

TEACHER'S BOOK 3

WORKING WITH ENGLISH

A COURSE IN GENERAL AND TECHNICAL ENGLISH

M. Archer and E. Nolan-Woods

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Introduction

It is important for the teacher to recognise that the primary purpose of *Working with English* is to teach students the kind of English they might expect to use in their work. Book 3 centres round the building of a new hospital in a small town. The basic techniques of building, plumbing, electrical installation, painting and decorating are introduced. We realise, however, that the techniques and materials which are used may vary considerably in different countries according to climate and local conditions, and that for large scale building development prefabricated parts (walls, roofs etc.) may be supplied. Where such differences arise, for whatever reason, we hope that they will stimulate class discussion and general observation.

The following teaching plans and notes are intended as a guide to how the material in the book can be used. They need not be followed too rigidly since many teachers have their own successful methods of exploiting and expanding text book material. The progress of a class, too, depends to a large extent on size, ability, the students' native language, and the number of hours programmed for English each week.

We have tried to maintain the balance of the main language skills: reading and comprehension, speaking and writing. Of these, speaking is the one that students acquire most readily, but we feel it is particularly important at this stage for the other skills to be mastered.

Since this is the third book in the course, we have not given such detailed instructions on the tape; the teacher should feel free to use the recorded material appropriately for each class.

The book is divided into five units, each subdivided into Parts A and B. Each unit is followed by a test on the material studied and practised. Answers to the exercises and tests are provided.

UNIT ONE *Planning*

Teaching Notes

STRUCTURES

Second conditional
should/would/could. . . if . . .
shouldn't/wouldn't/couldn't. . . unless . . .
Expressions with *get*

PART A

Exercise 1

The students should study the illustration of the hospital building, repeat the names of the numbered parts, and then write them against the numbers given below the illustration.

The teacher can then tell the students to close their books and, with the use of flash-cards or cut-outs from a book or magazine, ask them to name the different parts of the building in quick succession.

TEXT 1

The passage that follows is more difficult. It introduces the second conditional form and some vocabulary and expressions with which the students are unlikely to be familiar.

The teacher begins by reading the first paragraph and the conditional sentence that follows it, and explains any difficult vocabulary, such as *lay the foundations*. The teacher then reads the paragraph again and the students repeat the conditional sentence in chorus. Before going on to the next paragraph, the teacher can stop and ask:

What would happen if the foundations were not firm enough?

Student response: *the building would fall down.*

and the teacher then continues in this way to the end of the passage.

Exercise 2

The students read the passage again and answer the questions orally and then in written form.

If the teacher feels satisfied that the students now know the answers to these questions reasonably well, they can be paired to ask and answer them. The student who is answering should keep his/her book closed.

Exercise 3

This is intended as a written exercise. The students may want to refer to the passage to complete their answers, though they should be able to manage without doing so.

Exercise 4

A written exercise which practises the question form with *would*. . . *if*.

Exercise 5

This is an oral exercise in which students can be paired to ask and answer questions with *would*. . . *if*. . . ?

The rhyme practises the short form 'd for *would* and is also an exercise in rhythm and intonation. It can be used to show the students the rhythm which is characteristic of the present conditional tense. Students who absorb this at the beginning of the study of this tense will be unable to make mistakes later.

Note: The teacher will draw the students' attention to the expressions with *proof*: soundproof, weatherproof, etc.

***Present conditional tense:
structure and use***

The students are now familiar with this structure but its form and use must be carefully explained, as set out in 1, 2 and 3 in the table.

It is important to point out that this form of the conditional is only used for something that is the possible result of another situation, and not extremely probable as in the first conditional form (with the simple future + *if* which students have already learnt in Book 2.)

Note: The special uses of *should/would/could* for obligation, past habit or opportunity are not dealt with here.

Exercise 6

This is intended as an oral drill, using the prompts given.

Exercise 7

This is a written exercise practising the conditional with *unless*. Students should be reminded that *unless* does not take a negative after it.

Exercise 8

This is a written exercise suitable for homework, practising the present conditional and simple past forms.

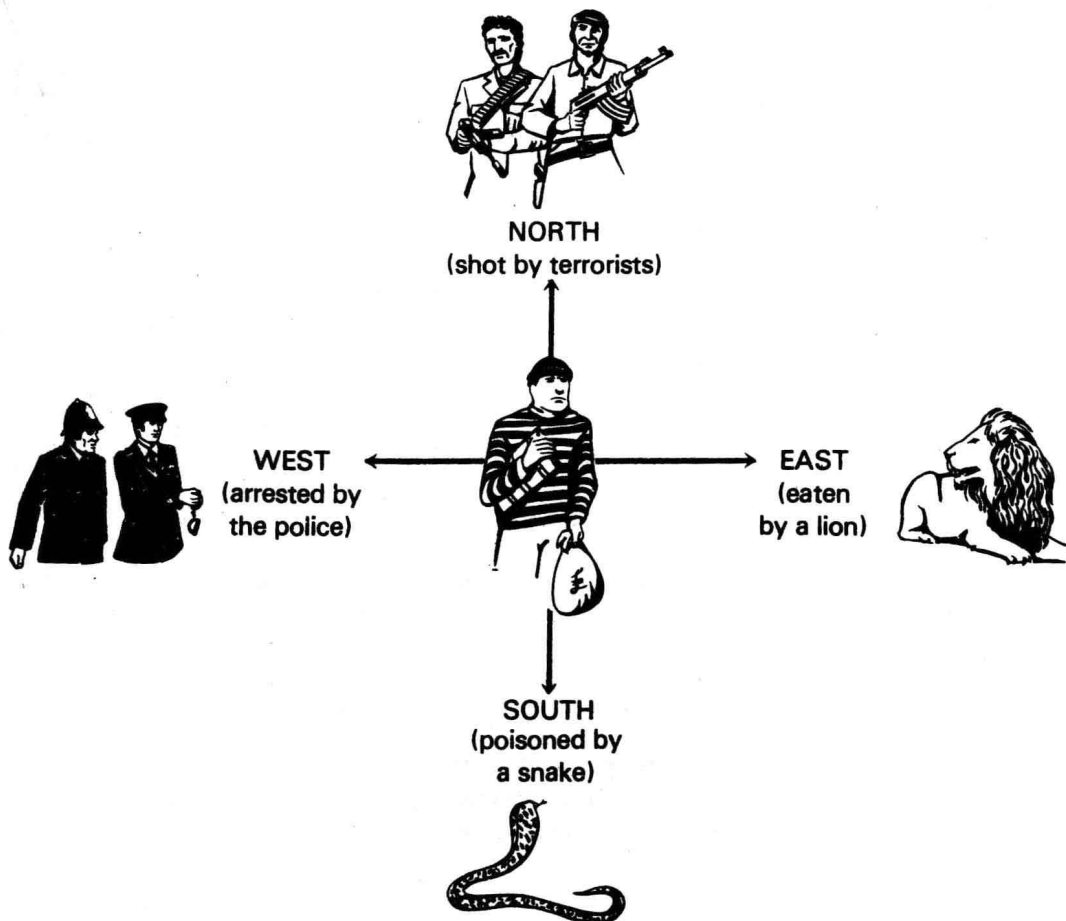
Note: Further oral practice in the use of the 2nd Conditional can be given if the teacher prepares some questions before coming to class. The student is not limited to a particular answer, but can reply as he or she chooses.

EXAMPLES:

What would you do if you were late for school?

What would you do if your money was stolen?

Depending on the students' general vocabulary, the teacher can draw, or ask a student to draw, a picture map or plan showing someone in a desperate situation with four possible alternatives, all of which lead to disaster. The pictures can be very simple—pin men will do—but prompts for the responses should be written under them. One example is a bank robber at a crossroads:



TEACHER What would happen if the bank robber went North?

STUDENT He would be shot by terrorists.

The teacher continues to ask what would happen if the robber went South, East or West and finally asks:

What would you do if you were him?

Exercise 9

Before asking the students to study this map, the teacher explains the word *site*, and introduces a brief discussion on the most suitable places for building a hospital, taking into account convenience, safety, fresh air etc. The site of a local hospital known to the students can be discussed and opinions asked on whether it is too noisy, too far from where people live, easy to get to, etc.

The students then study the map and write the answers to the questions. It should be obvious that Site 4 is the best choice but answers to questions 1, 2, 3 and 5 may vary.

DIALOGUE 1

The students have already met the Japanese student, Yoshi, in Book 1. The teacher introduces Dr Harrison and his daughter Susan, and explains that as Medical Representative for the new Greenfield Hospital, Dr Harrison will be advising on the needs and care of the patients.

The Students should read or listen to the dialogue and then practise reading it aloud in pairs.

Exercise 10

This is a simple multiple choice exercise based on the dialogue. It revises tenses already learnt in Book 2, as the correct choice for each answer depends mainly on the students' understanding of the tenses used.

Exercises 11 and 12

The students read or listen to the dialogue again and the teacher explains the meanings of the expressions with *get*.

The students repeat these expressions and then make their own choice for written answers to questions 1–5.

The teacher may like to take this opportunity of introducing additional expressions with *get*, such as: *get into trouble*; *get out of doing*; *get over*; *get away with*, etc.

If this is done, situations eliciting oral responses with *get* should be prepared beforehand. For example:

Susan woke up late this morning.

What will happen if she's late for class?

She'll get into trouble

However, as *get* has so many colloquial uses and meanings in English, it is advisable not to introduce too many at any one time, or the students may become confused.

PART B

Planning a building must depend on what that building is to be used for. In this section of the Unit, therefore, we have introduced the main departments that you would expect to find in a hospital.

TEXT 2

The students read or listen to the text and the teacher explains any difficult words. The students then answer the questions orally and then in writing.

Note: part or all of this text can be given as dictation practice.

The teacher then tells the students to look carefully at the pictures of the hospital departments and what they are for. There are fourteen of these pictures and sufficient time should be allowed for the explanation of difficult vocabulary. Discussion may arise from looking at these pictures, particularly if a student has recently been in hospital, or has visited relatives who have been in hospital for an operation or other treatment. This should be encouraged.

The students should then repeat the names of the different Departments and what they are for. Before going on to Exercise 13, the teacher can tell the students to close their books and ask some simple questions round the class:

EXAMPLES:

What's the Casualty Department for?

For accident and emergency cases

What's the Maternity Ward for?

For mothers having babies

Exercise 13

Students are now paired to ask and answer these questions. The student answering should be encouraged to answer without looking at the text book, if possible. These questions can be answered in writing for homework.

TEXT 3

The work of the different members of the Planning Committee must be carefully explained before the students answer the questions, first orally and then in writing.

DIALOGUE 2

The students read or listen to the dialogue and then practise reading it in groups of four. If the class is not large enough to be divided into groups of four, the students can repeat the dialogue in chorus after the tape or the teacher. Allow sufficient time to ensure that the phrasing and intonation patterns are correct.

The students then read or listen to the dialogue again and the teacher draws their attention to the phrases of suggestion.

Exercise 14

The students repeat the phrases and then complete the Dialogue that follows using one of the expressions of suggestion. This is intended to be a written exercise.

Exercise 15

This is free composition based on the information in the dialogue, but one or more of the phrases of suggestion should be included. This exercise is suitable for homework.

Exercise 16

This exercise also practises phrases of suggestion. It can be done orally and then in written form.

Exercise 17

The students look at the pictures and write a connected paragraph about them. The teacher may prefer to write the paragraph for question 1 with the students in class and ask them to do question 2 as homework.

Exercise 18

This exercise is intended for homework, as students will need time to study the plan, write in the numbers and then compose the sentences which give the reasons for their choice.

Answers to the Exercises

PART A

Exercise 1

- | | |
|------------------|------------------|
| 1 roof. | 9 bricks. |
| 2 tiles. | 10 window frame. |
| 3 chimney stack. | 11 window panes. |
| 4 chimney pot. | 12 door. |
| 5 gutter. | 13 porch. |
| 6 downpipe. | 14 steps. |
| 7 drain. | 15 fire escape. |
| 8 walls. | |

Exercise 2

- 1 lay the foundations.
- 2 support the walls.
- 3 bricks.
- 4 with mortar.
- 5 lime, sand, water and sometimes cement.
- 6 wood or metal.
- 7 a window pane.
- 8 covers the top of the building/keeps it dry and warm.
- 9 tiles.
- 10 in countries where there is a lot of rain.
- 11 it runs down the downpipe into a drain in the ground.
- 12 through the chimneys.
- 13 a bird's nest.
- 14 so that the people can get out if there is a fire.

Exercise 3

- 1 . . . the building would fall down.
- 2 . . . the bricks would fall out.
- 3 . . . the building would be cold.
- 4 . . . the airway would be blocked.
- 5 . . . the gutter would overflow.
- 6 . . . the building would be dark.
- 7 . . . the roof would leak.
- 8 . . . (the) people wouldn't be able to get out.

Exercise 4

- 1 Would the building fall down if there were bad foundations/if the foundations were bad?
- 2 Would the roof leak if there were broken tiles/if the tiles were broken?

- 3 Would the gutter overflow if there were no downpipe?
- 4 Would the builders stop work if there weren't any bricks/if there were no bricks?
- 5 Would the people get out if there was a fire escape?
- 6 Would the building be cold if there wasn't any roof/if there was no roof?
- 7 Would the airway be blocked if there was a bird's nest on/in the chimney pot?
- 8 Would the bricks fall out if there wasn't any mortar/if there was no mortar?

Exercise 5

- 1 Q What would happen if there was no roof/if there wasn't any roof?
A The inside would get cold and wet.
- 2 Q What would happen if there was no mortar/if there wasn't any mortar?
A The bricks would fall out of the wall.
- 3 Q What would happen if there was no downpipe/if there wasn't any downpipe?
A The gutter would overflow.
- 4 Q What would happen if there were bad foundations/if the foundations were bad?
A The building would fall down.
- 5 Q What would happen if there was only one window?
A The building would be dark.
- 6 Q What would happen if there were some broken tiles?
A The roof would leak.
- 7 Q What would happen if there weren't any/if there were no chimney pots?
A The smoke and gases would remain in the building/wouldn't be able to escape from the building.
- 8 Q What would happen if there was a flat roof?
A The rain would lie on top of it (and perhaps go through the roof.)

Exercise 6

- 1 Well, he would if he had some tiles.
- 2 Well, I would if I had some wood.
- 3 Well, they would if they had some money.
- 4 Well, she would if she had some glass.
- 5 Well, he would if he had some paint.

- 6 Well, they would if they had some mortar.
- 7 Well, I would if I had some bricks.
- 8 Well, she would if she had some water.

Exercise 7

- 1 They couldn't mend the roof unless they had some tiles.
- 2 She couldn't buy the house unless she had some money.
- 3 He couldn't repair the window frames unless he had some wood.
- 4 They couldn't lay the foundations unless they had some stone.
- 5 I couldn't put in the window unless I had some glass.
- 6 You couldn't clean the steps unless you had some water.
- 7 They couldn't mend the wall unless they had some mortar.
- 8 You couldn't build the wall unless you had some bricks.

Exercise 8

would mean . . . wouldn't have . . . were . . . would be able . . .
 would probably get . . . were not/weren't . . . would feel . . .
 couldn't visit . . . had . . . would have to . . . needed . . . would be
 . . . were . . . could not/couldn't build . . . had . . .

Exercise 9 The best answers would be:

- 1 . . . noisy and inconvenient for visiting.
- 2 . . . convenient for visitors but very noisy.
- 3 . . . quiet but difficult to get to.
- 4 . . . not (be) near the centre of the town, but easy to get to.
- 5 . . . smoky and dirty.
- 6 . . . site 4.

Exercise 10

- 1 C 2 A 3 B 4 C

Exercise 11 Repetition exercise

Exercise 12 (variations are possible)

- 1 How are you/*is she*/*is Susan* getting on at the School of Nursing?
- 2 I don't think I shall *get through* these papers today.
- 3 I think the Hospital Planners might *get somewhere* if they didn't talk so much.
- 4 I don't think the builders will *get the work/the hospital done* by the summer.
- 5 I hope the Committee will *get round to* Dr Harrison's suggestion today.
- 6 I think it's time Yoshi *got down to* some serious work.