

WIN 4AH (Tel: 071-323 2328).

The first course for the CTEL, for teachers of Spanish, is being conducted by Coventry Technical College, Butts, Coventry CV1 3GD (Tel: 0203-257221) from whom course details may be obtained.

A Bright New Journal

from the

English-Speaking Union ENGLISH - A WORLD LANGUAGE

First issue January 91, second issue July 91.

EWL seeks to straddle the interests of lay people and experts, and to reflect the professional thoughts, problems, and aspirations of teachers of English as a second or foreign language in all parts of the world.

Please fill in the coupon and send cheques, made payable to The English-Speaking Union, to 37 Charles Street, London, W1X 8AB. Advertising rates available on request. Please tick the appropriate box:

- | | |
|----------------------------------|--------------------------|
| 1st issue only (UK) £3 | <input type="checkbox"/> |
| 2nd issue only (UK) £3 | <input type="checkbox"/> |
| 1st and 2nd issue (UK) £5 | <input type="checkbox"/> |
| 1st issue only (non-UK) £3.50 | <input type="checkbox"/> |
| 2nd issue only (non-UK) £3.50 | <input type="checkbox"/> |
| 1st and second issue (non-UK) £6 | <input type="checkbox"/> |

NAME _____

ADDRESS _____

POSTCODE _____

Basic Economics - a novice's guide

Economics Christopher ST J Yates Cassel 1989 SB £5.95 TB 4.10 2 cassettes £17.

Teaching EAP, or any other subject-based acronym you care to mention, is a potential minefield. It is all too easy to allow the subject to dominate the learning process, rather than keeping the learners firmly in your sights.

In *Economics*, Christopher Yates has produced a solid and thorough resource book which experienced teachers, whether specialists in the subject or not, will find useful in dealing with EAP Economics groups. However, it's a book which does need a substantial dose of imaginative lesson-planning in order to make it work efficiently in human terms.

The text is both well-structured and presented but, unfortunately, it leaves the subject cold. The occasional spoken activity - "When you have listened to the lecture you will be asked to make a short oral summary of the lecture you have heard" - seems to have been included almost by accident.

Economics is designed for teachers who have no prior knowledge of the subject, and in this respect it successfully gives them a grasp of some of the basics. But for the teacher who has no prior interest in, or enthusiasm for, the subject it could well be the knock-out blow!

The inclusion in the Students'

Book of some activities of a more learner-oriented nature, or suggestions in the Teacher's Book as to how to humanize the subject would be very welcome.

Bryan Robinson

Topics such as Economic analysis, dealt with in Units 5 and 6, lend themselves well to groupwork activities such as producing economic models based on data provided by the students themselves or obtained from outside the classroom. This kind of expansion of the materials given seems to me to be vital in bringing the subject alive for teachers and learners alike.

The package (Students' Book, Teacher's Book and 2 audio cassettes) has been written for learners of an "intermediate" level; (I understand that to mean post FCE, i.e. learners who have about 450-500 contact hours of English) who are studying, or going to study, Economics through the medium of English.

The stated approach is that of assuming "no knowledge of Economics on the part of the learners." Yates has taken as his basis for all of the economics content a standard work in the field: Beggs et al. *Economics* (1984, 1987,) and then choosing the most significant topics, has reproduced the original texts and provided them with EAP activities. This approach is admirable, as long as it doesn't put

students off Economics for life!

The input of the EFL learner is broadly divided between the two skills of reading and listening with grammar review exercises based on frequently encountered structures, and vocabulary work which focuses on lexical fields typically employed in Economics texts, to back these up.

The audio cassettes are not authentic. The speakers seem to be using semi-authentic scripts and they speak at a slower than natural pace, although they do use the standard weak forms, contractions, links etc that you would expect. Full transcripts are provided in the Teachers' book, which can help in preparing more varied activities.

To sum up *Economics*, I would say that it is a useful resource for experienced Teachers and a good foundation for experienced colleagues who can try out a range of techniques for humanising the subject and using authentic and semi-authentic materials.

Bryan Robinson is a freelance teacher and teacher trainer working in EFL and industrial/vocational training. He is based in Granada, Spain, where he has lived and worked on and off since 1975.

The views expressed here are not necessarily those of the reviews editor.