

Discovery

for students at post-intermediate level

David Peaty

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To the student

This book has been written for learners of English who have already studied for several years and are interested in discussing topics of current interest such as hijacking and the environment. Each of the eighteen lessons consists of five parts: reading comprehension, listening comprehension, guided writing, role-playing discussion and language practice. When using this book, you should try to understand as much as possible without using a dictionary and without thinking about grammar. Remember to prepare each lesson very thoroughly before class and review it carefully afterwards.

At home

Reading comprehension

Read each passage three times. The first time, read quickly and try only to understand the general meaning of the passage. The second time, read slowly and carefully. Try to understand the passage in detail. Try to guess the meanings of words and phrases you do not know before looking them up in a dictionary. The third time, read the passage again quickly, trying to absorb as much as possible.

Next, try to answer the questions. If the passage is fairly short, you should be able to answer without looking at the text. If it is long, you may need to refer briefly to the text before answering each question.

Finally, consider the discussion questions carefully and prepare to present your own opinions in class.

Listening comprehension

Look up the meanings of the key words and phrases in your dictionary. Listen to each dialogue several times. The first time, listen without pausing and try to understand the general meaning. The second time, pause after each sentence and try to understand the exact meaning. The third time, look at the questions as you listen and pause each time you find an answer.

Don't try to reproduce the dialogue word for word or memorize it, but make notes of words and phrases you don't understand. Finally, consider the discussion questions carefully and prepare to present your own opinions in class.

Guided writing

Most of these exercises are based on a sample text on which your composition should be modelled. Make sure that you examine the sample text and read the instructions carefully before starting to write. Check your composition thoroughly before handing it to your teacher for correction.

Role-playing discussion

Consider the situation and roles carefully. You will later be asked to prepare and act out one of the roles in class.

Language practice

These exercises are designed to help you use important structures and expressions in daily conversation. Prepare them carefully before class and review them frequently afterwards.

In class

Your teacher will tell you exactly what to do, but you should keep the following points in mind. Try to answer comprehension questions without looking at your book. During the discussion in Parts 1, 2 and 3, try to express your own opinion clearly and listen carefully to the opinions expressed by your fellow students. In role-playing discussion, try to express the opinion which you think best fits the role you are playing, even if your own opinion is quite different. Other role-playing activities are based on the recorded dialogues and require you to act out dialogues which are approximately the same or to make up similar dialogues following the outlines provided in the book. In a few lessons, there are also role-playing activities based on reading passages which require you to ask and answer questions about the information given in the text. You will often be asked to do various activities on your own or with a partner without supervision from the teacher. Make the most of these opportunities to practise speaking English freely.

To the teacher

This book has been written for mature intermediate-level learners of English who require overall competence at a higher and more sophisticated level. It provides intensive practice in each of the fundamental skills through a variety of activities designed to maximize student involvement and motivation. Each lesson focusses on a specific theme and consists of five sections:

Part 1 is aimed at reading comprehension and consists of a text, questions on meaning and vocabulary, and outlines for discussion or role-play.

Part 2 focusses on listening comprehension based on a recorded dialogue (a transcript of which can be found at the back of the book), comprehension questions, and outlines for discussion or role-play.

Part 3 generally consists of a short reading passage on which guided-writing assignments are based.

Part 4 provides outlines for creative role-playing, generally in the form of a group discussion or problem-solving activity.

Part 5 contains exercises designed for further practice of structures and functions.

Each section may be dealt with in various ways, depending on class size, available time, student background and so on. You may find the following suggestions helpful.

Reading comprehension

Students should read the text carefully before the lesson and prepare answers to the questions and vocabulary exercises. Although the texts are intended for silent reading, you may wish to read them or have them read aloud in class before asking the questions. Since the texts are usually rather complex, students may be unable to answer with books closed. In large classes, it may be useful to have the students ask and answer the questions again in pairs.

Listening comprehension

Students should listen to the recording carefully before the lesson and prepare their answers to the questions. They should study the key words (looking them up in a dictionary if necessary) before listening for the first time. They should not attempt to reproduce the

dialogues word for word but should try instead to pick out the general meaning. The recording should be played several times in class before you ask individual students to answer questions orally. Since many of the dialogues are long and complex, you may need to stop the tape after each utterance or paragraph to ask specific questions. Having obtained the correct answers, you may wish to play the cassette again without stopping to allow the students to find out how much they can now understand.

Discussion

Most reading and listening-comprehension activities are followed by discussion outlines. Students should consider the questions carefully before class and be ready to express their opinions. In small classes, each question may be directed to several or all of the students; in larger classes, discussion will have to be done in groups or pairs. Students should not be corrected during discussion but you should make notes of errors to be commented on afterwards.

Role-play

Most listening-comprehension activities are followed by role-playing outlines. These require pairs of students to reproduce an approximation of the original dialogue, using the comprehension questions or given outline as a guide, or to make up similar dialogues using the given outline or their own ideas. It should not be necessary for students to memorize the original dialogue word for word. A few dialogues should be heard and corrected before the class divides into pairs for role-play. Students should exchange roles in order to practise both parts in a dialogue. There are also a few role-playing activities based on reading passages (Units 8, 16 and 18). These require students to ask and answer questions about the text and should be dealt with in the same way as other role-playing activities.

Guided writing

The writing assignments should be explained at the end of each class and done for homework and handed to you for correction. In most cases, the text used in this section will also serve as the basis for further discussion in class.

Role-playing discussion

The situation should be explained carefully and then roles-chosen or assigned. Students without roles may act as chairpersons or secretaries (making notes, looking up words, etc.). Large classes should be divided into small groups in order to give everyone a chance to speak. Students will need ten or fifteen minutes to prepare their ideas before discussion begins. Notes should be very brief. During discussion, shy students should be encouraged to speak out and more extrovert students should be discouraged from interrupting. Correction of mistakes should be done after the discussion is over.

Language practice

Most of these exercises may be done orally with books closed. This is not possible with some of the more complex structural drills, however. Each exercise should first be performed by selected students for correction or approval by the teacher. Then students should do the exercises simultaneously, alone (structural exercises) or in pairs (functional exercises). Many of the structural exercises are also suitable for guided-writing practice.

Photographs and statistics

These are intended to provide a stimulus to preliminary discussion. You may either ask factual questions such as 'What is happening in this picture?' or opinion-oriented ones such as 'What do you think of this situation/these statistics?'. It is better not to let the discussion become too involved at this stage, however.

Notes on grammar have been excluded in accordance with the principle that structure, like functions and vocabulary, is best learned in context. Students should be encouraged to try to guess the meanings of unfamiliar words before looking them up in a dictionary. However, the lessons tend to become progressively more difficult in terms of content and theme and eventually the dictionary may become indispensable.

In conclusion, it should be stressed that every unit must be prepared thoroughly before class and reviewed periodically later.

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1 A place to live



Part 1

New York City, with over seven million inhabitants, is one of the largest cities in the world. With such a vast population, it inevitably suffers from an acute housing shortage. Property is extremely expensive to buy so ordinary people have to live in rented apartments. Such apartments, however, are in very short supply.

One reason for this is the system of strict rent stabilization which was intended to protect poor tenants from unscrupulous landlords but has instead reduced the supply of low-cost housing. Landlords, faced with rising maintenance costs which they are not permitted to pass on to tenants, frequently allow their buildings to become

derelict and abandon them. When the official tenants leave, squatters move in and occupy the tenements until they are evicted by the police. Finally the buildings are pulled down and replaced by expensive condominiums, which are more attractive to investors.

As a result, it is becoming harder and harder for people with low incomes to find vacant apartments. The city government makes up for this to some extent by building apartments at public expense but its efforts are limited by lack of funds.

Reading comprehension

- 1 What is the population of New York City?
- 2 Why do ordinary people live in rented apartments?
- 3 Is it easy to find such apartments?
- 4 Are rents very high? Why (not)?
- 5 What was the purpose of rent stabilization?
- 6 What effect has it had?
- 7 Why do some landlords abandon their buildings?
- 8 What happens to the buildings after the official tenants leave?
- 9 Who removes the squatters?
- 10 When the buildings are pulled down, what replaces them?
- 11 Why do investors prefer expensive condominiums?
- 12 How does this affect the supply of low-cost housing?
- 13 Does the city government make up for this? How?
- 14 Why doesn't it build more apartments?

Discussion

Which is the largest city in your country?

What is its population?

Does it suffer from housing shortages?

Are rents stabilized? Should they be? Why (not)?

What should city governments do about housing problems?

Would you rather live in a large city or a small town? Why?

Vocabulary

- 1 Explain the meanings of these words and phrases as they are used in the text:

in short supply	condominiums
maintenance costs	attractive
derelict	at public expense
squatters	

- 2 Choose the words or phrases most similar in meaning to the following as used in the reading passage:

over (a) about (b) more than (c) less than
inhabitants (a) natives (b) populations (c) residents
inevitably (a) unavoidably (b) naturally (c) obviously
acute (a) sharp (b) severe (c) chronic
unscrupulous (a) greedy (b) ruthless (c) lacking in moral principles
permitted (a) allowed (b) forgiven (c) made
abandon (a) leave (b) reject (c) waste
evicted (a) ejected (b) transferred (c) arrested
vacant (a) empty (b) spacious (c) cheap
makes up for (a) provides for (b) allows for (c) compensates for

Part 2

Listen to the recording of a dialogue between a landlord and a tenant.

Listening comprehension

- 1 What bad news does the landlord have to tell his tenant?
- 2 How does the tenant react?
- 3 Why does the landlord insist?
- 4 Why is this unreasonable?
- 5 Will the landlord repair the apartment?
- 6 Does the tenant agree to sign a new lease?
- 7 Why not?
- 8 What will the landlord do about this?

Role-play

Working in pairs, make up and act out similar dialogues.

Discussion

- If the tenant cannot afford to pay the new rent, should he leave?
 Why (not)?
 What would you do if you were the tenant/the landlord?
 Is it reasonable to increase the rent by 25%? Why (not)?
 Do situations like this occur in your country?

Part 3

Guided writing

The landlord had to notify his tenant in writing. This is what he wrote.

26 April 19..

Dear Mr. Cooper,

We regret to inform you that the apartment which you now occupy is to be rented to a new tenant next month. We must therefore ask you to leave by the end of this month. If you fail to do so, we will apply for a court eviction order.

Yours sincerely,

Paul Rachman

Write Mr. Cooper's letter of reply in which he refuses to leave, giving the following reasons:

- 1 He and his family have lived in the apartment for over two years.
- 2 They have nowhere else to live.
- 3 They need at least three months in which to find another place to live.
- 4 Mr. Rachman has no legal right to evict them.

Part 4

Apartment for rent.
Call evenings 2187645.

Mr. Cooper sees the above advertisement in a local newspaper and telephones to find out:

- if the apartment is still available (it is)
- its location (Brooklyn)
- the rent (450 dollars a month)
- the size (bedroom, kitchen, bathroom)
- the age (built 45 years ago)

He then arranges to see the apartment at a mutually convenient time.

Role-play

Make up a dialogue to fit this situation. Begin like this:

Landlord: 2187645.

Cooper: Hello. I believe you advertised an apartment for rent. Is it still available?

Part 5**Language practice**

Change the following sentences as shown in the examples.

- 1 It is expensive to buy property.

Property is expensive to buy.

It is hard to find cheap apartments.

It is dangerous to live in abandoned buildings.

It is difficult to evict tenants.

It is profitable to build condominiums.

It is expensive to maintain old apartments.

- 2 It is hard to find vacant apartments.

It is becoming harder and harder to find vacant apartments.

It is profitable to build condominiums.

It is easy to find new tenants.

It is necessary to change the system.

It is hard to raise rents.

It is expensive to live in the city.

- 3 In the dialogue, the landlord begins his unpleasant demand with:

I'm sorry to have to tell you this but . . .

The tenant begins his rejection with:

I'm afraid I can't agree to that.

Use these expressions to make and reject the following demands.

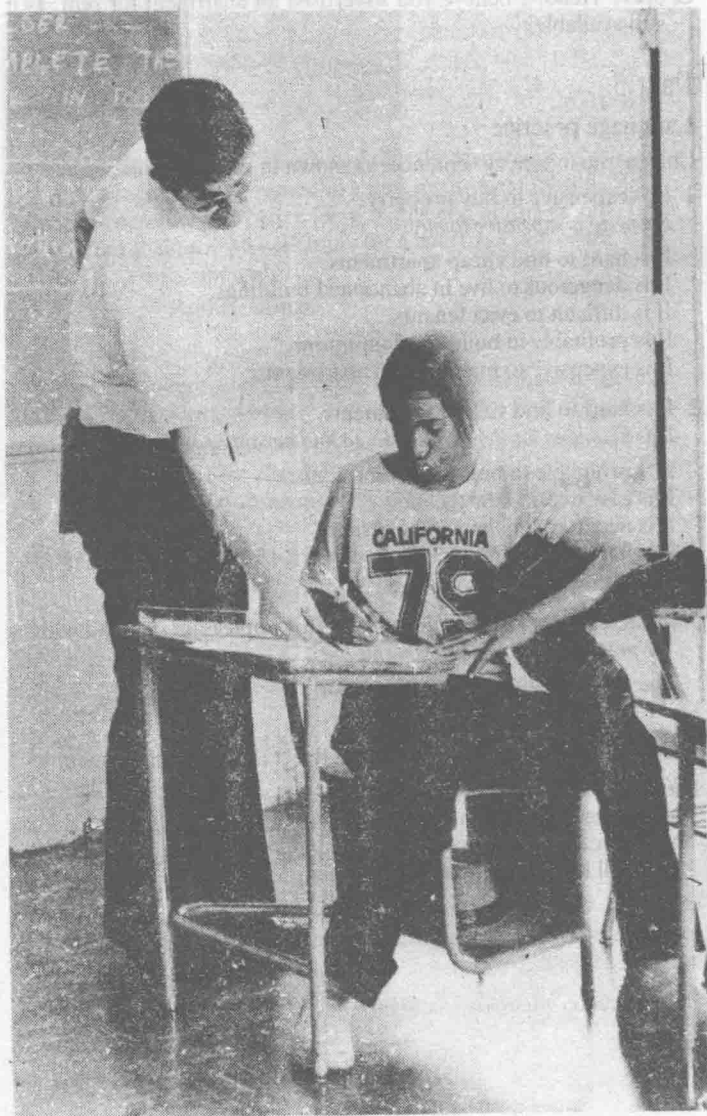
Your rent has been increased.

Your wages have been cut.

Your vacation will have to be postponed.

You will have to work overtime tonight.

2 Education



Part 1

After rising steadily for almost a century, standards of education in the public schools of Europe and North America have levelled off and, in the opinion of many parents and employers, are actually falling. More and more children are leaving school with little more than a basic knowledge of reading, writing and arithmetic, and illiteracy is becoming a social problem once again. With dropout rates of twenty-seven per cent in high schools and fifty per cent in colleges, the American education system is clearly in trouble; European dropout rates, though lower than those of the U.S., are rising too.

Various factors have been blamed for the apparent decline in educational standards. Some people say that overcrowding and lack of discipline are major factors. Others maintain that subjects like art and drama have been overemphasized at the expense of more practical subjects. The negative influence of television is frequently mentioned as a reason for growing illiteracy. Many teachers and principals, however, insist that the problem is not of falling standards but of rising expectations on the part of parents and employers.

Whether or not standards in public schools are actually falling, many parents feel that the only way to secure a good education for their children is to send them to private schools, which generally have smaller classes and stricter discipline. The popularity of such schools is growing steadily, despite the high tuition fees. In the United States, for example, eleven per cent of all school children attend private schools; in France, over sixteen per cent do so.

Reading comprehension

- 1 For how long were standards of education rising?
- 2 Who believes they are falling now?
- 3 How is this related to the problem of illiteracy?
- 4 How many children drop out of American high schools each year?
- 5 What organizational factors may have caused standards to fall?
- 6 According to some people, which subjects have not received enough emphasis?
- 7 Does television have a good or bad influence on literacy?
- 8 What do many teachers and principals think the cause of the problem is?
- 9 Why do many parents send their children to private schools?

10 What are the advantages of private schools?

11 What is the biggest disadvantage?

Discussion

Are schools in your country overcrowded? If so, why?

Is lack of discipline in schools a problem in your country?

If so, what should be done about it?

Do you think television has a good or bad influence on literacy?

Why?

Would you rather attend a public school or a private school? Why?

Which of the following subjects should receive most emphasis?

Why?

native language

history

religion

foreign languages

music

physical education

mathematics

economics

religious education

science

art

geography

sports

Vocabulary

Choose the words or phrases most similar in meaning to the following as used in the reading passage:

levelled off (a) stopped rising (b) become equal (c) started falling

illiteracy (a) ignorance (b) lack of intelligence (c) inability to read and write properly

apparent (a) obvious (b) seeming (c) doubtful

discipline (a) control (b) authority (c) rule

practical (a) basic (b) useful (c) important

frequently (a) often (b) sometimes (c) generally

despite (a) although (b) because of (c) in spite of

fees (a) prices (b) costs (c) charges

Part 2

Read through the following list of key words and phrases before listening to the recording of an interview with the Commissioner of the Department of Education:

equality of opportunity

depressed areas

realize (his/her) potential

abolished

unfair advantage

financial burden

budget