

视听英语

Audio-Visual English

中国高校外语电教协会（筹）编

主 编 张道真
副主编 申葆青

9

外语教学与研究出版社

1983 北京

谈谈中学的英语教学

中学的英语教学在四化建设中占有重要的地位,抓得好可加快四化的进程,否则会拖四化的后腿。目前中学英语教学远远跟不上形势的需要。以北京地区为例,82年高考文科参加外语考试的学生共六万多人,其中成绩在60分以上的仅三千多人,及格率约为4%,至于没参加高考的人外语水平恐怕就更低了。北京如此,外地情况也不难想像。这种状况如果继续下去,怎能不拖四化后腿呢?

这样的状况能不能改变呢?我们想是可以的。只要我们解放思想,踏踏实实想办法,局面是可以逐步改善的。这里我们提出一些具体的建议。

一、狠抓教师的培训工作

造成目前状况的原因之一是师资条件不理想。一是数量不足,许多学校师资紧张,六旬老人都难以退休,病倒一人找人代课都很困难,负担普遍较重,不少学校英语课无人开,在农村这一问题尤其严重。二是质量不够高。英语教师中真正达到大专毕业水平的恐怕不到四分之一,相当一部分是由教俄语转过来的,另一部分则是本校的毕业生。如何帮助这些教师提高并培养更多较高水平的教师是抓好中学外语教育的关键。

目前一个较为可行的办法是开展电教。具体地说,可以开展下面几方面的工作:

1) 利用各省市电视台的频道,开设以帮助中学教师进修为主要目的的英语课。比如每天播送一小时的英语节目,条件允许的可以重播一次。可以有精读、泛读、听力、练习课、英语报告等。如能挖掘当地大专院校潜力,请一部分教师甚至发动英语专业毕业生来做适当的辅导、面授及考核工作,则中学教师的进修工作就可初步得到解决。

2) 以自学为主,适当开设闭路电视课。以北京为例,目前就以北京电教馆为基地,每周播放一次录象带(主要是由一位英国专家讲授外语学院编《英语》第三册课文,并配一些听力故事及浅易报告),然后利用录音带自己学习,部分教师还参加了在语言实验室上的辅导练习课。其他一些大城市也可能做到这一点。

3) 不具备上述条件的可以利用录音带自学。例如有的省教育厅订购《视听英语》和录音带组织中学教师这样做。也有大量教师自己利用本刊自学。如果能坚持不懈学下去,水平就可以逐渐提高。

4) 委托外语院校及某些综合性大学或师范学院进行中学师资的培训工作,学习年限可以为一年、两年、三年不等。只要打破常规,进行高强度训练,两年就可以培养出初步胜任教学的师资来。这里特别要求强调在农村选拔一些青年来培养,使农村中学的外语课逐步普遍开设起来。

二、改进现在的教学方法

中学英语的教学时数还是比较多的,六年中约有900多学时,加之中学生一般记忆力较好,模仿力较强,如果教学方法得当,可望达到比较高的水平。现在提出一些意见供大家参考:

1) 在中学英语教学大纲允许的范围内, 各学校可鼓励教师作多种探索, 看如何取得最好的教学效果。要动员大家解放思想, 激发其教学热情, 在各自岗位上争取较优异的成绩。可订出教学效果的考核标准, 以及听说读写方面的要求, 等年末进行评比, 总结经验, 互相学习, 推动教学工作的不断前进。各省市领导部门如能协助推广本区或其他地区的先进经验, 则进展还可能更快一些。

2) 在条件允许时尽可能开展电化教学。例如鼓励教师多利用录音带, 以弥补自己的不足; 多采用外语幻灯片、唱片甚至浅易的教学影片; 课外搞些英语广播, 有条件的可以开辟听力室供学生自学用。这些都可对教学起促进作用。

3) 多举办一些外语活动。例如请有经验的大中学老师作外语报告, 举行各种外语比赛, 开设外语图书室, 逐步建立电视教室, 帮助学生收看外语节目等等。配合做学生的思想工作, 引起学生对外语课的重视。

4) 鼓励教师逐步用外语上课, 尽量少用中文, 少作理论讲解, 加强实践, 多做练习, 通过反复实践巩固所学知识。要定期进行口头笔头考核, 贯彻严格要求, 使学生在中学即打好一个相当坚实的外语基础。

5) 注意因材施教, 把学习热情高、接受力强的学生组织成快班, 请比较有经验的教师任教, 一方面使这些学生得到较好发展, 也可带动其他班取得更好成绩。

6) 与大专院校挂钩, 取得他们的帮助和支持。甚至请大学派人来办试验班。

三、搞好教材建设

要取得较好的教学效果, 教材也有关键性的作用。怎样才算是一本好的教材是一个学术性问题, 需要大家来研究, 但有几点意见想提出和大家商榷:

1) 要在全统一教学大纲的指导下, 贯彻双百方针, 鼓励大家作多种尝试。试用各种不同教材。既要慎重行事, 避免草率的做法, 也要防止保守和默守成规。实践是检验真理的标准。凡是教学效果好的, 就要加以研究推广, 对正确的做法要予以鼓励。

2) 教材要注意科学性, 要循序渐进, 难度不宜太大, 词汇要有足够的重现率, 以利巩固, 要处理好理论与实践的关系, 避免过多的理论。要注意知识性, 生动性和题材的多样性, 以激发学生的兴趣和学习积极性。

3) 要有较多的辅助材料, 特别是外语连环图画及浅易读物, 鼓励学生自己去看。将来最好有一份专为中学生编的英语刊物, 编得生动活泼, 图文并茂, 短小精悍, 价格低廉, 使广大学生买起来不困难。

四、适当利用我们的材料

我们这份丛刊不是专门为中学生编的, 但有不少材料却可用来协助中学的外语教学。例如每期的复述材料, 不少可以在课堂使用。教师可先帮助学生把一段材料搞懂, 然后放录音给学生听, 例如放三、五遍, 让有条件的学生(基础较好的或记忆力较强的)试着复述, 差一点的可进行问答。课后创造条件让他们能继续听录音, 直到能复述出来。如果每周能复述一篇材料, 六年下来可复述二百多篇材料, 光这一点已足以帮助学生打好语言的初步基础。还有许多听力材料、短剧、浅易读物都可适当加以利用。这类材料我们大多配有录音带, 结合着用, 会产生有利效果。我们欢迎中学的教师充分利用我们的文字及录音资料以及我们不久要出的大批幻灯片, 逐步把中学的英语教学搞活, 使课内更加生动, 课外活动更丰富多彩。中学英语教学的道路是广阔的。希望大家都来探索, 都来创造, 为打开中学英语教学的新局面而共同奋斗!

CONTENTS

目 录

Forum: On English Teaching in Middle Schools (谈谈中学的英语教学)	
A Basic Course in English by Shen Bao-qing* (基础英语教材——申葆青编) ...	1
Simplified Reading (简写读物)* *	24
David Copperfield (大卫·科波菲尔)	
Material for Reproduction (20 passages)* (复述材料)	62
Material for Listening Comprehension* (听力材料)	70
1) William Tell (威廉·泰尔)	
2) Robinson Crusoe (鲁滨逊漂流记)	
Laboratory Drills (Units 33-36) (实验室练习)	76
Wordcraft (V)** (词汇学习)	89

《基础英语教材》简介

这套教材是为已经学过一些英语,但在基础知识及口头掌握方面还需要进一步提高的同志们设计的。教材在语言方面,按语音、语法、词汇,作一定的安排,由浅入深,并通过为学生们所熟悉的题材,通过实用(尤其是口头练习)来巩固提高。

关于语音,强调在语流中学习,这里设计了一些既练语音、语调(包括重音、节奏),又练口语的朗读练习,要求熟读。开头几个单元的语法主要介绍除动词以外的其它内容,由于在这个阶段补充了一定量的词汇,因此减轻一些语法的负担。关于语法,我们认为必须和用法(Usage)结合在一起学,尤其应注意动词的各种用法和时态,以及常用动词如 get, make, take, have, do 等等,这些在后面的单元中有所侧重。每个单元中有课文和听力课文若干篇。在开初的几个单元中的课文只起一个引导或示范的作用,所以比较简短。要求学生在掌握了一个单元中的语法、语音、词汇,以及进行了较大的练习及复用后,自己能根据某一题目连贯地作口头或笔头的叙述,最后一篇课文(第一至第十单元)是学完一个单元后应达到的程度。

本教材共分十六个单元,(第一至第十单元为一个阶段),建议每单元授课时间为八学时。第十一至第十六单元为第二阶段,每单元授课时间可适当增加。

A Basic Course in English

Lesson 1

(The First Lesson)

What Is Your Name?

I. TEXTS

1. A: I am a new student.
My name is Henry Brown.
B: How do you do?
My name is Alice, Alice Day.
2. A: Hello, Tom.
B: Hi, Betty.
A: This is my friend Peter.
B: Pleased to meet you.
A: Glad to meet you.
3. A: Is his name John?
B: No, it isn't.
A: Well, what is it?
B: It's Fred.
A: What's his last name?
B: Grey. . . Is it Grey? I'm not sure.
4. A: Are you a teacher?
B: No, I am not.
A: What is your job?
B: I'm a typist.
A: What is that lady's job?
B: She is a bank clerk.
A: And what's her husband's job?
B: He's an engineer.
A: Is that man an engineer, too?
B: I don't know for sure, but I think so.

II. BASIC SENTENCES

1. What is your name?
2. My name is Henry Brown.
3. What is your job?

4. I am a typist.
5. Are you a teacher?

III. GRAMMAR

1. Verb Be:

I	am
You	are
He She It (This/That) My name	is

2. Pronouns:

I	my
you	your
he she it this that what	his (John's) her (Betty's) its (the dog's)

3. Structures:

Subject	Verb Be	Predicative (Noun)
You	are	an engineer.
Her name	is	Lucy Brown.

4. QUESTION FORMS

1) Special questions:

What is	your name?
	his job?
	he?
How	do you do?
What	

2) General questions:

~~I am~~ ~~You are~~ ~~He is~~
 Am I? Are you? Is he?
 His name is John.
~~Is his name~~ John?
 — Yes, it is.
 No, it isn't (is not).

PHONETIC EXERCISES

1. Read the following aloud, paying attention to the sounds:

[i:]	[i]	[e]	[æ]
[i:t]	[it]	[et]	[æt]
[di:d]	[did]	[ded]	[dæd]
[li:d]	[lid]	[led]	[læd]
[ti:n]	[tin]	[ten]	[tæn]
[li:st]	[list]	[lest]	[læst]

Read from left to right :

[i:]	[e]
[li:d]	[led]
[ri:d]	[red]
[mi:t]	[met]
[fi:d]	[fed]
[bli:d]	[bled]
[sli:p]	[slept]
[swi:p]	[swept]
[ki:p]	[kept]
[li:v]	[left]

2. Read the following words from the text, paying attention to the vowel sounds:

[i:]	[i]	[e]	[æ]
he	it	well	am
she	is	friend	man
meet	his	Fred	bank
pleased	this	Betty	glad
Peter	think	Henry	
teacher	engineer	Stella	

3. Read the following, paying attention to the indefinite article:

a student	an old man
a teacher	an old lady
a man	an old friend
a lady	an engineer
a friend	an English teacher
a good friend	an English book
a job	an army officer
a good job	an artist
a taxi-driver	an air hostess

4. Read the following sentences aloud, and use contractions I'm, he's, isn't, etc., when reading the second time:

I am a new student. (I'm a new student. . . etc.)
 I am an engineer.
 He is a bus-driver.
 His sister is an air hostess.
 She is my sister's friend. Her name is Lizzy.
 That is my teacher.
 He is not a scientist. His name is not James.
 She is not an actress. Her name is Nancy.
 It is not my name. It is his name.
 Edward is John's brother. He is a postman.
 Diana is a typist. Her full name is Diana Keller.
 (For homework write down the sentences with the contracted forms.)

5. Read the following aloud, paying attention to pronunciation and stress:

- 1) Eat it.
Read this.
She sees it.
He hits it.
He is pleased to meet me.
Peter is an English teacher.
- 2) I need a pen.
She needs a pan.
A pen and a pan.
This is a pen.
That is a pan.

- 3) He sees a ship.
She sees a sheep.
A ship and a sheep.
This is a ship.
That is a sheep.

6. For pronunciation and intonation:

- 1) I don't know your name.
I don't know his name.
I don't know her name.
What's your name?
James.
James what?
James Pane.
What's his name?
His name is Jimmy Grey.
What's her name?
Her name is Jane Davis.
Jean or Jane?
Jane.
Jane? Are you sure?
Yes, sure. I'm sure.
It's Jane?
It's Jane. J-a-n-e. Jane.
- 2) What's your job?
I'm a typist.
What's your sister's job?
She's a pianist.
What's her husband's job?
He's a dentist.
What's your father's job?
He's a taxi-driver.
What's his wife's job?
You mean my mother?
Yes, what's your mother's job?
She's a bus-driver.
Your mother, a bus-driver?
Yes, my mother's a bus-driver.
No mistake, she drives a bus.
She's a bus-driver.

ORAL EXERCISES

1. Answer the following questions, paying special attention to HIS and HER:

- 1) What is *your* name?
What is *his* name?
What is *her* name?
- 2) What is *your* brother's name?
— *His* name is George.
What is that *lady's* name?
— *Her* name is Diana.

ADDITIONAL VOCABULARY:

- 1) your brother's name
your sister's name
your father's name

your mother's name
your aunt's name
your uncle's name
your friend's name
your teacher's name

his wife's name
her husband's name
his son's name
her daughter's name
that man's name
that lady's name
that boy's name
that girl's name

2) men's names

Dick	Richard
Joe	['ritʃəd]
Paul	Thomas
[pɔ:l]	['tɒməs]
Frank	George
Mike	['dʒɔ:dʒ]
Michael	William
['maɪkəl]	['wɪljəm]
Benny	Larry

women's names

May	Emily
Sue	['emɪli]
Lucy	Margaret
Lily	['mɑ:gərɪt]
Judy	Dorothy
Nancy	['dɒrəθi]
Mary	Catherine
Dora	['kæθərin]
['dɒrə]	Barbara

2. Make sentences in the following manner:

My brother is an architect.

My teacher's wife

His uncle

My aunt's husband

My teacher's wife

His daughter

His wife's brother

That lady's son

His name is John.

His name

His name

Her name

Her name

His name

His name

Additional vocabulary

a doctor	an actor
a dentist	an actress
a nurse	an artist
a postman	an office worker
a milkman	an air hostess
a policeman	an army officer
a cook	an architect
a waiter	[ɑ:kitekt]
a tailor	an accountant
a singer	[ə'kauntənt]
a pianist	a technician
a violinist	[tek'nifən]
a businessman	a scientist
a housewife	['saientist]
a shop assistant	a journalist
a taxi-driver	['dʒæ:nəlist]
a bus-conductor	a secretary
a commune member	['sekrətri]
a writer	a research worker
a soldier	[ri'sə:t]

3. Answer the following questions with:

- Yes, I think so.
No, I don't think so.
- Well, is it...? I'm not sure.
- Well, I don't know.
I'm sorry I don't know.
- I don't think so.
I don't know for sure but I think so.
- I'm afraid it isn't.
I'm afraid you are mistaken.

Is your father's name David?
Is Comrade Wang your English teacher?
Is Comrade Wang's wife a typist?
Is Mr. Li an English teacher?
Is that man a shop assistant?
Is that lady's name Li Ming?
Is her husband a scientist?
Is your (his) sister's husband an engineer?

4. Construct short dialogues:

Models:

- A: I am a _____. My name is _____.
B: How do you do?
And my name is _____.
A: Glad to know you.
- A: What's your job?
B: I'm a _____.
And what is your job?
A: I'm a _____, too.

- A: What's your father's name?

B: _____.

A: And what's his job?

B: He is a _____.

A: Is your mother a _____, too?

B: No, she isn't. She is a _____.

- A: What's that lady's name?

B: _____.

A: What's her job?

B: She is a _____.

A: Is that man _____, too?

B: I don't know.

- Try to answer the following questions:

What is Prof.
Li's

first name
given name
Christian name
last name
surname
full name
family name
maiden name
pet name
nickname
pen name?

Additional vocabulary:

Mr. Brown's
Mrs. Smith's
Miss Green's
Comrade Wang's
Dr. Johnson's
Uncle George's
Chairman Liu's
Vice-Premier Li's
Mary's
John's
Madame Curie's
Aunt Joyce's

WRITTEN EXERCISES

- Read the following dialogue in capital letters and then copy it in proper uppercase (大写的) and lowercase (小写的) letters.

A: HELLO, MY NAME IS JOHN SMITH.

B: GLAD TO MEET YOU. MY NAME IS WANG HUN.

A: ARE YOU AN ENGINEER?

B: NO, I AM NOT.

A: WHAT'S YOUR JOB?

B: I'M A BANK TELLER.

A: IS THAT MAN A BANK TELLER TOO?

B: WELL, I DON'T KNOW FOR SURE, BUT I THINK SO.

2. Turn the following sentences into 1) general questions, 2) special questions, using the interrogative word **WHAT**:

- 1) His mother is a research worker. Her name is Betty Turner.
- 2) His sister's husband is a postman.
- 3) Comrade Li is an English teacher. His full name is Li Wenhua.
- 4) Miss Smith's first name is Edith. She is an air hostess.
- 5) That man is a policeman. His nickname is Nosy.
- 6) Lizzy's last name is Johnson. She is an actress.
- 7) My brother's wife is a dentist. Her pet name is Mimi.
- 8) That boy's father is a tailor. His surname is Thompson.
- 9) My mother's given name is Lillian. Her family name is Troop.
- 10) Mr. Binley's christian name is Henry. He is an architect.

3. Turn the following words into animate nouns by adding the suffixes **-er** or **-ist**:

- | | | |
|---------|--------|---------|
| 1) work | dance | 2) type |
| teach | write | art |
| sing | engine | capital |
| wait | drive | commune |
| bank | listen | social |
| lead | speak | violin |
| read | office | solo |

4. Give nouns of the opposite gender:

- | | |
|--------------|-------------|
| sister | Mr. |
| son | madam |
| wife | gentleman |
| grandfather | old man |
| uncle | actor |
| boy | king |
| woman | prince |
| woman worker | hostess |
| boy friend | waiter |
| school girl | businessman |

TEXT FOR REPRODUCTION

A CONVERSATION

- A: Good morning, my name is Peter.
 B: Your name is Peter? Peter what?
 A: Peter Brown. Just call me Peter.
 What's your name?
 B: Nancy.
 A: What's your last name?
 B: Green. My full name is Nancy Green.
 I'm a new student here.
 A: Pleased to meet you.
 B: Glad to meet you, too. What do you do?
 A: I'm a typist. This is my friend, Mr. Blake. This is Miss Green.
 B: How do you do?
 B: Are you a typist, too, Mr. Blake?
 C: No, I'm not. I'm an English teacher.
 B: I see. Who is that lady over there?
 Is she an English teacher, too?
 A: No, she isn't. She is my aunt, Mrs. Smith.
 B: What is her job?
 A: She is an artist.
 B: An artist?
 A: Yes, a very good artist.
 B: Who is that man?
 A: Oh, that's my aunt's husband, Mr. Smith.
 B: Your uncle?
 A: Yes.
 B: What's his first name?
 A: George, Uncle George. His full name is George Smith.
 B: What's his job?
 A: He is an army officer.
 B: Who is that girl?
 A: That girl?
 B: Yes. Is her name Alice?
 A: No, it isn't.
 B: Her name's not Alice?
 A: No.
 B: Oh, what is it?
 A: It's Emily.
 B: What's her last name?
 A: Rogers. Is it Rogers? I'm not sure.

Lesson 2

(The Second Lesson)

What Is He Like?

I. TEXTS

1. A: Hello again, Nancy.
 B: Hello, Jimmy.
 A: Who is that boy?

- B: Which boy?
 A: The boy in the brown shirt.
 B: Oh, that's John.
 He's my sister's son.
 A: How old is he?

B: He's eleven years old.
 A: He's very tall for his age.
 B: Yes, and he's a good football player.

2. A: What do you do?
 B: I'm a student in this university.
 I study languages.
 A: Undergraduate or postgraduate?
 B: I'm an undergraduate.
 A: Who's your dean?
 B: Professor Davis.
 A: What's his first name?
 B: Michael.
 A: Is he American or British?
 B: He's British.
 A: How old is he?
 B: Around forty, perhaps.
 I'm not quite sure.
 A: Is he strict or easy-going?
 B: Rather strict, I should say.
 And I think he's very hard to please.

II. BASIC SENTENCES

Who is that man?
 How old is he?
 Is he tall or short?
 He is eleven years old.
 He is strict.
 He is American.
 The boy in the brown shirt is her son.

III. GRAMMAR

1. Verb Be:

Subj.	Be	Pred. (Adj.)
You	are	sixteen.
He	is	tall.
She	is	American.
I	am	very well.

2. Question forms:

Who is he?	
What is he	like?
How	are you?
How old	

Is she tall	or short?
-------------	-----------

PHONETIC EXERCISES

1. Compare and practise:

[i]	[e]	[ei]
[bid]	[bed]	[beid]
[lit]	[let]	[leit]
[rid]	[red]	[reid]
[pin]	[pen]	[pein]
[did]	[ded]	[deit]
[lik]	[leg]	[leik]

[e]	[æ]	[ai]
[men]	[mæn]	[main]
[red]	[ræt]	[rait]
[leg]	[læk]	[laik]
[beg]	[bæg]	[baik]
[lend]	[lænd]	[laind]
[blend]	[blænd]	[blaind]

[n]	[l]	[l]	[r]
nine	line	glad	great
noon	loom	light	right
net	let	blight	bright
name	lame	clean	cream
knife	life	glass	grass
night	light	leader	reader

2. Read the following words from the text:

[i]	[e]	[ei]
think	yes	age
Jimmy	very	say
strict	again	again
sister	eleven	James
British	American	player
	professor	Davis

[æ]	[ai]
that	my
Larry	quite
Nancy	typist
perhaps	Michael
language	
graduate	

3. Pay attention to the stress of the following words:

Nancy	again	university
Jimmy	around	undergra-
rather	hello	duate
sister	perhaps	engineer
football	eleven	
husband	professor	
British	American	
language		

4. Pay attention to the pronunciation of the indefinite and definite articles:

a professor	the professor
a tall boy	the tall boy
a boy in a brown shirt	the boy in the brown shirt
a girl in a blue skirt	the girl in the blue skirt
a language student	the language student
a university	the university
an under-graduate	the undergraduate
an English teacher	the English teacher
an eleven-year-old boy	the eleven-year-old boy

5. Pay attention to the incomplete explosion of the [t] and [d] sounds:

goo(d)	qui(t)e good
morning	
goo(d)-bye	wha(t) book
a goo(d) boy	tha(t) girl
an ol(d) lady	no(t) quite sure
har(d) to please	a foo(t) ball player

6. Pay attention to the rhythm of the following:

Hello again.
I think he's strict.

I'm not quite sure.
He's hard to please.

How do you do?
What do you do?
What is your name?
Who is your dean?
Yes, you are right.
Oh, that's my friend.

7. Read the following:

this and that
black and white
thick and thin
red and green

He has a bag.
She has a bike.

A bag and a bike.
The bag is black.
The bike is white.

Have you got a pen in your bag
or a pain in your back?
I have got a pen in my bag
and he's got a pain in his back.

Do you want pepper or paper?
Pepper or paper, paper or pepper,
which is cheaper?
I want pepper, not paper,
if pepper is cheaper than paper.

8. For Pronunciation and Intonation:

Big Bill Bell
He's here!
Who's here?
Bill's here.
Bill who?
Bill Bell.
Bill Bell? Who's he?
You know him.
I do?
Of course you do.
He's a friend of yours.
He is?
Of course he is.
Big Bill. Big Bill Bell.
Oh, you mean Bill!
Big Bill!
That's right, that's him!
You know him very well.
Sure I do!
Big Bill Bell!
Big Bill Bell!
I know him very well.

ORAL EXERCISES

1. Count from 1 — 100

one	—eleven	
two	—twelve	—twenty
three	—thirteen	—thirty
four	—fourteen	—forty
five	—fifteen	—fifty
six	—sixteen	—sixty
seven	—seventeen	—seventy
eight	—eighteen	—eighty
nine	—nineteen	—ninety
ten		hundred

Note the spelling and word-stress of the above cardinal numerals:



one	eleven	twenty	twenty-one
two	twelve	thirty	thirty-two
three	thirteen	forty	forty-three
four	fourteen	fifty	fifty-four
five	fifteen	sixty	sixty-five
six	sixteen	seventy	seventy-six
seven	seventeen	eighty	eighty-seven
eight	eighteen	ninety	ninety-eight
nine	nineteen	hundred	
ten			

Read the following dates:

January 23, 1977
 February 3, 1884
 March 8, 1905
 August 21, 1980
 September 19, 1910
 December 25, 1899

2. Ask questions and give answers:

- 1) How old are you?

I am { nineteen.
 nineteen years old.
 not quite nineteen.

I was 18 on my last birthday.
 I will be twenty on my next birthday.

- 2) When (and where) were you born?

I was born (in Canada) on November 22, 1971.

- 3) How old is { that boy?
 your father?
 that man?
 your brother's girl friend?
 your teacher's husband?
 Mr. Larry James?

He (She) is 21.

He is 21 years old.

He is 21, I think.

I should say he's 21.

He's around 21.

He's not quite 21.

He's 21, perhaps. I'm not quite sure.

He was 20 on his last birthday.

He will be 22 on his next birthday.

Make a guess.

I'd rather not tell his (my) age.

Additional vocabulary:

baby (two months old)	niece
child	nephew
little kid	cousin
little boy (girl)	grandpa (-father)
gentleman	grandma (-mother)
young (old) man	grandson
young (old) lady	granddaughter
girl friend	grandchild
boy friend	
sister-in-law	
brother-in-law	
son-in-law	
daughter-in-law	
father-in-law	

3. Ask questions and give answers:

Who		that man (girl, etc.)?
What	is	his (her) name? his (her) nationality?

- 1) Make use of the above additional vocabulary in answering the question "Who is. . .?"

- 2) Additional vocabulary for answers to "What is his nationality?"

English	Korean	Chinese
British	Italian	Japanese
French	American	Burmese
German	Canadian	Vietnamese
Russian	Australian	Portuguese

4. Identify people with pre- or postmodifiers to the nouns:

e.g. Who is that *tall* boy?

Who is that boy *in the brown shirt*?

Who is {
 that short man
 that black boy
 that pretty girl
 that plump woman
 that talkative old lady?
 that noisy child
 that quiet young lady
 that silly girl
 that tall fellow
 that tough guy

Who is the {
 man(lady)
 with long hair
 in the green jacket
 in (the) blue trousers
 in the red tie
 in the sports coat
 in the blue sweater
 in the black overcoat?
 in the raincoat
 in the pink blouse
 in (the) beige slacks
 in (the) high-heel shoes
 in (the) nylon stockings

What colour is his (her) jacket?

It's {
 black
 white
 blue
 yellow
 orange
 brown
 green
 grey
 beige
 purple
 dark grey
 light brown
 baby blue
 navy blue.

Additional vocabulary:

hat	pants	face	cheeks
cap	blue jeans	nose	legs
socks	shirts	eyes	arms
gloves	vest	ears	chest
scarf	fur coat		shoulders

Turn the above special questions into general questions and give answers:

Model: The girl in the brown skirt
 is my sister's daughter.

Questions: Is the girl in the brown
 skirt your sister's daughter?

Yes, she is.

No, she isn't.

5. Make alternative questions with the following pairs of adjectives:

large or small
 long or short
 tall or short
 young or old
 new or old
 dark or bright
 clean or dirty
 hot or cold
 fast or slow
 hard or soft
 ill or well
 bad or good
 black or white
 red or green
 first or last
 rich or poor
 weak or strong
 happy or sad (unhappy)
 right (correct) or wrong
 easy or difficult
 quiet or noisy
 quiet or talkative
 dry or wet
 beautiful or ugly
 pretty or plain
 fat or thin
 plump or skinny
 thick or thin
 interesting or dull (boring)
 clever or stupid
 silly or intelligent
 strict or easy-going

6. Ask questions with the following adjectives and give answers in the negative:

Model: Is he tall?

— No, he isn't. He is short.

an old man
 a tall boy
 a naughty child
 a fat man
 a plump woman
 a dull old man
 a talkative woman
 a noisy place
 a good book
 a long story
 a new recorder
 an interesting book
 a short lesson
 an old coat
 a boring lecture
 a big country
 a strict teacher
 a slow worker
 a good student

a kind (friendly,
pleasant) man
a rich peasant
a lazy fellow
a clean shirt
a wrong answer
a small table
a hard bed
an easy lesson
a dark room
a heavy box

7. Cardinal numerals:

Students to ask each other questions,
e.g.

- 1) What is 16 and 81? or,
What is 16 plus 81?
What is 45 and 23? etc.
- 2) What is 90 minus 47?
- 3) What's your telephone number?
What's your room number?

8. Answer the following questions:

- 1) Are you a student?
Are you an undergraduate or a
postgraduate?
May I know your name (What's your
name)?
Where do you come from?
What languages do you speak?
- 2) Who is your dean (head of depart-
ment)?
What's his first name?
Is he Chinese or American?
How old is he?
Is he strict?
- 3) Who is that boy?
Is he a student?
Is he a student of English?
(Which department is he in?)
Is he in Grade One or Grade Two?
Which class is he in?
Is he your classmate?
- 4) Who is your monitor?
Is he tall or short?
How old is he?
Is he a good football player?
Is he your room-mate?
- 5) Who is that lady in the pink blouse?
What's her full name?
What's her nationality?
Is she your teacher's wife?
How old is she?
What's her job?
Is her skirt blue or grey?
Is that boy her son?

9. Construct short dialogues:

Models:

- 1) A: Hello, John.
B: Hello, Mary.
A: Who is that ____?
B: Which ____?
A: ____ in ____.
B: Oh, that's ____.
A: How old is he?
B: ____.

- 2) A: Who is your teacher?
B: ____.
A: Is he ____ or ____?
B: He is ____.
A: What is he like?
B: ____.

10. Topics for oral practice:

- 1) Talk about your teacher, father,
mother, brother, sister, or any of
your friends.
- 2) Describe a lost child to the police.

WRITTEN EXERCISES

1. Copy the following words and change
them into small letters except for the under-
lined parts:

CHINA	—	CHINESE
ENGLAND	—	ENGLISH
AMERICA	—	AMERICAN
BRITAIN	—	BRITISH
FRANCE	—	FRENCH
JAPAN	—	JAPANESE
GERMANY	—	GERMAN
ITALY	—	ITALIAN
RUSSIA	—	RUSSIAN
CANADA	—	CANADIAN
AUSTRALIA	—	AUSTRALIAN

Write out the capital of each country.

2. Ask about people's names, telephone
numbers and room numbers and put
them down in your notebook (for prac-
tice in class, put them on the black-
board).
3. Write down as many adjectives you know
as possible (including 'colours and na-
tionalities) and give their antonyms if
there are any.

Martin's Family

My father is an immigrant from Italy. He has dark hair and brown eyes. He is rather short and stout. My mother thinks he is handsome; I think he is intelligent. He is a kind, generous man but he is sometimes too strict with us children and he gets angry easily. He is a businessman and is now working for a bank in New York.

My mother is also short, but she has light hair and blue eyes. She is not beautiful, but she is attractive because she is slender and has a lovely smile. She was a secretary before she married my father, but now she is a housewife and mother. She keeps house

very well and we think she is a wonderful mother.

My older brother is a college graduate and is now an engineer. He is a hard-working young man. He is tall, strong and athletic. He was a football player in high school. He looks like our father. He is still single.

My younger sister is the family favourite. She will be twelve on her next birthday, and she thinks she is a grown-up young lady. We think she is cute. She is thin and has long, black hair. She is helpful around the house and is usually energetic and happy.

What about me? I am a young man of sixteen. I am tall, dark and handsome. My father tells me I'm stupid and lazy, but I know I'm intelligent, unusually intelligent for a young man of my age.

Lesson 3

(The Third Lesson)

Whose Shoes Are These?

I. TEXTS

1. A: Excuse me, is this your shirt, Teddy?
B: No, it's not my shirt.
Mine is blue.

It's here.

A: Is this shirt James's?

B: I think it is.

His is yellow.

A: Where is my shirt?

B: It's over there, under your pillow, see?

A: Whose wallet is this?

B: It's Jack's.

A: Give it to him.

Whose keys are these?

B: Sorry I don't know.

2. A: Whose shoes are those, those dirty shoes?

Are they yours?

B: No, they aren't.

Mine are clean.

A: Are they Max's?

B: I suppose they are.

A: Where is Max?

B: He's in the other room.

A: Max!

C: Yes?

A: Don't leave your dirty shoes about. Here.

Catch!

C: Oh!

II. BASIC SENTENCES

Whose shoes are these?

They are mine.

Where is Max?

He is in the other room.

Give the shoes to him.

III. GRAMMAR

1. Nouns:

1) plural number:

shirt	shirts [s]
key	keys [z]
boy	boys
lady	ladies
wife	wives
box	boxes [iz]
glass	glasses
dish	dishes
watch	watches
page	pages

2) possessive case

the boy's
the teacher's

John's
 Betty's
 the boys'
 the teachers'
 the Johnsons'
 the porters'
 Marx's
 Alico's
 George's
 James'(s)
 Jones'(s)

4. Questions:

The book	is	in the drawer. on the shelf. under the desk.
Where		is the book?

That	is	John's book. Mary's book.
Whose book		is that?

2. Pronouns:

Subject	Object	Posses- sive	Ab- solute
I	me	my	mine
you	you	your	yours
he	him	his	his
she	her	her	hers
it	it	its	its
we	us	our	ours
you	you	your	yours
they	them	their	theirs

this — these/that — those

who/whose/what

3. Sentence structures:

He	is	our teacher. (n.)
		tall. (a.)
		23. (num.)
		in the room. (prep. phr.)
		over there. (adv.)

V. T.	Obj.	Adv.
Catch	it.	
Give	it	to him.
Don't leave	them	about (here).

PHONETIC EXERCISES

1. Read the following, paying attention to the vowel sounds:

[u:]	[u]	[əu]	[au]
[ru:m]	[rum]	[nəu]	[nau]
[tu:m]	[tuk]	[təun]	[taun]
[su:p]	[sut]	[ləud]	[laud]
[fu:l]	[ful]	[dəut]	[daut]
[pu:l]	[pul]	[stəul]	[staut]
[stu:l]	[stud]	[skəuld]	[skauld]

Read from left to right:

[əu]	[u:]	[əun]
[bləu]	[blu:]	[bləun]
[grəu]	[gru:]	[grəun]
[θrəu]	[θru:]	[θrəun]
[flai]	[flu:]	[fləun]
[nəu]	[nju:]	[nəun]

2. Read the following words from the text:

[u:]	[u]	[əu]	[au]
do	to	no	how
who	do	so	brown
whose	room	go	about
shoe	foot	oh	around
room	should	those	
blue		know	
		don't	
		old	
		over	
		hello	
		pillow	
		yellow	

3. Read the following words aloud, paying attention to the pronunciation of the -s inflection:

[-s]	[-z]		[-iz]
maps	pigs	boys	buses dishes
caps	bags	wives	glasses brushes
cups	flags	sisters	classes matches
groups	rooms	brothers	faces watches
desks	names	ladies	cases bridges
books	girls	parties	boxes pages
clocks	balls	countries	houses languages
seats	beds	David's	Max's
aunts	friends	Richard's	James's

4. Count the following objects, paying attention to the pronunciation of the -s inflection:

Model: one bed, two beds, three beds, etc.
 five boxes, six boxes, seven boxes, etc.
 eight cups, nine cups, ten cups, etc.

pillow	ball	typist	bridge
shirt	watch	clerk	college
jacket	pencil-box	teacher	friend
bag	book-case	player	bank
quilt	page	football	window

5. Pay attention to the rhythm of the following sentences:

Mine is blue.	The shirt is mine.
His are clean.	The shoes are his.
Yours is brown.	The room is clean.
Hers is short.	The bag is here.
Ours is here.	It's on the bed.
Max is there.	It's over there.
Where is Jack?	It's in the drawer.
Whose is this?	
Give me that.	
Give him this.	I think it is.
Yes, it is.	

6. Read aloud the following rhyme and learn to sing it:

One man went to mow,
 Went to mow a meadow.
 One man and his dog,
 Went to mow a meadow.

Two men went to mow,
 Went to mow a meadow.

Two men, one man and his dog,
 Went to mow a meadow.

Three men went to mow,
 Went to mow a meadow.
 Three men, two men, one man and his dog,
 Went to mow a meadow.

Four men went to mow,
 Went to mow a meadow.
 Four men, three men, two men, one man and his dog,
 Went to mow a meadow.

Five men went to mow,
 Went to mow a meadow.
 Five men, four men, three men, two men, one man and his dog,
 Went to mow a meadow.

7. For Pronunciation and Intonation:

Taking Credit

Whose book is this?

It's mine.

It's mine.

Are you sure it's not his?

No, no, it's mine!

Whose shirt is this?

This beautiful shirt!

It's mine! It's mine!

It's mine! It's mine!

Whose shirt is this?

This awful shirt!

It's his! It's his!

It's his! It's his!

Are you sure it's not yours?

Of course it's not mine!

It's certainly not mine!

Not mine, not mine!

Not yours?

Not mine!

Are you sure?

I'm sure.

It's his?

It's his!

Not yours?

Not mine!

ORAL EXERCISES

1. Change the nouns in the following sentences into the plural number and make other necessary changes:

Models:

1) A: I am an *undergraduate*.

B: We are *undergraduates*.

2) A: It is a *difficult question*.

B: They are *difficult questions*.