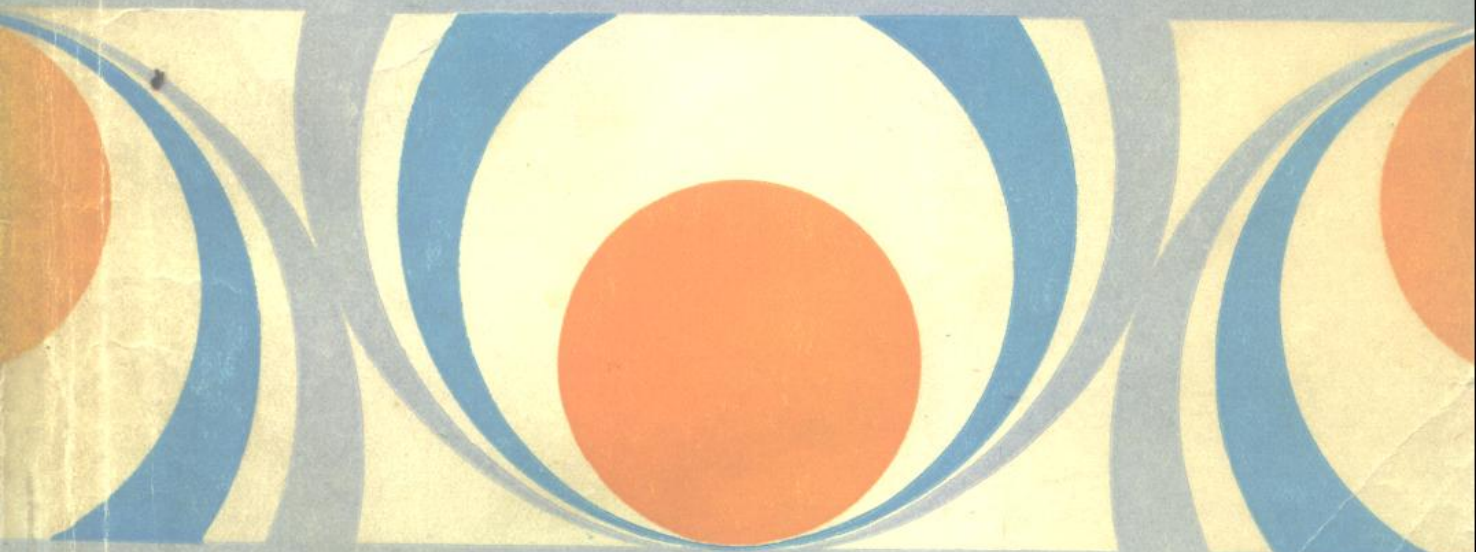


KERNEL LESSONS INTERMEDIATE

STUDENTS' BOOK

ROBERT O'NEILL
ROY KINGSBURY
TONY YEADON



英语核心中级课本

〔英汉对照本〕

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Robert O'Neill, Roy Kingsbury, Tony Yeadon

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Foreword

This book represents a further step in our efforts to provide the language-teacher with modern techniques and materials in areas not yet fully covered. Our first four publications were concerned with teaching method and were intended for the teacher. The fifth, *English in Situations*, was course material for the use of both teacher and student.

Kernel Lessons Intermediate is a new development in that it makes a clear-cut division between teacher and student material and contains a full programme of separate materials for the student. This programme, specially designed for the 'faux débutant' or post-elementary student, consists of written material (exercises and informational texts), pictures and tapes.

In the introduction to the Teacher's Book a description is given of how this material can be put to the best use. Both the techniques here described and the course-material itself were continuously utilised and revised in the English Eurocentres for over 2 years before publication.

We believe that with this book we are meeting a real need and that through it teachers and students at this particular level will find more interest and satisfaction in language-teaching and learning.

Erh. J. C. Waespi
*Director of the Foundation for
European Language and
Educational Centres.*

The Eurocentres are a group of language schools directed by the Foundation for European Language and Educational Centres, Zürich. The schools offer full-time courses for adult students all the year round and each language is taught in the country where it is spoken.

前言

我们一直在努力为语言教师提供现代化的方法与某些尚未充分涉及的领域的材料，而本书在这方面向前跨出了一大步。我们最初的四种出版物是有关教学法并打算给教师用的；而第五种，即《情景英语》则是供教师和学生共同使用的。

《英语核心中级课本》作为一个新发展，还在于它明确区分了教师用材料与学生用材料，同时它又包含有学生单独所用材料的一套完整教程。这套专为初入门的或具有初等程度的学生设计的教程，由书面材料（练习和解说性的课文）、图画和录音磁带组成。

在“教师用书”的介绍中，对如何最有效地使用这些材料已作了说明。此处所解说的方法和课程内容本身都已在本书出版前在英语欧洲语言中心*连续使用了两年多，并作了修订。

相信本书能适合真正的需要；同时，教师 and 这一特定水平的学生在应用此书进行语言教学的过程中将更加喜爱它，并感到满意。

欧洲语言教育中心基金会主任

Erh J. C. Waespi

* 欧洲语言中心是由欧洲语言教育中心基金会（苏黎世）指导的一整批语言学校。这些学校整年度为成年学生提供全学时的教程，每种语言都在讲这种语言的国家进行教学。

Who is this book for?

This book has been specially written for Intermediate Students.

These are the special problems:

- (i) You perhaps feel that you are no longer making very much progress. Somehow, it seems you are not learning as much as you did when you were a beginner.
- (ii) Perhaps you realise that you need practice in some of the fundamentals of English. However, the type of practice you need is not the type of practice beginners need in these fundamentals.
- (iii) There is a lot you have already studied but which you have not yet learned. In other words, there are many things which you can understand and have even practised, but which you still cannot use correctly, quickly, and as automatically as a native English-speaker does.

What exactly are the problems?

Problem (i) is probably the most important from the students' point of view. For teachers, problems (ii) and (iii) are the most important. These last two are really almost the same. Let us study each problem.

- (i) The feeling that you are making little or no progress.

This is very common. It is partly true and partly an illusion. It is true because after you have passed the beginner's stage in anything, languages, mathematics, science, etc., you always reach a point where it is impossible to learn as much as you did before. This is because things are now more complicated, or seem to be.

It is partly an illusion because a great deal of the progress you make after the beginner's stage is not clear. At the beginner's stage, when you first learn a new thing, you can go away and say 'Today I learned this.' But, of course, you did not really learn it. You only saw it for the first time. But did you learn to use it automatically? Did you learn to use it without thinking about it? As an intermediate student you can make a great deal of progress in this direction: you can learn to use automatically many of the things you saw for the

这本书是给谁用的?

本书是专门为中等程度的学生编写的。

有这样一些特别的问题:

(i) 你也许感到不再有很大的进步了。不知怎么地, 看起来你不象初学时学得那么多了。

(ii) 你也许认识到, 你需要在英语某些基础技能上多进行实践。然而, 你所需要的实践方式也不同于初学时。

(iii) 有许多东西你已经学过但还没有学会。换句话说, 有许多东西你能理解, 也实践过, 但仍然不能正确地、流畅地使用, 不能象英语为本族语的人们那样得心应手, 脱口而出。

问题究竟出在那里?

从学生的观点来看, 问题(i)可能是最重要的。对于教师, 则问题(ii)和(iii)是最重要的, 后者几乎是相同的。让我们逐一研究这些问题吧。

- (i) 进步很小或毫无进步的感觉。

这种感觉很普遍。部分是确实的, 部分是错觉。之所以部分是确实的, 是因为你跨过了初学的阶段, 学过某些知识, 如几种语言、数学、科学等, 你已进入了一个不可能象初学时学得那么多的新阶段。这是因为某些东西现在更复杂, 或者看起来是这样。

之所以部分是错觉, 是因为在初学阶段之后, 你所取得的大部分的进步不明显了。在初学阶段, 当你初次学到一样新东西, 你可能就此告别并说: “今天我学会了这个东西。”但是, 你并没有真正学会, 你只不过第一次见到它。而且, 你能自如地运用它吗? 你能不加思索就运用它吗? 作为一个中等水平的学生, 你可以在下列方面取得很大的进步, 即: 能够学

first time when you were a beginner. In many ways, it is the most important type of progress.

(ii) The need to practise certain fundamentals again but not in the same way as beginners do.

You already have a reasonable vocabulary. You have difficulty in using this vocabulary but not too much difficulty in understanding it. You need some more practice in the same things beginners need practice in, but you do not need the same type of practice. You can now practise constructions with a larger vocabulary and in a great variety of situations. This book will sometimes give you practice in some of the things beginners practise, but it will not be the same type of practice.

Remember always that all students, even the most advanced, need this practice. There are certain basic things in English that cannot be mastered without a great deal of practice. You must have this practice over a long period.

(iii) The need to learn some of the things you have already studied.

Learning a language is, in some ways, like learning how to fly or play the piano. There are important differences, but there is a very important similarity. It is this: learning how to do such things needs lots of practice. It is never enough simply to 'know' something. You must be able to 'do' things with what you know. For example, it is not enough simply to read a book on how to fly an aeroplane. A book can give you lots of information about how to fly, but if you only read a book and then try to fly without a great deal of practice first, you will crash and kill yourself. The same is true of playing the piano. Do you think it is enough simply to read a book about it? Can you play the piano without having lots of practice first?

Many language-students think it is enough simply to 'know' a grammar rule or the meaning of a word. They do not understand that there is a difference between such things and the actual capacity to make correct sentences and to use words correctly. You cannot say you know something unless you can

(a) understand it when it is spoken quickly, at normal speed

(b) use and understand it without asking yourself first what it means in your own language

会自如地运用你初学时第一次见到的许多东西。就某些方面而说,这是进步的最重要的方式。

(ii)需要再次进行一定的基本功实践,但不是采用初学者所进行的相同的方式。

你已经有了一定的词汇量,虽然在理解上没有太多的困难,但对使用词却感到困难。因此,初学者所需要实践的一些内容,你也同样需要反复实践,但不需要相同的实践形式。你现在可以用较多的单词、在各种不同的情景中来练习句型结构。本书有时向你提供的实践内容部分与初学者所进行的相同,但形式迥异。

要永远记住,所有的学生,即使是程度最高的,都需要这种实践。英语里有某些基础内容,非经大量实践不能掌握。你必须在很长一段时间内从事这类实践。

(iii)需要学会某些你已经学过的东西。

在某些方面,学语言就象是学飞行或者弹钢琴一样。它们之间有着明显的差别,但也有十分重要的相同点,即学会这些事情都需要大量的实践。仅仅“知道”某种事情是绝对不够的。你必须能够运用你所知道的去“做”这种事。譬如,仅仅读一本关于如何驾驶飞机的书是不够的,书本能告诉你许多如何飞行的知识,但是,你如果只去读书,紧接着就试图飞行,而没有预先进行大量的飞行训练,那么你将粉身碎骨。弹钢琴也是这个道理。难道你认为读一本如何弹钢琴的书就足够了吗?不先进行大量的练习就能弹好钢琴吗?

许多学语言的学生认为仅仅知道语法规则或者词的意思就够了。他们不懂得语法规则和词义方面的知识 with 正确遣词造句实际能力之间的区别。你不能说你晓得某事了,除非你能够做到:(a)当说得快或以正常的速度说话时,你能理解;(b)不必先用自己的本国语解释就能运用和理解;(c)很快地运用而不必停顿下

(c) use it quickly and without pausing to think about it.

You must practise speaking and hearing English a great deal before you can have a good command of it. In this course, you will often have to practise things you already understand. Never think it is enough simply to understand something. There are many things you already 'know' which you cannot really use. In this course you will learn to use many of the things you already 'know'.

What must students realise in order to learn more?

The world is full of ex-students of English who stopped at the point you are now at. They stopped learning because they did not realise there is a difference between 'knowing' English and being able to use it. They lost interest because they think they cannot learn. 'I know that but I always make mistakes when I try to use it. I must be stupid!' they say. They are not stupid. They can learn English. What they need is more practice in interesting situations. They need more practice in listening to and using English.

In some ways, the point you are at now in learning English is more important than the beginner's stage. You must go on learning from here, or what you have already learned will be wasted. This course is for such students. You will, then, learn two types of things

- (a) Things which you perhaps have seen before but which you have not really learned to use.
- (b) Entirely new things. Things which you have never seen before.

How will you use this book?

The book has 25 Units. It will probably take you between 2 and 3 lessons for each unit. Some groups will take more. A few will take less. Each unit has 6 pages, and these are divided into 5 parts. PART A (2 pages) The pictures on the left help explain the texts or 'situations' on the right hand page. The situations are typical examples of when we use the new construction you are studying.

In class, first cover the 'situations' and look only at the pictures. Remember these things:

1. Individual words are not so important. Whole situations are very important. Try to understand whole situations even if you do not understand individual words.

来思考。

必须大量地进行说、听实践,你才能很好地掌握英语。在本教程中,你得经常地对你已经理解的东西加以练习。决不要认为仅仅理解某事就够了。有许多事虽然你“知道”,但并不会真正运用。在本教程中,你将学会去运用你已“知道”的许多东西。

为了学得更多,学生要了解些什么?

现在世界各地都有大量的“老学生”,他们也是停止在你们目前的英语水平上。他们终止了学习,因为他们没有认识到在“懂”英语和能“用”英语之间存在着一定的差距。他们失去了兴趣,因为他们认为学不会了。他们说,“我懂英语,但是我使用时总是出错。肯定是我笨!”他们并不笨。他们是能学会英语的。他们所需的是在各种有趣的情景中进行更多的实践,在听和用方面更多的实践。

从某些方面来说,你在英语学习上目前所处的关头比之初学阶段更为重要。你务必从这个起点继续学习,否则你已经学到的东西也会付之东流的。本教程就是为这样的学生编写的。以后你将学到两种东西:(a)某些你也许以前见过但没能真正会用的东西;(b)过去从未见过的完全新的东西。

怎样使用本书?

本书共有25个单元,每个单元可能有2~3课,有些单元要多些,有些要少些。每个单元有6页,分为五个部分:

A部(占2页):左边的图画有助于理解右边的课文或“情景”,这些情景是一些典型的实例,给你在使用所学习的新结构时应用。课堂上,先遮住“情景”部分,只看图画并记住这些事情:

1. 单个的词并不那么重要,而整个画面的情景则十分重要。要尽可能理解整个情景,即使你还不认得某些单词,

2. You can learn to write words later. First learn to use and to pronounce words correctly.
3. Take an active part in the intensive question and answer work here. Do not be afraid to make mistakes. Everybody makes mistakes.
4. After you have done question and answer work with the teacher, use the words next to the picture to ask someone else, perhaps the student next to you, questions about the situation.
5. After this, you can read the situations quietly for a minute in class. Now you can ask any questions you have about words, etc.

PART B (1 page) This is the 'Formation and Manipulation' page. It directs your attention to important facts about the pronunciation and formation (or construction) of what you have done. There is a lot of opportunity here, too, for oral practice in class and written practice at home.

PART C (1 page) This is a simple detective story. It is not very serious but it is very useful. Each Unit has one part or 'episode' of this story. It goes on to the end of the book. In it, you can learn a lot of new words. You can get practice in reading and then talking about it. Sometimes there are examples of things you will learn in the next Unit, too. You can read this at home or quickly in class.

PART D (1 page) We call this 'Further Practice'. It has different special exercises and always a conversation. The conversation teaches you things we say in everyday life, and special things like the words you use when someone apologises to you, or how to say 'pardon' politely. You can listen to these conversations on tape. After you have listened to the tape or to the teacher, you can take parts yourself.

PART E This has a summary (or short version of what you have just learned) and special exercises for homework. The exercises are not the only homework you can do. They are only the minimum. There is also a 'Guided Composition'. This helps you to write a composition about something you have just learned. The compositions become 'freer' or 'less controlled' as you go along. There is also always a 'transfer exercise'. This is more help in using what you have learned in your own examples.

2. 你可以以后一步学习书写单词。先学会这些单词的发音和正确地使用它们；

3. 积极参加本书的集中的问答活动。不要怕出错，人人都会出错的；

4. 在和老师一起做完问答活动之后，用图边上的词再向别人提问。可以向你旁边的同学问一些关于情景部分的问题；

5. 做完这些练习后，可以在课堂上静静地阅读一会课文(情景部分)，可以提一些关于单词等方面的问题。

B部(占1页)：这一页是“结构和运用”，它使你把注意力集中到刚学过的材料的发音和构成(或结构)的要点上来，并且为课堂口语实践和家庭笔头练习提供了很多机会。

C部(占1页)：这是一部简短的侦探小说。小说并不很重要，可是很有用。本教程每一单元都附上小说的一部分(或一段情节)，一直连续到本书的末尾。在这部小说中，你能学到大量新词，能在阅读和交谈中得到语言实践。有时某些事例你还会在下一个单元里学到。可以在家里读这部小说，也可以在课堂上快速地阅读。

D部(占1页)：我们称这一部分为“进一步实践”。它配有一些不同的特殊练习，和一篇会话材料。会话材料教你一些日常谈吐和一些专门的内容，诸如有人向你道歉时的答语，后者如何有礼貌地说“请原谅”。你可以从录音磁带听到这些会话。听过录音或老师示范之后，你可以自己参与会话。

E部：这部分有一个“小结”(或简短复习)和一些专门为家庭作业设计的练习。你不满足于仅仅做这些练习，这些只是最低限度的练习。还有一个“引导性作文”，它有助于你写出一篇有关你已学过的内容的作文。只要你坚持下去，就可以运用自如地写作文了。还有“转换练习”，它将大大有助你在自己的例句中应用你所学得的知识。

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Present simple and position of time adverbs

一般现在时态
和时间副词的位置

Unit 1

a

1



- (a) Where/Julia?
- (b) When/begin?
- (c) the manager?

2



- (a) Where/work?
- (b) start every morning?
- (c) get there?
- (d) time now?
- (e) his wife/always/to work?

1

Julia Frost works in a large office. Work starts at 9 but she often gets there late. She is five minutes late today. It is 5 past 9 (9.05). Two typists are talking about her.

"Does the manager know she often comes late?"

"No, he doesn't. He often comes late too!"

朱莉娅·弗罗斯特在一家大公司当职员。九点钟上班，但她经常迟到。今天她迟到五分钟。现在是九点零五分。两个打字员正谈论着她。

"经理知道她经常迟到吗？"

"不，他不知道。他也经常迟到！"

1. Ask where Julia works!
2. What does she often do?
3. Why doesn't the manager know she often comes late?

2

Frank Martin does not work in an office. He works in a factory and he never comes late. Work starts at 7 but he always gets there early. He is five minutes early today. It is 5 to 7 (6.55). His wife always drives him to work.

弗兰克·马丁不是在公司里工作的。他在一家工厂工作。他从不迟到。七点钟上班，但他总是提前到的。今天他早到五分钟。现在是六点五十五分。他的妻子总是开车送他上班。

1. Make sentences about Frank with these words:
 - a) in an office b) factory
 - c) late d) early
2. Ask when work starts!
3. What does his wife always do?

Unit 1

a

He/She
They
etc.

never
often
always

DOES
DO

(something)

at 12
on Thursday

3



- (a) What/Tom want?
- (b) father's question?
- (c) Tom's answer?

3

Tom Atkins wants to marry Frank's daughter, Susan.

"What do you do?" Frank wants to know.

"I'm a teacher. I teach languages."

"Do you really love my daughter?"

"Yes, I do. I love her and she loves me. We want to get married!"

汤姆·阿特金斯想和弗兰克的女儿苏珊结婚。

"你是干什么的?" 弗兰克想知道。

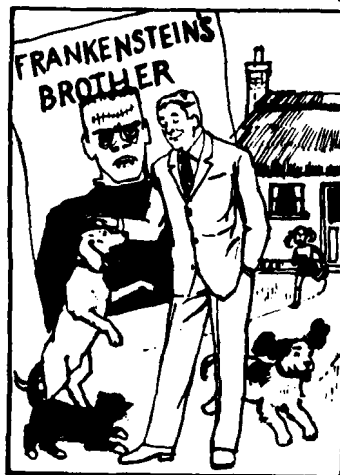
"我是教师。我教语言。"

"你真的爱我的女儿吗?"

"是的, 我爱她。我爱她, 她也爱我。我们想结婚。"

1. What is Frank's first question and what is Tom's answer?
2. Make sentences about Tom
a) a teacher b) languages
3. Make sentences about Tom and Susan.
4. Ask what they want to do!

4



- (a) What/do?
- (b) What kind of man?
- (c) often watch?
- (d) children and dogs?

4

Charles Kay is a famous actor. He acts in horror films like "Frankenstein's Brother." He never watches horror films. He does not like them. He is really a kind man. He likes children and animals and they like him. He lives in a small house in the country.

查尔斯·凯是一个著名的演员。他在象《弗兰肯斯登的兄弟》这样的恐怖影片中扮演角色。但他从不看恐怖电影。他不喜欢这种电影。他是个很善良的人。他喜欢孩子和动物。他们也喜欢他。他住在乡下的一所小房子里。

1. Ask what Charles does!
2. Make sentences about him
a) in horror films b) watches
c) doesn't like d) a kind man
e) children and animals f) house

5



- (a) What/do?
- (b) house?
- (c) car?
- (d) How much money?
- (e) Who/girl?

5

Arthur and Deborah Tigers do not live in a small house. They live in a very large one. Arthur is a businessman. He earns a lot of money. His wife is very young. They are very happy.

阿瑟和黛博拉·蒂格尔斯不住在小房子里。他们住在一幢很大的房子里。阿瑟是个商人。他挣很多钱。他的妻子很年轻。他们很幸福。

1. Ask *questions* with these words:

- a) a small house?
- b) Arthur/an actor?
- c) a lot of money?
- d) wife/very old?
- e) happy?

6



- (a) life?
- (b) When/up?
- (c) always/
breakfast in
bed?
- (d) maid's
question?
- (e) answer?

6

Deborah leads a very easy life. She never gets up before 9 and always has breakfast in bed.

"Do you want your breakfast now?" her maid wants to know.

"Yes, please," is Deborah's answer.

黛博拉过着十分安逸的生活。她从不在九点钟以前起床，而且总是在床上吃早餐的。

"您要现在吃早饭吗？" 她的女仆问道。

"好吧，请拿来吧。" 这是黛博拉的回答。

1. Ask *questions*:

- a) a very hard life?
- b) when/up?
- c) where/breakfast?

2. What is her maid's question and what is her answer?

Unit 1

FORMATION AND MANIPULATION

结构和运用

b

1 a) Notice the *s*

He	work	in a factory
She	live	in a large house
	earn	a lot of money

Make sentences about your father, mother or teacher.

b) Notice how the question is formed

Does	he	work in a factory	?
	she	live in a large house	
		earn a lot of money	

Ask someone else questions about his or her father, mother, etc.

2 a) Notice there is no *s* with *I, You, We, and They*

I	work here
You	live in London
We	earn £30 a week
They	

Make sentences about yourself, the people in the class, etc.

b) Notice how the question is formed

Do	you	work here	?
	I	live there	
	they	earn a lot	
	we		

Turn the sentences you made in 2a) into questions.

3 Notice how *negative* sentences are formed

Julia Tom	doesn't (does not)	work in a factory
You I We They	don't (do not)	live in that house get to work before 6 earn £5,000 a year

Make true sentences about yourself and other people with *doesn't/don't*

4 a) Notice the position of *often, always* and *never*

1	2	3
She	<i>never</i>	comes late
We	<i>often</i>	come early
	<i>always</i>	

What are some of the things you often do? Also make sentences with *never* and *always*.

b) Notice how the *first word* of a question is always repeated in the answer

Question	Answer
Do you live here?	Yes, I <i>do</i> /
	No, I <i>don't</i>
Does he know?	Yes, he <i>does</i> /
	No, he <i>doesn't</i>
Is he a teacher?	Yes, he <i>is</i> /
	No, he <i>isn't</i>

Think of questions to ask the person next to you. Tell that person to give you a *short* answer.

THE MAN WHO ESCAPED 逃亡者

Episode 1

第一节

Unit 1

C

- 1 Edward Coke used to be an army officer, but he is in prison now. Every day is exactly the same for him.

used to (+ inf.) 表示过去的情况或过去经常性的活动。

It is winter now and Coke and all the other men get up at six, when it is still cold and dark. They have breakfast at six thirty. Work begins at seven thirty. Some of the men work in the prison factory, where they make mail-bags, but Coke often works in the fields outside.

where they make mail-bags 为非限制性定语从句。

爱德华·科克原是一名军官，而现在却被关在牢房里。对他来说，每天都是一个样儿。

眼下已是冬季。科克和所有的囚犯六点钟就得起床，天还是黑黑的，又冷。他们六点半吃早饭，七点半开始劳动。有些犯人在监狱工厂制做邮包，而科克则经常在牢房外面的地里干活。

- 2 The men have lunch at twelve. Lunch lasts an hour and then the men go back to work again. Dinner is at six. Coke usually goes to the prison library after dinner and reads until 9.30. The lights go out at ten.

The day is long, hard, and boring and every man has a lot of time to think. They usually think about why they are there. Coke does. He always thinks about two men.

囚犯们十二点吃午饭。午饭时间是一个小时，然后他们又回去干活。六点钟吃晚饭。晚饭后，通常科克去监狱图书馆看书，一直读到九点半。十点熄灯。

日间又长，又艰苦，令人生厌。每个人都有很多的时间用来思索。他们通常所想的是，为什么会被送进牢房的。科克也是这样想的。他总是想着两个人。

- 3 One of the men is called Eric Masters. He used to be an army officer, just like Coke. Coke knows that Masters has a lot of money now. The second man's name is Hugo. That is all Coke knows about him. Masters knows where and who Hugo is, but Coke doesn't.

Every night Coke lies in bed and thinks about Eric Masters and Hugo. There is another thing he thinks about, too. Escaping. He wants to escape and find Masters, and then the other man. Coke is in prison for something he did not do.

he did not do 为定语从句，省略关系代词 that 或 which。

一个人名叫埃里克·马思特斯。他原来也象科克一样是一名军官。科克知道马思特斯现在很有钱。第二个人叫雨果。关于他，科克所知道的就此而已。马思特斯晓得雨果是何许人，住在哪儿，而科克却不知道。

每个夜晚科克都躺在床上想着埃里克·马思特斯和雨果。也想着另一件事——逃跑。他要逃出去找到马思特斯，然后再找另一个人。科克是因为某件事被抓进监狱的，但是他并没有干过那件事。

Unit 1

d

FURTHER PRACTICE 进一步实践

1. Invention Exercise 启发性练习

MODEL:

He She	often never always	does that
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PROMPT: football on Saturdays

RESPONSE: He always plays football on Saturdays

or: He never watches football on Saturdays

Prompts:

- a) the theatre at week-ends
- b) jazz
- c) tea without sugar
- d) to work by bus
- e) French magazines
- f) to the seaside in winter
- g) brown bread
- h) detective stories
- i) coffee with cream
- j) Turkish cigarettes

2. Conversation 会话

Tom Atkins teaches languages at a Technical College. It is the teabreak. He is in the staff-room. There is another teacher there, too. His name is Ken Grimes, a friend of Tom's. Tom is smoking.

KEN: (sniffing) Phew! Is that a French cigarette?

TOM: Pardon?

KEN: Is that a French cigarette you're smoking?

TOM: Yes, that's right. Why? What's the matter?

KEN: I don't understand how you can smoke French cigarettes. They make a terrible smell.

TOM: I like them very much. I prefer them to English cigarettes.

KEN: Have you got a lot of them?

TOM: Yes, about 200, why?

KEN: Well . . . er . . . could I buy some from you?

TOM: Buy some from me? But . . . you don't like French cigarettes!

KEN: No, I don't. But my wife does. I can't understand it.

汤姆·阿特金斯在一所工学院教语言。现在是茶点休息时间。他在教师室里。那儿还有一个教师。他名叫肯·格林姆斯，汤姆的一个朋友。汤姆在吸着香烟。

肯：(嗅了一嗅)唷，是法国烟吗？

汤姆：你说什么？

肯：你吸的是法国香烟吗？

汤姆：是的。你问这个干什么？怎么啦？

肯：我不懂你怎么能吸法国烟。它们的气味坏极啦。

汤姆：我可非常喜欢法国烟。我喜欢吸法国烟，而不愿吸英国烟。

肯：你的法国香烟多吗？

汤姆：嗯，大概有二百支。怎么啦？

肯：呃……呃……我能从你这儿买点吗？

汤姆：从我这里买点？但是……你不喜欢法国烟的！

肯：是的，我不喜欢，但是我妻子喜欢。我真不懂她为什么会喜欢。

Questions

1. What does Tom say when he doesn't understand Ken's question?
2. Why doesn't Ken like French cigarettes?
3. What does Ken want to do when he hears Tom has 200 French cigarettes?
4. Ask and answer why he wants to do this!

Practice

1. Repeat after the teacher or tape recorder Tom's intonation of 'Pardon!'
2. Make some sentences of your own with "Could I ?"
3. Observe the word order

1
2
3

"I like them very much"

Think of some things you like very much.

Use the same word order.

e Summary 小结**Focal points in this Unit**

1. Sentences like "He works in a factory", "She often comes late" and "They live in a large house" are all in the *Present Simple Tense*.

Notice that in the situations the tense does *not* tell you what the people are doing at the moment. For instance, in situation 2, Tom says, "I teach foreign languages". That is *not* what he is doing at the moment.

One of the main uses of this tense is to talk about what people often, always, never, or usually do. That is why we must use it when we want to say what Edward Coke does every day.

2. Remember that 'always', 'often', 'never', and 'usually' (Adverbs of Frequency) always go in front of the main verb.

1 2 3

"He always does that!"

3. Remember how we ask questions ("Does he work in a factory?") and how we make negative sentences ("They don't live in a small house"). Look at the Formation and Manipulation page for this.

4. The question "What do you do?" or "What does he do?" is often used to ask what a person's *job* is. It is *never* used to ask about someone's actions at the moment! For this, we use the question, "What is he doing?" and "What are you doing?" (See Unit 2)

f Exercises for homework

家庭作业

1. Make these sentences into questions and then into negatives like this:—

Harry works in an office.

Does Harry work in an office?

No, Harry doesn't work in an office.

- a) Julia works in a factory.
- b) Arthur and Deborah live in a small house.
- c) Deborah is old.
- d) Arthur and Deborah are poor.
- e) People in prison lead an easy life.
- f) Charles acts in cowboy films.
- g) Tom and Susan want to get married next year.

2. Guided Composition

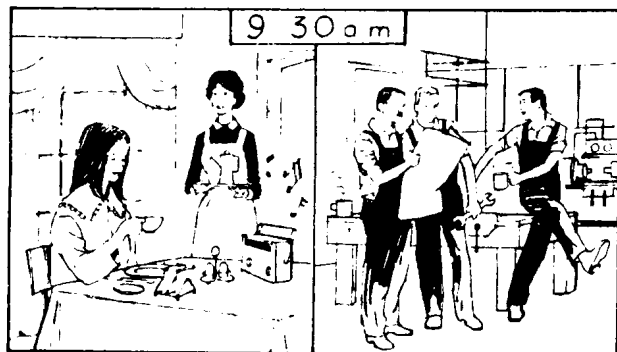
Read lines 4 to 9 of the Episode again carefully and then, using the same sentence patterns, write about this person:

Julia/breakfast/8.15//work/9//often late//
lunch/12.30//lunch/an hour and a half//
work/ finish/5.30//dinner/6.30//usually/
television/after dinner//often read/10.45//
never/to bed before 11//

3. Transfer Exercise

Write true sentences (at least 4) about yourself, friends and family. Use the pattern, "I/we . . . never/always"

1 1



It is half past nine (9.30). Deborah is having breakfast and listening to some music on the radio. The maid is carrying a tray with some more coffee on it.

Frank is in the factory. The men there are not having breakfast. It is their tea-break. They are talking about a football match this evening.

现在是九点半。黛博拉一边吃着早饭，一边听着收音机里的音乐。女仆端来一个托盘，上面放着咖啡。

弗兰克在工厂里。工厂里的人不在吃早饭。这是他们的茶点休息时间。他们正谈论着今晚足球赛的事。

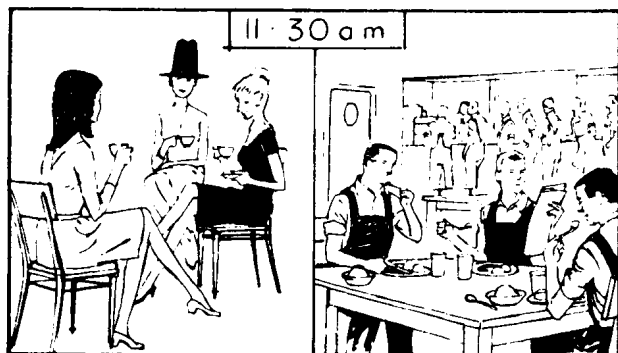
- (a) What time?
- (b) What/Deborah?
- (c) What/maid?
- (d) Where/Frank?
- (e) the men/breakfast?
- (f) What/talking about?

1. Ask questions with these words:

- a) What/Deborah b) the maid
- c) Where/Frank d) the men/breakfast
- e) talking about

2. Make some sentences with "isn't" and "aren't" (Frank/the radio, etc.)

2 2



It is half past eleven. Deborah and her friends are not having lunch. They are having 'morning coffee'. They are talking about their husbands. One of them is wearing a very strange hat.

Frank is eating in the factory canteen. He always eats there. A lot of men are standing in a queue. They are waiting for their lunch. It is raining outside.

现在是十一点半。黛博拉和她的朋友们都不在吃午饭。她们在喝着午前咖啡。她们正谈论着她们的丈夫。她们当中有一个戴着一顶非常奇怪的帽子。

弗兰克正在工厂小卖部吃东西。他总是在那里吃的。许多人排着长队。他们在等候吃午饭。外面正下着雨。

- (a) What/Deborah/friends?
- (b) they/lunch?
- (c) What/one of them/wearing?
- (d) Where/Frank?
- (e) Frank/always/there?
- (f) What/a lot of men?
- (g) waiting for?

1. Ask and answer these questions about Deborah and her friends:

- a) lunch b) What
- c) football d) Deborah/a strange hat

2. Ask these questions about Frank and the other men here:

- a) morning coffee b) Frank/always

3. What are the men behind him doing and what are they waiting for?