

Say it Again



BBC English

Say it Again

The new BBC Intermediate English Course

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The Course

- 1 'Say It Again' is the new English course for intermediate students from BBC English by Radio. It is designed both for the learner studying at home and for the student in the classroom.
- 2 The course is divided into seven sections and in each section you will find the following:
 - A classic film story e.g. a 'detective' story, a 'love' story, a 'horror' story and so on.
 - A linguistic theme e.g. the language of speculation or clarification.
- 3 Each section has five or six episodes and in every episode you will find:
 - a summary of the episode with pictures illustrating the main language points.
 - comprehension questions on the recorded episode.
 - exercises, model sentences and drills for speaking practice.
 - opportunities for writing practice.
- 4 The cassette recording contains dialogues for comprehension and imitation and drills for speaking practice.

Using 'Say It Again' at home

- 5 Each episode contains clear guidelines on how to use the material. The basic sequence is as follows:
 - Read through the simple dialogue accompanying the pictures. This will tell you about the story and the language taught.
 - Read the comprehension questions.
 - Listen to the story on tape and answer the questions.
 - If you can't answer any questions after listening again, look at the 'Answers to Exercises' section at the back of the book.

- Now do the exercises. Read the instructions and look at the examples. Check your answers immediately.
- Do the drill exercises on the tape. There is a drill tapescript at the back of the book.
- Do the writing exercise, checking again with the model answers at the back of the book.
- Finally, listen to the story again for revision.

Using a dictionary

- 6** You probably have a bi-lingual dictionary. If you can, get an all-English dictionary specially designed for foreign learners. These present the words as you are likely to see them and give simple, full and clear explanations. The best ones are The Longman Dictionary of Contemporary English (Published by Longman Green & Co., London) and The Oxford Advanced Learners Dictionary of Current English (Published by Oxford University Press, Oxford). They should be available in any good bookshop stocking English Courses.

Using 'Say It Again' in the classroom

- 7** In addition to the notes in 5, here are some further suggestions for classroom use.
- The story dialogues are lively and humorous and spoken naturally. You may need to prepare your students before listening. Lead them in gently by setting definite listening tasks, e.g. How does Henry show his annoyance in the 'love story'?
Answer: by expressions such as *I can't take much more of this* and *this is driving me mad*.
 - Every story has memorable characters; get your students to give descriptions of these characters.
 - Many stories end on 'cliff-hangers'. Students can be asked to make up their own versions of the ending.
 - All stories give opportunities for role play. Classroom dramatisation or re-playing the story should prove entertaining.
 - Each story lends itself to further development, stimulating creative writing practice.
 - With younger learners, there are plenty of opportunities for further picture stories.

- Games: students can mime characters or situations for the others to guess; you can invent your own cinema game. For example, who shot Pete and why? Or in what film did the heroine travel to Hollywood and why?

Other BBC English Courses

- 8 *Say It Again* can lead on to other BBC English by Radio and Television courses such as *Countdown to English* (our intermediate studies revision course), the advanced course (*Choosing your English*), or one of our more specialised courses in conversational English (*English for International Co-operation, People Talking*), in the English you need for travel (*Take a Break, The Sadrina Project*), or business and commerce (*Export English, The Language of Business*).

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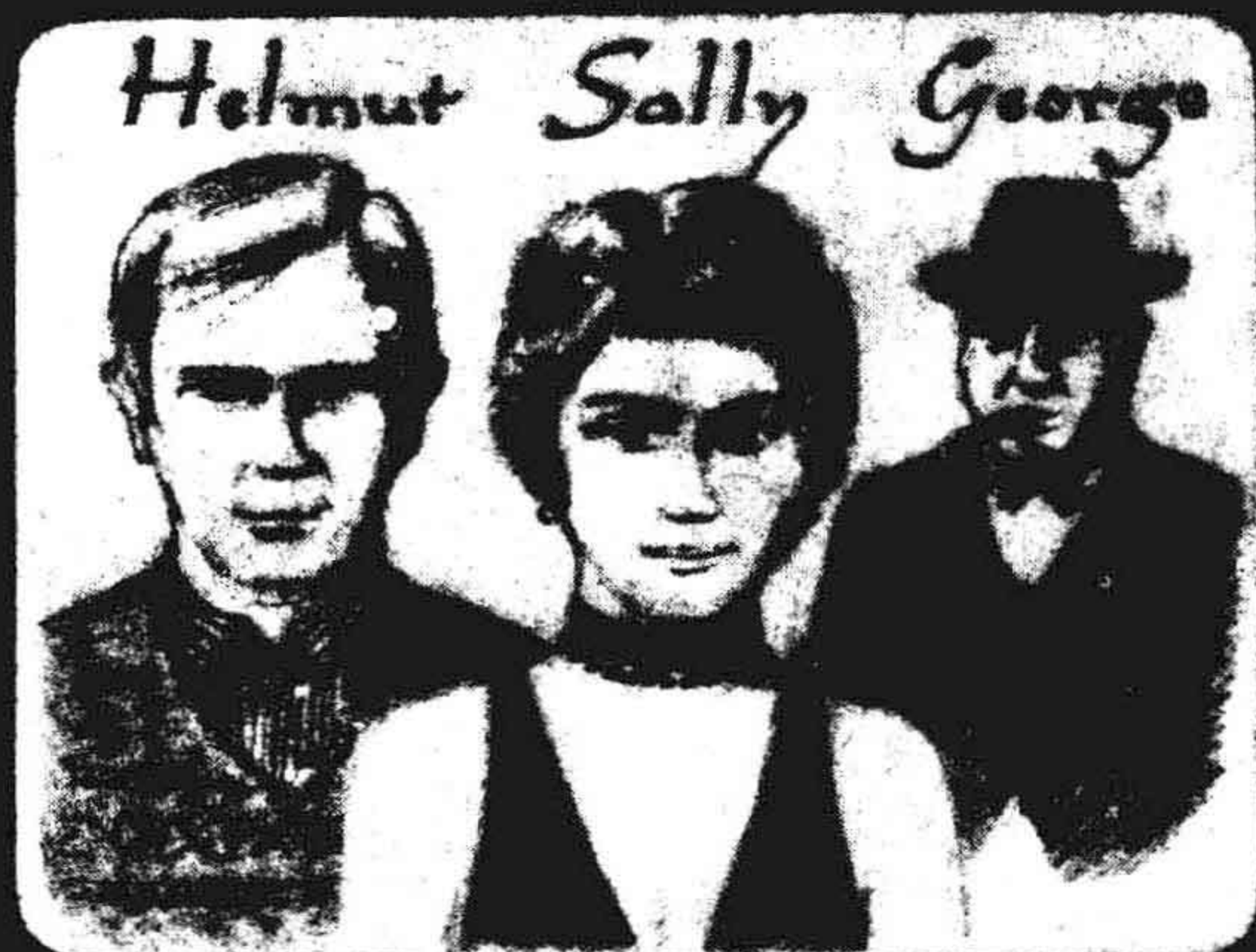
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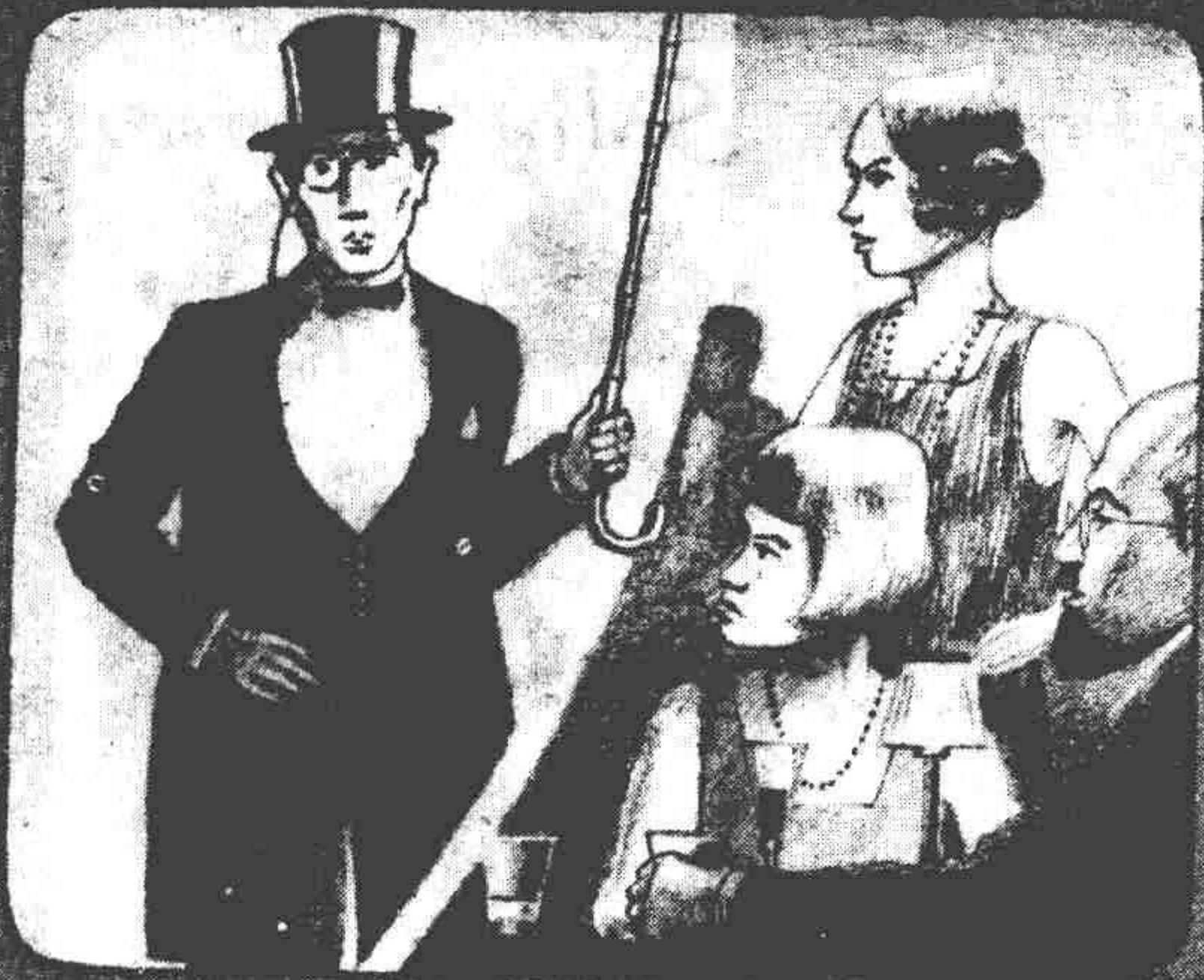
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DRILLS

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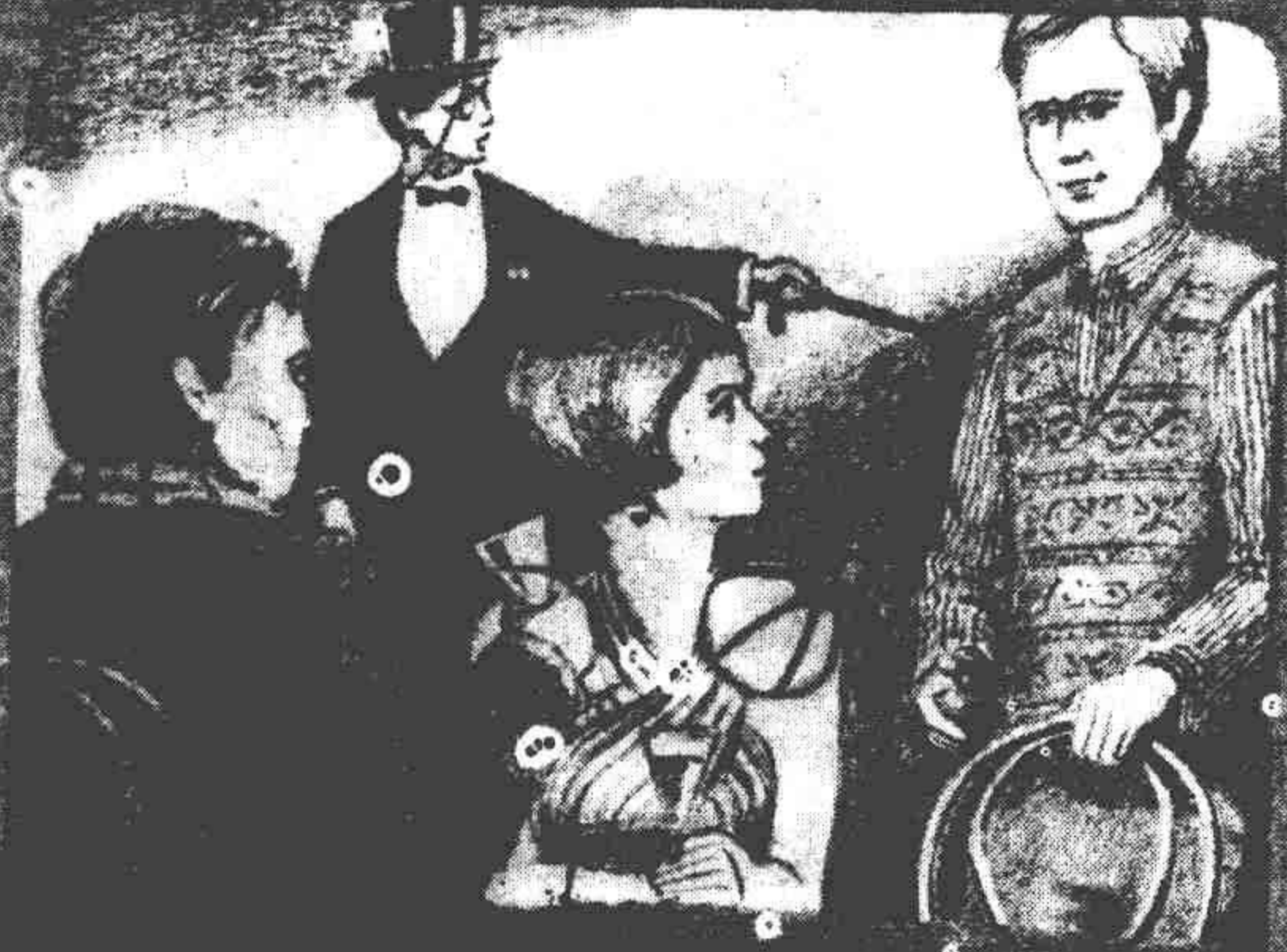


Episode 1



M.C.: Welcome to your English Cabaret.
And tonight, ladies and gentlemen,
we've got an educational
entertainment for you.

AUDIENCE: What?
What did you say?
An educational what?



ERIC: Pardon?
HELMUT: May Helmut visit here?
SALLY: Yes, of course.



HELMUT: May Helmut visit here?
SALLY: Yes, of course.
HELMUT: Yes, of course.

A.C.: The star of tonight's cabaret—Rudi!
And his new assistant, Rita!

RITA: Where's your last assistant?
RUDI: She's in hospital.

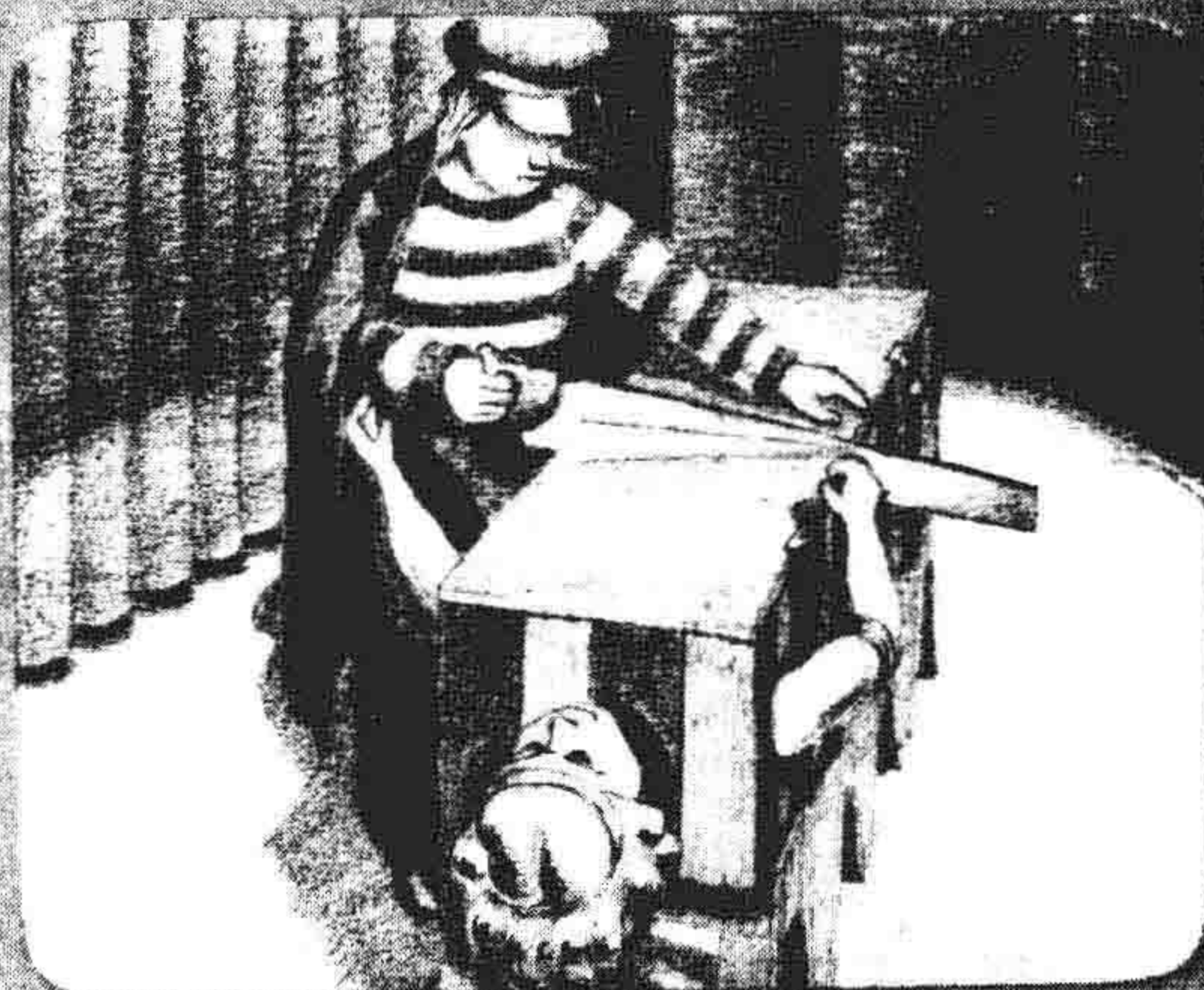


RITA: Rudi, there's somebody else in the
box.

RUDI: Of course!

RITA: But who is she?

RUDI: She's my wife.



RUDI: No Rita, come back! And you,
Gloria. She's just a friend!



- 1** Read the following statements, then listen to the tape and follow the story in the pictures. Now say whether the statements are **true** or **false**.
- 1) Gloria is in hospital.
 - 2) Gloria is Rudi's wife.

Not understanding

- 2** Play the tape from the beginning and stop at:
M.C.: An educational entertainment.

Which of the following expressions do you hear?

What?	I didn't catch that.
What did he say?	What did you say?
What do you mean?	Pardon?
An educational <i>what</i> ?	I didn't get that.

- 3** Play the same part of the tape again. When you hear the expressions you noted in 2, say them with the speaker.

- 4** Play DRILL 1. Listen and repeat.

e.g. *Tape*: What did you say?
You: **What** did you say?

Asking permission

- 5** Look at Frame **B**. Helmut is asking permission to sit at the table. He says, 'May I?'. This is a polite way of asking permission. But it is not clear what he means, so he repeats the whole sentence: 'May I sit here?'.

Play DRILL 2. First just say, 'May I?'. Then, when the person does not understand, say the full sentence.

e.g. *Tape*: Sit at your table.
You: May I?
Tape: Pardon?
You: May I sit at your table?
Tape: Oh, yes, of course.

- 6** Write out in full the four short dialogues you practised in DRILL 2.

Asking personal questions

- 7** If we want to be very polite, or want to ask a personal question, we can use 'If I may ask' Play the tape starting at:
ERIC: My name is Eric.
Listen until you can complete Helmut's question to Eric:
If I may ask,
- 8** Play DRILL 3. You will hear three personal questions. Repeat the questions politely, beginning with 'If I may ask'
e.g. *Tape:* How old are you?
You: If I may ask, how old are you?
- 9** Read the following questions. If you are talking to a stranger, perhaps some of the questions are too personal. Which ones do you think are too personal?
1) Does the number 24 bus go to Oxford Circus?
2) Are your parents still alive?
3) Do you want a drink?
4) Do you drink a lot?
5) How much did your car cost?
6) Have you got any children?
- 10** Now write out the personal questions in 9, beginning:
If I may ask,

Making invitations

- 11** In Frame C, Sally is inviting Helmut to dance. Later, Helmut invites Eric and Sally to do something. Listen to the tape starting at:
SALLY: My name's Sally.
and then write down Helmut's actual words.
Would.place.weekend?
- 12** Play DRILL 4. Make invitations using, 'Would you like to'
e.g. *Tape:* Invite someone to come to your place this weekend.
You: Would you like to come to my place this weekend?

13

Here is a letter inviting someone to have lunch with you.

26 Hillside Rd,
N.W.10

Dear Peter,

I'm working near you now, at Browne & Co. in West St. Would you like to have lunch with me one day this week? Give me a ring at work (237-9090, Ext. 54) between 9.30 and 5.00.

Yours,
Tim

P.S. Would you like to invite that nice girl I met with you a few weeks ago, too?

Write a similar letter of invitation to a friend.

14

Look at the following ten sentences. Play the tape again from the beginning and then put the sentences in the correct order, e.g.:

3)—12)—10

- 1) Rudi opened the box.
- 2) The audience laughed.
- 3) Helmut sat at Eric and Sally's table.
- 4) Rita got in the box.
- 5) Rita wanted to get out of the box.
- 6) Sally asked Helmut to dance.
- 7) Rudi began his show.
- 8) Gloria and Rita walked off the stage.
- 9) Rudi started to saw the box in half.
- 10) Helmut invited Eric and Sally to his home.

15

Read the following outline carefully and then complete it, using the sentences in 14 and the three sentences after the outline.

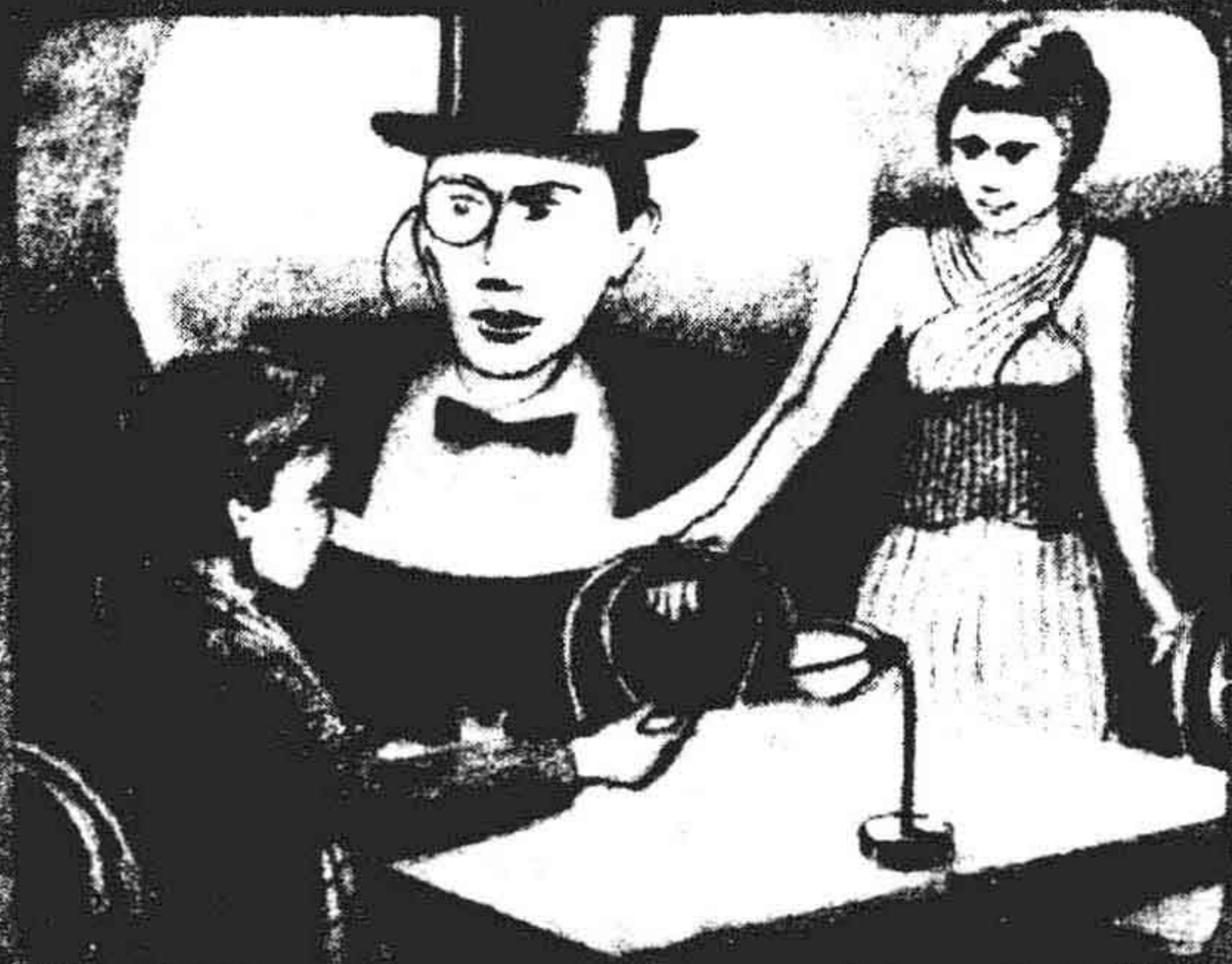
.(1) and, after learning each other's names,(2) Before dancing,(3) Then(4) First he(5) Then(6) but, soon after, she(7) again, because(8) But Rudi took no notice and(9) But then Rita got angry because(10), and both she and(11) The audience laughed because(12)

Each of these three sentences follow *because* in the outline:

Gloria and Rita had spoilt Rudi's show.

She learned that Rudi's last assistant was in hospital.

She learned that Gloria was Rudi's wife.



...the ...
everything about ...



GEORGE: George is the name. I'm Lotte's agent. What do you want to know?

LOTTE: When does she sing? Can I talk to her?



MAN IN STRIPED SHIRT: When...? Why...? What...?

LOTTE: Because—hey, why are you asking these silly questions?



1ST WOMAN: First I know who those important people are.

SALLY: Who are they?

- 1 Listen to the tape and follow the story in the pictures. Now answer this question.
Who are the important visitors?
The important visitors are

Wondering

- 2 There are some important guests in the show, but the Master of Ceremonies does not say *who*.

Look at Frame A. People want to know *who*. One woman asks, 'Who are they?'. The other woman wants to know, too. She says, 'I wonder who they are.'

If we want to know what someone does, that is, what job he does, we say:
I wonder what he does.

Sally says, 'Wish me luck'. If we don't know what this means, we say:
I wonder what 'Wish me luck' means.

If we see something with no price on it in a shop window, we say:
I wonder how much it is.



Play DRILL 1. You will hear one sentence said about each picture. Listen and repeat.

e.g. *Tape:* One. I wonder who she is.
You: I wonder who she is.

- 3 Play DRILL 1 again and then write out the sentences you repeated.

- 4 If the question does not have a question word (*who, why, what, etc.*), we use *if* in the indirect question: