

Teacher's Manual

ENGLISH
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For Today

Book Two: THE WORLD WE LIVE IN

The National Council of Teachers of English

Second Edition

Teacher's Manual
ENGLISH FOR TODAY

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Book Two: THE WORLD WE LIVE IN

THE NATIONAL COUNCIL
OF TEACHERS OF ENGLISH

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ENGLISH FOR TODAY

Book Two: The World We Live In
Second Edition

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INTRODUCTION

The World We Live In, Book Two of the *English for Today* series, was originally published in 1962. Teachers familiar with the original volume will find a number of changes in both content and format in this new edition. The major changes that have been incorporated into the revision may be summarized as follows:

1. Review Unit. The revised Student Edition begins with a Review Unit in which the chief grammatical structures introduced in Book One are presented through short readings. These readings, which are built around the characters in the earlier book, are followed by a series of questions that can be answered both orally and in writing. At the end of the Review Unit is a separate section on writing, which reviews some of the materials presented in Unit II of Book One. This section includes the vocabulary needed in talking about the writing of words and sentences, and it also includes the names for and the basic uses of the common punctuation marks—period, question mark, apostrophe, and comma.

For students who have used Book One, the Review Unit can serve as a useful summary of the vocabulary and grammar they have already studied. For students and teachers who have not used Book One, the unit can serve as an outline of material with which they should be familiar before proceeding to the new lessons. Since the readings in this section are short and the exercises are necessarily limited in number, you may find it necessary to provide further practice on certain grammatical points by going back to the appropriate lessons in Book One. If your students have not thoroughly learned the material outlined in the Review Unit, they will not progress rapidly and efficiently through the more advanced lessons of Book Two.

2. Variety of language practice. In this revision of *The World We Live In*, we have tried to introduce more variety in the language practice. In addition to the traditional replacement-substitution drills and conversion-transformation drills, we have brought in more dialogues and more question-answer exchanges typical of everyday conversation, and we have given more emphasis to communication exercises in which the students use the new language to talk about themselves and the world they know. We have also added a more detailed and varied set of questions following the reading, and a set of carefully controlled writing exercises. Although we continue to emphasize the need for and the value of oral practice (for we believe that learning to speak a language involves extensive practice in saying a representative set of typical sentences), we also are aware that all the students in the United States and the majority of those

abroad will want to read and write English and will need systematic work in both skills. As the students advance in English, they will find greater need for reading with comprehension and for expressing themselves effectively in writing. This is why the emphasis in Book Two shifts gradually from oral to written language.

3. Changes in grammatical content and sequencing. Although the grammatical content of this new revision remains substantially the same as that of the original, some adjustments have been made in the sequencing to allow for a more gradual introduction of the new structures. The modal auxiliaries, for example, are given special attention in twelve of the twenty lessons. Infinitive clauses are introduced gradually over the course of eight different lessons, and the passive construction is given much more attention than in the original edition. For a more detailed explanation of grammatical selection and sequencing, see the paragraphs beginning on page 4 of the Introduction.

4. Changes in the readings. A number of changes have been made in the reading selections included in the new edition. For one thing, the number of readings has been cut from 25 to 20. For another, the early readings (especially those in the first six lessons) have been replaced or greatly simplified in order to effect a more gradual transition to selections that are longer and that contain unfamiliar vocabulary. Some of the readings—for example, "Exploring the Ocean Depths"—have been updated to include the most recent developments in the subject. The following readings are completely new:

| | |
|------------|---------------------------------|
| Lesson 1: | "Old and New Friends" |
| | "Countries and Continents" |
| Lesson 2: | "Miss Yamada" |
| Lesson 3: | "Hunting in the Jungle" |
| Lesson 5: | "John Begay Goes to New York" |
| Lesson 14: | "The Grand Canyon" |
| Lesson 19: | "Back and Forth across the Bay" |
| Lesson 20: | "Skyscrapers" |

Reading with full comprehension, even in one's own language, is a difficult skill to acquire. You will find a detailed discussion of techniques that can be used in teaching the reading selections beginning on page 12 of the Introduction.

5. Expanded Teacher's Guide. The lesson-by-lesson comments in the Teacher's Guide have been rearranged and expanded to provide you with more help in preparing to teach the new lessons. For each lesson you will find (1) a list of structures that are introduced for the first time, (2) suggestions for extending and adapting the lessons, and

(3) hints about possible difficulties the students will have in learning the grammar and in pronunciation. The notes on pronunciation are confined to items that relate specifically to the lesson itself—for example, in Lesson 1 the reduced form of *can* /kən/ is given attention. The Supplementary Pronunciation Notes that conclude the comments on each individual lesson provide an introduction to two important features of English phonology: the notes for Lessons 1 through 10 are concerned with consonant clusters, while the notes for Lessons 11 through 20 are concerned with some of the common spellings of the vowels. The content of the Supplementary Pronunciation Notes is dealt with in more detail in the section beginning on page 18 of the Introduction.

Format of the Student Edition

The lessons in the Student Edition, with very few exceptions, are organized in sections that observe the following general sequence:

1. Presentation of grammatical structures. The first part of each lesson presents the new grammatical structures one at a time or in closely related sets. These grammatical points are summarized in groups of sentences that are identified by Roman numerals; for example:

- I Can Sam speak English? Yes, he can.
Can Ann speak Japanese? No, she can't.**

These groups of model sentences, together with the vocabulary that accompanies them and the exercises that follow, define short and self-contained units of instruction—small lessons within a lesson.

At the end of this section, we have added a Grammatical Summary, which presents the new grammatical structures in a list. Students often become so concerned with individual words and sentences that they forget the important grammatical points that are being emphasized. Coming as it does at the end of the oral practice, the Grammatical Summary should serve as a useful reminder of the grammatical structures that have been introduced.

2. Reading and Comprehension. The next part of the lesson consists of a reading, which is followed by a section called Comprehension. In the Comprehension section is a variety of questions based on the reading, questions that can be answered both orally and in writing. In Lesson 1 through 6, the questions are ordered grammatically (“yes-no,” “or,” and “WH”) and are confined to information that can be directly answered by reference to individual sentences in the readings. Other kinds of questions, requiring summary, interpreta-

tion, and application to the students' own experience, are included in the later lessons.

3. Writing. The Comprehension section is followed by one or more writing exercises. All these exercises are carefully guided so that the student will not be forced prematurely to think about what he has to say in his own language and translate directly. The emphasis is on short compositions, and the assignments are designed to create an awareness of paragraph organization. Most of the assignments are based directly on reading selections, although a few require the student to apply the general content of the reading to his own experience.

4. Word Study. The final section of each lesson, called Word Study, contains a variety of activities that concentrate on vocabulary development. Some of the exercises here present words in related sets—for example, the nouns *city*, *state*, and *country*; the verbs *get on* and *get off*; and the indefinite pronouns *everybody*, *somebody*, and *nobody*. Other exercises in later lessons concentrate on synonyms, antonyms, and definitions.

HOW TO USE *THE WORLD WE LIVE IN*

For detailed explanations on how to teach the oral drills and the pronunciation, you will need to consult the appropriate sections of the Introduction to the Teacher's Guide for *At Home and at School* (Book One). The following discussion will be devoted to special features of Book Two that require additional comment:

1. The Grammatical Content: Selection and Sequencing
2. Guided Writing Drills
3. Teaching the Readings
4. Supplementary Pronunciation Notes

The Grammatical Content: Selection and Sequencing

In the detailed Table of Contents of the Student Edition, you will find listed the grammatical items introduced in each lesson. Since the primary concern in Book Two is the acquisition of grammar rather than vocabulary, you will want to consult this list before you prepare individual lesson plans. But in planning the course as a whole, it is essential that you also keep in mind the overall sequencing of the grammatical content. In this way you will be able to give proper emphasis to each separate lesson and to help the students understand how the individual points fit into a larger pattern. You

will also be able to evaluate the students' progress more meaningfully. The main emphasis in the sequencing of the grammatical content of Book Two might be summarized in two general categories: (1) the gradual development of verb constructions and (2) the presentation of some of the simpler and more frequently used complex sentences—that is, sentences with clauses that result from the embedding of one sentence in another.

Verb constructions

One of the essential considerations in sequencing, here as in Book One, has been the careful and gradual introduction of the verb constructions of English. Book One introduces two tense forms, present and past, and one construction—the progressive, with auxiliary *be* + the present participle (*-ing* form) of the verb:

Ann is reading.

The boys were playing basketball.

In Book Two a good deal of attention is given to two other constructions: the modal (with *can*, *will*, etc.) and the perfect (with auxiliary *have* + the past participle form of the verb: *have been*, *have seen*, etc.).

The modal auxiliaries, with their many and subtle meanings and their complexity of patterning, present a very difficult learning task to those who are not native speakers of English. For this reason they are sequenced spirally—that is, they are introduced gradually from the first lesson on, in contexts that help to clarify their meaning. The chief modals and modal-like phrases introduced in Book Two are summarized in the following list. A second or third occurrence of the same modal may represent, as in the case of *must*, a new use or a new meaning:

- | | |
|------------|--|
| Lesson 1: | can |
| Lesson 2: | will, would like, would, could |
| Lesson 3: | will, have to |
| Lesson 4: | will, might, had better ('d better), shouldn't (in the negative contraction only) |
| Lesson 5: | would rather ('d rather), would, could |
| Lesson 6: | used to |
| Lesson 7: | must (= have to) |
| Lesson 8: | should |
| Lesson 9: | must be (for conclusions) |
| Lesson 10: | would, could, should |
| Lesson 13: | be supposed to, must (= have to), mustn't (= shouldn't) |
| Lesson 14: | must (to make conclusions) |

- Lesson 15: will, should, might, may (in the modal progressive)
Lesson 18: must, may, will, should (in the modal passive)

Of the nine main members of the modal system (*can, could, will, would, may, might, shall, should, and must*), only *shall* is omitted. In spoken American English, *shall* in statements as an alternative of *will* is quite rare. Its chief uses are as a polite softener in first-person questions (*Shall I open the window?*), for which *would like* may be substituted (*Would you like me to open the window?*), and in first person plural questions (*Shall we go to the movies?*), for which the suggestions with *let's* might be used (*Let's go to the movies.*). The modals, however, are not presented in all their varied uses and meanings. For example, the modal perfect construction (*could have gone*) is not introduced until Book Three. Since the many meanings of the nine modals have not as yet been catalogued with any consistency, introductory texts such as this one must necessarily be selective and confine their presentation to some of the high points of this complex system.

The primary emphasis in Unit III (Lessons 11 through 15) is on the perfect construction, with auxiliary *have* + the past participle. The construction is introduced in contexts where it is commonly used and with time expressions with which it is most frequently found. For example, it is practiced with *ever* and *never* in Lesson 11, with *already* and *yet* in Lesson 12, with *since* and *for* in Lesson 13.

Lesson 15 extends the verb constructions to expressions with two auxiliaries:

- The perfect progressive, with auxiliary *have* + auxiliary *be*:
I have been unpacking.
- The modal progressive, with modal + auxiliary *be*:
I should be getting a check in Paris.

In the last unit, the familiar verb tenses and constructions are practiced in their corresponding passive sentences. In this revised edition of Book Two, much more attention has been given to a sequenced presentation of the passive construction in English.

Sentences with clauses

The complex sentences introduced in Book Two can be classified in two large groups: (1) those with "full clauses," clauses which contain subjects and finite verbs, and (2) those with infinitive clauses.

The following is a brief summary of the "full clauses" introduced in Book Two:

Noun Clauses

- Lesson 2: I hope (that) the plane will be on time.

- I'm sure (that) it will be.
 I wish you would get a taxi right away.
 I wish I could speak Japanese.
- Lesson 5: Can you tell me where I can find a good restaurant?
 Mr. Begay thought (that) it would be easy to get
 around New York.
 He was sure he could get around New York.
- Lesson 8: Mr. Campos told his son that he should wear
 warm clothes.
- Lesson 10: Jim said (that) he wanted to go.

Time Clauses

- Lesson 3: When Pedro gets there, the family will meet him.

Conditional Clauses

- Lesson 3: If I go by bus, it will take about three days.
 Lesson 10: If I had a lot of money, I'd buy a car.

Clauses of Comparison

- Lesson 6: Her best friend is younger than she is.
 Miss Yamada thinks Hong Kong is more inter-
 esting than Tokyo.
 Mr. Miller weighs more than his wife.
- Lesson 7: Her younger brother swims better than she does.
 Her brother doesn't dance as well as she does.
- Lesson 8: Pedro is as tall as his father.
- Lesson 9: He was so tired that he couldn't stay awake.
 It was such a cold day that he couldn't go out.

Infinitive Clauses

The subject of the infinitive clause must be deleted if it is identical with the subject of the main clause:

| Main Clause | Infinitive Clause | Deleted Form |
|-------------|-------------------|---------------|
| I want | (I) to go. | I want to go. |

If the subject of an infinitive clause is different from the subject of the main clause, the subject cannot be deleted:

| Main Clause | Infinitive Clause |
|-------------|-------------------|
| I want | Tom to go. |

If the subject of the infinitive clause is a pronoun, the pronoun appears in its object form:

| Main Clause | Infinitive Clause |
|-------------|-------------------|
| I want | him to go. |

The verb in infinitive clauses is marked by *to* and is always in its base form: *to go, to be, to see.*

The following is a brief summary of the infinitive clauses introduced in Book Two. In addition, two examples of gerund clauses (with the verb in its *-ing* form) are introduced.

- Lesson 3: He wants to go by plane.
- Lesson 5: (Here the noun clause and the corresponding infinitive clause are presented together.)
Can you tell me where I can find a good restaurant?
Can you tell me where to find a good restaurant?
- Lesson 7: (Here the infinitive clause is presented with the corresponding gerund clause.)
Miss Yamada likes to meet new people.
It's interesting to meet new people.
Meeting new people is interesting.
- Lesson 8: (Here the noun clause and the corresponding infinitive clause are also presented together.)
Mr. Campos told his son that he should wear warm clothes.
Mr. Campos told his son to wear warm clothes.
Mr. Campos wanted his son to wear warm clothes.
- Lesson 9: Peary was the first one to reach the North Pole.
Peary was the first to reach the North Pole.
- Lesson 10: Please tell me what to do.
- Lesson 11: Mrs. Scott wants to go back to Norway to see her relatives.
- Lesson 12: (Here the infinitive clause and the corresponding gerund clause are presented together.)
It's easy for Kim to write compositions.
Writing compositions is easy for Kim.
- Lesson 14: There are several ways to see the Grand Canyon.
One way to see it is by flying over it in a plane.

In conclusion, if in planning your lessons you keep in mind the development of the verb constructions (including the modal auxiliaries) and you concentrate on the clauses of various types, you will be maintaining the chief emphasis of the grammatical content of Book Two.

Guided Writing Drills

Book One contains two kinds of writing drills. In Unit II of that book, the students concentrate on words and sentences, on learning to write down familiar words and sentences, and on learning the vocabulary needed for talking about sentence form (*statement, question, etc.*) and punctuation (*period, question mark, etc.*) The material in these lessons is summarized in the final section of the

Review Unit for Book Two (pages 1-18). The other writing drills in Book One are all based on the reading and are very carefully controlled. Sometimes they reinforce the grammatical content of the lesson itself (supplying the -s forms of verbs, changing from present tense to past). Sometimes they represent modest first steps toward developing the concept of paragraph organization or sentences in sequence (as when the students write three sentences introduced by *first, next, and then.*)

The writing drills in Book Two are deliberately varied in kind, but most of them have in common the fact that they are based on material introduced in the reading selections; and most of them aim at the gradual development of the capacity to compose a short, well-organized paragraph. Additional writing practice, of course, can be introduced through the writing of answers to the oral drills, to the questions on the readings, and to many of the Word Study activities. It can also be gained through completion of the exercises in the WORKBOOK accompanying Book Two. In the paragraphs that follow, you will find a brief summary of the writing drills included in the section called Writing that immediately follows the reading selection.

The writing assignments in Lesson 1 and 2 are examples of the simplest possible type of activity—that of copying the sentences in the reading and giving special attention to accuracy of spelling and pronunciation. You may wish to assign copying drills in connection with the later reading whenever you feel that they are appropriate. The advantage of copying drills is that the student is required to focus his attention on the mechanics of writing itself. You can also use copying drills to introduce or reinforce vocabulary needed in talking about writing—*period, question mark, capital letter, etc.*

Beginning with Lesson 3, several other types of writing assignments are introduced. The first of these is dictation. Dictation is one of the most useful writing activities for beginning students. Most teachers feel that short dictations should be given often throughout the course. Though dictation can be used as both a teaching and a testing technique, it is essential that you keep the two goals separate in your presentation. Dictation as a teaching technique is usually based on familiar material and may be presented in a variety of ways, two of which are given below:

1. You can read the entire paragraph through without stopping, asking the students to listen only. Then you can have the students write while you read the paragraph again, pausing after each sentence or at the end of phrases within a sentence. After you have read the paragraph through phrase by phrase or sentence by sentence, you can read it again without stopping so that the students can make a final check on their

at ____ (time). It arrives in ____ (place) at ____ (time). It returns to ____ (place) at ____ (time).

This type of activity becomes more difficult as the student is given less guidance in the structure of the sentence he supplies. For example, in Lesson 9, page 121, the student must not only give the reasons he would like to see Antarctica. He must also decide on the phrasing of the sentences:

I would like to see Antarctica for three reasons. For one, _____. For another, _____. Finally, _____.

4. Changing the verb construction in sentences. See, for example, Lesson 17, page 204. Change these sentences from active to passive.
 1. They built part of the city on a hill.
 2. They called this part of the city the Acropolis.
 3. At first the Greeks built high cities for protection.
5. Arranging sentences or events in their proper order. This activity is included in many of the exercises under the section called Comprehension, which follows immediately after each reading. (See particularly Lessons 11 through 20.)
6. Copying a paragraph and adding the correct form of the verb construction. For example, in Lesson 13, page 162, the student is asked to add the correct form of the present perfect:

A friend of mine ____ just ____ (come) back from Yellowstone Park. He ____ ____ (tell) me about the geysers.

7. Writing a paragraph by answering questions, then making changes in the answers to make the paragraph read more smoothly. For example, in Lesson 16, page 192, the students are asked to answer questions and then to use the pronoun *they* instead of a noun in two of the sentences and the conjunction *and* between two of the sentences.

Throughout Book Two every writing assignment is carefully guided—the students are given words, structures, and a logical sequence of sentences. The ability to write good paragraphs without guidance of any kind (for example, writing a paragraph on a subject chosen at random) is a skill many native speakers of English do not acquire easily, and it should not be expected of beginners in the language. If the assignment is not properly guided, the students will think in their own language and translate into English. Their papers

will be full of mistakes. And they will feel frustration rather than achievement in their first attempt at composition in English.

Teaching the Readings

In Book Two there is an emphasis on developing the student's capacity to read material with which he is not already familiar through oral practice. The readings in Book One are extremely simple and were especially written to correlate directly with the vocabulary and grammar introduced earlier in the lessons. The first readings in Book Two observe the same restrictions and controls. Gradually, however, the readings become longer and more complex, and in vocabulary and subject they are sometimes less directly related to the context of the grammatical exercises.

The readings within each unit are usually related thematically—that is, they all deal with the same general subject. In Unit I the readings make use of characters familiar to the students and deal with travel in different geographical locations. In Unit II the readings are all related to exploration—man's desire to explore the strange and unknown, whether it be the polar regions, the ocean depths, or the world's highest mountain. The readings in Unit III deal with some of the well-known natural wonders that have attracted and will continue to attract tourists from all over the world, and the settings are deliberately varied, from Norway to Venezuela. In Unit IV the readings are centered around things that man himself has built. The first three readings are about three of the most outstanding architectural achievements of ancient times—the Great Pyramid, the Acropolis, and the Taj Mahal. The last two readings deal with contemporary achievements, one with famous bridges, the other with skyscrapers.

The paragraphs that follow will discuss some of the techniques that can be used in developing reading comprehension.* Teachers use a variety of approaches in handling reading selections, and often the same teacher will treat different readings in different ways. The following summary, then, should be regarded as suggestive only and not in any way a prescription for a fixed and unvaried approach to every reading selection.

*Some of the procedures suggested in the section on reading have been adapted from the Introduction to the Teacher's Guide for *English for Today, Book 4: Our Changing World* (first edition), which was written by Mary Finocchiaro and William R. Slager. In that introduction—as well as in her lectures and published writings—Dr. Finocchiaro has often given special attention to the presentation of specific techniques for the classroom teacher to follow. Her influence is apparent here, and the Project Director gratefully acknowledges it.

Introducing the reading

Before the students begin to read, you should introduce both the subject matter of the reading and the new vocabulary that it contains.

In introducing the content of a reading, you should try whenever possible to relate the subject to situations with which the students might already be familiar. You should also try, of course, to stimulate the students' interest in the subject of the reading. For example, if you are introducing "Climbing the Highest Mountain," which deals with Hillary's scaling of Mt. Everest, you might begin this way:

Today we are going to read about mountain climbing, about climbing the highest mountain in the world. Do you know the name of the highest mountain in the world? Do you know how high it is? Do we have any high mountains in our own country? Mountain climbing can be dangerous. Very high mountains have snow and ice, and when you climb higher you might find bad weather—strong winds, snow, and ice.

Then you can show pictures of high mountains and mountain climbers that you have cut out of magazines. You can also write the name *Mt. Everest* on the board and the height of the mountain in feet or meters, according to the system known to your students.

Sometimes you may find it useful to ask the students a few questions that will direct their attention toward key facts or ideas to be found in the reading. For example, you might say: "Hillary and Norkay were the first men to climb Mt. Everest. How long do you think it took them to reach the top?"

You can introduce the new vocabulary in a variety of ways. You can, for example, write the words on the board and give equivalents (especially of abstract ones) in the students' own language. Or you can attempt to paraphrase the meaning of the word in very simple English. Synonyms and antonyms can be useful. In "Climbing the Highest Mountain," you might want to introduce the word *hard* along with *difficult*, *bottom* along with *top*. It is sometimes useful, too, to introduce related forms of words—for example, *danger* along with *dangerous*, *imagine* along with *imagination*. Some teachers try to group words in related sets. The words and phrases in this reading dealing with bad weather could be presented together—*snow slides*, *cracks under the ice*, *icy cliffs*, *strong winds*, and *bitter cold*. You can also encourage the students to guess at meanings through context, showing the word in a phrase, in a sentence, or in a set of closely related sentences. For example, students might be able to guess at the meaning of *reach* if you use it in the phrase *reach the top* or *reach the top of the mountain*.