

EXPRESS SCOPE

2

A Course in Secondary English



A.R.B. Etherton MA (Lond), PhD (Lond)
Anne Etherton BA (Lond), MA (Lanc)
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FOREWORD

This course follows the EXPRESS/SPECIAL syllabus for ENGLISH LANGUAGE. Its aims are thus identical with those in the syllabus, namely:

- to consolidate and extend the knowledge and skills of English that pupils have learnt in the Primary school;
- to provide pupils with the language proficiency that will enable them to learn their content subjects;
- to provide the necessary skills for functional literacy;
- to enable pupils to communicate clearly and efficiently in both oral and written forms.

The aims in each specific area of skills are those set out in the syllabus.

APPROACH

The books integrate listening, speaking, reading, writing and the language work needed for communication. There is special emphasis on **READING** and **WRITING SKILLS**, as explained below. The overall aim of the series is to produce students who are able to pass their public examination at a high standard and who are skilled in communicating in English.

This series has been extensively revised to take into account suggestions from teachers. The number of content chapters has been increased from 12 to 21, and a larger page size has been used. To make way for the additional chapters, the **REFERENCE AND REVIEW** section has been incorporated in the content chapters or moved to a separate supporting series, CEG (Communicative English Grammar). At the same time, the **READING** and **WRITING** sections have been revised to increase the number of specific skills taught and to arrange them in a more clearly structured sequence. In addition, much of the **AURAL/ORAL** material has been put on tapes which are accompanied by their own activity books. The course now consists of:

- 4 pupils' textbooks, SEC 1 to SEC 4
- Accompanying teachers' handbooks
- CEG 1-4, Communicative English Grammar 1 - 4
- Listening and Speaking tapes with activity books

READING SKILLS

It is sometimes not fully appreciated that some pupils (both native-speakers and second languages ones) experience a number of serious problems when they try to understand printed English. For example, they may fail to locate the subject of a complex sentence and thus fail to grasp the meaning of the sentence. They may misunderstand nouns in apposition, the effect of passive verbs, figurative language, idioms and other commonly used features. One result is that some students have difficulty in understanding a passage and even greater difficulty in making an adequate summary of it.

Throughout this series, these obstacles to comprehension are dealt with in detail so that pupils can improve their comprehension and their reading speed. They will also find it easier to make a summary.

In Book 2, particular attention is paid to figurative language (similes and metaphors) and to words with more than one meaning.

WRITING SKILLS

Composition work is usually related to the theme developed in each chapter by the comprehension passage. Specific composition skills are taught in close conjunction with comprehension skills. The series is much more concerned with the craft of writing (in daily life and for examinations) than is normally the case.

In Book 2, the emphasis is on revision of Sec 1 skills, the ability to write in a lively manner, and ways of making written work more interesting. Where possible, a choice of types of work is given to allow for different standards within schools and classes. Pupils are also given models, advice and opportunities for practice in writing messages, notices, letters, articles, etc. and in the completion of forms.

VOCABULARY DEVELOPMENT

This aspect of English is given more emphasis in the revised version of the series. In addition to deducing meaning for the context, pupils are given practice in using a dictionary, understanding affixes and learning the meaning of new words related to a particular theme. There is also work on multi-meaning words and a large group of words which are known to cause problems at this level.

LANGUAGE

The language work in the pupils' books comes from two main sources: items required by the syllabus, and items revealed by an analysis of errors made over the years. The latter source has been particularly useful since it includes many items which are common at Secondary 2 level. Work on gerunds is also included, since gerunds occur in many useful sentence patterns.

As already explained, most of the original REFERENCE AND REVIEW section has been included in the integrated chapters. Other items have been moved to a separate supporting series called CEG (Communicative English Grammar) and this has allowed the authors to expand it at the same time. Teachers will find the CEG series very helpful in providing supplementary language work and in enabling them to refer individual students to areas where their work discloses weaknesses.

SUMMARY

Summary work is important and useful in public examinations and in adult life. The more senior a person's job is, the more often he will have to make summaries or abstracts.

The syllabus lists the requirements of a good summary. In addition, there are some skills which pupils need to master if they are to make good summaries with confidence. The series includes work on these skills and should enable pupils to tackle summary work with greater understanding and skill.

AURAL-ORAL SKILLS

The separate tapes and activity books include work on pronunciation (vowels, consonants, syllable stress, etc.) and listening skills. Most of the aural work in the original series has been taken out and put on the tapes but a great deal of extra material has been added to give pupils a wider variety of materials.

ABOUT THE AUTHORS



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Dr Alan Etherton holds a PhD degree in English from the University of London. He taught English in England for 10 years, and ESL/EFL in Malaysia and Hong Kong for 25 years. In addition to teaching in schools, Dr Etherton also taught in the Faculty of Education of the University of Malaya. Subsequently, he became Director of **Studies in English** and Head of the Graduate (English) Division of the Chinese University of **Hong Kong**.

Dr Etherton specializes in teaching English to Chinese and Malaysian learners at all levels. He has had many years' experience as an examiner and/or chief examiner, and he is also a consultant in ELT work. He has written many books for Asian and other countries.

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Anne Etherton has a BA Honours degree in English from the University of London, a Dip Ed. from the University of Reading, and an MA in Linguistics for ELT from the University of Lancaster. She has taught English in Hong Kong, Jeddah and at several leading public schools in Britain. She has written ELT materials at all levels, and specialized in curriculum development work.

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3	26	Prisoner of War	Abstract Nouns. Impersonal Expressions with 'It is + an adjective'.	A Narrative. Inferences. Figurative Language and Traffic Signs.	Words in context. Idioms and Proverbs.
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Summary Skills	Writing Skills (including spelling and punctuation)	Aural/Oral Skills
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A guided summary of 60 to 90 words.	Useful sentence patterns. Understanding composition topics. Expanding data. A factual or imaginative topic. Punctuation.	Pronunciation fl, fr, pl, pr and listening practice.
A guided summary: a report of up to 90 words.	'On the other hand' and 'on the contrary'. Describing a series of pictures showing how something is done.	Pronunciation — the letters 'eo' and listening practice.
Included as a writing topic — up to 90 words.	Using similes. An imaginative topic based on given facts or a summary. Showing contrast with 'but'.	Trying to find somebody. Pronunciation 'g', /g/ and /k/ and listening practice.
Summary of a news report in up to 90 words.	Metaphors. Spelling. Punctuation; using quotation marks. Narrative topics, one with pictures.	Pronunciation, letter 'h' and listening practice. Talking about tools and machines.
Summary of a factual passage in 60–90 words. Passing on messages.	Synthesis. Choice of factual topics including one with pictures.	What's the difference (pictures)? Pronunciation of words with more than one pronunciation. Bingo — revision of numbers.
Indirectly in a composition topic.	Useful sentence patterns. Linking sentences. A choice of factual topics.	Pronunciation /ou/ and listening practice. Syllable stress: a rebel and to rebel.
News report up to 90 words.	A choice of narrative topics.	Pronunciation — letter 'u'.
A summary of a factual passage in up to 90 words.	Using dialogue in a news report. Making written work more vivid. A poster.	Pronunciation /s/ and /z/ and listening practice.
A summary of a narrative passage in up to 90 words.	Keeping a record of events. Spelling. Sending cables. A choice of factual, imaginative or narrative topics.	Listening practice and taking notes. Identifying stamps.
Informal in a letter.	Formal and informal writing. Writing a letter. Using 'either ... or' and 'neither ... nor'. Using adjectival phrases.	Pronunciation /l/, /a/, /r/ and listening practice with a map. Discussing a picture. Asking questions.

Unit	Page	Title	Language and Functions	Reading Skills	Vocabulary Development
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18	182	Strange Events on North Island.	Maybe and may be. Consists of. Adverbs of degree. Passive Past perfect. Cloze passage. Indirect questions.	News reports. Understanding graphs.	Phrasal verbs. Words in context.
19	194	Disaster at Sea?	Asking and answering questions. Expressing purpose. Using 'need'. Indirect questions. Using 'whose'.	Narrative and regulations.	Words in context. Finding the grammatically correct replacement for a word in a passage. General knowledge.
20	206	The Apple of the Earth	Agreement, Asking and answering. Uncountable nouns with a countable form. Using a noun as an adjective. Using 'busy'.	Factual passage. Understanding a map.	Words in context. Antonyms. Idioms in speech.
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Summary Skills	Writing Skills (including spelling and punctuation)	Aural/Oral Skills
	Writing an article based on given data.	Syllable stress.
A summary of a narrative passage in up to 100 words.	Narrative, dialogue or writing about pictures.	Pronunciation /th/ in 'then'.
	Describing people and things. Explaining a process. Punctuation. Describing a walk round a Fitness Trail.	Using your memory. Pronunciation 'qu' and 'que' and listening practice. General knowledge discussion — banks.
Listing points for and against. Summary of a conversation.	Layout of a news report. Making a report using dialogue, describing a search or a narrative.	Interviewing. Pronunciation 'not' and 'nought' and listening practice.
Summary of a news report.	Writing a letter to obtain information.	What is it? Reading aloud. Pronunciation /n/ and listening practice.
Oral summary. Can you remember?	Causes of fires; descriptive or factual topics.	Pronunciation /l/ and /n/ and listening practice. Do you know? Discussing pictures. Talking about places.
Summary of a news report.	Arranging ideas. A choice of topics for composition.	Pronunciation — stress patterns and listening practice.
Making a news report (as a composition topic).	Ways of starting a story.	Pronunciation — the letter 'c' — and listening practice.
	Punctuation. A choice of narrative topics.	Dialogues. Pronunciation — 'prize' and 'praise' — and listening practice. A guessing game.
News report (as a composition topic).	Completing a form. A choice of topics, including a summary.	What is it used for? Pronunciation — the letters 'au' and listening practice.

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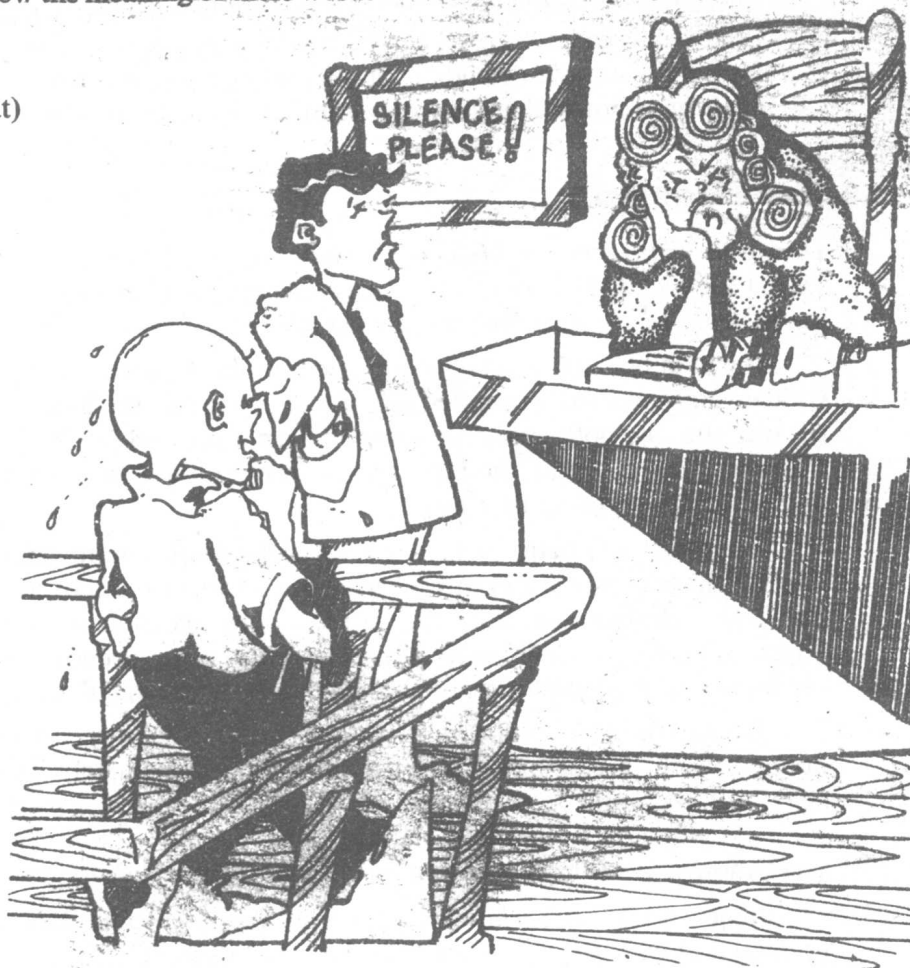


1.1 Vocabulary: Crime and the Police

A. Check that you know the meaning of these words. Discuss what the people do.

People

a policeman (on the beat)
 a policewoman
 a police constable
 a detective
 an inspector
 a superintendent
 a judge
 a magistrate
 a jury
 a witness
 an eye-witness
 an attorney
 a lawyer
 a solicitor
 a barrister
 a defendant
 a prosecutor
 a suspect
 a burglar
 a criminal
 a pickpocket
 a thief
 a convict
 a smuggler



B. Discuss what these crimes are.

Crimes

burglary	assault	perjury	forgery	criminal breach of trust
fraud	manslaughter	kidnapping	bribery	drug trafficking
theft	murder	extortion	embezzlement	possession of drugs
robbery	homicide	blackmail	counterfeiting	possession of firearms

Other words

an alibi	guilty	a life sentence	a uniform
handcuffs	not guilty	on probation	plain clothes
a baton	innocent	acquitted	a suspended sentence
on bail	remanded in custody	a juvenile court	

B. Put in words or expressions from the above list.

1. A drunk driver accidentally killed a cyclist, so he was charged with
2. When a policeman arrests a suspect, he may put ... round his wrists.
3. A ... is a policeman or policewoman who does not wear a uniform. He or she tries to catch criminals.
4. A witness swore to tell the truth in court but he told lies, so he was charged with
5. Somebody who steals wallets or money from people's pockets is called a
6. Mr X broke the law. He was charged in court but his case could not be heard for a month, so he was allowed to go free ... of \$50,000 until his case could be heard.
7. A ... is a law officer who defends or prosecutes a person in court.
8. If an innocent person is charged with a crime, he will probably be ... by the judge.

1.2 Irene Li at work

During the Emergency in Malaya, the police raided the camp of some Communist Terrorists (CTs) and found the name of a woman courier operating in Singapore. In his book 'The War of the Running Dogs', Noel Barber describes what happened:

- It would be hard to imagine anyone less like a policewoman. Irene Li was a delightful Chinese girl in her early twenties, full of life, and in fact she had only joined the force early in the war after her policeman husband had been murdered by CTs. She also happened to have the reputation of being 'the fastest draw in the East'. She carried a flat Beretta automatic and could draw it faster than any man.

- Irene was a brilliant lock-picker, an expert with a mini-camera, and an accomplished thief (in the course of duty) with an unerring instinct for discovering hidden documents. She also had a delicious sense of humour. On one occasion when an officious army major boasted that no CT could enter his well-guarded camp, Irene smuggled arms into the camp, hid them, and then told the red-faced major where he could find them.

- During the Emergency, information reached the Special Branch that two female CT couriers were due to meet in Singapore. Irene immediately went to Singapore with the Special Branch officers. For three weeks they kept watch — particularly when the woman went shopping at Robinson's, the big store in Raffles Place. Several times Irene saw her meet another woman there and skilfully switch identical shopping-bags.

- Irene shadowed her into the air-conditioned Robinson's around five o'clock one evening and watched her as she met the other woman. The two carried identical flowered plastic bags, stood close to each other at the beauty counter, and when one dropped her bag the other smilingly helped her — and switched bags. Not a word was spoken as the woman with the message calmly walked out into Raffles Place. Outside, Irene's male colleagues were waiting in a Plymouth car, the engine ticking over. Irene followed the woman on foot, then by trishaw. In Stamford Road, by the YMCA tennis courts, the woman got out and started walking. So did Irene. Suddenly the Plymouth drew abreast. Irene stuck her gun in the woman's back and before the startled passers-by could scream, the woman was bundled into the Plymouth which roared off to a house on the outskirts of Singapore. Late that night, they found the message, hidden in a sealed tin of Johnson's Baby Powder. The bottom had been removed, and then put back (which meant that a detective had to persuade an irate shopkeeper to open up and sell him another tin so the message could be replaced).

- The woman CT was finally persuaded to return to the jungle with the message. Money was promised (and was in fact banked for her), and when the woman asked, 'But how can

you trust me?' she was photographed with two smiling policemen and told, 'If you don't behave, 50,000 leaflets with this photo will be scattered in your jungle area.'

35 This information took Irene one stage further along the courier line, to Yong Peng in Johore, where another woman courier was living. Posing as a CT courier, Irene went to see her. She reached the house, made herself known to the woman CT inside and was accepted Later this woman became a valuable double agent.

(Adapted from 'The War of the Running Dogs' by Noel Barber, published by Fontana)

1.3 Understanding (1)

1. What probably caused Irene Li to join the police?
2. What is meant by saying that Irene Li was 'the fastest draw in the East'?
3. Find three words in lines 1 – 8 which show that the author approved of Irene Li.
4. Think of the meaning of 'error'. Then guess the meaning of 'unerring' in line 7.
5. Find two words in lines 8 – 10 which show that the author did not approve of the army major.
6. What made the major's face go red?
7. Why did Irene go to Singapore?
8. Why did Irene follow a woman into Robinson's?
9. How did one courier pass a message to another courier in Robinson's?
10. a) What does 'irate' mean in line 27?
b) What made the shopkeeper irate?

1.4 Understanding (2)

1. What job does a courier do?
2. 'It would be hard to imagine anyone less like a policewoman.' What does the author apparently think that a policewoman looks like?
3. How might Irene's skill as a photographer help her in her work?
4. In line 16, we are told that 'Irene shadowed' a woman. What does this mean? What does the word 'shadowed' tell us about where Irene was?
5. Find the sentence 'So did Irene' in line 23. What did Irene do?
6. What information does the word 'bundled' give us in line 24?
7. Read lines 23- 25 again. Which of the crimes in section 1.1 did the policemen commit (for a good reason)?
8. In the last sentence of the passage, what is a double agent?



1.5 Words with more than one meaning

What does each of these words mean in the expressions taken from the passage? Explain another meaning of each word or use it in a sentence with a different meaning.

1. operating (a woman courier operating in Singapore)
2. hard (It would be hard to imagine anyone less like a policewoman)
3. draw (and could draw it (her gun) faster than any man)
4. arms (Irene smuggled arms into the camp)
5. switch (Irene saw her meet another woman and skilfully switch bags)
6. ticking (in a Plymouth car, with engine ticking over)
7. stuck (Irene stuck her gun in the woman's back)
8. stage (This information took Irene one stage further along the courier line)

1.6 A Game: Alibis

Play this game:

1. Two pupils must go out of the classroom and make up an UNTRUE story about where they went and what they did on a previous day, e.g. at 7 p.m. the previous day or at 3-5 p.m. the previous Saturday. The pupils must prepare full details so that they can be questioned later on.
2. After a few minutes, send out another pair of students to make up their story. Then bring one of the first pair back into the classroom. Ask him/her questions and MAKE NOTES of the answers, e.g.

a) Did you go somewhere with your friend?	Yes.
b) When?	Yesterday evening.
c) At what time?	At 5.30.
d) Where did you go?	To the Odeon cinema.
e) What film did you see?	Rocky V.
f) Who paid for the tickets?	We each paid for our own.

After a few minutes, stop asking questions. Tell the pupil to sit down at the back of the class and not to nod or shake his head when you ask the second pupil questions.

Bring in the second pupil. Ask questions like those in (a) to (f) above. Your aim is to try to get a different answer from the second pupil. Then you have proved that the two pupils did not have a true alibi and made up their story.

3. When you have finished with the first pair, bring in the first student from the second pair. Send out a third pair of students to prepare their story.

Note: When the police interview people after a crime, they ask them where they were at the time of the crime. Then each person tries to produce an alibi, i.e. an account of where he was at some past time and whether anybody was with him. If somebody has no alibi (or a false one), the police may suspect him of having committed the crime.

1.7 Abbreviations and Acronyms

In the passage on page 2, the author used the abbreviation CT. What did it mean? People used to put a full stop after an abbreviation, e.g.

Mr. Sgt. Capt. e.g. A.D. B.C.

Nowadays, many people do not put a full stop after any abbreviation.

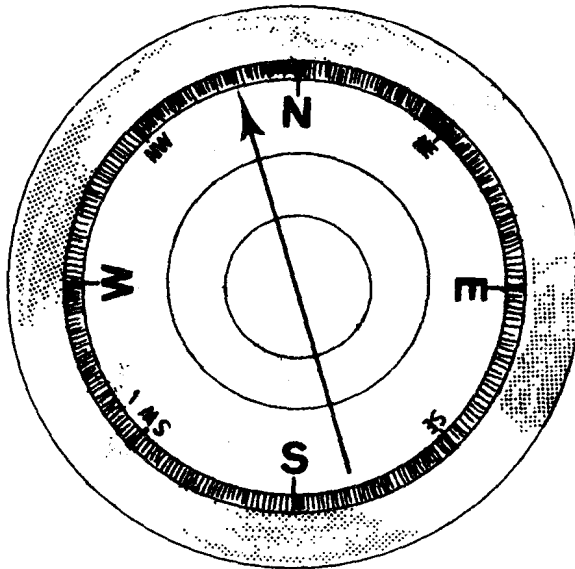
a) What do these abbreviations mean?

- | | | | | | |
|---------|--------|-----------|----------|---------|----------|
| 1. e.g. | 4. BC | 7. G.P.O. | 10. p.m. | 13. c/o | 16. COD |
| 2. i.e. | 5. HP | 8. HQ | 11. SSW | 14. VIP | 17. NCO |
| 3. A.D. | 6. kph | 9. a.m. | 12. NNE | 15. PS | 18. RSVP |

b) We call UNO an acronym. The first letter of each word is used to make a new word, i.e. UNO = United Nations Organization. What do these acronyms mean?

- i. ASEAN 2. UNESCO 3. NATO 4. WHO 5. radar

Note: The abbreviation 'Mr' does not tell people whether a man is married or not. 'Miss' is used for an unmarried lady. 'Mrs' is used for a married lady. Some women did not want people to know whether they were married or not, so they started to use the letters 'Ms' (pronounced/miz/). Nowadays, many women use 'Ms' instead of 'Miss' or 'Mrs'.



1.8 Making a Summary

In Book 1, you learnt that you must do these things when you make a summary:

1. Look only for the main points which are relevant to your topic.
2. Leave out details, examples and irrelevant information.
3. Leave out negative information.
4. Do not repeat points.
5. Perhaps rearrange information.
6. Link up your points smoothly.

Study the following question but do NOT answer it yet.

Question: Make a summary of what Irene Li did in Singapore (in 1952). Use only relevant information from lines 3 to 35. Do not use more than 90 words in your summary.

Answer these questions BEFORE you make a summary:

1. The first two paragraphs contain a description of Irene Li. Are they relevant to your summary?
2. Is it necessary to say that Irene Li watched two women in Robinson's?
3. Is it necessary to mention the beauty counter?
4. Is it necessary to say that Irene followed a woman?
5. Is it necessary to say that Irene followed her on foot and then by trishaw?
6. Is it necessary to mention the 50 000 leaflets?
7. a) What is the maximum number of words you can use?
b) What is the minimum number of words you can use?

Now make your summary. Include information about these points in complete sentences.

Irene Li went to S'pore
followed suspected CT courier
watched two women in Robinson's
saw the women switch bags
Irene followed woman with message
took out her gun
forced woman into Special Branch car
found message in tin of powder
replaced tin with new tin and message

BEFORE you hand in your summary, ask another pupil to read it through and check that the English is correct. Correct any mistakes.

1.9 What does it tell us?

In the story about Irene Li, an army major had a red face when Irene proved that it was possible to smuggle arms into his camp. The red face shows us that the major was embarrassed and perhaps angry because he felt ashamed.

Match the words from each list to show what somebody feels or is thinking when he does something:

suddenly turning pale	— showing surprise
with a frown	— showing disagreement
biting a lip	— showing (great) fear
grinding his teeth	— showing agreement
clenching a fist	— showing disagreement, annoyance or a misunderstanding
shrugging his shoulders	— showing annoyance or vexation
stamping his foot	— showing aggression, dislike or hostility
raising his eyebrows	— showing vexation or annoyance
shaking his head	— showing a lack of interest
nodding his head	— showing determination or annoyance