

TEACHER'S BOOK 1

WORKING WITH ENGLISH

A COURSE IN GENERAL AND TECHNICAL ENGLISH

M. Archer and E. Nolan-Woods

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Contents

Introduction	7
How to Use the Book	8
English Pronunciation and the Formation of the Script	9
1 Monday Morning: Meeting People at the Factory	13
<i>To be</i> : present tense—affirmative and question forms— <i>indefinite article: a/an</i> — <i>plural forms with -s</i> — <i>nationalities</i> — <i>apologies</i> — <i>adverbs: late/early</i> — <i>the factory</i> — <i>definite article: the</i> — <i>simple present affirmative and question forms</i> — <i>vocabulary: tools</i> — <i>singular and plural forms with -s</i>	
Answers to Exercises 1–28	21
Monday Afternoon: What Time Do They Start Work?	26
<i>Do/does</i> — <i>don't/doesn't</i> — <i>questions and negatives</i> — <i>this/that</i> — <i>these/those</i> — <i>what time do they start work?</i> — <i>position of frequency adverbs after to be</i>	
Answers to Exercises 29–38 and Crossword	29
Answers to the Test	32
2 Tuesday Morning: What the Men are Making	33
Present continuous— <i>vocabulary: more tools</i> — <i>singular and plural with -s/-es</i> — <i>some and any</i>	
Answers to Exercises 1–15	37
Tuesday Afternoon: What Do the Workers Do?/What are They Doing Now?	41
Simple present/present continuous— <i>short form answers</i> — <i>subject and object pronouns</i> — <i>phrases of reassurance (don't worry, it's all right, never mind)</i> — <i>numbers: 1–20</i> — <i>adjectives: small, large, short, long, round, square, sharp</i>	
Answers to Exercises 16–38	48
Answers to the Test	52
3 Wednesday Morning: What the Workers Have Done	54
Present perfect: affirmative/question forms— <i>short-form answers</i> — <i>already/just/yet</i> — <i>simple prepositions</i>	
Answers to Exercises 1–14	58

6 CONTENTS

Wednesday Afternoon: Have You Ever?/No, I've Never	62
Present perfect with <i>ever/never</i> —present perfect continuous—months of the year—ordinal numbers—dates—years— <i>since/for</i>	
Answers to Exercises 15–37	69
Answers to the Test	74
4 Thursday Morning: What the Workers Did Yesterday	76
Simple past—negatives and questions with <i>did</i> —some simple adjectives and adverbs—possessive pronouns and adjectives—word game	
Answers to Exercises 1–18	82
Thursday Afternoon: Where the Workers Were	86
Simple past of <i>to be</i> —interrogatives: <i>who?/where?</i> —simple past of <i>to have</i> —phrases: <i>I had trouble with/I didn't have time</i> —uncountable nouns—adjectives: <i>hot/cold/clean/dirty</i>	
Answers to Exercises 19–35	93
Answers to the Test	96
5 Friday Morning: What the Workers are Going to Do	99
Future with <i>going to</i> — <i>alone/together</i> —customers' orders—what's going to happen: simple warnings	
Answers to Exercises 1–15	102
Friday Afternoon: What the Workers Will Do	105
Parts of the body—simple future with <i>shall/will</i> —imperative (commands)	
Answers to Exercises 16–27	109
Answers to the Test	111

Introduction

The book consists of five Units, each subdivided into the morning and afternoon of five working days at a toolmaking factory, from Monday to Friday. Each morning and afternoon is also divided into sections introducing structures, vocabulary and common phrases and expressions relating to the text, such as greetings, apologies etc. A short test is given at the end of each Unit.

A great deal of the work can be done orally in the first instance either by the class teacher or with the use of the recorded taped material for each Unit, but we feel that in addition to speaking and understanding what is said to them, students should also acquire the basic skills of reading and writing in English. This particularly applies to students who are obliged to learn a script totally different from that in use in their own countries. We therefore recommend that, in addition to listening and speaking, students should be encouraged to do the reading and writing exercises in each section, either as homework, or during part of the teaching period.

How to Use the Book

The way in which a book is used will always depend to a certain extent on the methods of the individual teacher, the size and ability of the class and the time allotted to each teaching period. Bearing this in mind, this book gives suggested teaching plans for each Unit as well as notes on particular points which we feel may need explanation.

English Pronunciation and the Formation of the Script

Because the pronunciation of English is very different from written English it is useful if the teacher knows the International Phonetic Alphabet. Whether this is also taught to the students is entirely a matter for each individual teacher and depends very much on how many teaching hours are available and how long each individual class stays together. But once the International Phonetic Alphabet has been mastered any new words can easily be pronounced correctly from the symbols. Therefore we have included the IPA here for the teachers who wish to use it.

In English there are 5 written vowels (*a e i o u*) as well as 12 spoken “simple” or “pure” vowels and 8 spoken diphthongs or “double” vowels. Here is a chart of phonetic symbols for these vowel sounds:

Pure Vowels				Diphthongs (Double vowels)							
Vowel No.	Symbol	Keywords		Vowel No.	Symbol	Keywords		Vowel No	Symbol	Keywords	
1	i	bead	seed	8	u	put	good	13	eɪ	paid	say
2	ɪ	bid	sit	9	u	boot	soup	14	əʊ	know	soap
3	e	bed	said	10	ʌ	but	some	15	aɪ	buy	sight
4	æ	bad	plat	11	ə	bird	heard	16	aʊ	cow	round
5	a.	hard	clerk	12	ə	ago	sugar	17	ɔɪ	boy	spoil
6	ɔ	box	what					18	ɪə	beer	here
7	ɔ.	ball	fork					19	ɛə	bear	there
								20	ʊə	poor	sure

Similarly there are 21 written consonants (*b c d f g h j k l m n p q r s t v w x y z*) but 24 spoken ones (including two which are written as double consonants but considered as single sounds: [tʃ] and [dʒ] and the two sounds for *th* [ð, θ]) Here are the phonetic symbols for the consonant sounds:

Consonants											
Symbol Keywords				Symbol Keywords				Symbol Keywords			
p	pay	cup	hope	θ	think	bath	gothic	n	nice	skin	Sunday
b	bad	cab	ruby	ð	then	with	mother	ŋ	bring	pink	
t	tea	what	water	s	see	since	cell	l	last	well	hold
d	did	word	made	z	zoo	size	does	r	red	wrong	try
k	key	book	cold	ʃ	ship	cash	fishing	w	walk	where	forward
g	get	big	vague	ʒ	pleasure	decision		j	yes	young	beyond
f	find	half	laugh	h	hand	who	behave	tʃ	cheap	much	teacher
v	voice	rev	give	m	man	arm	summer	dʒ	just	judge	age

If the students are being taught the IPA, practice can be given in writing the symbols and then in writing words which contain the particular sound indicated by the symbol. Later when the students become more proficient they could be given words written in IPA which they first pronounce correctly and then write correctly in the normal alphabet. For example the teacher could write simple words such as [dei] (day) on the blackboard and the students could pronounce them and then write them in normal script. But if the class is not going to learn the IPA then only the normal English alphabet should be taught. We think that both capital and small letters should be taught at the same time. This is one way of doing this (teachers may prefer their own methods; of course):

Teacher: "The English Alphabet has 26 letters:

"Capital: *A B C D E F G H I J K L M N O P Q R S T U V W X Y Z.*

"Small: *a b c d e f g h i j k l m n o p q r s t u v w x y z.*

"Listen to these letters and then repeat them twice. Now write them."

"Look at this table. The first sound of each letter is, of course, different but the vowel sound which follows is the same for each letter in the columns."

1	2	3	4	5	6	7
[ei]	[i:]	[e]	[ai]	[ou]	[u:]	[a:]
A	B	F	I	O	Q	R
H	C	L	Y		U	
J	D	M			W	
K	E	N				
	G	S				
	P	X				
	T	Z				
	V					

(The table should be put up on the board before the class begins.)

The phonetic symbols can be omitted if the class are not learning the IPA; in this case, the columns could be numbered 1-7. We suggest that each column should be spoken by the teacher and then repeated twice by the students. The students should then copy down the table and learn it. After two or three days the students should be able to pronounce each letter correctly. When the students are sure of the alphabet they can be given simple spelling tests, possibly starting by getting the students to spell their own names or those of the people in the book. For example:

Teacher: "Here is a name, now say the letters:

BETTY.

"Four letters are in column two of the table and have a similar sound [i:] **BETT**."

"The letter **Y** is in column four and sounds like I (ai).

"Say the letters again and then say the name **BETTY**; now spell the complete name."

Similarly the other names in the book can be spelt and then written down.

The students can then spell their own names and write them down.

12 ENGLISH PRONUNCIATION AND THE FORMATION OF THE SCRIPT

Practice in writing the English script has been given throughout the book in each Unit, often in the form of copying or gap-filling exercises. Some of these exercises could also be used for spelling practice and for dictation.

If the IPA is being taught, by the time they reach the end of the book the students should be able to differentiate the sounds in minimal pairs and to contrast sounds which are similar in English.

[i:]	[ɪ]	[e]	[æ]	[eɪ]	[aɪ]	[aʊ]	[aʊ]
leave seat feel	live sit fill	men bed said	man bad sad	way may wait	why my white	now loud found	no load phoned

Similarly it is useful to contrast some of the frequently confused consonant sounds:

[s]	[ʃ]	[s]	[z]	vowel start	[ɹ]
see so	she show	tense police	tens please	ear or	year your

To practise all the sounds, short sentences should be made up and read out to the students who then repeat them and write them down, either copying from the board or as a short dictation.

For example: to practise [ʃ]/[s]
Did she see it?

Some teachers like to sing the alphabet with their students as an exercise in intonation and rhythm. Others like to use tongue twisters to help their students become fluent in certain sounds. It should be possible to make up simple ones based on the material in the book:

Betty bought some bolts,
but the bolts were bent.
So Betty bought some better bolts.

Finally, why not see if the students can make up their own tongue-twisters. They might surprise you!

UNIT ONE MONDAY MORNING

Meeting People at the Factory

To be: present tense—affir.native and question forms
——*Indefinite article*: a/an——*Plural form with "s"*:
The students are here.

DIALOGUE 1

The dialogue introduces the Manager of the factory, Mr Brown, his secretary, Mary, and the names and nationalities of the four students who are on a course at the factory.

The students should:

- (a) Listen to the Dialogue with books shut.
- (b) Listen to the Dialogue with books open.
- (c) Read or listen to the Dialogue again and repeat what the characters say.

If the teacher is able to play the tape of the Dialogue, the students can repeat what they hear if the teacher uses the pause button to allow them sufficient time to do so.

If it is not possible to play the tape, the teacher may repeat the sentences and the class can then respond in chorus.

The class may then be divided into groups to practise reading the Dialogue aloud, each taking the part of one character.

Ask the students to look at the pictures and repeat what they say.

Now ask the students to look at the present tense of the verb *to be* and repeat it.

The student should now be asked to look at the table and their attention should be drawn to the question form of *to be* and the short form answers i.e. *Yes, I am, No, I'm not; etc.*

Exercises 1 and 2

These can first be done as drills with the students responding orally.

The students should then be asked to write the answers, either in class or as homework.

Exercise 3

Here the student is only asked to copy the sentences spoken by Mr Brown in the Dialogue. This is intended to give practice in writing longer sentences, but should also help to consolidate what has been learnt so far.

Indefinite article — a/an

The teacher will need to explain that *a* is used before consonants and *an* before vowels. A fuller explanation may be needed for students whose native languages do not include the use of the definite or indefinite articles. The teacher might point out that the article *a/an* is used to refer to one of a general class of people or things which is countable, but not to anything particular, when the definite article *the* is used (see page 16). Remember that *a/an* is not used in the plural.

Exercise 4

- (a) Students respond orally using the appropriate article, *a* or *an*.
- (b) Students write *a/an* in the sentences given.

Exercise 5

- (a) Students repeat the sentences after the teacher (books closed).
- (b) Students copy the same sentences from their text book.

DIALOGUE 2

Nationalities: *to be* + *negative*.
Apologies: *I'm afraid*; *I'm sorry*.
Adverbs: *late/early*.

The teacher should begin by explaining the negative form of *to be* and its short forms. The students should then be told:

- (a) Listen to the Dialogue (books shut).
- (b) Read or listen to the Dialogue (books open).

- (c) Repeat as in Dialogue 1.
- (d) Read in small groups as in Dialogue 1.

Nationality

Tell the students to look carefully at the pictures of the characters and the countries they come from. Point out that, for example, the country is *Greece*, but the person is *Greek*, not *Greece*.

Exercise 6

- (a) The teacher says the first part of the sentence and the student completes it orally.
- (b) The student writes the missing parts of the sentences.

Exercise 7

The teacher should tell the students to look at the Table showing the negative of *to be*, and draw attention to the short forms. The teacher should also point out that in this exercise the student will say what nationality the person is and isn't and also practise the verb *to be*. This should be done orally and then as a written exercise.

- (a) The teacher says the name of the person and the students respond by completing the sentences.
- (b) The students write the answers to the sentences.

Early or late?

Students should be asked to look carefully at the boxed table giving the affirmative and negative answers to the questions about *late/early*.

If the teacher wishes, he can use this table as a drill, asking the questions first with *late* and then with *early* and prompting the students' response with "Yes, you ..." and "No, you ...", etc.

The students can then look at the clock pictures and note that the people who arrive before 9 are *early* and the people who arrive after 9 are *late*.

Exercise 8

The student should answer these questions in the *negative*.

- (a) The teacher asks the question and the students respond orally.
- (b) The students write the answers to the questions.

Apologies

The teacher says the phrases and the students repeat them.

Exercise 9

The teacher gives the prompt (*sorry; sorry, afraid; afraid*) and the students produce the correct phrase.

DIALOGUE 3

The students listen to the Dialogue and repeat it (books closed). Then they should write the answers to Exercise 11.

DIALOGUE 4

This introduces vocabulary referring to the factory.

Before listening to Dialogue 4, the students should be asked to study the plan of the factory. The teacher will probably need to explain what happens in the different parts of the factory, and it is hoped that this may stimulate the students' interest and perhaps elicit a few questions.

Definite article — the

The student should:

- (a) Listen to the Dialogue (books shut).
- (b) Listen to the Dialogue (books open).
- (c) Repeat the words in the list.

Exercise 12

The teacher tells the students to look at the pictures.

- (a) The teacher calls out the number and the student says what the picture shows. This can be done individually or in chorus.
- (b) The students write the answers to the questions.