

Advanced English Course

Study Programmes

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The Linguaphone Institute

Linguaphone Institute Limited
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Introduction

These Study Programmes are an important part of the Linguaphone Advanced English Course. They are intended

1. to help you make the best use of the Coursebook and recordings;
2. to provide practice material to reinforce what you learn.

How to Use the Study Programmes

There are thirty Study Programmes, linked to the thirty units in the Coursebook. Before starting a unit, look at the corresponding Study Programme and see whether it advises you to **READ** the Coursebook or **LISTEN** to the recording first. Particularly when the text is a piece of spoken English, it may tell you to **LISTEN** first with your Coursebook shut. This is good practice for understanding the English you hear, so do this.

How to Do the Exercises

After you have read the text or listened to it on your recording as instructed, work through the exercises. You will need a sheet of paper on which to write your answers.

For some of the exercises, the Study Programme tells you to 'shut your coursebook' (especially for some of the **FILL IN THE GAPS** (exercises) or to 'listen only' (e.g. for **PHRASING** or **PRONUNCIATION** exercises). It is important to follow these instructions.

Look carefully too at what each exercise asks you to do. There is a big variety of exercises, which we hope will make the Study Programmes interesting, but it means you cannot do them mechanically.

There is some variety too in the level of difficulty, and this is deliberate. What is 'an advanced student'? Obviously you are someone who has mastered quite a lot of English and you want to know more. But no two advanced students know exactly the same things. Even if one exercise seems too easy for you, do it — there may be a hidden point of difficulty. If it's difficult — do as much as you can. Then (but only then) look at the Key, and find out where you went wrong.

The Key

Use the Key at the back of this book to check your answers. Try not to look at it until you have done all you can in each Programme. Sometimes, however, you may be asked to check an individual exercise before going on.

The exercises have been written in such a way that in almost all cases there is only one possible answer — the one in the Key. In a very few cases (e.g., where you are asked to rewrite a sentence) an alternative to the Key answer might be acceptable, but even here the Key answer is the best answer, so study it.

This applies also to some of the intonation and phrasing answers in the Key. It

is not possible in this book to describe all the subtleties and variations of English intonation. The Key answers show the main features you should notice.

How to Use the Coursebook Notes

Follow the instructions in each Study Programme about consulting the Coursebook notes, which come immediately after each text. These notes are important, because they tell you which variety of English is represented, and point out the special grammatical features or unusual vocabulary which should be noticed. But remember that the notes are there to help you understand the texts themselves, and it is the texts (in their written and recorded form) that you should concentrate on.

The Coursebook notes also often draw attention to different aspects of intonation, phrasing, weak forms, contracted forms, and so on. The Study Programmes include exercises not only on these items, but on other important aspects of English intonation (elision of syllables, linking /r/, word stress etc). If you are familiar with these characteristics of spoken English, these exercises will be useful practice. If you have not studied English intonation and pronunciation very systematically before, pay special attention to the notes and exercises on these topics. The Study Programmes assume no previous knowledge of intonation, and simple explanations are given of the main features to listen for.

Of course, the features mentioned are not only to be heard in one particular unit. Perhaps, when you have completed the whole Course, you could play the recordings through again — and listen with your new knowledge!

How to Use the Dictionary

The Study Programmes include several exercises which are specifically called **DICTIONARY WORK**, but an intelligent use of a dictionary at all times is a useful aid to learning.

The **VOCABULARY** notes in the Coursebook explain many unusual meanings of words, and should be consulted. They are not intended to be a substitute for a dictionary. So if you come across a new word, try to guess the meaning first, then look it up in the Oxford Advanced Learner's Dictionary of Current English (supplied as part of your Course pack) to make sure. And remember that OALDCE (as it will be called throughout the Study Programmes) gives not only meanings, but a great deal of other information which will enable you to *understand* what you hear or read and to *use* the words properly when you write or speak. (For example, you may understand the word *insure*, but what preposition is needed in 'We'd better insure . . . fire and theft.'? OALDCE tells you.) So read the Introduction to OALDCE, and learn how the dictionary indicates pronunciation, countable/uncountable nouns, verb patterns, idiomatic expressions and stylistic values.

Style: Varieties of English

The Advanced English Course lays special emphasis on the different varieties of English suitable in different contexts and situations. A colloquial phrase on a formal occasion or a pompous or archaic word in an informal conversation seem so out-of-place as to be 'wrong'. So the Study Programmes give lots of exercises in distinguishing these different kinds of English. We hope you'll enjoy doing them.

Sylvia Chalker

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Programme One

Part One Unit One: A News Report

This text is a news report in a local newspaper, so it is meant to be read. But don't read it yet. Only **READ** the **Explanatory** notes and the **General Language** notes (pp. 6-7). Then shut your Coursebook, and try a simple listening exercise first.

1 LISTENING: INTONATION

There is a headline to this article, and three sub-headings. **LISTEN** to your recording and see if you can hear, from the speaker's intonation, what they are. Listen more than once. Write the four headings down. Then check them in the Key.

2 LISTENING: PARENTHESIS AND QUOTATION

Now open the Coursebook again, and play the recording, **READING** and **LISTENING** at the same time. Consult the **Vocabulary** notes if necessary. **READ** too the **Grammar** notes, particularly the notes on parenthesis, 9, and quotation, 23. In this exercise, we don't want you to answer questions. Just notice how the speaker signals parenthesis and quotation, by pauses and by changes in intonation.

- i) . . . the blaze — the largest in this part of Kent for more than five years. 9
 - ii) . . . one of which — a paint-store — could have exploded. 13
 - iii) . . . damage was (pause) 'difficult to estimate at this stage'. 23
 - iv) . . . the fire was (pause) 'very unfortunate'. 31
- etc.

3 GENERAL COMPREHENSION

You may do this with your Coursebook open, but try not to look at the notes. Choose the correct answer (a, b, c or d) to each of the following questions.

- i) The bonfire was organized to
 - a. raise money for good causes.
 - b. celebrate Guy Fawkes' birthday.
 - c. please local youth groups.
 - d. stop people throwing fireworks.
- ii) The fire chief, when consulted beforehand, had
 - a. strongly opposed the whole plan.
 - b. provided the bonfire himself.
 - c. said that nothing except wood should be used.
 - d. told the organizers to find another site.

- iii) The probable reason for the fire spreading was
- there were strong winds.
 - a paint-store exploded.
 - burning paper was thrown.
 - the stewards could not control the crowd.
- iv) The fireman who was kept in hospital
- had been burned by sparks.
 - had been overcome by smoke.
 - had received an eye injury.
 - had been hit by a firework.

4 FILL IN THE GAPS

With your Coursebook shut, fill in each of the numbered gaps with *one* word only.

Flames from a Guy Fawkes night bonfire, organized (1) support (2) some local charities, spread (3) nearby warehouses. Firemen fought the flames (4) hours before getting them (5) control, and this morning firemen are still damping (6) the debris. The damage is likely to run (7) several thousand pounds.

Mr. Banks is responsible (8) safety measures in the district.

Youths threw fireworks (9) each other.

Mr. Banks pointed (10) that there was no other open space.

He could see no harm (11) having a bonfire, and it had never got (12) (13) hand before.

5 DICTIONARY WORK: IN-PREFIXES

Do *inflammable* materials, 15, burn easily or not? You ought to be able to discover the answer by reading the passage. If you look up *in-* in OALDCE, p. 23, you will see that it does not always have a negative meaning. Using OALDCE to help you, arrange the following words into two groups:

i) those with a negative meaning;

ii) those where the *in-* (*il-*, *im-*) are not negative.

inflammable interested illuminate immigrate inhabitable

illegal inclined infect integrate illusion immobile

impressed inaccurate informed inspired intentional

6 REWRITING: DIRECT/INDIRECT SPEECH

Rewrite the following in indirect (reported) speech.

Example: 'We always have stewards at the gates whose job it is to refuse entry to rowdy elements.' 66

Answer: Mr. Green said that they always had stewards at the gates whose job it was to refuse entry to rowdy elements.

Programme One

- i) 'It seems unlikely that much of this can have escaped damage, in which case the cost is likely to run into several thousand pounds.' 25
- ii) 'This event has become a part of local social life, and the proceeds from it have helped many good causes. It would be a pity to think of banning the bonfire as a result of one accident.' 61

And rewrite the following examples of reported speech as direct speech.

- iii) Mr. Fred Banks said that he thought the fire was very unfortunate. 31

Mr. Fred Banks said: ' ... '

- iv) Mr. Ron Green denied that anybody had put paper on the bonfire. 45

Mr. Ron Green said: ' ... '

Programme Two

Part One Unit Two: A Feature Article

Again, this is from a newspaper, and meant to be read. READ the **Explanatory** notes and **General Language** notes. Now READ the article. You can consult the **Vocabulary** and **Grammar** notes as you go along.

1 GENERAL COMPREHENSION

Do this exercise with your Coursebook open, but without looking at the notes again. Choose the correct answer (a, b, c or d) to each of the following questions.

- i) a 'gastronomic sophisticate', 8,
 - a. knows about and enjoys good food.
 - b. suffers from indigestion.
 - c. has lost his pleasure in eating.
 - d. only eats specially prepared diets.
- ii) The English are 'unfortunate', 22, because
 - a. they do not have good health.
 - b. their food is terribly bad.
 - c. they lack a suitable phrase to use when drinking.
 - d. the ordinary pubs are not like clubs.
- iii) When drinking together, English people usually say
 - a. All the best!
 - b. Cheers!
 - c. Down the hatch!
 - d. Good health!
- iv) 'linguistic gaps', 51, are
 - a. awkward pauses in conversation.
 - b. things you must not say, because they are rude.
 - c. meaningless expressions to keep the conversation going.
 - d. phrases which would be useful, but are missing.

2 FILL IN THE GAPS

With your Coursebook shut, fill in each of the numbered gaps with *one* word only.

Has (1) ever occurred (2) you that there is no simple way (3) expressing your hope (4) someone will enjoy (5) he (6) about (7) eat? If you (8) entertaining and say to your guest as you put his dinner (9) him: I hope you like it, then he will probably think one (10) two things — (11) that there is an element of doubt (12) the meal, or that there is an element of doubt about him.

3 REWRITING

Rewrite each of the sentences below, beginning each new sentence as indicated. Make any necessary changes, but do not change the general meaning.

i) She told him she hoped he liked it.

She said: ' ...

ii) The food is too bad for anyone to enjoy it.

The food is so bad ...

iii) We English seem to be victims of some strange deficiencies in our vocabulary.

It seems ...

iv) There are many areas in which social contact isn't exactly helped by the English language.

There are many areas in which the English language ...

v) Has it ever occurred to you that you could be wrong?

Have you ...

vi) He will not be gastronomically sophisticated enough to appreciate it.

He will not be enough ...

4 VOCABULARY: USUAL MEANINGS

A number of words in this text are used with rather secondary meanings. Using OALDCE if you need it, use the following words with their more usual meanings to complete the following sentences. Use each word once only.

a. breezy b. crusty c. sink d. sneak e. stuffy

i) This room is very ...: please open a window.

ii) There's quite a wind: it will be ... on top of the cliff.

iii) I can't eat ... bread with my false teeth!

iv) People thought that nothing could ... the Titanic.

5 STYLE: SLANG

READ again the **General Language** notes on p.13 about colloquial

expressions in feature articles. Some words in this article are classified as 'slang' by OALDCE. Which word in each of the following groups is the most colloquial or 'slangy'?

- i) a. formal b. old-fashioned c. pompous d. stuffy
- ii) a. boozier b. inn c. pub d. public-house
- iii) a. Farewell! b. Goodbye! c. Goodnight! d. So long!
- iv) a. exactly right b. just the job c. the very thing d. what I want

6 LISTENING: QUOTATIONS

With your Coursebook open, LISTEN to the article on your recording. Again, (as in the previous unit), notice how the reader pauses to signal quotations: 'Bon appetit' 1; 'I hope you like it', 10; 'Salud', 20; etc.

7 LISTENING: LINKING /r/

Although /r/ at the end of a word is not pronounced in standard English, it is frequently pronounced when the following word begins with a vowel. The speaker on this recording is speaking very carefully, and sometimes omits an /r/ where most English people would say one. Nevertheless — despite her efforts — she usually pronounces a linking /r/. LISTEN carefully to the whole text, noticing her pronunciation of the following. She only fails to use linking /r/ in three places — can you spot where there is no linking /r/?

ever occurred, 2 there is, 2 are entertaining, 3 eater, and, 12
for a phrase, 15 matter of, 18 your eye, 30 or its, 32
better or, 41 more acceptable, 44 lecturer at, 52
number of, 56 after all, 57 aware of, 58 compare English, 59

Programme Three

Part One Unit Three: A News Bulletin

We now come to a radio news bulletin which (unlike the previous units) is of course meant to be heard. So LISTEN to the recording with your Coursebook closed.

1 LISTENING COMPREHENSION

Try to decide what are the four main topics of this news bulletin. Write them down as briefly as possible.

Now READ the **Explanatory** notes and the **General Language** notes, noticing particularly what is said at the top of p. 21 about the way intonation is used to mark the beginning and end of each new paragraph or topic. LISTEN again if you couldn't decide on your answers to 1 the first time.

2 LISTENING: PHRASING

READ the text and the **Grammar** notes on p. 22 — particularly what the author says about *intonation patterns*, 2 and *pitch*, 35.

No languages are spoken all on the same note or *pitch*. The voice goes up and down when speaking, as it does when singing. In some African and oriental languages (e.g. Chinese) a pitch change on a word — for example a RISE (↗) or a FALL (↘) — can change its dictionary meaning. In most European languages (including English) this does not happen. 'Book' still means 'book' however you say it! But pitch is still important in English. Variations of pitch are linked to whole phrases or sentences, and these *intonation patterns* convey information both about the grammar of the utterance and something about the speaker's attitudes.

In this exercise we want you to LISTEN to the way the reader divides his text into *phrase-groups*, each with its own pitch-change. Don't try to identify the actual intonation patterns (i.e. whether the pitches are rising or falling). Simply listen for the phrasing. Copy out the sentence in lines 43-48 (*But the Council . . . the fifth year.*) and mark the end of each phrase-group with a bar (/).

3 VOCABULARY: MOTORWAY

READ the bulletin right through, and study the **Vocabulary** and **Grammar** notes. Then shut your Coursebook for this exercise. Fill in the gaps in the following sentences with suitable motorway vocabulary. You will need two words for all the sentences except iii). The answer to iv) is in the notes, not in the text.

- i) We need petrol and a meal: where is the next ?
- ii) If you are going to drive slowly, keep in the
- iii) We're going in the wrong direction: we need the northbound . . .

- iv) You're not allowed to park on the except in an emergency.
- v) Let's leave the motorway by the next

4 DICTIONARY WORK

Some of the following words occur in this unit — all are in OALDCE. Using the dictionary to help you if necessary, complete the following sentences as indicated, using words from these lists.

verbs: overbalance overcome overload overtake overturn;
cut down cut in; pull in pull out pull up; run across
run into run over

nouns: mix-up link-up pile-up

- i) A lorry over. when it was trying to over.
- ii) The car failed to pull at the lights.
- iii) The bus ran another vehicle and caused a-up.
- iv) What terrible motorway drivers! They pull and cut all the time.
- v) A child was run and killed.

5 GENERAL COMPREHENSION

Do this with your Coursebook open. Choose the correct answers (a, b, c or d) to the following questions.

- i) The southbound carriageway was restricted to single-lane working, 8,
 - a. because of the lorry accident.
 - b. for repair work.
 - c. by steel barriers.
 - d. by several minor accidents.
- ii) The Metropolitan Traffic Area Adviser particularly criticised car drivers for
 - a. giving no signals when cutting in.
 - b. failing to use the inside lane enough.
 - c. forgetting to look at the traffic.
 - d. overtaking impatiently.
- iii) The Common Market negotiations referred to here were about
 - a. whether Britain wanted to join.
 - b. whether the 'Six' wanted Britain to join.
 - c. Britain's contribution to the annual budget.
 - d. what fee Britain should pay to join.
- iv) The National Farmers' Union believed that joining the Market would be bad for British producers of
 - a. fruit and vegetables.
 - b. barley and wheat.
 - c. milk, butter and cheese.
 - d. cattle and pigs.

6 REWRITING

Rewrite each of the sentences below, beginning each new sentence as indicated. Make any necessary changes, but do not change the general meaning.

i) Some of the steel bars from the load were flung by the impact across the central reserve into the southbound carriageway.

The impact . . .

ii) With both carriageways blocked, police closed the motorway for a time. Because . . .

iii) He said that there was evidence that many of the basic disciplines of motorway use had yet to be learned.

He said: ' . . .

iv) It is thought that the object of his journey is to attempt to reduce the disagreement.

The object of . . .

v) Horticulture . . . is likely to be badly hit in the event of a link-up.

It is likely . . .

Programme Four

Part One Unit Four: A Broadcast Talk

This is a radio programme — like the previous unit — so it is meant to be listened to (though both types of programme are, of course, written first.) READ the **Explanatory** notes and the **General Language** notes (p. 26), but don't read the text itself yet. Now shut your Coursebook and LISTEN to your recording. If necessary, play it through more than once — though a radio listener could not do that!

1 GENERAL COMPREHENSION

Choose the correct answer (a, b, c or d) to each of the following questions.

i) The play being discussed

- a. is concerned with violence.
- b. is in the Angry Young Man tradition.
- c. is an example of absurd drama.
- d. is a play on two levels.

ii) The author has made his characters

- a. pleasant but not very successful.
- b. just like television personalities.
- c. vibrantly alive and life-like.
- d. remarkably witty.