

视听英语

中国高校外语电教协会（筹）编

主 编 张道真
副主编 申葆青

11

外语教学与研究出版社

1984

北京

读 者 注 意

1. 本期材料配有五盘录音带:

C D1 基础英语(第九、十课)*

C D2 口语练习(第一至四单元)*

C D3 简写读物 苔丝(中)**

C D4 简写读物 苔丝(下)* *

C D5 复述材料/听力材料*

由北京外国语学院电教中心负责录音带邮购业务,每盒定价4.20元(包括邮费及包装费)。(通讯地址:北京西郊苏州街北京外国语学院第27号信箱)

2. 从第九期起录象工作暂停。

3. 北京外国语学院英语系编《英语》第三、四册录象带已录制完毕,由英国专家 Valerie Arndt 讲授,需转录者可与北京电化教育录象中心联系。

(通讯地址:北京西城区东绒线胡同40号;电话:33—6165。)

开户银行:北京人民银行西城区办事处。账号:8902573。

联系人:孙敬中、蔡惠玲

4. 本刊以前各期,需要者可提请各地新华书店向北京发行所订购,亦可向北京外国语学院第23号信箱邮购。

视听英语(十一)

中国高校外语电教协会(筹)编

外语教学与研究出版社出版

(北京外国语学院23号信箱)

北京外文印刷厂排版、印刷

新华书店北京发行所发行

全国各地新华书店经售

开本787×1092 1/16 5 1/2印张 120千字

1984年7月第1版 1984年7月北京第一次印刷

印数1——18,000册

书号:9215·234

定价:0.55元

新的开始

创刊至今已经两个年头了。在这一年半中，由于领导和群众的支持，我们做了一些工作，出了十期刊物，对教学和自学起了一定的作用。我们倡导的教学路子受到越来越多院校的重视，有些院校已采用部分材料作教材。这使我们感到鼓舞，也使我们受到鞭策，促使我们更加努力来做好我们的工作。

我们工作中的缺点是不少的。一是原来的设计不符合各院校的实际情况。原设计四百学时的材料，而大多数院校的教学时数只有二百多学时。由于时数不切合实际，进度安排也就不尽合适。其次，每学时材料都录一盘象的办法也不现实，一是录象带数量大，很少院校能买到这么多录象带，二是工作量过重，影响了录象质量。加之，录象工作的艰巨性大大超过我们的估计，因而质量和进度都没有达到我们的要求。为了改善录象工作，我们将改变每期配二十盘录象带的作法，先把已录的录象带加以修改提高，尽快把一至八期的录象带配齐，九期以后录象工作暂停。同时完全以公外课程需要为依据来编辑本刊的办法也有问题，真这样做会使难度越来越大，而且篇幅也需加大，这就可能脱离广大群众。为此我们决定公外教材另作考虑，其中一部分可在本刊发表，以供试用，整个材料待全部完成后单独发行。

在进入一九八四年的时候，我们准备作一个新的开始，从本期起，大体上遵循以下作法：

一、对象：

仍以（具有初步语言知识的）大学生、中学教师、自学青年为主要对象，特别是帮助他们打下比较扎实的语言基础。

二、教学路子：

仍着重发展听说能力，以听说带动读者。我们的材料将尽量平易一些，目的是为了“上口”。为此，主要材料将配上录音带。循序渐进地安排，使学习的人能逐步学上去。从第十一期到第二十期包含的材料，就主体来说，相当于大学英语专业一年至一年半的教学内容，学完后，可望打下一个比较好的语言基础。为了照顾另一些基础较好的同志，我们也将包含一部分稍难一些的内容（如带两个和三个星号的），初学的人看不懂可留待以后使用。每个学习的人可以各尽所能各取所需，根据各人的水平和需要，灵活使用本刊的材料。

三、加强对读者的帮助：

在我们人力条件允许下，将适当加强对读者的帮助。一项措施是在“论坛”中多刊登一些指导学习方法的短文，二是对大部分材料都加注释，并逐步提高注释水平，以利自学。三是在适当时候开辟“读者信箱”，回答读者提出的问题。有同志建议增加译文，我们感到这会占用更多的篇幅，且不同人的需要不同，不知就谁为好。为此准备再多听一些群众的意见，慎重地做出决定。对如何帮助大家自学，还希望群众多提意见。

四、关于声象资料的建设:

推广电化教学是我们的宗旨,对声象资料的建设只能加强不能削弱。录音磁带仍由外国教师录音,有的则使用原版带。除继续办理邮购业务外,我们将通过新成立的北京音像教材出版社直接向市场提供。录象工作仍将继续,完成一批发行一批,供大家转录。同时将加强幻灯片的制作工作,每期都配上几套幻灯片供大家使用。

五、加强发行工作:

许多读者来信反映买不到本刊,我们将与发行部门协商加强发行工作,同时继续办理邮购业务。凡需本刊者可直接向北京外国语学院第23号信箱邮购。第一、二期已售完,准备根据征订数字加印。望需购买本刊者,多与本地新华书店联系,以便他们向北京发行所订购。

今后的十期大致包含以下内容:

1. **《基础英语》(申葆青编)**:从第九期开始,今后将持续登载。前十课为第一部分,第二部分在第十二、十三、十四期刊出。每期主要内容将录成一至两盘磁带。

2. **《口语练习》(张道真编)**:从本期开始登载,共四十课,分十次登完。主要以口语形式帮助学完基本语法,可与《基础英语》配合使用,也可供单独自学。每期都配有录音。(有实验室的院校最好在实验室中使用。)

3. **《听力材料》**:从故事性材料开始,逐步发展到知识性材料。有的有原版幻灯片,有的由我们制作(幻灯片),供各院校特别是中学采用。幻灯片将附文字材料,主要是解说词,也争取附上少量练习材料。材料都将配有录音带。

4. **《复述材料》**:每期仍登载20篇复述材料。从本期起难度适当压低,使与《基础英语》和《口语练习》配合。可在实验室中使用,(例如每篇材料念三遍,然后让学生复述出来,)也可用于自学,跟着录音机把材料一篇篇复述出来。

5. **《简写读物》**:每期都有一本或半本简写读物,水平好的读者可争取全部或部分复述出来,条件不够的只求要懂,然后听录音。基础较差阅读困难的可留到以后使用。(他们可阅读本刊第一至八期刊载的较浅易的材料。)这些材料都尽量配上录音带。

上面是我们的主体材料,然后视剩下篇幅的多少,适当刊登《科普读物》,《报告》,《剧本》等。这些材料的数量可能不能满足有些同志的需要,我们以后将设法出些单行本,以适应各方面要求。

我们的工作应当做得更好一些的,但由于我们都有自己的本职工作和许多社会工作,只能挤时间来作本刊的编辑工作,因此常常感到力不从心。我们对自己做得不够的地方是感到内疚的。希望同志们不要受我们缺点的影响,充分利用我们提供的材料,学好外语,为四化做更多贡献,我们希望同志们多提宝贵意见,帮助我们改进工作。我们将尽我们所能把编辑及录制工作做好,当好电教战线的后勤兵。

CONTENTS

目 录

Editor's Note: A New Beginning (编者的话: 新的开始)	
A Basic Course in English (III) by Sheng Baoqing* (基础英语——申葆青编)	1
Oral Practice* (口语练习——张道真编)	14
Material for Listening Comprehension* (听力材料)	22
1) King Grisly-Beard (大胡子国王)	
2) The Goose-Girl (放鹅姑娘)	
3) The Water of Life (生命之水)	
4) Donkey-Lettuce (邪莴苣)	
5) The Four Servants (四个仆人)	
Material for Reproduction (20 passages)* (复述材料)	34
Simplified Reading** (简写读物)	37
Tess of the D'Urbervilles (II) (苔丝)	
Popular Science* (科普读物)	60
1) Water (水)	
2) Fire (火)	
A Talk in English* (英语报告)	66
Hobbies of the British People (by Katherine Flower) (英国人的爱好)	
Wordcraft (VII) (词汇学习)	68
A Play (剧本)	
Thomas Edison — Inventor (发明家艾迪生)	72
TOEFL Model Tests: Listening Comprehension (III)	82

A Basic Course in English (III)

— by Shen Baoqing

Lesson 9

(The Ninth Lesson)

What Are You Doing?

I. Texts

1. The Johnsons are friends of mine. Today the Johnson family is at home.

Mr. Johnson is in the living room. He is sitting in an armchair reading a newspaper. He can relax and take it easy because it is his day off. Mrs. Johnson is in the kitchen. She is cooking. Tommy and his friend, Ricky, are in the yard. They are fixing the car. Lucy and her friend, Carol, are upstairs. Lucy is putting on her new dress. She and Carol are going shopping together.

2. A: Hello, is this Tommy?

B: Speaking.

A: Hi, Tommy. How are you!

B: I'm fine, thank you.

A: What are you doing, Tommy?

B: I'm fixing the car.

There is something wrong with the carburettor. Ricky is here.

He's helping me.

A: Is your old man in, Tommy?

B: Yes, he's taking a nap at the moment.

A: What's Lucy doing?

B: She's upstairs.

I think she's getting ready to go out.

Carol is with her.

A: Can I talk to her?

B: Yes, sure.

Lucy! Lucy!

You're wanted on the phone.

II. Basic Sentences

What are you doing?

We are fixing the bicycle.

Where is she going?

She is going shopping.

My sister is in.

III. Grammar

1. The present continuous tense:

Subj.	Verb	Obj.	Adv.
I	am tidying up	the room	now.
Father	is taking	a nap	at the moment.
Mother	is (not) cooking.		
Lucy	is (not) talking		on the phone.

The present continuous tense denoting future time

Subj.	Verb	Obj.	Adv.
She	is going		out.
They	are leaving	Shanghai	tomorrow.
He	is coming.		
The bus	is starting		in a minute.

2. Question forms:

1) He is going.

~~Is he going?~~

You are fixing the car.

~~Are you fixing the car?~~

2)

Is he taking a nap	or reading a newspaper?
Are you going to town	or to school?

3)

You are writing a letter,	aren't you?
He is not doing anything,	is he?

4)

Henry	is talking to the teacher.
Who	is talking to the teacher?

Henry is talking to	the teacher.	
	Who	is Henry talking to?

Henry is going	to the post office.	
	Where	is Henry going?

Henry	is fixing the car.	
	What	is Henry doing?

Phonetic Exercises

1. A review of the consonant sounds:

[p]	[b]	[t]
paper	baby	talk
please	black	tidy
up	lab	fast
nap	rob	right

[m]	[n]	[ŋ]
meal	name	long
menu	noodles	young
Tom	lesson	think
some	knife	finger

[θ]	[ð]	[f]
thank	this	fine
third	those	phone
both	father	wife
month	with	knife

[s]	[z]	[-ts]
speak	busy	let's
study	please	that's
class	nose	jackets
face	Chinese	parents

[ʃ]	[ʒ]	[tʃ]
shall	usually	chair
shop	beige	China
wash		watch
English		teach

[d]	[k]	[g]
day	cook	get
down	clean	greet
tried	look	bag
friend	school	egg

[l]	[r-]	[h-]
line	read	have
clean	brown	hot
help	three	who
bottle	wrong	behind

[v]	[w]	[j]
very	will	yes
volley	water	year
five	when	new
lives	one	few
[-dz]	[-tr-]	[-dr-]
beds	tree	drill
reads	train	dry
friends	country	drop
comrades	secretary	children
[dʒ]		
job		
James		
page		
bridge		

2. Rapid reading:

- 1) Rea(d) the article.
I am reading it.

Spell the word.
I am spelling it.

Help Henry.
I am helping him.

Hea(t) the milk.
She is heating it.

Boil the potatoes.
She is boiling them.

Turn off the recorder.
I'm turning it off.

Pu(t) down the books here.
We're putting them down.

Think over the question.
He's thinking it over.

- 2) a friend of mine
that son of hers
a friend of yours
that daughter of his
a friend of his
that husband of yours
a friend of hers
that book of yours

- 3) tomorrow morning
tomorrow afternoon
tomorrow evening
day after tomorrow
one of these days

next Sunday
next Monday
next Tuesday, etc.
next year
next month
next week

in a moment
in half an hour
in an hour
in one and a half hours
in two hours
in a few days
in a few years
in ten years

now
just now (meaning right now)
right now
at the moment
at this time of day

3. Read the following sentences aloud, paying attention to the consonant sounds [l], [r] and [w], [v]:

- 1) [l] — [r]
Tell Alf we'll sell it.
I'll have a small bowl of noodles.
They'll all play football and baseball.
Mary arrived late last night.
The pilot has a parrot which likes carrots.
Mr. Fries, here is your rice bag.

- 2) [w] — [v]
Vivian went away on a windy winter evening.
Willy's wife is not very well this week.
The woman walked with the vendor all the way down the valley.

4. For pronunciation and intonation:

- 1) Sh! Sh! Baby's Sleeping!
I said, Sh! Sh! Baby's sleeping!
I said, Sh! Sh! Baby's sleeping!
What did you say?
What did you say?
I said, Hush! Hush!
Baby's sleeping!

I said, Hush! Hush!

Baby's sleeping!

What did you say?

What did you say?

I said, Please be quiet,

Baby's sleeping!

I said, Please be quiet,

Baby's sleeping!

What did you say?

What did you say?

I said, Shut up! Shut up!

Baby's sleeping!

I said, Shut up! Shut up!

Baby's sleeping!

WAAAAA

Not any more.

2) Selfish

This is mine!

That's yours!

Don't touch mine!

Get your own!

This is mine!

That's yours!

This is mine!

Hey, what are you doing?

What are you doing with that?

That's mine!

Hey, what are you doing?

What are you doing with that?

That's his!

Hey, what are you doing?

What are you doing with that?

That's hers!

What's mine is mine.

What's yours is yours.

What's his is his.

What's hers is hers.

What's ours is ours.

What's theirs is theirs.

Oral Exercises

1. Make three sentences (in the present indefinite, present continuous and future tenses) with each of the following phrases and use appropriate adverbials of time where necessary:

Model: have lunch at the cafeteria

- 1) We have our lunch at the cafeteria every Monday.
- 2) He is having his lunch at the cafeteria now.
- 3) I am going to have my lunch at the cafeteria tomorrow. (I shall. . .)

have a haircut

read the People's Daily

listen to the news over the radio

write to one's parents

2. Do the following exercise, paying attention to the use of

- 1) the imperative sentence and the present continuous tense:

Model:

A: Don't bang the door.

B: I'm not banging the door.

Who's banging the door?

Nobody's banging the door.

You're being nutty.

Don't bother me.

Don't touch that machine.

Don't step on the grass.

Don't shout at me.

Don't get excited.

Don't spit on the floor.

Don't make so much noise.

Don't take the magazines out of the reading-room.

Don't look at the textbook when you answer the questions.

- 2) the present indefinite and the present continuous tenses:

Model:

A: What are you doing? (Where are you going?)

B: I'm listening to the news over the radio.

A: Do you listen to the news every day (at this hour)?

B: No, I don't, but the other students do. They listen to the news every day at this hour.

clean the corridor

attend the typing class

have a break at 10 o'clock

practise the piano

go shopping in town

- 3) the present continuous and the future tenses:

Model:

A: Are you cooking dinner?

B: No, I'm not.

A: Why aren't you cooking dinner?

B: I can't, because there is something wrong with the gas cooker.

A: What are you going to do?

B: I'm going to fix it.

put on your new jacket/too short/let it out

call Mr. Li on the phone/don't know
his phone number/write to him
listen to the tape/something wrong
with the recorder/watch TV
take a holiday/have a lot of work to
do/work like hell
buy a few cassette tapes/no money/
borrow some money first
write a letter to Mr. Wang/don't
know his address/find out

3. Questions to the text:

Who are the Johnsons?
What is Mr. Johnson's full name?
What's his wife's first name?
And what are their children's names?
The Johnsons are at home today, aren't they?
Why are they home?
Where is Mr. Johnson now?
What is he doing there?
Is he busy? Why isn't he busy?
Is Mrs. Johnson with him or is she in the kitchen?
What is she doing there?
Who are in the yard?
Who is Ricky?
What are Tommy and Ricky doing?
What's wrong with the car?
Where is Lucy? Is she alone in her room?
Who is Carol?
What is Lucy doing at the moment?
What are they going to do?
Has Lucy got a boy friend?
What is Lucy's boy friend doing now?
What do you think of him?

4. Questions about your own experience:

- 1) Where do you go when you want to do some shopping?

Is there a department store or a super-market near your institute?

Where is it?

Is it a big one?

What do they sell?

Are you going shopping there one of these days?

What are you going to buy?

- 2) Are you going anywhere this coming Sunday?

Where are you going?

Are you going there by bus or on foot?

Do you always take the bus to town?

Where is the bus-stop?

How long does it take you to get to the bus-stop?

Is there a restaurant anywhere around here?

Do you often eat at the restaurant?

- 3) What month is it?

Which is the best season here?

Does it often rain at this time of year?

Is it raining today?

Is it going to rain tomorrow?

Do you think it is going to be a fine day tomorrow?

You don't like cold weather, do you?

What will the weather be like next month?

5. Make a few telephone calls:

Model:

A: Hello.

B: Hello, is that Hsiao Li?

A: Yes, speaking.

B: This is Hsiao Chen speaking.
What are you doing?

A: I'm not doing anything just now.

B: Look, we are having a picnic in the Summer Palace. Will you come and join us?

A: I'll be glad to. What time shall we meet?

B: Let's see. Shall we meet at the Marble Boat at 8.30?

A: All right. See you then.

B: See you.

6. Other topics for oral work:

- 1) Describe a photo of one of your family gatherings, tell your classmates who they are and what each one of them is doing.

- 2) Talk about pictures:

- a) a picnic in the park
- b) an English lesson
- c) school life

- 3) Talk about a scene on TV

Written Exercises

1. Turn the following verbs into the present participle and read them aloud, e.g. cook — cooking:

ask	do	sing	write
read	go	ring	give
teach	see	bring	take
wash	die	swing	come
clean	hear	tidy	sit
open	wear	study	put
listen	answer	hurry	plan
question	stare	carry	begin

2. Transcribe the following words into phonetic symbols:

o, oa [əu]	ook [uk]	or, ore, oor [ɔ:]
phone	cook	sport
moment	look	north
hello	book	more
boat	took	before
coat		door
load		floor
soap		
o [ɔ]	oo, o [u:]	oi (oy) [ɔi]
off	food	oil
wrong	cool	soil
Tommy	do	boy
shopping	who	toy
Johnson		

3. Make as many sentences as you can with the verb GET,
e.g. get up, get on, get off, get in, get out,
get ready, get to school, get home, etc.
4. Choose the correct answer:
- Johnsons
 - The Johnsons
 - The Johnsons family
 are friends of mine.
 - Mr. Johnsons is
 - upstair.
 - at upstairs.
 - upstairs.
 - There is something wrong
 - with the radio.
 - on the radio.
 - over the radio.
 - Hello,
 - is this Tommy speaking?
 - are you Tommy speaking?
 - who are you speaking?
 - In this lesson TAKE IT EASY means
 - something easy.

- not to get nervous and excited.
- have a rest and not to work hard.

TEXT FOR REPRODUCTION

What Are They Doing?

When you look out of the window, you see so many people at the bus-stop. They are waiting for the bus. They have waited for a long time, so many of them are getting impatient. A bus runs every three minutes, but there are still not enough buses for such a big crowd. The buses are unusually crowded today. Young people are luckier. They can ride the bicycle, and some are riding at a great speed. But what is going on any way? Where are all these people hurrying to? — They are hurrying to the Capital Gymnasium to watch the ice hockey match between the Chinese Army Team and the American Students' Team. Two of my classmates, John and Jimmy, are going to watch the game, too. They are crazy about ice hockey. They don't want to miss it, since it is one of the greatest events of the season. And it is Sunday today. No wonder so many people are going.

Sunday is our day off. After a week's hard work we prefer to take it easy or go somewhere and have a good time. But this Sunday is different. It is a busy day for us. Many of the students are working in the library preparing for the coming exam. Some of them are writing the composition they must hand in on Monday. Others are rehearsing a play for the New Year English Evening. Everybody has a lot to do. Everybody is busy doing something. But Jack can't do anything today. Poor Jack. He is lying in bed. He has got a temperature. He has been ill for a week now. He has seen the doctor, has had a few injections and has taken all kinds of pills, but is still feeling no better. We are worried about him. We hope that it is nothing serious and that he will be up and around soon.

Lesson 10 (The Tenth Lesson)

English Is Tough

I. Texts

1. I am taking an ESL* course in this college. This is my first semester here. I work with fourteen other students in this class.

People call us freshmen, though most of the students in this class are girls.

I live in Room 245. It is on the second floor of our dormitory building. I share the room with two other students.

I like English. People say it's an easy language. They may think so, but it certainly is not easy for me. I think English spelling is unpredictable. And I have a lot of trouble with pronunciation. I speak English with a Chinese accent. Sometimes people don't understand me, and I don't understand them, either. I get nervous when the teacher asks me questions. The teacher says I make too many mistakes in grammar.

I am working hard. But I make little progress. I don't learn fast. I'm a slow student. The teacher is kind enough to give me a lot of help. And I really need it.

2. I was a high school student last year. I lived at the school dormitory.

We studied English in high school. I had a lot of trouble with my English study. My pronunciation was bad. I made too many mistakes in spelling. I didn't understand the teacher. I was nervous when the teacher asked me questions.

I worked hard, but I made little progress. I was a poor student. The teacher was very kind. He gave me a lot of help.

II. Basic Sentences

I get nervous when the teacher asks me questions.

People call us freshmen, though most of the students in this class are girls.

I like English, though I'm not good at learning it.

I was a high school student last year. I didn't understand the teacher.

III. Grammar

1. Verb study

1) durative verbs:

live/love/hate/would like/prefer/
enjoy/think/suppose/expect/hope/
wish/know/understand/believe/
mean/mind/find/want/need/plan/
intend/remember/decide/
refuse/see/hear/feel/

2) the past indefinite tense:

I	am	a college student	now.
	was	a high school student	last year.

I was You were He was They were
~~Was I?~~ ~~Were you?~~ ~~Was he?~~ ~~Were they?~~

	We work hard.	
	We worked hard	a year ago.
Do	you work hard?	
Did	you work hard	a year ago?

2. Connectives:

1) coordinate:

and /but/or/so

2) subordinate:

when /if/though/ because/than/as

I get nervous *when* the teacher asks me questions.

We will go to town *if* it doesn't rain tomorrow.

I don't make much progress *though* I work very hard.

He can take it easy *because* it is his day off.

He is taller *than* his brother.

He is *as* tall *as* his brother.

3. Word-formation:

verb	adj.
predict	predictable
think	unthinkable
act	active
progress	progressive
noun	adj.
nerve	nervous
fame	famous
friend	friendly
mother	motherly
verb	noun
pronounce	pronunciation
liberate	liberation
express	expression
noun	adj.
friend	friendless
father	fatherless
care	careless

* ESL=English as a Second Language

4. Adverbials of frequency (review):

John is { always
usually
often
sometimes
seldom
hardly ever
never } late.



always, usually/often/sometimes, seldom
hardly/never/ever

Phonetic Exercises

1. Read the following words with the correct word-stress:

college	mistake	semester
second	understand	pronunciation
question	overcome	dormitory
freshman	predict	difficulty
sometimes	pronounce	unpredictable
really	perhaps	fourteen

2. Read the following, paying special attention to the sounds [θ], [ð]; [r], [n]; [-t], [-d], [-id]:

[θ]	[ð]	[r]	[n]
third	those	wrong	know
fourth	these	write	knew
fifth	with	wrist	knife
sixth	bathe	wrote	knee
seventh	breathe	wrap	knob
eighth	other	wreck	knit
ninth	rather	wrestle	knock

[-t]	[-d]	[-id]
worked	learned	wanted
walked	answered	needed
asked	lived	hated
helped	shared	decided
hoped	called	intended
washed	preferred	started
missed	planned	studied

3. Rapid reading:

just now (meaning: a moment ago)
a moment ago
a minute ago
the other day

day before yesterday
two days ago
a week ago
two weeks ago
three months ago
six months ago
eighteen months ago
two and a half years ago
five years ago

last { night
week
month
year
January
February
March
April, etc.

on { October 23rd (read: October the
twenty-third or, the twenty-
third of October)
November 8th
August 1
September 21
my last birthday

I was, wasn't I?
I wasn't, was I?
You were, weren't you?
You weren't, were you?
He was, wasn't he?
He wasn't, was he?
She was, wasn't she?
She wasn't, was she?
We were, weren't we?
We weren't, were we?
They were, weren't they?
They weren't, were they?
I did, didn't I?
I didn't, did I?
You went, didn't you?
You didn't go, did you?
He knew it, didn't he?
He didn't know it, did he?
She saw it, didn't she?
She didn't see it, did she?
We made it, didn't we?
We didn't make it, did we?
They wanted it, didn't they?
They didn't want it, did they?

4. For pronunciation and intonation:

What Does She Do All Day?

She washes the dishes
And puts them away.

What does she do all day?

She washes the dishes
And puts them away.

What does she do all day?

What does she do?

What does she do?

What does she do?

What does she do?

What does she do?

What does she say?

What does she do all day?

He washed all the dishes
And put them away.

What did he do today?

He washed all the dishes
And put them away.

What did he do today?

What did he do?

What did he do?

What did he do?

What did he do?

What did he do?

What did he say?

What did he do today?

They broke all the dishes
And threw them away.

What did they do today?

They broke all the dishes
And threw them away.

What did they do today?

What did they do?

What did they do?

What did they do?

What did they do?

What did they do?

What did they say?

What did they do today?

Oral Exercises

1. Insert the adverbials ALWAYS, USUALLY, OFTEN, SOMETIMES, SELDOM, HARDLY EVER, NEVER in the following sentences:

- 1) I take a hot shower before going to bed.
- 2) I have my haircut at the barber shop around the corner.
- 3) We tidy up the room early in the morning.

- 4) Father took a nap after lunch.
- 5) Larry is busy at this time of the day.
- 6) Henry wore a blue jacket when he went to work.
- 7) We have a lot of questions to ask the teacher when he comes to class.
- 8) I was nervous when I talked to the dean.
- 9) I go to the cinema on weekdays.
- 10) We have a break between the first and second periods.

2. Complete the following sentences, paying attention to the use of the past indefinite tense:

- 1) I am always nervous when I speak in public, but yesterday. . .
- 2) The students always ask the teacher a lot of questions when he comes to the classroom, but last Saturday. . .
- 3) I seldom have my haircut at the barber shop around the corner, but last Sunday. . .
- 4) Henry always comes home at six in the evening, but the day before yesterday. . .
- 5) Mom always cooks supper for us, but last week. . .
- 6) She often has two pieces of bread and a cup of tea for breakfast, but yesterday morning. . .

3. Construct short dialogues according to the following models:

Model 1)

- A: I always go to town on Sundays, but I didn't go last Sunday. Did you go?
B: No, I didn't, but Henry went.
A: Henry went to town last Sunday? Why (How, What time) did he go?
B: Because he wanted to buy a jacket.
(He went by bus.
He went at 8 o'clock.)

Model 2)

- A: I hardly ever go to town on Sundays, but I went last Sunday. Did you go too?
B: Yes, I did. I went too.
A: You went to town last Sunday? Why (How, What time) did you go?
B: Because I wanted to buy a jacket.
(I went by bus.
I went at 8 o'clock.)

Begin your dialogues with:

be late for class
take a cold shower before breakfast
have my meals at the dining-hall
go to bed after eleven
listen to western music
ask the teacher questions after class
make mistakes when I speak English
be nervous when I take oral exams

4. Questions to the text:

1) What course is the author taking in this college?

Is this his first or second semester in college?

How many students are there in the class?

Classes for language students are usually small, aren't they?

What does "freshman" mean?

Is there another way to call a second-year (third-year, fourth-year) student?

What is his room number?

Where is Room 245?

How many students share the same room?

Is their room clean and tidy?

Does the author like English?

English is not an easy language, is it?

Does he think English is easy?

Why do people say it is easy?

What does the author think of English spelling?

Is his pronunciation good?

What about his listening comprehension?

How does he feel when the teacher asks him questions?

What does the teacher say about his grammar?

Does he make good progress in his English study?

2) What was the author doing last year?

Where did he live?

He was a day student, wasn't he?

Did he study English in middle school?

What were the other subjects he studied?

Was he good at learning the English language?

Was his pronunciation good?

Sometimes he didn't quite understand the teacher, did he?

Was he nervous when the teacher asked him questions?

He was a poor student, wasn't he?

Did he get a lot of help from the teacher?

5. Topics for oral work:

1) Retell the text both in the present and the past tenses;

2) Retell the text in the third person (past tense);

3) How I studied English in middle school;

4) What I think of the English language;

5) Why I am (was) nervous when the teacher asks (asked) me questions in class.

6. Read (or listen to) the following passage and retell it:

English Is Tough

English is an extraordinary language. Sometimes it is simple and sometimes it is complex.

It has a very rich vocabulary. If a person wants to tell about a simple thing, he can find simple words. On the other hand, if he wants to talk about a very complicated thing, he can choose suitable words for that, too.

English has a difficult sound system and a ridiculous spelling system. There are twenty-one vowel sounds and twenty-four consonant sounds in English, but there are only twenty-six letters in the alphabet. This makes reading and writing a real problem.

An exceptional student can learn basic English in a few months, but most people need more time.

Written Exercises

1. Complete the following sentences:

1) I was late this morning because. . .

2) He couldn't come to the dinner party because. . .

3) I had a lot of trouble with my pronunciation when. . .

4) He gave me a lot of help when. . .

5) I didn't understand a word of English though. . .

6) I don't like him though. . .

7) We'll go to town tomorrow if. . .

8) If. . . just let me know.

9) My mother is not well enough to. . .

10) He is kind enough to. . .

11) I don't have enough time to. . .

12) I don't know enough English to. . .

13) I don't know him well enough to. . .

14) I find it difficult to. . .

15) It is important for us to. . .

16) Is it possible (necessary) for you to. . .?

- 17) I am not good at. . .
- 18) Our teacher is pleased with. . .
- 19) We are interested in. . .
- 20) Mother is angry with. . .
- 21) He is surprised at. . .
- 22) We are impressed by. . .
- 23) I am afraid (sure, glad) of. . .
- 24) She is sorry for. . .

2. Turn the text and the following passage into the past tense and make necessary changes:

How's Life?

It's 1978. Life is good for the average people. There are enough necessities of life for most people. There's enough food. There are enough houses. There's an adequate supply of fuel to heat homes and offices with. There's enough gas for cars, trucks and buses. The job market is good. Public transportation is cheap and efficient. There's adequate electricity for lights and power.

There are plenty of theatres and cinemas. The average person can go to a show after work. In cities there are many parks and gardens. On weekends, city people can take a bus or train to a park or beach.

The average person can live a comfortable life.

Rewrite this passage and begin the first sentence like this:

It was 1975. Life was not good for the average people. . .

TEXTS FOR REPRODUCTION

1. The Language of Signs

Some people give up trying to learn a foreign language. They think it sometimes seems too much like hard work. But the problem comes when they go abroad on holiday and find they cannot communicate. How do they ask the way, order a cup of coffee, ask the price of something? There are, of course, a lot of phrase books for foreign tourists. In the phrase book they find all the right questions and some of the answers too. But then, the problem is to be able to pronounce them. If you don't know French, Italian or English, how can you read the right question in an accent that someone will understand? The printed word is not enough.

When we want to tell other people what we think, we can do it not only with the help of words, but also with the help of signs. For example, you sometimes move your head up

and down when you want to say "yes", and you move your head from side to side when you want to say "no".

You can hail a taxi by holding up your hand. You can point to your mouth and rub your stomach to ask for food. The following story shows how people make themselves understood with the help of signs.

An Englishman who could not speak Italian was once travelling in Italy. One day he entered a restaurant and sat at a table. When the waiter came, the Englishman opened his mouth, put his fingers in it, took them out again and wiped his lips. In this way he meant to say, "Bring me something to eat." The waiter soon brought him a bowl of soup. The Englishman shook his head and the waiter understood that he didn't want soup, so he took it away and brought him some coffee. The Englishman was very hungry by this time and looked very sad. He was just going to leave the restaurant when another traveller came in. When the man saw the waiter, he pointed to his mouth and rubbed his stomach. That was enough. In a few minutes there was a big juicy steak and a large plate of bread on the table before him.

2. Ramon Tells about His Experience

My name is Ramon. I work in a factory with a lot of Americans. One afternoon a few months ago, one of my American co-workers started a conversation with me during break time.

"Hey, Ramon. Are you the only child in your family?"

"No, I have three brothers."

"What are their names?"

"Carmen, Maria and Jose."

When I said that, the other workers started laughing. One of them called me "stupid". I walked away from them with a sick feeling in my stomach. I didn't know why they'd laughed or why they'd called me "stupid", but I felt confused and ashamed.

For the rest of the afternoon, I thought about the reaction of my co-workers to the way I spoke English. I had been in this country for less than a year. Not having any money to go to school to learn English, I listened to the way the Americans at work spoke, and I tried to imitate them. Of course I made a lot of mistakes, but my co-workers were not very helpful. I could tell that they didn't like repeating for me things I didn't understand. When I didn't understand something, they became impatient. When I

made a mistake in grammar or pronunciation, they made strange faces or made fun of me by imitating my mistakes and my accent.

That night I told my older brother about my experience at work. He showed me my mistake. While in my native Spanish "hermanos" could sometimes mean both "brothers" and "sisters", it could only mean "brothers" in English. Then I understood why the Americans had called me "stupid". They thought I didn't know the difference between a brother and a sister. The shame I'd felt that afternoon at work returned.

That same night I decided that I didn't want to suffer any more shame and humiliation because of the way I spoke English. I didn't want to hear the laughter of others any more. I made up my mind not to speak English at work unless I absolutely had to or unless I was sure that what I was saying was absolutely correct.

Irregular Verbs

1. let	let	let	letting	5. build	built	built	building
set	set	set	setting	send	sent	sent	sending
bet	bet (betted)	bet (betted)	betting	lend	lent	lent	lending
upset	upset	upset	upsetting	bend	bent	bent	bending
hit	hit	hit	hitting	spend	spent	spent	spending
knit	knit (-ted)	knit (-ted)	knitting	spell	spelt (-ed)	spelt (-ed)	spelling
spit	spit (spat)	spit (spat)	spitting	spill	spilt	spilt	spilling
put	put	put	putting	learn	learnt (-ed)	learnt (-ed)	learning
cut	cut	cut	cutting	burn	burnt (-ed)	burnt (-ed)	burning
shut	shut	shut	shutting	6. find	found	found	finding
hurt	hurt	hurt	hurting	bind	bound	bound	binding
cost	cost	cost	costing	grind	ground	ground	grinding
cast	cast	cast	casting	wind	wound	wound	winding
spread	spread	spread	spreading	7. meet	met	met	meeting
2. think	thought	thought	thinking	feed	fed	fed	feeding
bring	brought	brought	bringing	bleed	bled	bled	bleeding
fight	fought	fought	fighting	breed	bred	bred	breeding
buy	bought	bought	buying	flee	fled	fled	fleeing
seek	sought	sought	seeking	feel	felt	felt	feeling
teach	taught	taught	teaching	keep	kept	kept	keeping
catch	caught	caught	catching	weep	wept	wept	weeping
3. wear	wore	worn	wearing	sleep	slept	slept	sleeping
swear	swore	sworn	swearing	sweep	swept	swept	sweeping
bear	bore	born (-e)	bearing	creep	crept	crept	creeping
tear	tore	torn	tearing	kneel	knelt	knelt	kneeling
4. have	had	had	having	speed	sped (-ed)	sped (-ed)	speeding
hear	heard	heard	hearing	8. read	read	read	reading
make	made	made	making	lead	led	led	leading
say	aid	said	saying	mean	meant	meant	meaning
pay	paid	paid	paying	lean	leant (-ed)	leant (-ed)	leaning
lay	laid	laid	laying	dream	dreamt (-ed)	dreamt (-ed)	dreaming
				deal	dealt	dealt	dealing
				leave	left	left	leaving
				leap	leapt	leapt	leaping
				tell	told	told	telling
				sell	sold	sold	selling
				hold	held	held	holding
				9. run	ran	run	running
				ring	rang	rung	ringing
				sing	sang	sung	singing
				sink	sank	sunk	sinking
				swim	swam	swum	swimming
				spring	sprang	sprung	springing
				drink	drank	drunk	drinking
				begin	began	begun	beginning
				come	came	come	coming
				become	became	become	becoming
				10. hang	hung	hung	hanging
					(hanged)	(hanged)	
				sling	slung	slung	slinging