

TEACHER'S BOOK 2

WORKING WITH ENGLISH

A COURSE IN GENERAL AND TECHNICAL ENGLISH

M. Archer and E. Nolan-Woods

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Introduction

This second book in a four book course centres around the visit of three students to the United Car Company and covers in simple terms the various stages in the manufacture of a car. From the arrival of the unpressed steel in the Press Shop, the progress of the car is followed through the Engine Plant, the Press Shop, the Paint Shop and the Trim Shops, until the car comes off the production line ready to be tested and driven away.

The students are Andreas, a car technician, and Ahmed, a mechanical engineer; both of them have already appeared in Book 1 at the Tool Factory. Maria, a student who is studying technical drawing, is also introduced.

The book also involves a number of workers engaged in production work on the factory floor and various members of the management. Diagrams and a variety of visual items are used to show the different parts of a car body and the internal mechanism.

There are five Units, each separated into sections dealing with a particular structure, notion or essential vocabulary. There is a wide variety of oral/aural practice, together with short texts and exercises to improve the students' comprehension and written skills. Role Play based on situations is introduced frequently to encourage the students' free manipulation of the language. Cartoon pictures are provided to help the students practise writing simple compositions. An outline map, advertisement, letter and order forms are also included to give the student an opportunity to respond orally or in writing. Illustrative material to encourage recognition and selection has been included wherever possible.

UNIT ONE *The United Car Company*

Teaching Notes

TEXT 1

The illustration on page 11 shows the exterior view of the United Car Company and introduces the students to the United Car Company where most of the action of the book takes place.

The students should first listen to the text with books closed. They then repeat it aloud after the teacher—with books open.

The three simple questions that follow can be answered orally. They are intended to test the students' general comprehension of the text.

Has/have got – got

It is important that students should now familiarise themselves with the common use of *has/have got* and *got* in English, for *possess* and *obtained*.

The teacher tells the students to look at the examples in (a) and (b) and to repeat the sentences given.

Attention should also be drawn to the short forms: *I've/you've/we've/they've got* and *he's/she's/it's got*.

DIALOGUE 1

Students read or listen to the dialogue and then repeat it, working in pairs.

The teacher can extend the practice here by asking questions, such as: 'Has Bert got his new car yet?' 'When did he get it?'

Note: The teacher should ask the students to note *road test*, and also explain briefly *it takes time* and *I wish they'd get a move on*. These two expressions, used in the dialogue, are dealt with more fully later.

Exercises 1 and 2

These are oral drills, practising response and question forms of *has/have got*.

If the students come from homes where there are likely to be family cars, the teacher can stop here and ask individual students questions such as:

Has your father got a car?

Has he got a Fiat?

How many seats has it got? etc.

Exercise 3

The illustration shows a four seater saloon car with fourteen parts named and numbered.

- (a) The teacher asks the students to look at the numbered parts and repeat their names. Additional practice can then be given if the teacher asks: 'What's number five?' 'What's number ten?' and so on.
- (b) The students then write the names of the different parts against the numbers, so as to practise their spelling and recognition of the named parts.

Group practice

The teacher divides the class into groups or, if the class is very small, into pairs. Each group is given an illustration of a saloon car. These can be coloured advertisements which the teacher has cut out and pasted on to card beforehand. The teacher then writes a list of, say, ten different parts of the car (such as boot, headlamps, etc.). The groups consult together and one member of each group writes in the names of the different parts in the correct place on the card. A time limit of, say, five minutes is allowed. Points are then given to the group who has done best, but points may also be deducted for incorrect spelling or from any group that attempts to check their answers from the course book!

TEXT 2

This is about Bert and his son Billy, who crashed his father's car into a tree.

This text introduces the *past participle* forms of eight regular verbs relating to breaking or damaging some part of the car.

Students should listen to the text with their books open, and then read it, repeating the sentences after the teacher.

Before answering the three comprehension questions (a), (b) and (c), the students may find it helpful to have the meanings of these new verbs explained to them. If the teacher has difficulty in explaining the meaning of, for example, *dented* or *shattered*, the students can look at the illustrations which accompany Exercise 5 and can repeat the present and past participle forms after the teacher.

The teacher then tells the students to read the text again and to answer the comprehension questions (a), (b) and (c). These should first be answered orally in chorus and then the answers should be written out.

Exercise 5

This practises the use of the past participle as an adjective form with *It's got a ...* The students look at the illustrations and, using the prompts given, answer the questions (a) orally and then (b) in written form.

Exercise 6

This is a free exercise, but students should be encouraged to use some of the expressions learnt in the Unit, such as 'It's got a scratched bonnet' etc.

Both (a) and (b) can be done by the students working in pairs.

DIALOGUE 2

Giving directions: How do I get there?

This section of the Unit teaches simple directions and the use of *get* meaning *go from one place to another*.

It also introduces Andreas, a car technician from Greece and Ahmed, a mechanical engineer from Algeria, who are going to the United Car Company to see how cars are made. Most students will already have met Andreas and Ahmed in Book One of this course.

- (a) Students listen to the dialogue—books closed.
- (b) Students listen to the dialogue—books open.

- (c) Students read or listen to the dialogue again and repeat what Ahmed says.

Note: If the teacher prefers, the students can be paired to read the dialogue.

The teacher should draw the attention of the students to the expressions of direction and the students should repeat them.

Before going on to Exercise 7, the teacher can pause to ask individual students to give directions. These should be very simple. The places must be well known to the students and require no more than one or two directions:

EXAMPLES:

How do I get from the school to the Post Office?

MARY: You cross over and turn left.

How do I get from the station to the school?

JOHN: You go along the High Street till you get to the traffic lights and turn right.

The questions should be prepared beforehand by the teacher, who will know which roads and places are most familiar to the class.

Exercise 7

Both parts of this exercise, (a) and (b), can be done in class or as homework. In either case students will need adequate time to work out their answers.

Exercise 8

Oral exercise practising question forms with *get*.

DIALOGUE 3

What's happening now?

What's happening in a few minutes?

This section of the Unit deals with the two uses of the *present continuous tense*: (a) for an action taking place now (b) for a certain or arranged future.

Before the students read or listen to Dialogue 3 the teacher will explain who Mr Mason and George are and what kind of work they do at the United Car Company.

Exercise 9

Oral drill practising short answers to present continuous questions: *What's happening now?*

Exercise 10

Oral drill practising longer answers to present continuous questions, emphasising the contrast between 'What's happening now?' and 'What's happening later?'

Exercise 11

This is intended as a very simple picture composition to illustrate the contrast in the use of the present simple and continuous tenses. The teacher may, however, prefer to talk about the pictures with the students first and ask them what they think is happening, before they attempt to write the six sentences. A little vocabulary help may be necessary with *cow* and *in the way*.

***Somebody/anybody/nobody/
everybody***

***Something/anything/nothing/
everything***

The section of the Unit that now follows deals with the indefinite pronouns: *somebody/anybody/nobody/everybody/something/anything/nothing/everything*.

The teacher should point out that *someone/anyone/no-one/everyone* can be used instead of the indefinite personal pronouns (*somebody*, etc.)

DIALOGUE 4

The students read or listen to the dialogue and then repeat it in pairs, one taking the part of Ahmed and one of Andreas.

The teacher asks the students to notice the phrases with *somebody/nobody/anybody/everybody* in the dialogue and explains how they are used.

Before going on to the exercises, further practice can be given if the teacher has previously prepared a few simple questions and sentences to which the students can respond, such as:

Is anybody sitting next to John?

There's nobody in class today.

Somebody in the class is talking.

Is everybody in class today?

Alternatively, practice can be given by using flash cards or pictures. For instance, a picture of a shop with two customers and an assistant could produce:

Is there anybody in the shop?

or a coloured advertisement of a car without a driver could produce:

Tell me if there's somebody in the car.

Exercise 12

This practises *somebody/anybody/nobody/everybody* and is intended as a written exercise.

Exercise 13

This practises questions with *anybody*.

The teacher now explains the use of *something/anything/nothing/everything* for things. Practice can be given in the same ways as for *somebody/anybody* etc. with simple questions and statements such as:

Is there anything in my hand?

There's nothing in the room.

or with flash cards or pictures of suitable scenes.

TEXT 3

The students read or listen to the text and then repeat it after the teacher. Note: The teacher should point out the windscreen wipers.

The comprehension questions (a), (b), (c) and (d) can be answered orally or in written form, as preferred.

Exercise 14

This is intended as a written exercise as students will need time to form their answers.

***It's your fault/
I couldn't help it***

The students read the dialogue again with the teacher who points out the expressions *It's your fault* and *I couldn't help it* and explains their meaning in the dialogue.

Exercise 15

This presents the students with five situations to which they must respond with *It's your fault* or *I couldn't help it* as appropriate. A good class will be able to do this orally, but weaker students may need time to study the situations and write their responses down.

Exercise 16

The students study the illustration with the teacher and discuss it. The teacher can provide a few prompts or invite suggestions from the class about what the two drivers are saying. The teacher should draw attention to the damaged parts of the cars (dented bumpers, shattered windscreen etc.) to remind the students of some of the expressions learnt earlier in the Unit.

The students are then paired to have the conversation between the drivers.

Answers to the Exercises

Note: either short or full answers are acceptable if they are correct, but only one form will be given in this Teacher's Book.

Text 1

- (a) A large factory.
- (b) A four cylinder engine, three forward gears and good brakes.
- (c) Because it's got everything they want in a family car.

Exercise 1

- 1 Have Sid and Bert got an old car?
- 2 Has the United Car Company got a factory in England?
- 3 Has the Mark I got big bumpers?
- 4 Has your car got good headlamps?
- 5 Has the car got three forward gears?
- 6 Has his car got four seats?
- 7 Have their cars got four doors?
- 8 Has the driver got a new car?

Exercise 2

Where did you get the car?/How many seats has it got?/
Has it got good headlamps?/Has the car got three
forward gears?

Exercise 3

2 wheels.	8 bonnet.
7 boot.	11 door handle.
1 steering wheel.	14 seats.
3 tyres.	10 doors.
6 rear lamp.	13 car body.
5 headlamps.	12 number plate.
9 windscreen.	4 bumpers.

Exercise 4

1 wheels.	6 windscreen.
2 boot.	7 seats.
3 bumpers.	8 headlamps.
4 bonnet.	9 tyres.
5 doors.	10 number plate.

Text 2

- (a) He went for a drive in his father's car.
- (b) Because he isn't a very good driver.
- (c) "Just look what you've done to my car."

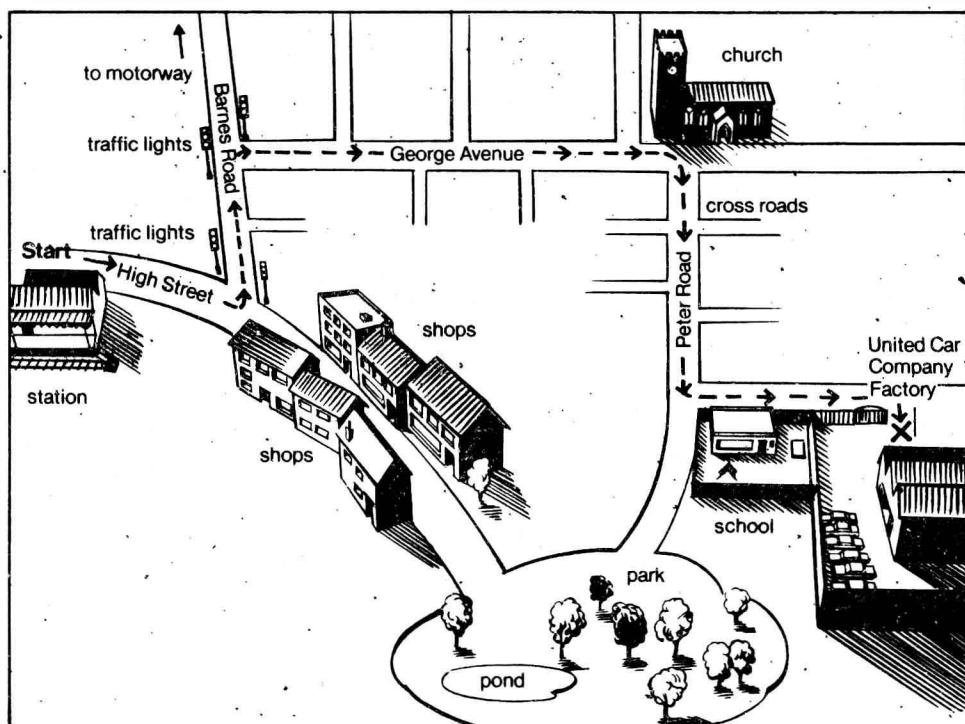
Exercise 5

- 1 It's got a dented bumper.
- 2 It's got a scratched bonnet.
- 3 It's got a punctured tyre.
- 4 It's got a shattered windscreen.
- 5 It's got a twisted steering wheel.
- 6 It's got a damaged door.
- 7 It's got a smashed headlamp.
- 8 It's got a cracked window.

Exercise 6

- (a) and (b): Free conversation using the expressions learnt.

Exercise 7



(b) The students will produce their own maps.

Exercise 8

- 1 How does Mr Mason get to work?
- 2 How do Bert and Sid get to the car factory?
- 3 How do I get to the station?
- 4 How does Maria get to college?
- 5 How do I/you get to work?
- 6 How do Ahmed and Andreas get to Barnes Road?
- 7 How do the workers get to the station?
- 8 How do you/get to the High Street?

Exercise 9

- | | |
|------------------|--------------------|
| 1 No, he isn't. | 5 No, they aren't. |
| 2 Yes, he is. | 6 Yes, they are. |
| 3 Yes, they are. | 7 Yes, he is. |
| 4 No, he isn't. | 8 No, I'm not. |