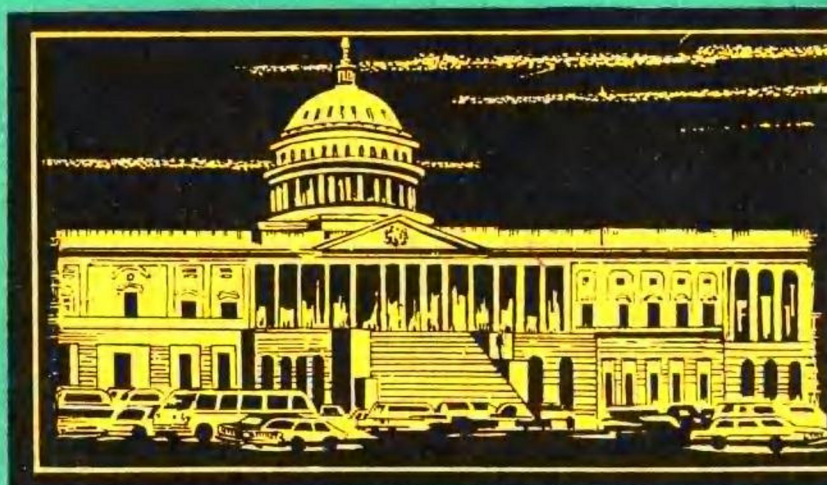




Mainline

PROGRESS A

L. G. Alexander



主导英语

(英汉对照)

Book • 3 •

复旦大学出版社

Mainline

PROGRESS A

Students' Book

L. G. Alexander

主导英语

(第 三 册)

期 限 表

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复旦大学出版社

北京卡片商店 1001

Longman Group Limited
London

Associated companies, branches and
representatives throughout the world.

© Longman Group Limited 1973

· 内 部 发 行 ·

主 导 英 语 (III)

复旦大学出版社出版

新华书店上海发行所发行

上海市印刷三厂印刷

字数 315 千 开本 787×1092 1/16 印张 12.5

1984 年 12 月 第一版 1984 年 12 月 第一次印刷

印数: 1—55,000

书号: 9253·005

定价: 1.60 元

编 辑 说 明

《主导英语》(Mainline: Students' Book)系英国著名语言学家L. G. Alexander所编《新概念英语》(New Concept English)系列教材的重要组成部分, 全套六册, 语言程度上循序渐进, 体系严密, 与同类教材相比, 具有更多的优点, 目前已为非英语国家广泛采用。课文汇集当今世界文学、艺术、科学和社会习俗等各方面内容, 采用新颖视听方法, 创造模拟英语环境, 培养学生实际会话、阅读和写作能力, 是一套能在短期内突破听、说、读、写几关的理想教材。为了帮助国内各有关方面的同志学好英语, 我们编译了这套英汉对照本, 供教学和参考用。本教材既可作为大专院校英语教材, 也适用于各种进修班、培训班和广大自学者。

本教材第一册(Beginners A)和第二册(Beginners B)的课文主要用于训练听觉能力和口语, 为考虑教学效果起见, 不译成汉文, 仅将课文最后一部分阅读材料译出, 供学生参考。第三册(Progress A)、第四册(Progress B)、第五册(Skills A)和第六册(Skills B)对原版书中的课文同步配置了译文, 并对语言难点作了注释。

本册由张德富、高尔安、潘继福、张关俊、杜宏玫等译注, 张德富、宋国楷、柴明等校阅和协助工作, 全部译稿由复旦大学外文系郁明亮、陈雄尚审校。

1983年7月

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1

Lesson 1 Introducing strangers

We are at a party at a private house in London. There are a lot of young people there from different parts of the world. The host is Mr Ronald Jackson. A young English couple, Jane and Frank Sterling, have just arrived.

Mr Jackson: Good evening, 'Jane. Good evening, 'Frank.
 Jane and Frank: Good evening, Mr 'Jackson.
 Mr Jackson: How 'nice to see you 'both.
 Come in 'please.

Mr Jackson: 'Have a glass of wine 'first,
 'then let me intro'duce you
 to 'some of my guests.
 Jane and Frank: Thank you.

Mr Jackson: 'This is 'Kurt Schmidt.
 Jane and 'Frank Sterling.
 (They shake hands.)

Kurt: How d'you 'do!
 Jane and Frank: How d'you 'do!

Mr Jackson
 (to Jane and
 Frank): 'Kurt's a 'student from Germany.
 He's 'visiting Britain.
 (to Kurt): 'Jane and 'Frank are English.
 They're both in advertising.

Mr Jackson: And 'this is 'Selma da Silva
 and her 'husband, Carlos—from Rio.
 Jane and Frank Sterling.
 (They shake hands.)
 Neither 'Selma nor 'Carlos speaks English.
 Jane and Frank: And we don't speak Portuguese, either.

Mr Jackson: 'Jane and Frank. Re'peat after me: Saude! [sa'udʒi]
 Jane and Frank: Saude!
 Mr Jackson: Good. You've 'learnt your 'first 'word of Portuguese.
 'Selma and Carlos. Re'peat after me: Cheers!
 Selma and
 Carlos: Cheers!
 Mr Jackson: Good. You've 'learnt your 'first 'word of English.
 The most important 'word in any 'language.

1



2



3



4



5



6



Oral Exercises: Guided Conversation

口语

会话

1

Presentation Audio-Visual. (Teacher's Book Introduction.)

Questions on the text

Question Where's this party?

- 1 Where's this party?
- 2 It's at a private house, isn't it?
- 3 Is the house in London?
- 4 Are there any young people there?
- 5 Who's the host?
- 6 Who's just arrived?
- 7 Are Jane and Frank German?
- 8 What nationality are they?
- 9 What does Mr Jackson say to them when he opens the door?
- 10 What does he offer them?

Answer At a private house.

- 11 What do Kurt and the Sterlings say to each other?
- 12 What do they do at the same time?
- 13 Where's Kurt from?
- 14 What do the Sterlings do for a living?
- 15 Where do Selma and Carlos come from?
- 16 Do they speak English?
- 17 Do the Sterlings speak Portuguese?
- 18 What's the first English word Selma and Carlos learn? etc.

nationality
国籍

Asking questions on the text

Teacher Ask me if the party's at a private house.

Student Is the party at a private house?

Teacher Where...? Student Where's the party?

- 1 the party's at a private house. (Where)
- 2 the host is Mr Jackson. (Who)
- 3 Jane and Frank will have some wine. (What) (Who)
- 4 Mr Jackson introduces them to Kurt. (Who)
- 5 they shake hands. (What... do)
- 6 Kurt is from Germany. (Where... from)
- 7 Jane and Frank are English. (What nationality)
- 8 Selma and Carlos speak Portuguese. (What language) etc.

Acting the scene

Number of students at a time: 7.
Props: a tray and wine-glasses.

General questions

- 1 Have you been to a party lately?
- 2 Who was the host or hostess?
- 3 What sort of people were there?
- 4 How many new people did you meet?
- 5 Were there any people there you knew?
- 6 Who was the most interesting person you met?
- 7 What did (he) do for a living?
- 8 What did you have to eat?
- 9 What did you have to drink?
- 10 What do you say when you introduce strangers to each other in English?
- 11 What do you say and do when you are introduced to a stranger?
- 12 When do you say "Cheers"?
- 13 How long should a party last?
- 14 Should you take a present to the host or hostess?
- 15 Do you like cocktail parties? etc.

Asking questions

Imagine you have just been introduced to a stranger at a party.
What questions would you ask him? What questions would he ask you?

Talking points

- 1 Describe the last party you went to.
- 2 Say something about interesting or uninteresting people you've met at parties you've been to.
- 3 What are your views about parties in general?
- 4 What are your views about cocktail parties in particular?
- 5 What's the purpose of having parties?

Song

Here We Are Again. TB1/SB1. Or: Mr Monday: Present Continuous Baby.

1

Lesson 2 Oral Exercises: Pattern Drills

/p/ & /b/ both path Robert Rupert tip bit nip nib

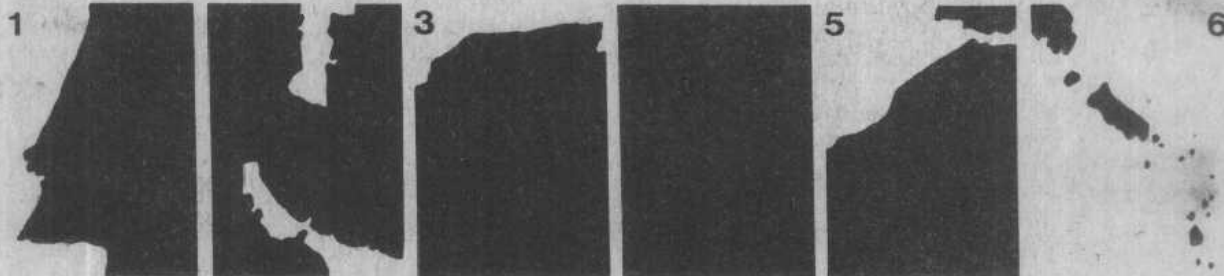
A

- 1 Where are Frank and Jane?
- *2 Where did Frank and Jane go?
- *3 Both Frank and Jane have been to Portugal.
- 4 So they're not *both* going to Portugal.
- *5 Neither Frank nor Jane will be in Portugal, as far as I know.

B

Frank's in Portugal and I think Jane is too.
They both went to Portugal.
So I hear.
No. Either Frank's going or Jane is.
I don't know who.
Oh! I thought they were *both* going there.

Getting around . . .



Portugal

Iran

Algeria

Czechoslovakia | Morocco

Puerto Rico

A

- *1 Doesn't he speak both English and French?
- *2 I hear you're learning two languages.
- 3 She can't speak English.
- 4 Don't they understand English?
- *5 Which foreign language does he speak?

B

That's right. He not only speaks French but English as well.
That's right. I'm learning both English and French.
And she can't speak French either—as far as I know.
They understand neither English nor French.
Either English or French—I can't remember which.

Communicating

7

français

English

English and French

8

中国語

日本語

Chinese and Japanese

9

español

Português

Spanish and Portuguese

10

Ελληνικά

русский

Greek and Russian

11

اللغة العربية

Türkçe

Arabic and Turkish

12

हिंदी

Hindi and Urdu

Written Exercises

1

Patterns Refer to the oral exercises in Lesson 2. Write out in full No. 5 (frames 1–6) and No. 1 (frames 7–12).

Multiple choice Refer to Lesson 1, then choose the best answer in each exercise.

- 1 The people at the party . . . a) are all students. b) are all in advertising. c) come from various countries. d) probably know each other.
- 2 Mr Jackson probably speaks . . . a) both English and Portuguese. b) English but not Portuguese. c) Portuguese but not English. d) neither English nor Portuguese.
- 3 . . . introduce you to some of my guests. (frame 2) a) Should I b) May I c) Permit me d) Leave me
- 4 Selma doesn't speak English and Carlos doesn't . . . (f.5) a) neither. b) nor. c) even. d) either.
- 5 . . . to see you both. (f.1) a) I'm glad b) I'm sorry c) It's a surprise d) It's strange
- 6 . . . after me: Cheers! (f.6) a) Tell b) Speak c) Talk d) Say

Sentence structure Join these sentences making any necessary changes, then refer to Lesson 1.

- | | |
|---|--|
| 1 We are at a party. It's at a private house in London. (Intro.) | 5 Jane is in advertising. Frank is in advertising. (They . . . both) (f.4) |
| 2 There are a lot of young people there. They are from different parts of the world. (Intro.) | 6 This is Selma da Silva. This is her husband, Carlos. (and) (f.5) |
| 3 Jane is English. Frank is English. (and) (f.4) | 7 Selma doesn't speak English. Carlos doesn't speak English. (Neither . . . nor) (f.5) |

Guided summary Write complete answers to these questions so as to make one paragraph of not more than 55 words.

- | | |
|--|---|
| 1 Did Jane and Frank go to a party or not? | 5 Could the English couple speak Portuguese? |
| 2 Did their host, Mr Jackson, introduce them to a German student or not? | 6 Could the Portuguese couple speak English? |
| 3 What was his name? | 7 Who taught them the words "Cheers" and "Saude"? (Because of this) |
| 4 Did he introduce them to a Portuguese couple or not? (Then) | |

Guided composition A Party. Imagine you are the host at a party. Write a conversation in 50–100 words between yourself and some of the guests. You may use any of the following expressions if you want to:

How nice . . .
Come in.
Let me . . .
This is . . .

How d'you do?
Have . . .
Cheers!

Game Which languages do you speak? TBI.

2

Lesson 3

DAY IN, DAY OUT

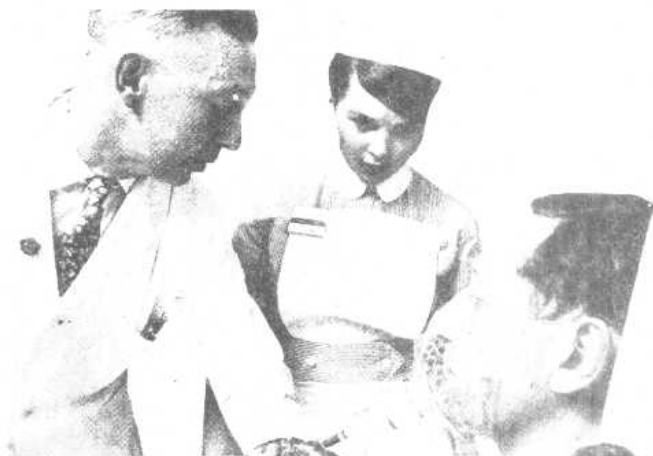
What do these people
do every day?
What are they doing
at the moment?

Here's a day in the life of a typical 20th century man. The details vary from country to country, but the routine is nearly always the same:

- It's 8.07. He's catching the train which he catches every day.
- 5 It's 8.55. He's arriving at work. It's the time when he usually arrives.
- It's 11.0. He's drinking coffee. That's what he always does at 11.0.
- It's 1.0. He's having lunch — just as he always does at this time.
- It's 5.30. He's stopping work. That's when he stops work every day.

10

Then the journey home again
In the hot suburban train . . .
Home to supper and to bed.
Shall we be like this when we are dead?
(W. H. Auden)



What do you do every day?

What are you doing
at the moment?

Oral Exercises: Guided Conversation

2

Presentation *Audio-lingual. (See Teacher's Book Introduction.)*

Questions
on the text

Question Is this piece about a day in the life of a 20th century man?

Answer Yes, it is.

- 1 Is this piece about a day in the life of a 20th century man?
- 2 Is he a typical 20th century man?
- 3 Do the details vary from country to country?
- 4 What about the routine?
- 5 It's 8.07. What's he doing?
- 6 What does he do at 8.07 every day?
- 7 It's 8.55. What's he doing?
- 8 What does he do at 8.55 every day?

- 9 It's 1.0. What's he doing?
- 10 What does he do at 1.0 every day?
- 11 It's 5.30. What's he doing?
- 12 What does he do at 5.30 every day?
- 13 He stops work, doesn't he?
- 14 Does he travel home again?
- 15 Does he take a suburban train?
- 16 Which meal does he have at home?
- 17 What does he do after that?
- 18 What question does the poet ask? etc.

Asking
questions
on the text

Teacher Ask me if this is about 20th century man.

Student Is this about 20th century man?

Teacher What . . . ? **Student** What is this about?

- 1 this is about 20th century man. (What)
- 2 he is typical. (In what way)
- 3 it's 8.07. (What time)
- 4 he's catching the train. (Which)
- 5 he catches it every day. (When) (What)

- 6 he arrives at 8.55. (When)
- 7 he's drinking coffee. (What)
- 8 he drinks coffee at 11.0. (When)
- 9 he's having lunch. (What)
- 10 he always does this. (What)
- 11 he's stopping work. (Why)
- 12 he stops at 5.30 every day. (When) etc.

Oral
composition

- 1 Day—life—20th c. man.
- 2 Details vary—country—routine same.
- 3 8.07—catching—train—every day.
- 4 8.55—arriving—work—usually.
- 5 11.0—drinking coffee—always.

- 6 1.0—having lunch—always—time.
- 7 5.30—stopping work—every day.
- 8 Journey home again.
- 9 Hot suburban train.
- 10 Supper—bed.
- 11 Like this—dead?

General
questions

- 1 Do you have a daily routine?
- 2 What time do you get up?
- 3 When do you have breakfast?
- 4 When do you leave home?
- 5 How do you get to your destination?
- 6 What time do you begin work/school?
- 7 Do you have a break during the day? What time?

- 8 Are you having a break now?
- 9 What are you doing now?
- 10 You're having a lesson, aren't you?
- 11 How often do you have English lessons?
- 12 When do you usually have lunch?
- 13 Do you ever have a rest in the afternoon?
- 14 What time do you stop work? etc.

Asking
questions

Imagine you are asking an overseas visitor questions about his/her daily routine. What questions would you ask him/her?

Talking
points

- 1 Describe a typical day in your life.
- 2 Say how you usually spend the week-end.
- 3 Describe any occasion when something unexpected has happened to interrupt your routine.
- 4 What sorts of jobs *don't* have a fixed routine?
- 5 "People only work effectively if they have a routine." What's your view?

Listening
comprehension

Mrs Sullivan Has a Rest. TB1.

2

Lesson 4 Oral Exercises: Pattern drills

/ɪŋ/ & /ɪn/ bring in thin thing winnings robbing robin

A

- *1 What's Miss Smith doing at the moment?
Does she always type letters at this time of the day?
- 2 What does Miss Smith usually do at this time of the day?
- *3 Look! Miss Smith's typing letters!
- 4 Miss Smith types letters at this time of the day.
- *5 When does Miss Smith usually type letters?
Is she typing letters at the moment?

B

She's typing letters.
No, not always.

She usually types letters. (Omit No. 8)

I'm not surprised. She always types letters at this time of the day.
That's just what she's doing now, isn't it?
At this time of the day. (Omit No. 8)
Yes, she is.

Now and forever . . .

1



Miss Smith (a secretary)
typing letters
at this time of the day

2



Mr Ford (the boss)
dictating letters
during the morning

3



Mr Sims (a factory worker)
clocking in
early in the morning

4



Mr Bell (a dustman)
collecting our rubbish
on Wednesdays

5



Mr King (a postman)
delivering letters
every morning

6



Mrs Court (a housewife)
doing the shopping
once a week

7



Miss Hall (a shop-assistant)
serving at the counter
every day

8



Miss Ray (a telephone operator)
answering the phone
when it rings

9



Miss Jones (a teacher)
teaching 3A
after break

10



Johnny (a schoolboy)
watching TV
before bed-time

11



Mr Day (an executive)
catching a train
in the morning

12



Mr Wills (an office-worker)
finishing work
at 5.30

Written Exercises

2

Patterns

Refer to the oral exercises in Lesson 4. Write out in full Nos. 2 and 4.

Multiple choice

Refer to Lesson 3, then choose the best answer in each exercise.

- 1 This piece says that . . . a) everybody has a fixed routine every day. b) many people do the same things each day. c) regular hours are a good thing. d) the typical 20th century man is dull.
- 2 W. H. Auden implies that . . . a) the journey home is enjoyable. b) everybody goes to bed after their supper. c) trains are comfortably heated. d) this sort of life is very dull.
- 3 When . . . (lines 5-6) a) usually does he arrive? b) he usually arrives? c) does he usually arrive? d) he arrives usually?
- 4 Is this . . . we shall be when we are dead? (l.13) a) where b) what c) how d) who
- 5 The details vary. (l.1-2) They are . . . a) not the same. b) very small. c) the same. d) nearly the same.
- 6 A suburban train (l.11) is meant to serve people who . . . a) live in the centre of the town. b) travel underground. c) live outside the town centre. d) live in the country.

Sentence structure

Put in the missing words, then refer to Lesson 3.

- | | |
|---|---|
| 1 The details vary from country to country, . . . the routine is nearly always the same. (Intro.) | 4 He's drinking coffee. . . he always does at 11.0. (l.7) |
| 2 He's catching the train . . . he catches every day. (l.4) | 5 He's having lunch. . . he always does at this time. (l.8) |
| 3 It's the time . . . he usually arrives. (l.5-6) | 6 He's stopping work . . . he stops work every day. |
| | 7 Shall we be like this . . . we are dead? (l.13) |

Guided summary

Write complete answers to these questions so as to make one paragraph of not more than 70 words.

- | | |
|---|--|
| 1 Does the typical 20th century man usually follow the same routine each day, or a different one? | 4 What does he usually drink in the middle of the morning? |
| 2 Does he usually catch the same train every morning or a different one? | 5 What does he usually do in the middle of the day? |
| 3 Does he usually arrive at work at the same time each day or not? | 6 Does he usually finish work at the same time each day? |
| | 7 Where does he usually go after that? |

Guided composition

A Typical Day. Write one paragraph in 50-100 words describing a typical day in your life. Answer these questions if you want to:

- 1 When do you usually get up? 2 What do you do after you get up? 3 When do you leave home? 4 How do you go to school/work? 5 What time do you arrive? 6 What do you do at school/work? 7 When do you have a break? 8 When do you have lunch? 9 How do you spend the afternoon? 10 When do you finish school/work? 11 What do you do after that? 12 How do you spend the evening?

Dictation

TB1.

3 Lessons SWEET MEMORY

When I was

3



My mother bought me a big raincoat and some boots and I played in the rain.

5



I had a big birthday party and all my friends came.

8



Daddy and I put together a model railway and daddy played with it all the time

11



I visited the zoo with my sister. I made faces at a monkey and he made faces at me.

15



I went camping and learnt how to cook sausages over an open fire.

17



Dad gave me driving lessons in his car, but I wasn't a very good pupil!

Oral Exercises: Guided Conversation

3

Presentation Audio-lingual. (See Teacher's Book Introduction.)

Questions on the text

Question Who bought you a big raincoat?

- 1 Who bought you a big raincoat?
- 2 How old were you then?
- 3 Were you seven?
- 4 You were three, weren't you?
- 5 What else did she buy you?
- 6 What did you do?
- 7 When did you have a big birthday party?
- 8 Who came?
- 9 Who put together your model railway?
- 10 How old were you then?

Answer My mother did.

- 11 What did your Daddy do after he had put the railway together?
- 12 How old were you when you visited the zoo?
- 13 Who did you go with?
- 14 What did you do to a monkey and what did he do to you?
- 15 When did you go camping?
- 16 What did you learn to cook?
- 17 Was it an open fire?
- 18 Who gave you driving lessons? etc.

Asking questions on the text

Teacher Ask me if my mother bought me a big raincoat.

Student Did your mother buy you a big raincoat?

Teacher What ... ? Student What did your mother buy you?

- 1 my mother bought me a big raincoat. (What) (Who)
- 2 I played in the rain. (Why)
- 3 I had a big birthday party. (When)
- 4 my friends came. (How many of)
- 5 Daddy and I put together a model railway. (What) (Who)

- 6 I visited the zoo. (When)
- 7 I went with my sister. (Who ... with)
- 8 I made faces at a monkey. (Why)
- 9 I went camping. (When)
- 10 I learnt how to cook sausages. (How) etc.

Oral composition

- 1 3—mother bought—raincoat—big boots—played—rain.
- 2 5—big birthday party—friends.
- 3 8—Daddy and I—model railway—daddy played—all the time.

- 4 11—visited zoo—sister. Made faces—monkey—he made faces me.
- 5 15—camping—sausages—open fire.
- 6 17—driving lessons—not good pupil.

General questions

- 1 Have you got a photograph album?
- 2 How old were you in the earliest photo you have?
- 3 What were you doing?
- 4 What were you wearing?
- 5 Can you remember the first house you lived in?
- 6 Do you still live in the same house?
- 7 Where is/was it?

- 8 Can you remember when you were five?
- 9 Did you have many friends?
- 10 Can you remember any of them?
- 11 Do you still know any of them?
- 12 Did you go to the zoo as a child?
- 13 Did you enjoy it? Why/Why not?
- 14 Did you have birthday parties?
- 15 What were they like?
- 16 Did you ever go camping?
- 17 Did you ever have driving lessons? etc.

Asking questions

Imagine asking an overseas visitor whom you know well questions about his or her childhood. What would you ask?

Talking points

- 1 Describe your earliest memory.
- 2 Describe some of the photos you like in your photograph album.
- 3 Describe a childhood experience you remember well.
- 4 Talk about your childhood friends.
- 5 "Childhood is the best time of your life." What's your opinion?

Song

Strangest Dream: Verse 1. TB2/SB2. Or: Mr Monday: *Present Continuous Baby*.

3

Lesson 6 Oral Exercises: Pattern Drills

/w/ & /v/ went vent Merwin Mervin live with wave away

A

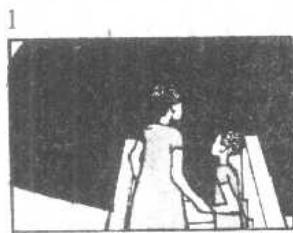
- *1 Tell me about when you were a child.
Do you ever go abroad now?
- 2 Did you ever go abroad when you were a child?
Do you ever go abroad these days?
- *3 Did you go abroad when you were a child?
- 4 When you were a child you often went abroad.
What a pity!
- *5 You often go abroad.

B

When I was a child I often went abroad.
Never!
Yes, I did. (Omit No. 12)
Hardly ever!
Yes, I did, but I don't any more.
Yes, but I don't go abroad any more, do I?

Yes, I do now, but I didn't often go abroad
when I was a child.

When I was a child I . . .



often went abroad



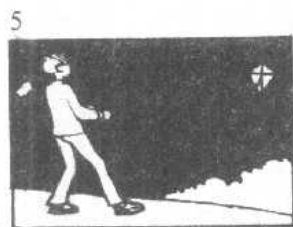
rode a horse



ran very fast



drank milk



flew a kite



wrote poetry



had plaits



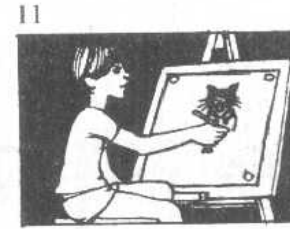
got up early



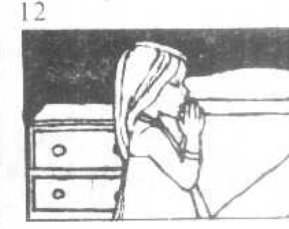
made things out of
clay



ate things that
were good for me



drew very well



said my prayers
every night

See page 123 for irregular verbs used in this lesson.