

Keep Up your English

W Stannard Allen



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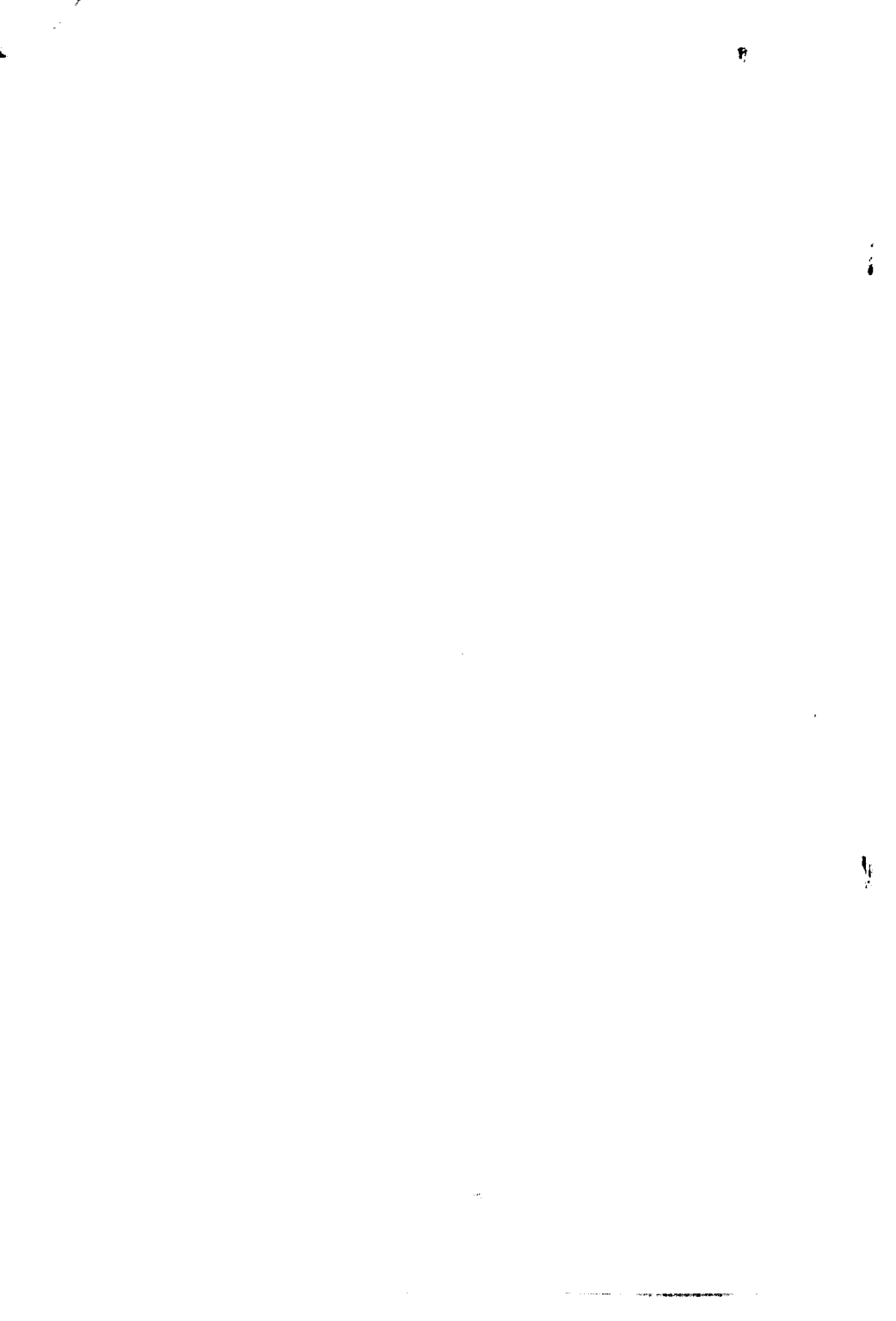
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KEEP UP YOUR ENGLISH
AN INTERMEDIATE ENGLISH COURSE



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INTRODUCTION

This intermediate revision course will help especially those whose knowledge of English, learnt some time ago or picked up without proper study, is either 'rusty' or vague. The first twelve lessons give the learner some quick revision of the elements. Thereafter the course concentrates on those features of English grammar which most commonly give difficulty at the intermediate stage.

The lessons are based on dialogues written round the characters of Bill, a young teacher of foreign students, and his friend Mary. This book gives the text of each dialogue, together with vocabularies, grammatical notes and a large number of exercises. Learners who wish to consolidate the points taught in the course should work steadily through these exercises, checking their answers against the key at the back of the book. (The exercises based on the early lessons are of necessity very simple and may therefore be omitted by the more advanced student.)

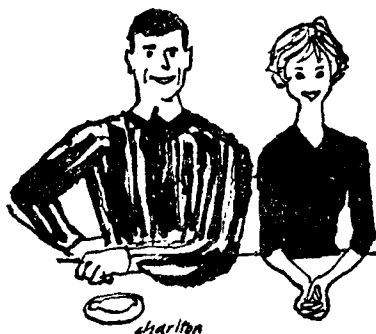
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NOTE

This textbook is intended to accompany the BBC English course *Keep Up Your English* both in its radio form and on gramophone records.

Readers should note that the word lists include some words which occur only in the radio version of the course.

LESSON 1



This lesson introduces you to a young English teacher Bill and his friend Mary and reminds you of some of the first things you learnt in English.

WORD LIST

listen	boy	brother
listener	girl	sister
name (<i>noun</i>)	mother	both
man	father	too
woman		

CONVERSATION

Bill: Hallo, listeners. I am Bill. My name is Bill. I am from London. Here is my friend, Mary. *Her* name is Mary.

Mary: Yes, here I am, listeners. I am Mary. *His* name is Bill, but my name is Mary.

Bill: Mary is from London, too. We are both from London. I am English, and Mary is English, too.

Mary: We are both English.

Bill: Mary is a woman; she is an Englishwoman.

Mary: Bill is a man; he is an Englishman.

Bill: My father and mother are in Manchester. They are both in Manchester; but my sister is in America.

Mary: My brother is in America, too.

Bill: I am here, in the studio.

Mary: Yes, Bill is here. He is here.

Bill: Mary is in the studio, too. She is here.

Mary: We are here in the studio, Bill and I. We are both here.

Bill: You are here, Mary, but your brother is in America. My sister is in America, too.

Mary: Yes, Bill. They are both in America, our sister and brother.

GRAMMAR NOTES

1. Make sure that you know the present tense of the verb *to be*:

I am

You are

He, she, it is

We are

They are

Notice the following pronouns:

He (for a man or a boy)

She (for a woman or a girl)

It (for things and animals)

They (for many men or women or things)

You (for speaking to one person or to many people)

2. **Both:** We use this word to make it clear that we mean two people or things only. (For more than two we use *all* in the same way.)

The words *both* and *all* come after the verb 'be' but before all other verbs.

We are both (all) here.

We both (all) live here.

3. **Too:** This word always comes at the end of a phrase. Another common word with the same meaning is *also*. It can come at the end of a phrase, like *too*, or it can have the same position as *both* and *all*.

The boy is here, too.
The boy is here also.
The boy is also here.
The girl lives here, too.
The girl lives here also.
The girl also lives here.

EXERCISES

1. Complete these sentences with *both* or *all*.
 1. My friend is in the room and I am in the room. We
 2. My book is here and your book is here. They
 3. Bill is English and Mary is English. They
 4. A man, a woman and the teacher are in the studio.
They
 5. I am a listener, you are a listener and our friend is a listener.
We

LESSON 2

This lesson illustrates questions and negatives with the verb *be*, and how this verb is joined to pronouns or to the word *not* when we speak.

WORD LIST

teacher	office	always
student	early	still (<i>adv.</i>)
typist	late	either (<i>adv.</i>)

CONVERSATION

Bill: Hallo, listeners. I'm in the studio, but Mary isn't here. She's late.

(Knock on door)

Mary: Oh, dear. Am I late? Are you here, Bill?

Bill: Yes, of course I'm here. I'm early but you're late.

Mary: Yes, I am. I'm sorry I'm late.

Bill: And the listeners are sorry, too. We're all sorry. Are you always late, Mary?

Mary: Oh, no. I'm not always late. Are you always early, Bill?

Bill: No, of course not. Is your brother here, Mary?

Mary: No, he isn't in London. He's still in America. Is your sister here?

Bill: No, she isn't in London, either. She's still in America, too. My sister's a teacher. Are you a teacher, Mary?

Mary: No, I'm not. I'm a typist in an office. I'm a student, too. What are you, Bill?

Bill: I'm a teacher. You're a student and a typist. I'm not a student; and I'm not a typist, either.

Mary: No, you aren't a typist. What are the listeners, Bill?

Bill: They are students, too. They are all students of English.

GRAMMAR NOTES

1. **Short forms.** Notice how we write the various short forms of the verb *be* used in this lesson.

You're, we're, he's, they're
Isn't, aren't
I'm not

2. Questions. Notice the different word-order for questions.

He is in the studio.	Is he in the studio?
You are English.	Are you English?

3. Negatives. For the negative of these forms we add the word *not* or the abbreviation *n't* after the verb *be*.

You are English.	You are not (aren't) English.
He is my friend.	He is not (isn't) my friend.

4. Who? What? *Who?* is the commonest question-word for people—it asks for the name or identity of someone. The word *what?* asks about the person's title, profession or work.

Who are you?

I am Mr. Jones (Tom's friend, your teacher, etc.)

What are you?

I am a doctor (a student, a typist, etc.)

5. Either. Like *too* but used with *not*.

He is here, too.	He is not (isn't) here, either.
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EXERCISES

1. Add the word *not* to these sentences.

Example: The teacher is here. The teacher is not here.

1. Mary is a teacher.
2. Bill and Mary are here.
3. I am English.
4. You are an American.
5. My friend is always late.

2. Now write the same sentences with *not* in the short form of spoken English.

Example: The teacher is here. The teacher isn't here.

3. Now write the same sentences as questions.

Example: The teacher is here. Is the teacher here?

LESSON 3



In this lesson you learn about the very useful little words called prepositions, and the verbs *put* and *take*.

WORD LIST

chair	matchbox	in time
table	box of matches	today
hat	pocket	to put
book	paper	to take
match	floor	so it is
box	this, these,	
	that, those	

CONVERSATION

Mary: Hallo, Bill! Here I am. I'm not late today. You aren't late, either.

Bill: No, I'm not. We are not late today. We're both here in time.

Mary: Please sit down, Bill. Here's your chair.

Bill: Thank you. Oh, what's this on my chair? It's my box of matches, and *your* book, Mary.

Mary: Is it on your chair, Bill? I'm sorry. There! Now it is on the table. Now sit down on your chair.

Bill: What's that on the floor, Mary?

Mary: Where?

Bill: There, under the table.

Mary: That's your hat, Bill. It's on the floor under the table.

Bill: Oh! And where are my papers for the lesson today? Are they on the table?

Mary: No, Bill, they are in your hand. Put them on the table and begin the lesson.

Bill: Hallo, listeners! We are not late today. . . .
(*Mary talks to Bill again at the end of the broadcast*)

Mary: Now the lesson is over. Take your papers and put them in your pocket.

Bill: There! Now they are in my pocket. And my book? Ah, here it is! No, this isn't my book.

Mary: That's *my* book. This is *your* book. Now take both books. And here's your box of matches. Put it in your pocket.

Bill: Where's my hat? Is it on the chair? Is it in your hand?

Mary: No, it isn't in my hand, and it isn't on the chair, either. It's still on the floor under the table.

Bill: Under the table? My hat on the floor under the table? Yes, so it is! Thank you, Mary.

Mary: Come along, Bill. It is late. . . .

GRAMMAR NOTES

1. Plural. Most English nouns end in the letter *s* when we talk of more than one.

If the last sound of the word is without voice, the *s* of the plural is without voice, too.

book, two books; hat, two hats.

If the last sound of the word is made with the voice, the *s* of the plural *sounds* like *z*.

name, two names; chair, two chairs.

If the noun ends in a hissing sound (like *s*, *sh*, *z*, *ch*), it is not easy to make an *s*-sound after it. We must add an extra little vowel, so we write the plural *es*.

box, two boxes; match, two matches.

2. This, these; that, those. Learn these common words:

this/these—for something near you (here)

that/those—for something more distant (there)

In the conversation, notice how the speakers say words like *my* and *your* more strongly when they wish to contrast them. Can you find the word *there* used as an exclamation? Both speakers use it in this way; it draws attention to an act just completed. For example:

Mary: There! Now it is on the table.

Bill: There! Now they are in my pocket.

EXERCISES

1. Finish each sentence in the plural, then read it aloud.

1. I have only one *book*; you have three
2. I have only one *friend*; you have three
3. I have only one *box*; you have three
4. I have only one *sister*; you have three
5. I have only one *pocket*; you have three
6. I have only one *match*; you have three

2. Make these sentences negative with *not* and *either*.

Example: You are a student, too.

You are not (aren't) a student, either.

1. Bill is early, too.
2. I am a typist, too.
3. They are in time today, too.
4. We are English, too.
5. My sister is here, too.
6. The teacher is late, too.

3. Finish these sentences with *in*, *on* or *under*:

1. Where is the book? It is the table.
2. Where are the papers? They are the book the table.
3. Where are the matches? They are the box.
4. Where is the matchbox? It is the floor the studio.
5. Where is Bill's hat? It is the table the floor.

LESSON 4

Notice the conversational sentence-endings of the *Isn't it?*, *haven't you?* type. They have many different forms in English, so we shall learn them gradually over many lessons. The verb *have* in its simplest form, as in this lesson, makes questions and negatives in the same way as *be*.

WORD LIST

cigarette	brown	light
packet	blue	dark
hair	good	to have
eye	bad	to give
black		

CONVERSATION

Mary: Good morning, Bill. We are both in time today.

Bill: Hallo, Mary. What's that in your hand?

Mary: In my hand?

Bill: Yes. What have you in your hand?

Mary: Oh, a packet of cigarettes.

Bill: Are they good cigarettes, Mary?

Mary: Of course they're good. But I haven't a match.

Bill: You have cigarettes, but no matches. That's bad. But I have a match.

Mary: Have you? Where?

Bill: In my pocket. I have a box of matches, but no cigarettes.

Mary: Oh, good. Please give me a match, Bill.

Bill: Listen, Mary. Here's a match. Now you give me a cigarette. One match for one cigarette. That's fifty-fifty, isn't it?

Mary: No, Bill. One match for one cigarette is *not* fifty-fifty.

Bill: All right, Mary. Then I have no match for you.

Mary: Oh! Then please take a cigarette, and give me a match. Here you are!

Bill: Thank you, Mary. That's very good. Now I have a box of matches, and a cigarette, too. Here's a match for you.