ENGLISH IN FOCUS
English in Education

Elizabeth Laird

TEACHER'S EDITION

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Editors' Preface

The aim of the **English in Focus** Series is to develop in students who are entering higher education an ability to handle the kind of written English that they will be concerned with as an integral part of their specialist subjects. The approach that has been taken is one which recognizes that learning a language is not merely a matter of learning sentence patterns and vocabulary but must also involve an understanding of how people use these linguistic forms in order to communicate. The purpose is to make students aware of the way English is used in written communication, and thereby to help them develop techniques of reading and to provide them with a guide for their own writing.

The Series is based on the belief that intermediate and advanced students who are studying English as a necessary part of their specialist studies need a distinctive type of textbook: one which reflects the nature of the learning problems actually encountered at this stage, and which presents the language as an aspect of the subject they are studying. We feel that a textbook directed at students at this level should attempt to do more than simply repeat the formulas in elementary language teaching material. Most courses of English concentrate on teaching the language system and fail to show how this system is used in communication. As a result, students may know about such formal items as affirmative sentences or modal verbs, but not know how these items are put to use in the making of different kinds of statement and in the production of continuous pieces of discourse.

The principal purpose of the books in this Series is not to teach more grammar, but to show students how to use the grammar they already know. In writing these books two basic assumptions have been made. Firstly, it is assumed that the students have had a good deal of instruction in grammar and that they have a considerable dormant competence in English. The books are directed at activating this competence and extending it, by leading the reader to relate his previously-acquired linguistic knowledge to meaningful realizations of the language system in passages of immediate relevance to his specialist studies. Secondly, it is assumed that students either already have some knowledge of their specialist fields of enquiry or have the capacity to acquire such knowledge without difficulty. The aim is not to teach specialist subject-matter but to develop in the reader an understanding of how this

subject-matter is expressed through English. In designing the reading passages care has been taken to make the subject-matter easy to follow. In this way students can concentrate on how the language is being used communicatively without having to puzzle over unfamiliar or complex ideas at the same time. It should be emphasized that these books are not designed to teach either language in isolation or subject-matter in isolation but the manner in which both combine in meaningful communication. The belief is that by relating content and expression in this way, the subject-matter takes on a new interest and the linguistic difficulties are reduced.

In order to ensure a natural communicative function, language is graded by **focus** rather than by **exclusion**. Since we assume that the users of books in this Series already have a fairly wide knowledge of English grammar, and also have access to a standard dictionary and other reference books, it has been possible to avoid an unnatural step-by-step presentation of grammatical patterns and vocabulary, and to show how a fluent writer uses the whole resources of the language in performing various acts of communication. At the same time, care has been taken not to overload the student with new material, and complex structures have been avoided except where they are necessary in maintaining a natural use of language. The belief is that the book will prepare the student to cope with greater linguistic complexity by developing in him a reading strategy which he can bring to bear on the material in the textbooks he has to read.

In the exercises there is an avoidance of mechanical drills and repetitive pattern practice. The users of these books will be people whose minds are directed towards rational thought and problem-solving and the exercises have been designed to take this fact into account: wherever possible, exercises have been devised which require the same kind of mental activity as students would naturally be engaged in as part of their specialist studies. It is hoped that this type of exercise will make the student see the relationship between expression and content, and will therefore persuade him of the relevance of English learning to his own speciality. In the last resort, we depend on the student being prepared to teach himself, to concentrate diligently on the features of language exemplified in the texts, and to approach the linguistic content of this book with the same spirit of enquiry and desire for knowledge as he would be expected to bring to his main area of study.

It is appreciated that, even in a course whose primary concern is with the written language, the teaching process must inevitably bring in the spoken form as well. Therefore, in order to assist both teacher and learner, the passages have been recorded on tape, as also have certain exercises containing additional vocabulary, the pronunciation of which might otherwise pose a problem.

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J. P. B. A.

H. G. W.

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Introduction

English in Education is designed to meet the needs of students training to be teachers, who in the course of their studies are introduced to academic disciplines such as sociology, philosophy and psychology, which they may not have previously encountered. At the same time they are faced with the more practical tasks of becoming familiar with pupils' textbooks, with classroom equipment, with the techniques of testing, and so on. These new demands are especially taxing for the student whose mother tongue is not English, but native English speakers also often experience great difficulty in getting to grips with the new language demands of this specialized learning situation. This book is intended both for native and non-native speakers of English who are following courses in Education.

1 Guide to the book

The book contains eight units, each of which is divided into five sections:
  I Reading and comprehension
  II Problems
  III Forms and Functions
  IV Guided writing
  V Free reading
Each of the five sections follows the same basic pattern. This is as follows:

I READING AND COMPREHENSION

This section begins with a reading passage within which are inserted sets of comprehension checks in the form of statements which may or may not be correct. The learner has to decide on the correctness of each statement. These checks are inserted within the reading passage itself rather than at the end because we want to encourage the learner to think about what he reads **as** he reads and to pay close attention to what is actually expressed in the passage. Once the learner realizes that his understanding is going to be systematically checked in this way he is likely to read more attentively for meaning and to treat his reading not simply as a language exercise relevant only to the English

class but as a technique for acquiring information which will be useful in a wider field of study.

The comprehension checks require the learner to indicate whether a given statement is true or false according to the passage. But it is important that he should know **why** a statement is true or false and be able to recognize what it is in the passage that leads him to decide one way or the other. This is why each comprehension check is provided with a solution.

The solutions refer the learner to those features of the reading passage which provide evidence for the truth or falsehood of the statements in the comprehension checks. They are explanations in that they point out what the reader must notice and how he must reason in order to arrive at the correct decision. Explanations of this kind are of course not necessary for someone who already has an efficient reading ability in English. At first glance it might appear that the solutions are sometimes too elaborate and detailed. But it should be remembered that the learner must be made aware of what is involved in reading with understanding before this ability can become habitual. What we aim to do by means of these solutions is to develop in the learner a reading strategy which he can apply generally to the texts he has to deal with as part of his study of education.

Sometimes a solution will serve simply to remind the learner of the knowledge of English he already has. In Unit 2, for example, comprehension check (e) requires the learner to recognize that the same idea can be expressed by using either a noun clause or an adverbial phrase with some changes in vocabulary.

> 'Children tend to live up to the opinion their teachers have of them.' (10)
> live up to the opinion their teachers have of them = behave according to their teachers' expectations.
> ∴ *Children tend to behave according to their teachers' expectations.*

But the ability to recognize whether a given statement is true or not according to the passage does not come only from an understanding of the meaning of individual words and sentences. Very often it is a matter of recovering information which is implied rather than explicitly stated and of tracing the way in which what is expressed or implied in one sentence is related to what is expressed or implied in another. It is the function of many solutions, therefore, to make such implications explicit and to spell out the relationship between different statements. Let us consider an example from Unit 8. Comprehension check (g) presents the following statement:

> 'For each topic that they study, the pupils may be required to learn facts, grasp new concepts, understand some basic principles and apply what they have learned to new problems.'

The student has to decide whether this statement is true or not with reference to the reading passage. In order to make this decision, it is necessary to relate what is expressed in five different sentences: 12, 13, 14, 15 and 16. This relating

process is represented in the solution as follows (the symbols ∴ and = indicate the kind of reasoning which is involved):

'For each major topic, he will need to decide what his pupils should master.' (12)

what his pupils will master = certain facts (13)
attainment of concepts (14)
understanding principles or laws (15)
application of knowledge to new problems (16)

∴ *For each topic that they study, the pupils may be required to learn facts, grasp certain concepts, understand some basic principles and apply what they have learned to new problems.*

What solutions of this kind do, then, is to spell out certain reasoning processes which are employed by the efficient reader as a matter of habit. Moreover, they are the sort of processes which are overtly employed in academic argument. Their use here as a language exercise is intended to make the students see that the 'content' and the 'expression' of academic writing are dependent upon each other.

The four exercises that follow the reading passage are a logical development from the solutions. The first one in each case expands the notion of the comprehension check to cover large sections of the passage. Each of the following three exercises focuses on a feature of language use which is frequently referred to in the solutions and which is particularly relevant to an understanding of how English is used in this kind of academic writing.

EXERCISE A *Meaning assessment*

This exercise (except in Unit 7) is intended simply to withdraw the reader far enough from the details of the text so that he can assess the meaning of the passage as a whole. In academic writing of the educational textbook kind, the ability to grasp an argument as a whole is at least as important as the ability to follow it point by point. It is the former skill that is being developed in this exercise.

EXERCISE B *Contextual reference*

This exercise draws the learner's attention to anaphoric devices, and leads him from the understanding of the simple cross-reference of pronouns and demonstratives to the more complex reference of nouns and noun phrases, and demonstrative reference to whole sentences. The simple visual device of linking words and phrases with lines and boxes aims to help the student to plot reference patterns overtly onto the text, so that he can scan them at a glance.

The exercises develop in complexity from the early units, where the learner is only asked to connect pairs of referring noun phrases within sentences (e.g. Unit 1), to the later units, where either the learner is required to map out a single referential string which runs right through the text (e.g. Unit 5) or he is required to plot several strings which run side by side (e.g. Unit 6).

An important aim of this exercise is to help the reader scan a paragraph **as a whole** showing how anaphoric reference is as much a question of chains of meaning, as of simple pronominal or demonstrative substitution.

EXERCISE C *Rephrasing*

The object of this exercise is to make the student realize that writers commonly express the same idea in different ways and that there is no one-to-one correspondence between one linguistic form and one meaning. It is important that the student should realize this because two phrases may mean the same thing only within the context of a particular passage and it is therefore only by studying the context that the equivalence can be established.

For example, in Exercise C 2 of Unit 1:

Sociologists study *the way people behave.*

can be rephrased:

Sociologists study *human behaviour.*

We know this because sentence 4 makes use of the phrase *human behaviour* and refers back to sentence 3, where the expression *the way people behave* is used.

EXERCISE D *Relationships between statements*

Expressions like *therefore, consequently, however,* etc. indicate what function a particular sentence is meant to fulfil. A sentence which contains *therefore* is used to make a statement which follows logically from a previous statement. Similarly, *for example* indicates that the sentence is used to make a statement which illustrates a point made previously. Such expressions are explicit indicators of the communicative function of sentences. But writers do not use explicit indicators in every sentence. Very often a writer assumes that the reader will realize how a particular sentence is to be understood without the assistance of such indicators. It is of course crucial for the student learning to read a foreign language to understand which statements are meant to be illustrations, qualifications, conclusions and so on, and how statements are logically related to one another. The purpose of Exercise C is to make the learner aware of such communicative functions and of the way they are used in the development of written discourse.

A simple visual device is again used in order to bring home strongly to the reader the **linking** role of *for example, because, therefore,* etc., and the way in

which these expressions propel the discourse forward. Building from the simple linking of two phrases in the earlier units (e.g. Unit 1 etc.) to the inter-linking of whole paragraphs in later units (e.g. Unit 5 etc.) this exercise is another attempt to get the reader to focus on detail, but see and grasp the whole. As in Exercise B the learner was required to perceive and plot ana-phoric chains of meaning, in this exercise the learner is asked to perceive and make overt chains of logical connection between communicative functions.

EXERCISE E *Discourse development* (Units 2–8)

This exercise varies from unit to unit but it is always concerned with aspects of understanding communicative functions. Some of the exercises guide the learner to a recognition of the different communicative functions of sentences (e.g. Unit 2) and of paragraphs (e.g. Unit 3). Others require the learner himself to produce sentences with specific communicative functions (e.g. Unit 1). Elsewhere, the learner is guided to perceive how sentences with different communicative functions are grouped together to form paragraphs, following logical sequences (e.g. Unit 5).

The different academic styles represented in these collected writings on education are particularly reflected in this exercise, which helps the learner to plot yet another pattern through the text, this time the pattern of functions. For example, Unit 2 Exercise E 2 shows how a particular kind of functional structure works within a paragraph where the overall aim of the paragraph is **explanatory**. Contrast with this the more rigid structure exemplified in Unit 4 Exercise D 2, where the parallel functions (definitions in this case) within the paragraph are mirrored in parallel forms, and the entirely different type of structure in Unit 5 Exercise D, where the **descriptive** function of the text results in a chain paragraph structure.

Within this exercise, types of response will differ. The student may be asked:

(a) simply to recognize functions, and attach functional labels to sentences (e.g. Unit 3 Exercise E 2)
(b) to build functions himself from given diagrams and phrases (e.g. Unit 1 Exercise E)
(c) to manipulate functions (e.g. Unit 6 Exercise E 1 and 2)
(d) to plot functions into given paragraph structures (e.g. Unit 8 Exercise E 1).

II PROBLEMS

The Problems are essentially a development of the preceding exercises. They bring the learner's attention to bear on problems which are related both to the subject-matter and the language use of the preceding reading passage and exercises. To solve the problems the learner has to call upon his experience of

both English and education, and in providing a solution he is necessarily integrating the two areas of knowledge in a meaningful way. The aim of Section II is to give the student practice in transferring information from one medium to another. For example, the student is asked to write statements from information given in a diagram (Unit 1). Elsewhere, he has to use definitions to classify examples (Unit 3). In other units he has to draw conclusions from tables (Unit 4), make small items from given instructions (Unit 6), and correct mistakes on a diagram by comparing it with a written text (Unit 7).

III FORMS AND FUNCTIONS

As stated above in the Editors' Preface, it is assumed that the student already has a knowledge of basic grammar. It is also assumed that this knowledge will be consolidated during the course of the book as the student experiences language used in meaningful contexts. For these reasons no attempt has been made to provide a detailed review of English grammar. Instead, the grammar exercises in this section are designed to focus on points which are particularly important in the context of academic English, especially those points which may represent continuing 'trouble spots' for many students.

IV GUIDED WRITING

The aim of the Guided Writing exercises is integrative rather than analytic; that is, the student uses a wide range of grammatical devices and sees how they combine to produce an integrated piece of writing. A typical guided writing exercise is done in four stages. At the first stage the student examines various groups of words and combines each group into a sentence by following the clues provided. Some sentences are easy to write, some are more difficult; this reflects the situation in actual writing, where simple sentences alternate with more complex structures according to the nature of the message the writer wishes to convey. At the second stage the student creates a coherent text by rewriting the sentences as paragraphs, using a functional diagram as a chart to the logical ordering of the sentences. At the third stage the student writes the paragraph again in a 'free style' of his own, based on a set of notes.

V FREE READING

This section consists of a passage of prose which is longer and more difficult than the reading passage in Section I. The reason for including this section is to give the student an opportunity to learn for himself. The previous sections impose a fairly strict control over the student's activities; the Free Reading enables him to try out what he has learnt in his own way and his own time. No matter how carefully we develop our teaching procedures, it appears that learners develop their own individual way of learning, and the Free Reading

passages are meant to give the reader a chance to think for himself without being imposed upon. It is assumed that the reader's interest in the way language is used in an educational context will have been sufficiently aroused in the preceding sections for him to be ready to apply his own intensive reading technique without specific directives in the form of further exercises.

The subject-matter of the Free Reading passages has been selected to complement that of the rest of the unit. The Reading and Comprehension at the beginning of each unit, the subject-matter of the exercise material in Sections II, III and IV and the Free Reading passage at the end are intended to be intrinsically interesting as short introductions to the subject of each unit, as well as introductions to the language in which it is normally expressed. In some cases (e.g. Unit 5) the same theme is prevalent throughout. In others, (e.g. Unit 4) a contrasting theme is presented to balance the weighting of the content, so that the unit as a whole reflects more than one aspect of the subject.

2 Teaching suggestions

The following notes indicate how the second unit might be dealt with in the classroom; the other units can be handled in a similar way. These notes are intended to be suggestions only. It is expected that the teacher will develop his own procedures according to the needs of his students. A particular teacher, for example, may find that he needs to place greater emphasis on one type of exercise than on another. He may wish to pay more attention to oral than to written work, or the reverse. It will also be up to the teacher to decide, according to his own circumstances, how the work is to be divided into class sessions, and which part of it can most appropriately be done as homework.

I   READING AND COMPREHENSION

Get the class to read sentences 1–8 by themselves.
Do questions (a) and (b) with them so that it is clear what they have to do.
Get the class to do questions (c) and (d) on their own.
Choose one student. Ask him whether he has written down 'true' or 'not true' for question (c). Get him to justify his decision with reference to the appropriate parts of the passage. Ask other students whether they agree, and if not why not. Get the class to turn to the relevant solution. Read it aloud to the class while the students follow it in their books.
Choose another student, and do the same with question (d).
Read sentences 1–8 aloud to the class, while they follow in their books.
Get the class to read sentences 9–17 by themselves.
Get the class to do questions (e)–(j) on their own, and repeat the process as for questions (c) and (d).
Read the whole passage aloud to the class, without the questions, while the students follow in their books.

EXERCISE A *Meaning assessment*

Get the class to read the questions themselves and mark the answers in their notebooks.
Ask them to indicate whether they have answered 'true' or 'not true' by a show of hands.
Get individual students to justify their decisions and ask the rest of the class if they agree or not.

EXERCISE B *Contextual reference*

Remind the class of Unit 1 Exercise B, and if necessary show them again how to do this exercise by writing the example from Unit 1 on the blackboard and linking up the connecting noun phrases with boxes and lines.
Get the class to do the exercise in their notebooks.
Ask one student what he has enclosed in a box in question 1.
Ask the other students to indicate whether they agree or disagree by a show of hands.
Repeat the process for the other questions.

EXERCISE C *Rephrasing*

Get the class to do the exercise in their notebooks.
When the class have finished the exercise, write the first sentence on the board.
Underline the expression which is to be replaced.
Select a volunteer to come to the board and write in the replacing expression above the words which are underlined.
Ask the class to judge whether the rephrasing is appropriate. Consider alternatives if necessary.
Bracket together the appropriate replacement(s) with the original expression as follows:

$$\textit{There are many different} \left\{ \begin{matrix} \textit{ways} \\ \textit{methods} \end{matrix} \right\} \textit{of grouping children within a school.}$$

EXERCISE D *Relationship between statements*

Read sentences A and B to the class and write on the blackboard the beginning of sentence B with *for example* occurring after *thus* as shown in the example.
Get the class to do the exercise in their notebooks.
Ask a volunteer to read his version of the first sentence.
Ask the class to judge whether it is correct.
Go through the remaining sentences in the same way.

EXERCISE E *Discourse development*

1

Read out the introduction to the exercise to the class. If necessary, ask them to look up *statement*, *definition* and *example* in their dictionaries.

Now get the students to write the answers to the exercise in their notebooks.

Get individual students to say what answers they have written. If there is disagreement, get the students to justify their decisions.

2

Go through the completed diagram carefully with the students, and give them time to study it.

Now get them to copy the empty diagram into their notebooks, and to fit the sentences of the paragraph into it.

While they are doing this, go round the class and give individual help where necessary.

II PROBLEMS

A

Get the class to do the exercise in their notebooks.

Get individual students to read out the paragraphs they have written.

Discuss any differences between the students' versions and the version in the key.

B 1

Get the class to draw out a timetable in their notebooks and to fill it in from the description given.

While they are drawing the timetable, draw one on the blackboard.

Invite students to come forward to fill in the blackboard timetable.

Discuss any differences that arise between the students' version and the version in the key.

B 2

Get the students to write rough notes before they attempt the full paragraph.

Give them plenty of time to write the paragraph.

Get individual students to read the paragraphs they have written.

III FORMS AND FUNCTIONS

A *Tentative statements*

Get the students to write the answers in their notebooks.

Go through the answers quickly and discuss any discrepancies that arise.

B *Statements of assessment*

1

Go through the explanation and example carefully.

Get the students to do the exercise in their notebooks.

Give individual help where necessary.

2

Take this opportunity to let the students work carefully with their dictionaries, comparing the meanings of these different but similar words. If they are using translation dictionaries, write up the nearest possible translation equivalents on the board. If they are using English dictionaries, discuss the definitions with them.

3

Give the students time to study and ask questions about the example.
Get individual students to read sentences off from the diagram.
Ask the class to do the exercise in their notebooks.
Get individual students to read out what they have written.

IV GUIDED WRITING

STAGE 1 *Sentence building*

Get the students to read the explanation carefully.
Do one or two sentences orally.
Tell the students.to write all the sentences in their notebooks.
Give individual help where necessary.
Taking the sentences one by one, get individual students to read out what they have written. Write the correct version of each sentence on the board.

STAGE 2 *Paragraph building*

Get the students to write a paragraph in their notebooks, following the diagram.
After the students have written their paragraphs, get the class to number the sentences on the board in the correct order.
Get the class to suggest a suitable title for the paragraph.
Discuss any differences between the students' versions and the version in the key.
Give the students time to change their own paragraphs where necessary.

STAGE 3 *Paragraph reconstruction*

Give the students a few minutes to read through their paragraphs.
Discuss the meaning of any unknown words.
Tell the students to close their notebooks or hand them in, and to rewrite the paragraph on a separate piece of paper, using the notes provided. Tell the students that they must use whatever they can remember of the original, combined with their own words. Go round the class and give individual help where necessary.
Take in the students' work and correct it. This correction will indicate the students' progress and suggest areas of difficulty for future treatment.

V FREE READING

Tell the students to read the passage in their own time.

Encourage them to look for points of interest in the passage and to relate them to the exercises in this and other units.

Tell the students to make a note of any unfamiliar words and to look them up in their dictionaries. Get them to practise using these words in sentences of their own.

Repeat this process with further passages selected from standard texts used by the students in their other classes.

Recording

Recordings of the reading passages and the answers to some of the exercises are available on cassette from Oxford University Press. A useful revision exercise is to play the recordings of the reading passages while the students follow the passage in their books. If it is necessary to develop the learners' ability to comprehend spoken English, follow this up by giving comprehension questions orally. Recordings of answers to the exercises will serve as a model if the teacher wishes to do these exercises orally.

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