

Creative writing

Before setting B for homework.
Point out to everyone that
A when writing the narrative

Idioms

in colours
locations or categories: green

ed to decorate the room
time (usually derogatory)

e green light

blue moon

edding

ollar

elephant

14 The English-speaking world



14.1 English in the world

Reading

B These are questions for discussion, but this information may be useful:

- English is spoken as a major first language in Australia, Belize, Canada (+ French), Guyana, Ireland, Jamaica (and many other West Indian islands), UK, New Zealand, South Africa (+ Afrikaans), USA, etc.
- English is used as a second language / lingua franca in Bangladesh, Botswana, Ghana, India, Kenya, Lesotho, Liberia, Malaysia, Malawi, Namibia, Nigeria, Pakistan, Papua New Guinea, the Philippines, Sri Lanka, Swaziland, Tanzania, Zimbabwe, etc.
- 10% of the world's population speak English as their mother tongue (Chinese 21%, Spanish 6%, Russian 6%, Malay 4%, Hindi 4%, Japanese 3%, Arabic 3%, Portuguese 3%, French 2%, German 2%)

14.2 Indirect speech

Grammar


A Suggested answers

- 1 He told us that he had visited Australia in the summer.
- 'I went there in the summer,' is what he said.
He told us that he visited Australia in the summer.
- 'I (usually) go there in the summer,' is what he said.
He told us that he would be visiting Australia in the summer.
- 'I'm going there / I'll be going there,' is what he said.
- 2 She asked me if I had been to New Zealand.
- 'Have you been there?' is what she said.
She asked me when I had been to New Zealand.
- 'When did you go there?' is what she said.
She asked me whether I had been to New Zealand.
- same meaning as first example



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- 3 David says he wants to visit his relations in Canada.
 - *he still wants to go there*
 David said he wanted to visit his relations in Canada.
 - *same meaning as previous example OR this is what he said some time ago so maybe he has gone there by now*
 David said he wants to visit his relations in Canada.
 - *same meaning as first example - perhaps emphasising that although he said it in the past he still wants to go*
 David said, 'He wanted to visit his relations in Canada.'
 - *another person wanted to go there, not David himself*
- 4 Ruth phoned to say that she would be flying to India the next day.
 - *she travelled the day after the phone call*
 Ruth phoned to say that she would be flying to India tomorrow.
 - *she is going to travel tomorrow*
 Ruth phoned to say that she was flying to India the next day.
 - *same meaning as first example*
- 5 I didn't find out when the show starts.
 - *the show is on soon and I need to know when it starts*
 I didn't find out when the show started.
 - *same meaning as previous example OR the show is over or has started already*
 I didn't find out when the show will start.
 - *same meaning as first example*
 I didn't find out when the show would start.
 - *the show has started or is over, I didn't know the starting time OR same meaning as first example*

B  The class should be divided into groups of four or five - with a class of eleven students, one group should consist of five and the other of six students. Then, within each group, half the students should look at Activity 9, the other half at 44.

This is a straightforward transformation exercise, rewriting one short text into reported speech and then another into direct speech. However, Activity 9 contains a 'direct version' of text A and a 'reported version' of text B, while Activity 44 contains a 'direct version' of text B and a 'reported version' of text A. In the end there are several versions of each text to compare: the originals and the versions produced by the two pairs. Full instructions for this are given in both Activities in the Student's Book.

C Answers

1 admit	announce	call
explain	imply	insist
mutter	reiterate	repeat
suggest	whisper	yell
2 assure	convince	inform
3 allow	ask	beg
order	permit	persuade

D  This exercise requires you to listen to what is said in the recordings - just the salient points. Pause the tape if you need to. There are no 'correct answers' - just a question of grammatical accuracy of what you write.

Transcript

Blain: I was brought up in a tiny hamlet, I suppose only two hundred people - it wasn't a town, it was a village and the nearest town was 10 miles away. It was hot in the summers and cold in the winters.

Rupert: Well, I have very fond memories of my childhood in Holborn in the centre of London. I went to St Martin's Martyr Primary School. It was a very nice country and we lived in a very nice house for me. We were cut off from the city by a wall - I phone eventually, 'romantic' ideas about it. Then and there - looking back.

Gay: I was brought up in the United States but it's a very different child there really because I had a lot of kind of friends - um - outside, I think. Um - I think the way of life was because um - there was a more spontaneous really.

Enzo: I was brought up in Italy with Italian parents, then I moved to England in my childhood. My parents had a very different life at home.

his relations in Canada.

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here by now

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
airs. Full instructions for this are

udent's Book.

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C Answers

- | | | | | | |
|----------|-----------|----------|-----------|----------|--------|
| 1 admit | announce | call out | claim | cry out | deny |
| explain | imply | insist | mention | mumble | |
| mutter | reiterate | repeat | reply | scream | shout |
| suggest | whisper | yell | | | |
| 2 assure | convince | inform | notify | tell | warn |
| 3 allow | ask | beg | encourage | instruct | invite |
| order | permit | persuade | tell | urge | |

- D**  This exercise requires students to report the GIST of what is said in the recordings - just a couple of sentences, summarising the salient points. Pause the tape between each speaker.
There are no 'correct answers' to this - pay attention to the grammatical accuracy of what your students write.

Transcript

Blain: I was brought up in ... er ... Northern Canada ... um ... up in very tiny hamlets, I suppose you might call them, where there might be only two hundred people living. In one of the little towns I lived in - it wasn't a town, it was a camp - there were six families only and the nearest town was 180 miles away. The summers were very hot and the winters were *extremely* cold with masses of snow.

Rupert: Well, I have very fond memories of my childhood: I was born in Holborn in the centre of London and I went to St George the Martyr Primary School but at the age of six we moved out to the country and we lived on a farm and that has very special memories for me. We were cut off from just about everything, we had a v ... phone eventually, an outside lavatory, all those sort of 'romantic' ideas about living in the country, which were reality then and ... er ... looking back on them, very happy memories.

Gay: I was brought up in Greensboro, North Carolina, which is in the United States but it's down south and ... um ... it was great being a child there really because it was warm all the time and ... er ... we had a lot of kind of outdoor stuff that we did: we used to play a lot ... um ... outside, doing tennis and swimming and stuff like that. Um ... I think the weather really affected my childhood a lot because ... um ... there was a kind of sense of freedom and being spontaneous really.

Enzo: I was brought up in Worcestershire in the Midlands and I'm of Italian parents, therefore I had quite a mixed, or mixed-up, childhood. My parents were from a Southern Italian village, therefore life at home was quite ... er ... Italian and the minute I

walked through the door I suddenly had to become English and ... er ... Worcestershire being a very English part of the country, a very typical English part of the country, there ... er ... this was a ... a ... a big contrast. And I do have good memories about my childhood, although they're mixed up.

Nick: I was brought up in ... er ... Huddersfield in Yorkshire, or near Huddersfield. Um ... and what I remember most is the fact that I was the doctor's son and so ... and we had the surgery in the house, so there were always people coming to ... er ... to be treated or to see my father and then when I was old enough to be out in the village people would see me as Dr Michael's boy and that was ... it was like a little identity without even having to work at it.

Ken: Well, I was brought up in Dover, which is a small town on the south-east coast. Um ... I can remember happy sunshiney days ... er ... paddling in and out of the sea with my bucket and spade and er ... the weather always seemed to be hot and sunny then. Er ... there's also a big castle in Dover, which I used to think of as being exclusively mine because it ... it's a Norman castle and shaped like a fort, so a big treat was to be taken up there to see the flag flying on the top of the keep. I have very happy memories of my childhood, yes.


Karen: I can't actually say where I was brought up because up until the age of fourteen I hadn't lived anywhere for longer than two years. I was brought up throughout Britain: in the areas around London, on the Isle of Man, through the Midlands, in the North of England and in Scotland. And consequently, as I was going to school, I had to learn each accent of the particular area very quickly because children can be very unkind if you don't fit in.

(Time: 3 minutes 40 seconds)

E Suggested answers

- 2 'No, you'll never guess ... Give up? All right I'll tell you. I'm from Toronto, so I'm not American, I'm Canadian!' Kate said to me.
- 3 'What lovely handwriting you have!' Jane said to me.
- 4 'Why don't you enrol for a course in Japanese?' Jerry suggested.
- 5 'Look, I'm going to pay for everything. Yes, the drinks too,' Pippa said.
- 6 'Go on: you really ought to go in for it. You've got a good chance of passing, you know that,' Stephen said to me.
- 7 'Stephen, don't be too confident. It's a long time since I last took an exam, remember!' I said to him.
- 8 'Excuse me, I'm sorry to have to say this but would you mind not


talking so loudly. It is after midnight and the other people in the corridor.

F  Play the two passages to the recording. The passages are printed in Activity 66 in the Student's Book. Follow the procedure suggested. Although both students in the pair will be writing a report (i.e. a summary) of the recording, one will be writing the report.

Extra activity


Get each member of the class to record a short speech or story which were given by other people as a child, as a parent, etc.

14.3 Spelling and pronunciation Consonants

A  Play the recording after the first passage. The recording is either working alone or in pairs. The recording lasts 40 seconds. Make any corrections to the answers.

Answers

/t/	future	literature	marc
/l/	insurance	machine	me
/ʒ/	beige	decision	vision
/dʒ/	average	badge	cabbag
	injury		

B  Again, play the recording after the second passage. The recording lasts 40 seconds.

Answers

/g/	signature	guilty	gher
/dʒ/	gesture	margarine	gy
	generation	ginger	Ge
	genius		
/t/	draught	laughter	
[silent]	nought (O)	sign	
	naughty	borough	dr

suddenly had to become English and ...
every English part of the country, a very
country, there ... er ... this was a ... a ... a ...
good memories about my childhood,

Huddersfield in Yorkshire, or near
that I remember most is the fact that I
... and we had the surgery in the house,
... coming to ... er ... to be treated or to
... I was old enough to be out in the
... as Dr Michael's boy and that was ... it
... about even having to work at it.

Dover, which is a small town on the
... remember happy sunshiny days ... er
... the sea with my bucket and spade and ...
... seemed to be hot and sunny then. Er ...
Dover, which I used to think of as being
... it's a Norman castle and shaped like a
... be taken up there to see the flag flying
... have very happy memories of my

... was brought up because up until the
... anywhere for longer than two years. I
... Britain: in the areas around London,
... in the Midlands, in the North of England
... frequently, as I was going to school, I had
... particular area very quickly because
... if you don't fit in.

(Time: 3 minutes 40 seconds)


... live up? All right I'll tell you. I'm
... American, I'm Canadian!' Kate said to

... a havel' Jane said to me.
... course in Japanese?' Jerry suggested.
... everything. Yes, the drinks too,' Pippa

... go in for it. You've got a good chance
... Stephen said to me.

... cent. It's a long time since I last took
... o him.
... e to say this but would you mind not


talking so loudly. It is after midnight, you know,' I said to the
people in the corridor.

F  Play the two passages to the class – the complete texts are
printed in Activity 66 in the Student's Book and the recording lasts 2
minutes. Follow the procedure suggested in the Student's Book.
Although both students in the pair will hear both passages, each one
will be writing a report (i.e. a summary from notes) of a different
one.

Extra activity


Get each member of the class to recall or imagine what advice they
were given by other people as a child, as a student, as an employee,
as a parent, etc.

14.3 Spelling and pronunciation 1 – Consonants

A  Play the recording after everyone has done the exercise,
either working alone or in pairs. This will give them a chance to
make any corrections to the answers they have noted down. The
recording lasts 40 seconds.


Answers

/t/	future	literature	march	picture	question
/f/	insurance	machine	moustache	opposition	partial
/ʒ/	beige	decision	vision	prestige	
/dʒ/	average	badge	cabbage	courage	damage
	injury				

B  Again, play the recording after everyone has done the
exercise. The recording lasts 40 seconds.

Answers

/g/	signature	guilty	gherkin	giggle
/dʒ/	gesture	margarine	gypsy	gymnasium
	generation	ginger	George	genuine
	genius			engineer
/t/	draught	laughter		
[silent]	nought (Ø)	sign	thorough	sigh
	naughty	borough	drought	

C  If any students are struggling with this exercise, perhaps give them a clue: only two words in each group except **h** should be underlined. The recording lasts 1 minute 50 seconds.

Answers

b symbol bribed
g hungry ignorance
h rehearsal behalf inherit
l yield failure
p couple hypnotise
t attitude bright
d sadness second-hand

D The only correct ones are: *advertisement* *four o'clock*
reliable

Correct spellings

accommodation argument aggressive committee
developing embarrassed foreigner independent
medicine pronunciation receive replacing
responsibility seize skilful (US skillful) therefore until

E Follow the procedure in the Student's Book. Perhaps point out that the spellings given are the 'usual' ones in the respective dialects, and that in some cases either spelling can be used.


Answers

BrE draught beer favour honour humour
jewellery kidnapper labour pyjamas quarrelling
skilful speciality theatre traveller's cheque travelling
TV programme woollen

14.4 British and American English

As this is a tricky subject, your students need some background information: see below. It's also worth noting that misunderstandings between British and American English happen because of linguistic differences.

Refer to a dictionary if you're unsure about any of the items in this section.

A  The answers are recorded on tape until everyone has finished the exercise. That the words given in the two lists are terms used in each dialect – words used in AmE, for example, but more often.

AmE	BrE
apartment	flat
attorney	solicitor
to call someone	to ring
checkmark	tick
closet	cupboard
downtown	city centre
drugstore or pharmacy	chemist
the fall	autumn
faucet	tap
garbage/trash	rubbish
movie	film
movie theater	cinema
potato chips	potato crisps
schedule (/skedʒul/)	timetable
sidewalk	pavement
zipper	zip
zero	naught

► Some more examples of vocabulary differences (case):


sales clerk – shop assistant
freshman – first year student
sedan – saloon station wagon
fender – wing windshield

14.4 British and American English

Word study

As this is a tricky subject, your students may require some extra information: see below. It's also worth emphasising that misunderstandings between British and American people rarely happen because of linguistic differences.

Refer to a dictionary if you're unsure about the meaning or usage of any of the items in this section.

A  The answers are recorded on the cassette. Don't play the tape until everyone has finished the exercise (Time: 1 minute). Note that the words given in the two lists are simply the most common terms used in each dialect – words like *cinema* or *film* are sometimes used in AmE, for example, but *movie theater* and *movie* are used more often.

AmE	BrE
apartment	flat
attorney	solicitor or barrister
to call someone	to ring someone up
checkmark	tick
closet	cupboard or wardrobe
downtown	city or town centre
drugstore or pharmacy	chemist's
the fall	autumn
faucet	tap
garbage/trash	rubbish
movie	film
movie theater	cinema
potato chips	potato crisps
schedule (/skedʒul/)	timetable
sidewalk	pavement
zipper	zip
zero	nought

► Some more examples of vocabulary (the AmE form is first in each case):

sales clerk – shop assistant	sophomore – second year student
freshman – first year student	jelly – jam jello – jelly
sedan – saloon	station wagon – estate car hood – bonnet
fender – wing	windshield – windscreen overpass – flyover

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muffler – silencer trunk – boot spark plug – sparking plug
carburetor – carburettor tire – tyre traffic circle –
roundabout gear shift – gear stick/gear lever

► Some examples of possible vocabulary confusions:

BrE biscuit = AmE cookie
AmE biscuit = BrE scone
BrE pants = AmE underpants or shorts
BrE subway = AmE pedestrian underpass
AmE pavement = BrE road surface

B Answers

British English		American English	
2 ground floor	lift	first floor	elevator
3 trousers	waistcoat	second floor	
4 underground		pants	vest
5 queue	railway	subway	
6 motorway	petrol	line	railroad
		freeway/highway (or	
		turnpike/expressway/	
		interstate)	gas
7 torch		flashlight	
8 toilet (or loo)		bathroom	

► There are also a few differences in the GRAMMAR used in British and American English, as shown in these examples of American usage:

- Did you go there already? Did you ever go there?
- They've already gotten off the plane.
He's gotten much slimmer since I last saw him.
but I've got plenty of time.
- If I would have known I could have helped you. (*in some US dialects only*)
- 'Do you have a dictionary?' / Have you got a dictionary?'
'Yes I do.'

14.5 Say, call, and think

A Answers

- 1 call back = phone
- 2 think over = consider
- 3 talk into = persuade
- 4 talk down to = speak
- 5 speak up = speak
- 6 talk over = discuss
- 7 call off = cancel
- 8 called up = drafted
- 9 speak out = give one's
- 10 call up = phone

B Answers

- 1 say when
- 2 talk shop
- 3 not on speaking terms
- 4 It goes without saying
- 5 You can say that
- 6 easier said than done
- 7 No sooner said than
- 8 speaks her mind
- 9 called his bluff
- 10 don't think much
- 11 thinking aloud
- 12 thought better of
- 13 talking point
- 14 think again

► Some more related
call someone names =
to say nothing of = w
speak for yourself =
so to speak = as it w
talk of the devil = yo
about
to say the least = w

14.5 Say, call, speak, talk and think

Verbs and idioms

A Answers

- 1 call back = phone again another time
- 2 think over = consider for a period of time
- 3 talk into = persuade
- 4 talk down to = speak in condescendingly simple language
- 5 speak up = speak more loudly
- 6 talk over = discuss
- 7 call off = cancel
- 8 called up = drafted into the army
- 9 speak out = give one's opinions freely
- 10 call up = phone

B Answers

- 1 say when
- 2 talk shop
- 3 not on speaking terms
- 4 It goes without saying
- 5 You can say that again!
- 6 easier said than done
- 7 No sooner said than done
- 8 speaks her mind
- 9 called his bluff
- 10 don't think much of
- 11 thinking aloud
- 12 thought better of it
- 13 talking point
- 14 think again

► Some more related idioms:

- call someone names = insult
- to say nothing of = without even mentioning
- speak for yourself = give your personal opinion
- so to speak = as it were, speaking metaphorically
- talk of the devil = you are / here is the person we were just talking about
- to say the least = without exaggerating