

In and About English

by

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IN AND ABOUT ENGLISH

Advances in EFL course design and the definition of learning objectives require versatile and realistic supplementary material for practice in the comprehension and communicative use of English. This book provides a variety of such material for the intermediate and advanced levels. It is particularly useful in preparation for the Oxford EFL examination and for pre-Cambridge First Certificate work.

The twenty units include:

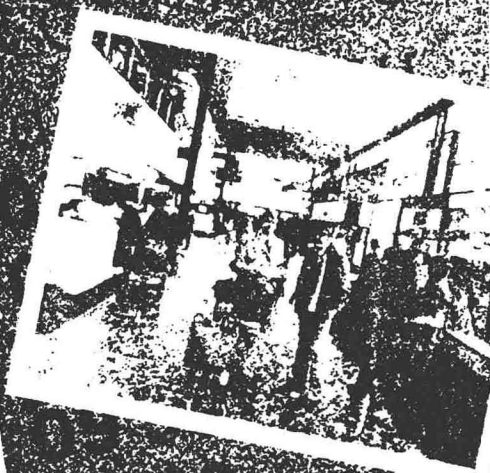
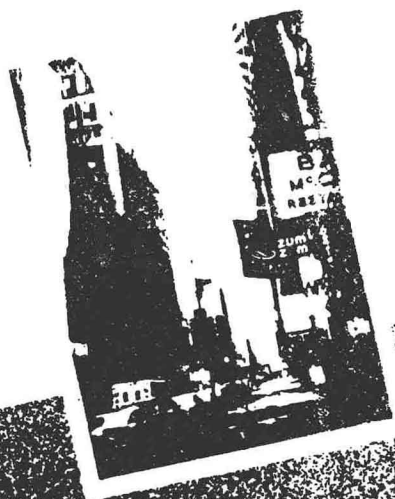
- Language situations
- Authentic information texts
- Language exercises
- Talking points
- Practical oral and written tasks
- Public announcements and basic technical information
- Introductory practice in imaginative English

This is an ideal practice book for linking reading and discussion and for bridging the gap between the study of informational texts and the more interpretive tasks required for First Certificate English.

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Ian Dunlop and Heinrich Schrand are the authors of *Matters of Moment*, (Pergamon, 1980)



Foreword

In and about English is designed as supplementary material for a Higher Intermediate/Lower Advanced course. It is suitable for adult students who are taking a refresher course in English or for students who are studying for the Oxford examination or following a pre-Cambridge First Certificate course; it is also suitable for those studying English in secondary schools.

The aim is to present a variety of material for communication. The book consists of twenty units, each (except Unit 9) arranged in the following way:

1) What would you say?

Situations requiring students to say what their reaction would be in specific circumstances.

Teaching aim: Quick production of speech. Students usually feel stress when they are suddenly placed in a situation where they have to use English unexpectedly. They therefore need to practise the quick reply in the unexpected situation. This is also good preparation for the ARELS Oral and Cambridge First Certificate examinations.

Teaching approach: EITHER: Teacher to Student (T to S) with books shut. Different students (three or four each time) are asked what they would say in these situations; after one has replied for a given situation, check with the others to see if they agree, or can add something; put up additional useful phrases on the board and question other students before moving on to the next situation.

OR: (with books shut except for one student) do this Student to Student (S to S): one student reads out the situation and asks another what he/she would say.

(Note: students do not always listen carefully to each other nor do they understand each other as well as they sometimes think. This type of practice makes them listen to each other.) If communication does not occur (usually because of poor pronunciation, stress or rhythm) then there is good reason for a quick practice of pronunciation etc round the class. After S to S with one student asking, another can be asked to open his/her book and read the next situation for yet another's reaction.

Alternatively, the situations can be written out on cards and one given to each student. Then one student reads 'his' situation and asks another *What would you say?* For practice in understanding it is best if a student sitting on the opposite side of the room is asked to give the answer.

To give variety, different variations of each of the above should be practised, and always quickly (timing: five to ten minutes). This section can be used as a quick livener at the beginning, in the middle or at the end of a lesson.

2) Understanding information (A)

This presents an authentic factual text. The texts are arranged in approximate order of difficulty with the easiest at the beginning.

Teaching aim: Reading comprehension of informational material that foreign students could well see in Britain or America. (The American texts are marked (Am) in the list of contents.)

Teaching approach: Variety in presentation in different lessons is important. Depending on the text, the following means of presentation can be adopted:

The teacher reads the whole piece aloud, stopping to explain words and practise (chorally and individually) pronunciation and stress in words. This is done with books open and the comprehension questions are asked on the whole text.

OR: The teacher reads a paragraph at a time (with pronunciation and stress practice as above). The students pick out the words they would like to ask about. These words are then explained. Definition questions are then asked (i.e. the teacher gives the definition of a word in the paragraph—e.g. “We put butter, eggs and meat etc in this to keep them cold”—and a student gives the word “fridge”). Comprehension questions on the paragraph follow.

OR: FIRST, pronunciation and stress practice of new words, then silent reading of a paragraph (or several paragraphs, or the whole piece) followed by comprehension questions.

OR: different students are given different paragraphs to read simultaneously and are then asked comprehension questions on the piece they have read, each thus contributing information to the others.

OR: the students are given a text to prepare at home and are then asked definition and comprehension questions in class next time.

3) Ask and answer

Teaching aim: Reading comprehension.

Teaching approach: These questions can be asked by the teacher or (as they are printed in the book) S to S. There are three types of question: Open-ended; True/false; Multiple choice. The teacher can

present these questions orally or the students can be asked to write the answers, with an oral answer check afterwards.

4) Language

Teaching aim: Vocabulary, pronunciation, stress or grammar practice based on the text.

Teaching approach: Pronunciation and stress exercises are best done in class and the vocabulary exercises given for homework. There are also additional exercises in three of the units to give revision practice in prepositional or phrasal verbs (e.g. Unit 5: Verbs with OFF). Here the students should complete sentences in writing in class with the teacher checking orally afterwards. Normally, the first section of these exercises is merely to establish the use of the preposition/particle; the second section can either be done in writing or orally S to S (in either case the object is to prompt the use of the correct phrasal or prepositional verb); and the third section is a discrimination sequence which should be done in writing and then checked orally by the teacher.

5) Communication

Teaching aim: To give students a variety of practice in communication in speech and writing. A list of the different activities in this section will be found in the list of contents. These practices come under two main headings:

a) To start you talking

Teaching approach: These are conversational topics arising from the text just read. They can be handled T to S, or S to S, or as a mixture. The questions proceed from concrete to abstract topics, i.e. the first questions ask students to draw on knowledge they already have (either from their own experience or from life in their own country); the later questions then lead to students giving their opinion on a more abstract subject.

In this way, students are encouraged to speak (as they are giving information about something they know about) and are then led into discussion as their minds 'warm up' to the subject.

It is important to give students practice in describing their own countries. This form of information exchange is not only interesting to other students in the class but also practises what very often happens when people are travelling and meet people from other countries. Students should also be encouraged to express and compare opinions as this is a natural interchange in situations where English is used as the language of communication.

b) Task performance

All these exercises arise from the text studied and take the form of: Everyday dialogues; Role-play; Letter writing; Message writing; Recounting a story; Form filling; Telephone conversations; Interviews.

Teaching approach: The speaking practices should naturally be done in class to give opportunity for pair work and group work. The writing practice should always be prepared in class and can be completed either in class or for homework. The teacher may wish to explain that this written work is based on things that people may well have to do in English when travelling and, for that reason alone, is worthwhile.

6) Understanding information (B)

Teaching aim: To give practice in understanding instructions and information given in compressed form, as in advertisements. This section therefore includes recipes, timetables, advertisements, guided tours and operating instructions.

Teaching approach: These practice items can be prepared in class and done for homework but it is preferable to use them for pair work and group work in class. This gives students practice in discussion using phrases like:
What do you think? Do you know what this means?
I think it's..... No, I don't think so./No, I don't think it's that/Doesn't seem right to me, etc etc

Therefore when handling this type of text, the following procedure is suggested:

EITHER:

- a) Before starting pair work, put up on the board the phrases students will need for discussion.
- b) Divide the class into pairs and ask them to read the text and work out the answers to a set of questions together.
- c) S to S: students from different pairs ask each other what their answers are. *Note:* to check writing, the teacher goes round looking at the written answers as the pairs work.
- d) The teacher quickly tests understanding of vocabulary (by definition questions), pronunciation of new words, and spelling (if necessary). *Note:* with recipes, it is necessary to check understanding of action words, like 'chop', 'dice' etc *before* students read the text.
- e) If there is another set of questions, these are done S to S.

OR:

Use the INFORMATION GAP approach: having divided the class into pairs, tell one of the pair to ask the first set of questions (without looking at the text) and the other to answer the questions from the information given in the text. The student asking the questions quickly notes the answers which are then checked orally by the teacher when all the pairs have finished.

This approach is best suited to Units 1, 2, 7 (first two questions on the recipe), and Unit 17 (Question A on the camera).

7) Imaginative English

Teaching aim: The main texts in the book are informational and factual. However, students who will later take the Cambridge First Certificate (or any other test which requires reading of literary texts) will also need to understand the different types of language used to describe places or emotional states. Therefore, in Units 15–20, a text of this type from a Cambridge First Certificate examination has been included. The greatest difficulty in such texts is caused by the density of unknown 'literary' words. This text has therefore been divided into sections so that not too much vocabulary is dealt with at a time.

Furthermore, each section of the text is repeated again in the next unit and further questions added, so that students have to re-read and revise each time before dealing with the next piece of the text. In this way students can master unfamiliar types of language without overburdening their memories or losing interest because the vocabulary load is too great. The questions are all multiple-choice and comprise a mixture of comprehension questions on the factual content of the text and 'implication' questions where some deduction has to be made from what has been read. These sections should serve as a useful introduction to this kind of examination work in a pre-Cambridge First Certificate course.

Teaching approach:

- a) Students read the new part of the text silently.
- b) They decide on the multiple-choice alternative they prefer.
- c) The teacher asks a student to read out the **WHOLE** answer (e.g. in Unit 15 No. 1, the student reads "The writer is a teacher" NOT "The answer is (b)").
- d) The teacher makes a quick check by asking the others which alternative they have chosen.
- e) Language work:
 - (i) Pronunciation and stress work on words in the piece.
 - (ii) Definition questions on meanings of words and phrases.
 - (iii) Associated words: e.g. in Unit 16 *frosty* occurs. The teacher may pursue the theme of 'cold weather' by e.g. saying:
"If it is below zero, so that water freezes, how would you describe the weather?" (*icy*)
"If the roads are icy, why is it dangerous for cars? Because it's ... what?" (*slippery*)
"What do cars do on a slippery, icy road if they brake quickly?" (*skid*)

Unit 17 contains a **revision** test on the vocabulary of the previous *Imaginative English* sections. Unit 20 gives a further test on the vocabulary in the whole piece as well as a number of 'implication' questions.

To sum up

It is hoped that the **variety** of practice material in this book will help students to progress both in **understanding** and communicative ability. As students at this level should be able to **monitor** their own progress, Unit 9 has been specially constructed as a test to help students **check** their own attainment and to allow teachers to judge what individual students **need to** concentrate on in the remaining units.

How long each unit **will take** will largely depend on how much of the work is done in class and how much **for homework**. However, there is certainly sufficient material for each unit to last from **two** to three hours in class.

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UNIT 1

Getting away

What would you say?

Travelling

1. You are in the street and you want to know the way to the nearest Post Office. You stop someone and ask them. What do you say?
2. You are standing at a bus stop waiting for a No. 29. Someone comes up to you and says: "Does the 31 go from here?" You don't know the answer. What do you say?
3. You are in London and you stop a taxi in the street. You want to go to Victoria and you have only 20 minutes to catch your train. What do you say to the taxi-driver?

Understanding information (A)

Holiday hotel

Welcome to the Sand Pebbles Hotel. We hope you will enjoy your stay so that you will not only wish to return but also tell your friends about us.

Mealtimes

Early morning tea	7.30 am–8.30 am
Breakfast	8.30 am–9.30 am
Lunch	1.00 pm–1.30 pm
Dinner	7.30 pm–8.30 pm

Tea and coffee

Tea and coffee with or without biscuits are available from 10.30 am to 10.30 pm continuously, and may be ordered from Reception. Full afternoon tea is not available.

The bar

The bar is open according to demand from 12.15 pm to 1.30 pm and from 6.00 pm to 10.00 pm. The cellar bar is open from 10.00 pm to 12.00 midnight.

Swimming pool

The pool is heated between April and the beginning of October. Please ask at Reception for towels for the pool.

Dogs

Dogs are welcome. Although we do not make arrangements to feed them, we are quite happy to store food for them in our fridges.

Newspapers

We do our best to provide a variety of newspapers and can order special papers with prior notice.

Valuables

Please do not leave jewellery or valuables in your room as the hotel cannot be responsible for them. Please deposit your valuables in the hotel safe.

Dress

Gentlemen: jackets and ties are required for dinner—jeans are not acceptable.

Important

Please vacate your rooms by 11.00 am on the day of your departure.

Thank you.

Ask and answer

Pick out the statements that are true. Then one student reads out a statement and asks another student if it is true or false.

1. You can have a cup of tea in your room before breakfast.
2. You can have mid-morning coffee if you order it from Reception.
3. Lunch is the longest mealtime of the day.
4. You can't get a drink after 10 pm in this hotel.
5. If you are staying at the hotel between April and October, you have to ask at Reception if you wish to use the swimming pool.
6. Dogs are allowed in the hotel but owners have to bring food for them.
7. If you want a special newspaper you can get it immediately.
8. You should not leave jewellery in your room but put it in the hotel safe.
9. The hotel is quite happy for people to wear whatever clothes they like at mealtimes.
10. You should be out of your room by 11 am on the day you leave.

Language

Vocabulary

Below are words or phrases connected with hotel holidays. Find out what each one means, using a dictionary or any other source.

- a) hotel; inn; guest house
- b) early morning tea; breakfast; lunch; dinner
- c) dining room; cocktail bar; colour TV lounge; games room
- d) bedroom; family suites
- e) childrens' nanny; night porter

Pronunciation: stress

The nine words below were used in the text. They all have two syllables. Some have the stress on the first syllable, like 'dinner. Some have the stress on the second syllable, like re'turn. Which words have the stress on the first syllable and which have the stress on the second syllable?

April	happy	towel
cellar	hotel	welcome
demand	morning	vacate

Communication

To start you talking

One student asks a question, another student answers.

1. If you are travelling in your own country, how do you find out about hotels to stay at?
2. If you are driving in another country, do you book hotels before you start your trip, or do you take a chance?
3. If you are driving, what is the best time to stop to make certain of getting a room for the night (if you haven't booked)?
4. How much does it cost for a single room/double room with bath?
5. Does that price include breakfast?
6. What sort of breakfast do you get?
7. Can you have a meal at any time in a hotel?
8. Do you tip anybody in the hotel?
9. If you want a dress or suit cleaned, what do you do?
10. If you haven't got enough cash with you, what other ways are there of paying the bill?
11. What is your definition of a good hotel?

Dialogue

Imagine you are driving in England and you decide to stop for the night. You have not booked a room anywhere so you go to a hotel and ask. Take part in the following conversation. NOTE: you want a double room with bath for one night only and you want to know where you can park your car.

Receptionist: Good evening. Can I help you?

You: Yes,...

Receptionist: **Single** or double?

You:...

Receptionist: **Yes**, we've got one on the second floor. **Room 20**. Will you register, please?

You:...

Receptionist: **Thank** you. I'll ask the porter to take your bags up. Is your luggage in the car?

You:...

Receptionist: **The** porter will come out for your luggage and he can show you.

You:...


Letter writing

When you are planning your holiday, you see the following advertisement in an English newspaper.

You decide to write to some people you know in Wales, John and Susan Jones, to ask their advice. Include the following points in your letter:

- a) Why you are writing
- b) What you want to do (horse riding, golf, shopping, fishing, etc)
- c) The sort of place you would like (main resort, quieter coast, traditional town, etc)
- d) Where you want to stay (farmhouse, flat, hotel, guest house)
- e) Suggest a meeting

Begin and end your letter in the usual way.



WELCOME TO WALES

golden rail resort

Colwyn Bay

GUIDE 15p
from

INCLUDES ABERGELE, TOWYN,
KINMEL BAY, RHOS-ON-SEA, OLD COLWYN

INFORMATION BUREAU COLWYN BAY

Look at this bus timetable and answer the questions underneath.

Via Terminus Road, Buckingham Place, Bath Street, Seven Dials, New England Road, Preston Circus, Viaduct Road, Open Market, Union Road, Elm Grove, Queen's Park Road, Egremont Place, Edward Street, Old Steine, Church Street, Spring Gardens, North Road and Queens Road or via Union Road, Lewes Road, Hartington Road, Ryde Road, Elm Grove and Queen's Park Road.

Weekdays Only																
	NS	NS	NS													
BRIGHTON, Railway Station (Stop 4)....	0555	0555	0555	0646	0708	0728	0746		08	28	45		1706	1726	1746	1808 1826 1833 1856
Pretton Circus, New England Road.....	0601	0651	0651	0711	0731	0751	then at	11	31	51		1711	1731	1751	1811 1831 1838 1901	
Lodge Road, Elm Grove.....	0604	0634	0654	0714	0734	0754	these	14	34	54		1714	1734	1754	1814 1834 1841 1904	
Hartington Road, Ryde Road.....	0604	0604	0604	0604	0604	0604	minutes	30	30	30	until	1730	1730	1730	1830	L L
Queen's Park Junction.....	0540	0506	0538	0558	0718	0741	0758	past	18	41	58	1718	1741	1758	1818 1841	
BRIGHTON, Old Steine (Stop T).....	0546	0516	0546	0708	0728	0748	0808	each	28	48	08	1738	1748	1808	1828 1848	
BRIGHTON, Railway Station (Stop 6)	0553	0621	0651	0711	0731	0754	0811	hour	31	54	11	1751	1754	1811	1831 1854	

CODE **NS**—Not Saturdays. **—**—Adjoining Railway Station. **L**—Continues to Lewes Road Garage.

Via Queens Road, North Road, Grand Parade, Old Steine, St. James's Street, Rock Gardens, Egremont Place, Queen's Park Road, Elm Grove, Union Road, Open Market, Viaduct Road, Preston Circus, New England Road, Seven Dials, Buckingham Place and Terminus Road or Via Queen's Park Road, Elm Grove, Ryde Road, Hartington Road, Lawes Road and Union Road.

BRIGHTON, Railway Station (Stop 9)	0558	0801	0711	0731	0751	11	31	51	1611	1631	1651	1711	1731	1751	1811	1831
BRIGHTON, Old Steine (Stop 1)	0601	0836	0801	0716	0736	then at	16	36	56	1636	1656	1716	1736	1756	1816	1836
Queen's Park Junction	0542	0809	0844	0859	0734	0744	these	34	44	1604	1644	1704	1724	1744	1804	1824
Hartington Road, Ryde Road					0746	minutes	46	until		1646			1746			1846
Lewes Road, Elm Grove Road	0546	0814	0848	0703	0726	0751	past	26	51	1626	1651	1706	1726	1751	1806	1826
Preston Circus, New England Road	0546	0817	0851	0706	0731	0754	each	31	54	1631	1654	1711	1734	1754	1811	1831
BRIGHTON, Railway Station (Stop 9)	0554	0822	0856	0711	0736	0816	hour	36	56	1636	1656	1716	1736	1756	1816	1836

CODE ▼—Starts from South Woodingdean at 0825 (Service 45) ➡—Adjoining Railway Station.
 L—Continues to Lewes Road Garage.

1. You are waiting at Brighton Station for a No. 42 bus. It is 4 pm. How long will you have to wait before the bus comes?
2. Does the No. 42 leave Preston Circus at 4.31 on Saturdays?
3. If you were at Preston Circus and you wanted to get to Brighton Station quickly, which bus would you take?
4. Look at all the streets these two buses go along and say why there are two bus services: a 42 and a 42A.