You will provide all staff except for the teachers and senior administration. You would like to be able to transfer existing council staff to the new building (at the moment mainly white monolingual). You do not want to make new appointments. You have agreed to contribute towards running costs but are concerned that this should not involve very much. You are worried about the political effects of spending so much on one sector of the community.

Education Authority

You will provide the teachers and the senior administration. You are keen to see that the centre will be a good learning environment for all sectors of the community. You would like to see non-immigrants using the centre as well for advice and basic education (e.g. reading and writing and maths).

Focus on Language

Basic tense revision

- 1 In the passage on the right, put the verbs in brackets into the correct tenses:
- 2 Make a list of the tenses you find difficult to use and discuss with your teacher ways of overcoming the problem. (See page 47 for Tenses.)

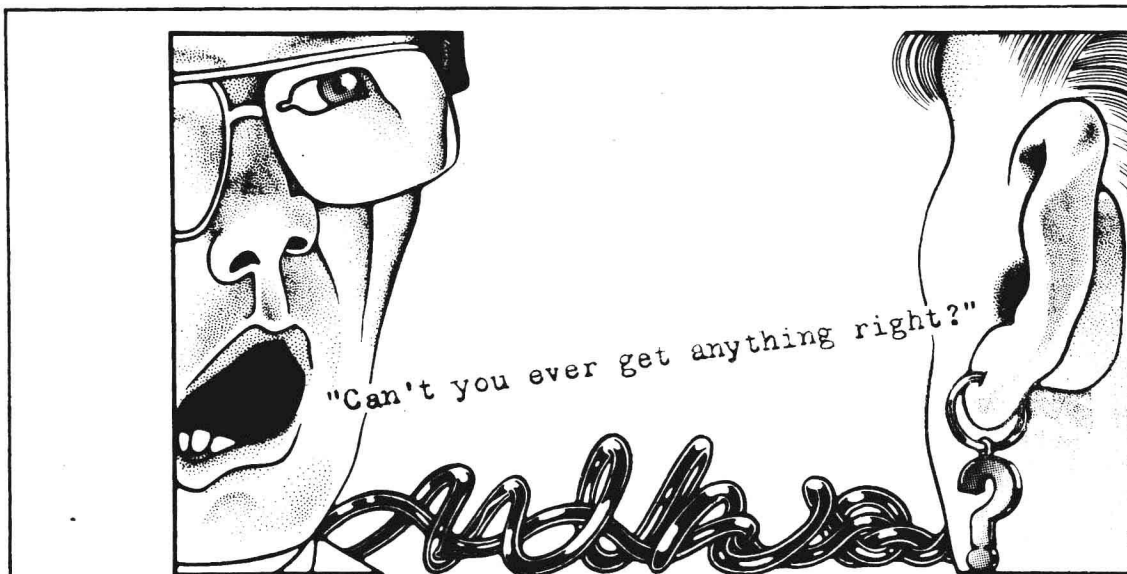
Review

- 1 Rewrite the sentences below to use the word in brackets at the end.
 - 1 There is a discrepancy between his ability and his achievement. (ODDS)
 - 2 In certain parts of the world anyone who can write his name is considered to be literate. (COUNTS)
 - 3 He teaches dogs how to guide the blind. (TRAINS)
 - 4 We've just had a new telephone system installed. (PUT)
 - 5 We have to tackle a major new problem every day. (DEAL)
 - 6 You will need to prove your address. (EVIDENCE)
- 2 Spot the difference (if any) between the following pairs or groups of sentences.
 - 1 I walked home one sunny afternoon.
I was walking home one sunny afternoon.
 - 2 I'll go over and help Jim this afternoon.
I'm going to go over and help Jim this afternoon.
I'm going over to help Jim this afternoon.
 - 3 I've been living in London for ten years.
I've lived in London for ten years altogether.
 - 4 It's unfortunate that he should have seen that report.
It's unfortunate that he saw that report.
 - 5 Their work was closely monitored.
Their work was closely supervised.

I1..... (walk) home after a very busy day. I2..... (work) very hard on a project for at least a month and I3..... (be) relieved that I4..... (finish) it at last. I5..... (look) forward to a relaxing evening. I6..... (catch up) on some of the television programmes I7..... (miss) while I8..... (work) so hard. As I9..... (approach) my front door, I10..... (begin) to suspect that all11..... (be) not well. I12..... (never be) one for surprises, especially when I13..... (be) tired. I14..... (know) I should be a bit more flexible, but although I15..... (try), I16..... (not be able to) change. Anyway, there I17..... (be), on my own doorstep, key in hand. I18..... (know) what19..... (happen). The Greek music floating from the window20..... (tell) me that. My nephew21..... (arrive) unannounced from Greece. He22..... (probably stay) for weeks! His idea of the best way to learn English23..... (be) to land on my doorstep and talk to me non-stop for six weeks. I24..... (think) for a moment. If I25..... (go) in, my peaceful evening26..... (be) destroyed. Whatever I27..... (do) I28..... (not be able to) watch my programmes. I decided I29..... (turn) round and30..... (go) to a nearby Italian restaurant for a couple of hours and then maybe I31..... (feel) more able to cope. As I32..... (write), he33..... (be) still with me. He34..... (use) my house as a hotel for six months and as he35..... (enrol) for a college course, he36..... (stay) for at least another year! After eighteen months I know I37..... (have) enough, so as soon as his exams38..... (finish) he39..... (leave)!

Unit Two

ALL EARS



Quiz

Read the quiz below.

- 1 Work with a partner. Discuss your answers to the questions in the quiz and then find out how you scored.

ARE YOU A GOOD LISTENER?

How much do you know about the art of listening?

Answer True or False to each of these statements:

1. Peoples' thoughts can interfere with their listening.
2. People may resist listening to others who blame or get angry with them.
3. People are more likely to talk to those with whom they feel safe than to those with whom they do not.
4. People who have something they can't wait to say are good at listening.
5. Some people listen too much because they are afraid of revealing themselves.
6. Talking is more important than listening.
7. People who feel very emotional about issues make good listeners.
8. People who are very angry are rarely good listeners.
9. People are less likely to hear messages which agree with their view of themselves than messages which challenge those views.
10. Fatigue never affects the quality of peoples' listening.

HOW DID YOU SCORE?

The correct answers to the good-listening test are: 1 True; 2 True; 3 True; 4 False; 5 True; 6 False; 7 False; 8 True; 9 False; 10 False. Give yourself two points for each correct answer. Most accomplished listen-

ers will score 16 or more. A score under ten suggests you don't understand very much about the theory of listening. The chances are you are missing a lot of useful information.

2 Read the six golden rules:

SIX GOLDEN RULES

To improve your performance as a listener, try to remember these six golden rules:

1. Stop talking – especially that internal, mental chatter – and answering back. Let the speaker finish. Hear him/her out. This is particularly important when you are in a thoroughly familiar situation. We tend to finish other people's sentences for them silently, working out our reply, on the assumption that we know exactly what they are going to say.
2. Relax. Research shows that tension and anxiety reduce the effectiveness of the auditory reception system.
3. Put the speaker at ease by showing that you are listening. The good listener doesn't look over someone's shoulder, or write while he is talking. If you need to take notes on what is being said, explain what you are doing. Blame your poor memory and make it clear that you are taking notes because you really want to understand what they are saying. This needs to be spelled out because we usually rely on the expression

on the other person's face to tell us how the conversation is going.

4. Remember that your aim in listening is to understand what the speaker is saying, not to win an argument.
5. Be aware of your personal prejudices and make a conscious effort to prevent them influencing your judgement of what is being said.
6. Listen with feeling as well as reason. Your main objective should be to get inside the other person's head. What would you mean if you were saying what he had just said? Similarly, be alert to what the speaker is not saying. Very often what is missing is more important than what is there. Again, ask yourself: what would it mean if I had left out what he has just failed to say? Remember that listening is an active process, never more important than when you are meeting someone for the first time. On these occasions, your objective should be to say as little as possible and learn as much as possible as quickly as you can.

Make a list of the six things that people often get wrong when they are listening to others.

e.g. 1 People often decide in advance what the other person is going to say.

3 Do you agree with these points?
Do you think you are guilty of any of them yourself?

4 Discuss which professions should have training in these skills and why. Can you think of any occasions when you would have liked someone to have been better trained in these skills? e.g. your doctor.

Vocabulary Development

1 There are four verbs used with the preposition *out* in the 'Six Golden Rules'. Find them and say what they mean.

2 Which of the following verbs can be used with *out* and what would the meaning be? Give example sentences using them.

write, see, look, listen, think, miss, show, drop, drink, sleep

If you got some of these wrong, find out with the use of a dictionary what the correct preposition is to express the meaning you intended.

3 Exercise

Put the correct preposition in the spaces:

- 1 If you *can't* make up your mind, take a few days to think it
- 2 Come on, drink, we must go.
- 3 This is far too untidy. Please write it again.
- 4 Having started this, I'm determined to see it
- 5 There's no hurry in the morning. Sleep as long as you like.
- 6 This scheme is crazy. You haven't thought it properly.
- 7 Look! There's a lorry coming!
- 8 Make sure you write every word she says.

Focus on Language

Question forms

1 Read the following questions aloud using the intonation suggested. Words in *italics* should be given a strong stress.

- A
- 1 What did he give you? (falling)
 - 2 *What* did he give you? (rising)
 - 3 He gave you a *what*? (rising)
 - 4 What on *earth* did he give you? (falling)

5 Tell me what he gave you. (falling)

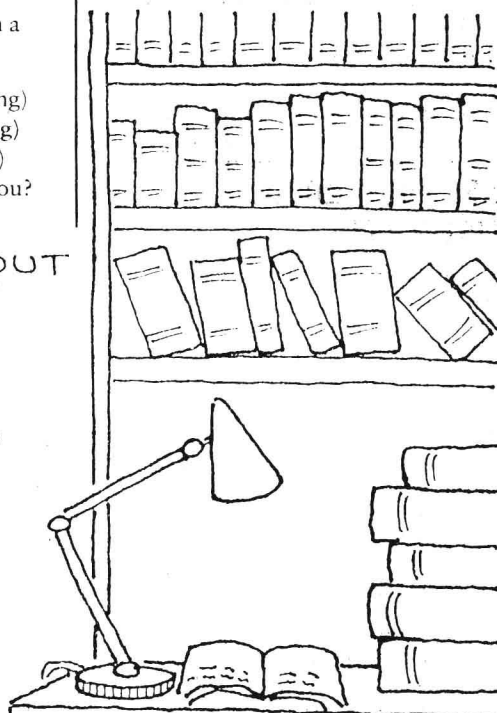
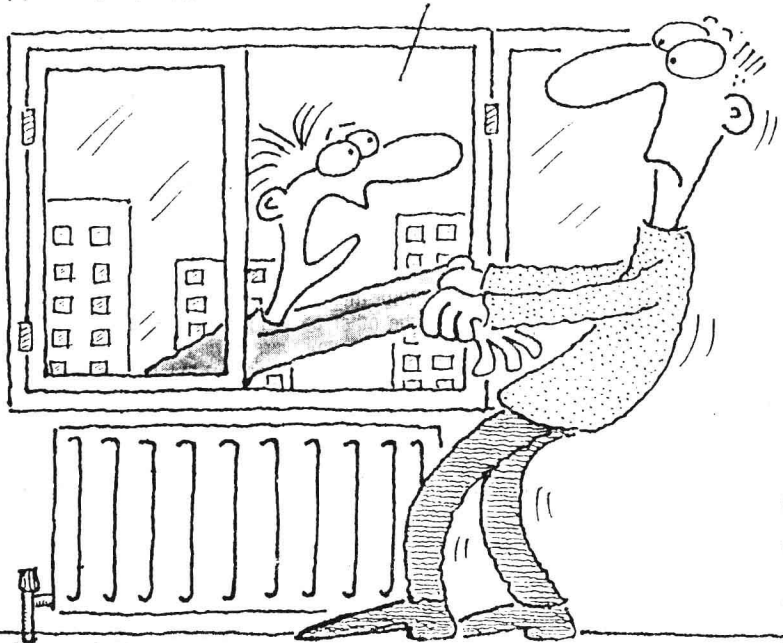
- B
- 6 Did he tell you? (rising)
 - 7 Did he *really* tell you? (rising)
 - 8 Didn't he tell you? (rising)
 - 9 He *told* you? (rising)
 - 10 *He* told you? (rising)
 - 11 He told you, *didn't* he? (rising)

- C
- 12 Is that a good idea? (rising)
 - 13 Isn't that a good idea! (falling)
 - 14 Do you think that's a good idea? (rising)

Discuss the differences in structure and meaning within each group.

- 2 In pairs, **choose** two questions from the same **group** and compose two short **dialogues**, **each** one containing one of your **chosen** questions. Read your dialogues aloud to the rest of the class.
(See page 48 for Question Forms).

BUT YOU TOLD ME TO DROP OUT IF I DIDN'T LIKE THE COURSE!



Communication 1

Checking understanding and asking for repetition or explanation

1 Sometimes, in conversation, you may want to ask for a single word to be repeated simply because you did not hear it. You will not want the whole sentence repeated, nor the meaning of the word explained.

What could you say in response to the following question, in which ***** represents the word you do not hear?

'Excuse me. Could you tell me the way to ***** Street?

2 Read the dialogue and think about the real meaning of the questions in *italics*. Discuss other expressions that could be used in their place.

A: I really don't like the layout of this letter. It's all bunched up in the middle of the page.

B: *It's all what in the middle of the page?*

A: All bunched up – it's not spread out enough.

B: *Are you saying that you want me to type it all out again?*

A: You'll have to since you did it on an ordinary typewriter. You'd have done better to have used the WP.

B: *Sorry?*

A: The word processor. You should have used that instead of the typewriter.

3 Look below at utterances 1–7 and match them with functions a–e. Can you think of other expressions you could use to express a–e below? Don't forget that sometimes you may suspect that the other person has misunderstood you! When this happens say:

I don't think I'm making myself clear.
I think you may have misunderstood me.

Listening

Listen to the tape and answer the questions.

- 1 What is the situation and who are the people involved?
- 2 What does the woman really want?
- 3 At what point does the man realise that?
- 4 a) Is there anything that the man doesn't seem to hear?
b) Is there anything that the woman doesn't seem to hear?
- 5 Why do you think this is? Choose at least one answer for each occasion:
a) He/she wasn't listening.
b) He/she didn't understand.
c) He/she wasn't interested.
d) He/she was nervous.
- 6 At the points where the woman didn't hear or misheard, what could she have said? Look at expressions 1–7 in Communication 1.
- 7 What could the woman have done about the fact that the man missed some of the things she said?

Role Play

Work in pairs. Each of you should choose a different problem from this list:

You are having problems with your landlord or landlady.

Your child is not doing very well at school.

You have had a disagreement with your boss.

You have had a misunderstanding with a good friend.

You can't decide *one* of the following:
– *whether to go on studying or get a job.*

– *whether to go back to college to get a further qualification in order to get a better job.*

Work out the details of the problem you have chosen. Take it in turns to listen to each other's problem and give

advice. Make sure you get as much information as you can from your partner before advising him/her.

(If possible, use a cassette recorder or video recorder to record at least one of your conversations and then listen carefully to check for any communication breakdown. If you find any, try and work out why it happened and what you could have done instead.)



- 1 Sorry, I didn't quite catch that.
- 2 You want me to type all this again?
- 3 *What* did you give him?
- 4 What's a Thesaurus?
- 5 Sorry, I don't understand.
- 6 Sorry, say that again.
- 7 Are you saying that you don't want to help?

- a Check that you have understood.
- b Ask for a whole utterance to be repeated.
- c Ask for a whole utterance to be rephrased.
- d Ask for just one word to be repeated.
- e Ask for just one word to be explained.

The Interview

He seemed to be waiting for me to get down to the business which brought us together. But even after so much private rehearsal I could not, for a while, find the words to begin.

"I'm not here on impulse. And this isn't something I just decided to do in the last few days," I said at last.

He nodded quietly and somehow the gesture distressed me.

"The idea of escaping has been growing in me for years and I'm ready to act and now I ask for your help," I continued.

Johnson nodded again. I could see that I would get no guidance from him. I would have to proceed on my own.

"I'm telling you that I have decided to break with my government," I blurted.

His nodding reaction was certainly natural, for he already knew what I was going to say. But I grew more uneasy.

I started again. I tried to explain the process by which my convictions had become clear to me. My lack of expertise in English had never seemed so important before; now my head ached with my efforts to express myself properly. I attempted to stress that I was no longer a Soviet in spirit, and no longer could be part of the Soviet world. I wanted instead to work for what I believed in and was interested in; I wanted to do something valuable with my life.

Finally, I made my request. What I meant to do was defect openly and speak out for myself. I needed protection and I did not want to be controlled.

"I want to work and write and live without any government telling me what to do or say. Will your government let me do that?"

Johnson stood up and walked to the bar in the corner of the room. "I don't know about you, but I'm going to have a double. How about you?" he said.

The tone of his remark made all the difference. It was friendly; he seemed to understand my tensions. He was suddenly a human being, not an institution or court before which I had to justify myself. I quickly accepted his offer. We stood at the bar while he poured scotch and soda. He raised his glass to touch mine. For the first time that night we both smiled.

He looked at me for a moment and then said, "You realize that if you live openly there will always be a risk to your life."

I knew quite enough about the KGB's long arm and memory. I wondered why Johnson said this: was he trying to discourage me from defecting instead of reinforcing me in my decision? I began to be apprehensive.

Johnson broke into my thoughts: "A minute ago you said you wanted to do something worthwhile. Do you think that defecting is the only way you can do this?"

"Well..." I hesitated. "By defecting I can contribute a great deal..."

"There's no doubt about that," he said. "But think about how much you could do if you stayed where you are for a little while."

"What do you mean?"

He described the initial excitement in Washington when it was learned that I wanted to defect. Everyone realized what a blow this would be to the Soviets. And they were ready to help me if that's what I wanted. But there had been other ideas too. Would I consider staying on as Under Secretary General for a while? There was a lot of information I could provide from that vantage point if we worked together. I could help them find out more about Soviet planning and intentions, about the leadership's thinking. Besides, he pointed out, I would need time to get my family ready for the eventual defection.

I felt something like a chill across my chest.

"That is to say, you want me to be a spy," I said.

"Well, not exactly," he replied. He thought for a few seconds and continued: "We wouldn't have to call it spying. Let's say from time to time you could provide us with information at meetings like this."

I didn't know what to say. The proposal had thrown me off my bearings. "What you're asking me to do is extremely dangerous," I said finally. "I don't have any training for that sort of thing."

He took another swallow of scotch. "Please think about it," he said quietly.

I looked at him closely. His manner was not threatening or pressuring, but it was clear what he wanted from me. I was not prepared to hear it; I needed to digest the idea. Almost automatically I told Johnson I would think it over.

(From *Breaking with Moscow* by Arkady N. Shevchenko)

Reading

1 Read the text 'The Interview' and answer the questions as you go along.

- 1 What does this say about the situation the writer is in?
- 2 Why do you think the gesture distressed him?
- 3 Why is this so important? He is extremely fluent.
- 4 What was he apprehensive about?
- 5 Why does he say this? He knows what it means.
- 6 Whose question is this?

- 2 Now discuss the following questions.
- 7 Who are the two people?
 - 8 Is the writer really picking up Johnson's reactions?
 - 9 What is he thinking about as he is talking?
 - 10 Who is in control and why?
 - 11 What impression do you get of Johnson's character? How does this come across?
 - 12 For whom was the interview a success? Either or both of them?
 - 13 What would your answer to Johnson's proposal be?

- 3 Read through the text again and make a list of the nouns and verbs that refer to speech. For example:

Verbs	Nouns
explain	request

Make sure you know the meanings of these words and how they are used in sentences, and then use them to give a short summary of the conversation.

Communication 2

Communicating feelings

Think of an incident in your life that you would like to tell your partner about. In the **You** column, tick the adjectives that apply to your reaction to what happened.

You	Your partner
..... amused
..... angry
..... annoyed
..... frightened
..... furious
..... interested
..... shocked
..... surprised
..... terrified
..... unaffected
..... worried

Now, in pairs, tell each other your story. When you listen to your partner, tick the adjectives in the right hand column that you think apply to your partner's reaction. As you listen, remember to check that you have understood if you are in doubt. As you talk, be aware of whether your partner is understanding you.

Compare the adjectives you have ticked and see if you have understood each other correctly. If not, was the fault in the listening or the explaining? What can be done about it?

Vocabulary Development

Prefixes 1

Often, when they are **speaking**, people invent compound words **beginning** with a common prefix. Although you may never have heard these words before, you should be able to **work out** the meaning.

Consider the meanings of the following prefixes in the examples below:

anti-, **extra-**, **non-**, **out-**, **over-**, **post-**, **pre-**, **pro-**, **ultra-**, **un-**, **under-**,

We are *underpaid* and *overworked*.

The docklands are full of *ultra-modern* architecture.

A man can *outrun* a horse *over* a hundred miles.

There is quite a difference between *pre-* and *postwar* literature.

The *anti-nuclear* lobby is still very strong.

We have a policy of *non-violence*.

The school has a wide range of *extracurricular* activities.

There is a strong *pro-Communist* faction in the new government.

The knot was almost impossible to *untie*.

- 1 Look up the above prefixes in a dictionary for many more examples of words formed with each one.

- 2 Consider the meanings of the words in *italics*, which you will probably not find in any dictionary.

- 1 Let's have a *post-course* reunion.
- 2 You'll have to take a *pre-course* test.
- 3 That food was really *extra-delicious*.
- 4 I think you're being *ultra-stupid*.
- 5 I'm sure I can *outshout* you.
- 6 'I've lost my money'. 'Well, *unlose* it'.
- 7 These plants are *undercared for*.
- 8 Our lodger is a *non-meat eater*.
- 9 That building firm is *extra-expensive*.
- 10 If you *overprune* those plants, you'll kill them.

Review

- 1 Rewrite the sentences below to use the words in brackets at the end.

- 1 First, help the client to relax. (EASE)
- 2 Make sure you notice any changes. (ALERT)
- 3 He jumped without thinking. (IMPULSE)
- 4 The most important thing is to find out where you are. (BEARINGS)
- 5 It is a very good place for supervising operations. (VANTAGE)

- 2 Fill the spaces with a word made from the word on the right.

- 1 He died for his (CONVINCE)
- 2 There is very little in his field. (EXPERT)
- 3 I am doing this on the that you want me to. (ASSUME)
- 4 The board unanimously agreed to the (PROPOSE)
- 5 He will not be from taking such a risk. (COURAGE)

- 3 Spot the difference (if any) between the following pairs of sentences.

- 1 I'll look you up.
I'll ~~see~~ you up.
- 2 Drink it all up.
Drink it all down.
- 3 What did you give him?
You gave him a *what*?
- 4 The storm was *forecast*.
Many people predicted that the storm was coming.