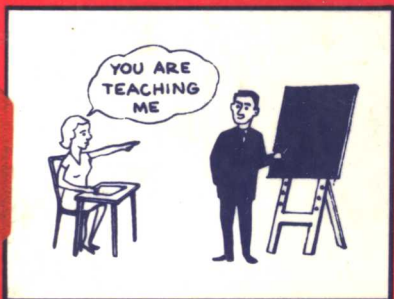


# SITUATIONAL ENGLISH

## Part 2

### Students' Book



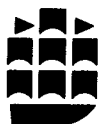
# **Situational English Part 2**

## **Students' Book**

**The Commonwealth Office of Education,  
Sydney, Australia**

This course has been adapted by the  
Commonwealth Office of Education from  
*English for Newcomers to Australia*  
(4th edition), which it prepared for  
the Australian Department of Immigration

Permission to publish the adapted course  
has been given by the Australian Government



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▲

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*About this book—Note for teachers*

**Situational English—Part 2** (*Students' Book*) is the second of three Students' Books belonging to a course written for use with adults who are beginning the study of English as a second or foreign language.

The course is for use in the classroom, and presents an aural/oral approach. The Students' Books are *not* intended for self-study without a teacher.

Each of the three Students' Books is matched by a corresponding Teacher's Book. Each Teacher's Book provides a general statement of the principles of the Australian Situational Method (on which the course is based) and provides the teacher with the following kinds of guidance: a treatment of teaching techniques; guidance on lesson planning; a graded section on the teaching of English pronunciation; and detailed suggestions for the aural/oral teaching and practice of the material in forty teaching Units. Each Teacher's Book also provides an Index covering the material introduced in all three Parts of the course.

The following are the special features of the course:

- \*Grammatical points are presented situationally in sentence-patterns which show their function and meaning and which are arranged in a carefully graded teaching order.
- \*Each new sentence-pattern introduces only one new point of sentence structure.
- \*Points of common difficulty for foreign students of English are given special attention.
- \*Aural/oral presentation and practice are immediately consolidated through reading and writing.
- \*Besides suggesting ways of presenting and practising new work meaningfully, each Unit in the Teacher's Books gives guidance on the syllable-stress of new words and on the sentence-rhythm of new sentence-patterns.

\*Groups of reading passages, controlled in sentence structure to the level of language reached by students, are provided at regular intervals in the Students' Books, while the Teacher's Books contain questions for testing comprehension of these passages.

\*Exercises are provided for students' written practice of what they have mastered orally.

**Situational English** is based on more than a decade of study and experiment by the Office of Education through its Language Teaching Section, which is under the technical direction of Mr Neile Osman, M.A., Dip. Ed. The shaping of early phases of the work for use in classes for adult immigrants owed much also to the work of Dr R. G. Crossley, B.A., Ph.D. and Mr G. A. Pittman, B.A., Dip. Ed.

The course has been made available for publication by courtesy of the Australian Government.

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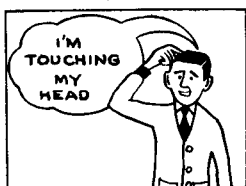
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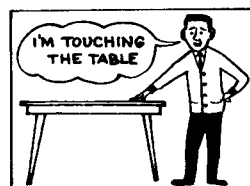
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Units 81-120 are in Part 3.

## CAN - CAN'T

Touch your head.



Touch the table.



Touch the ceiling.



He's touching his head.

He's touching the table.

He CAN'T touch the ceiling.**Question**

Can you touch the ceiling?

Can he touch the ceiling?

Can you touch the moon?

Can she put the table in her pocket?

Can a dog open the window?

**Long Answer**

- No, I can't touch the ceiling.

- No, he can't touch the ceiling.

- No, we can't touch the moon.

- No, she can't put the table in her pocket.

- No, it can't open the window.

**Short Answer**

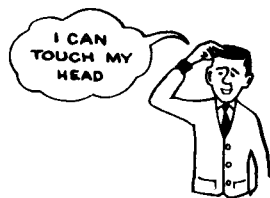
- No, I can't.

- No, he can't.

- No, we can't.

- No, she can't.

- No, it can't.



Question	Long Answer	Short Answer
Can you touch your head?	– Yes, I <u>CAN</u> touch my head.	– Yes, I can.
Can I touch the table?	– Yes, you can touch the table.	– Yes, you can.
Can't she open the door?	– Yes, she can open the door.	– Yes, she can.
Can they see the sky?	– Yes, they can see the sky.	– Yes, they can.

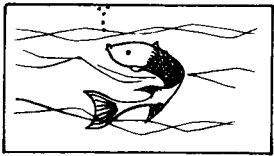
Write. I can't write without a pen.  
 Wash your hands. I can't wash my hands without water.

I You He She We They	can't	buy bread open the door paint the ceiling cut cake	without money. without a key. without a brush. without a knife.
-------------------------------------	-------	---	--

can + not = can't = CAN'T

I	<b>CAN</b>
You	
He	
She	
It	
We	
They	

I	<b>CAN'T</b>
You	
He	
She	
It	
We	
They	



It's flying.

It's swimming.

A bird can fly.  
It can't swim.

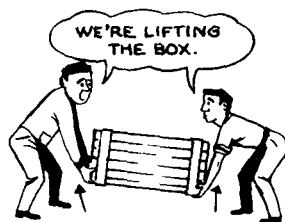
A fish can swim.  
It can't fly.

<b>CAN</b>	you I he she you they	drive a car? ride a bike? sing? darn socks? play football? speak Spanish?
------------	--------------------------------------	--

No,	I you he she we they	<b>CAN'T</b>	drive a car ride a bike sing darn socks play football speak Spanish	but	I you he she we they	<b>CAN</b>	ride a bike. swim. dance. cook. play tennis. speak Italian.
-----	-------------------------------------	--------------	--	-----	-------------------------------------	------------	--

## Do This:

Lift the box.



Carry it to the door.

Don't carry it to the window.



## Say:

They're lifting the box.

They're carrying it to the door.

They aren't carrying it to the window.

## Exercise A: Write "can" or "can't":

Example

A dog — run but it — talk.

Answer

*A dog can run but it can't talk.*

1. A fish — swim but it — fly.
2. I — speak Chinese but I — speak English.
3. A dog — run but it — fly.
4. You — cut meat without a knife, and you — buy bread without money.
5. I — touch the top of that big tree.
6. I — make tea without water, and I — make a cake without flour.
7. A parrot — fly but it — play tennis.
8. He — cut the string. He hasn't a knife.

**Exercise B:** Give short answers:

Example	Can you swim? (Yes)	Can they play tennis (No)
Answer	<i>Yes, I can.</i>	<i>No, they can't.</i>

1. Can she open the door without a key? (No)
2. Can he drive a car? (Yes)
3. Can I speak English? (Yes, you)
4. Can you see the moon? (Yes, we)
5. Can he ride a bike? (No)
6. Can a fish swim? (Yes)
7. Can a dog fly? (No)
8. Can she play football? (No)

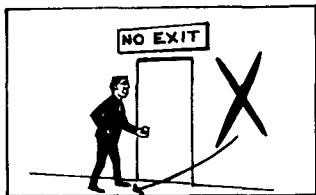
**Exercise C:** Make questions:

Example	You can swim.
Answer	<i>Can you swim?</i>

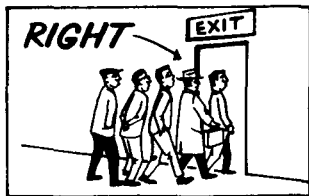
1. He can speak French.
2. They can lift the box.
3. She can cook.
4. He can play football.
5. You can play cards.
6. Peter can ride a horse.
7. Mary can darn socks.
8. A bird can fly.

## UNIT 42

### MUST – MUSTN'T

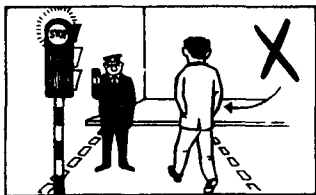


You must not go out here.  
= You mustn't go out here.

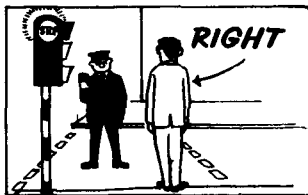


You must go out here.

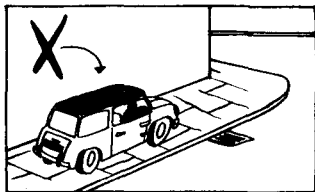
must not = must *n*o<sup>t</sup> = MUSTN'T



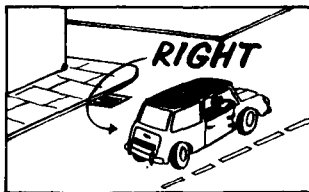
The traffic light is red.  
You mustn't go across the street.



The traffic light is red.  
You must stop.



You mustn't drive a car on  
the footpath.  
You mustn't ride a motor-bike  
on the footpath.



You must drive a car on the  
road.  
You must ride a motor-bike  
on the road.



## Left - Right

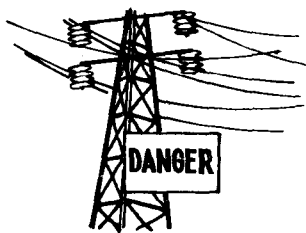


**BUT:**

### RIGHT - WRONG

$$2 + 2 = 4 \quad \text{right}$$

$$2 + 2 = 5 \quad \text{wrong}$$



You mustn't touch the wires.



You must throw your cigarette butt here.



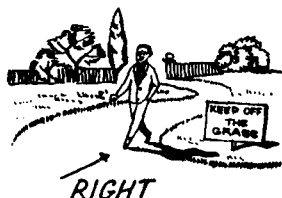
You mustn't drink this.



You must open the tin here.



You mustn't walk on the grass.



You must walk on the path.