



**Defense Language Institute**  
**English Language Center**  
Lackland Air Force Base, Texas

# **AMERICAN LANGUAGE COURSE**



**VOLUME 1100**

**ELEMENTARY PHASE**

**STUDENT TEXT**

## PREFACE

This Student Text, Volume 1100, is the fourth of eight volumes for instruction in the Elementary Phase of the American Language Course (ALC).

The ALC materials consist of the Pre-Elementary Phase; the Elementary Phase; the Intermediate Phase; the Advanced Phase; and the Specialized Phase, in which students concentrate on the technical vocabulary of one of several military specialties such as flying, ordnance, electronics, etc. Most volumes of the American Language Course are accompanied by similarly numbered pre-recorded tapes which provide aural-oral and written exercises coordinated with the contents of the volumes. Special student texts and workbooks, instructor texts, tests, and other materials have also been prepared for use with these volumes.

The American Language Course is designed for an intensive language training program to provide students who do not understand and speak English with sufficient skill in English to enable them to pursue technical or professional training in various schools sponsored by the Department of Defense of the United States of America.

The American Language Course is published by the Defense Language Institute, English Language Center. This publication is for use by schools of the Defense Language Institute as part of the Defense Language Program. It is also for use by schools under technical control of the Defense Language Institute.

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## NOTES FOR THE INSTRUCTOR

### Introduction

This is the fourth of eight volumes in the elementary phase of the American Language Course for foreign students. It is accompanied by 30 prerecorded tapes and by the Student Workbook for Volumes 1100, 1200, 1300-I, and 1400. There is also an Instructor Text for these books containing an outline of major structures and special notes on the student text and on sounds and intonation.

### Objectives

The object of the instruction outlined in this volume is to continue the development of an ability in the student to use the English language. You will notice that this student study guide is intended to reinforce the vocabulary and structures in American English already introduced, as well as to introduce the student to new vocabulary and structures with emphasis on pronunciation and aural comprehension.

### Methods of Presentation

The units contain dialog material and a variety of drills and exercises. The conversational dialogs should be practiced in classroom and language laboratory drill until the students are able to speak the parts of each dialog easily.

Students generally learn by doing; therefore, you should concentrate on practices involving the students in learning situations rather than on what you are going to explain to them. For this reason, explanations have been held to a minimum in this volume. Be sure your students know the homework they are to do before they come to the next class. Carefully explain the purpose and the pattern of each drill. A confused student often practices errors and wastes time in an unprofitable activity.

### Prerecorded Tapes

Each prerecorded tape provides material for laboratory instruction. Each tape is numbered to correspond to the classroom unit it supports. The tapes require the student to participate by recording his voice in a variety of drills.

It is important that each student know exactly what he is to do in the laboratory. He should also know all vocabulary items and grammatical structures. It is also necessary that the student have some guided practice in pronunciation of new terms so that his practice helps him sharpen his aural comprehension and improve his fluency.

### Student Workbook Assignments

The Student Workbook for Volumes 1100, 1200, 1300-I, and 1400 contains homework assignments related to the units of this book. Note carefully that some of the homework is designed as review of material taught in class, and that some is designed as preparation for the classwork to come. Be sure the student understands this. Some workbook exercises employ programming techniques and provide their own answers. In doing these, the student should cover the answers in the workbook with the cardboard which is provided. After he has written his answer, he should check it against the answer provided in the text for correctness. **NOTE:** The handwritten answers in the text are not intended as models of good writing for the student to follow; rather they are intended as "typical" handwriting to give the student practice in reading cursive writing. It will not be necessary for you to "correct" the student's answers. The student should do this himself. It may be wise to go through a few programmed exercises early in the course to be sure the student understands how to do them; then you should merely check whether or not he does the homework.

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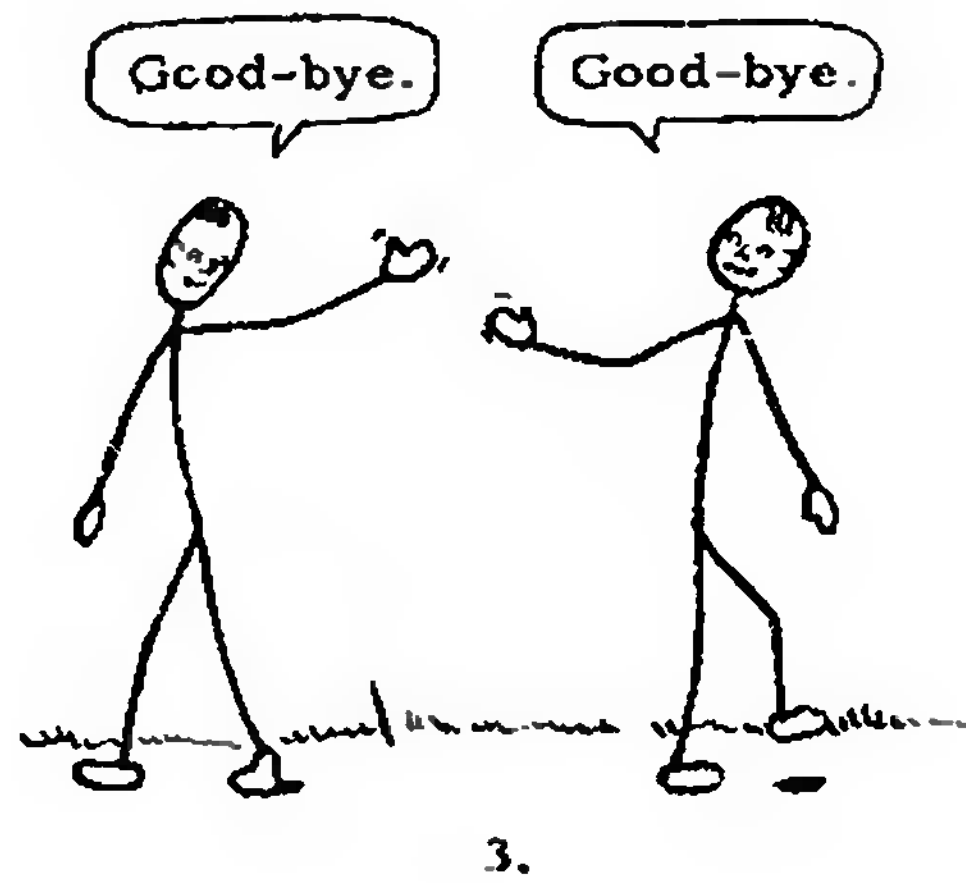
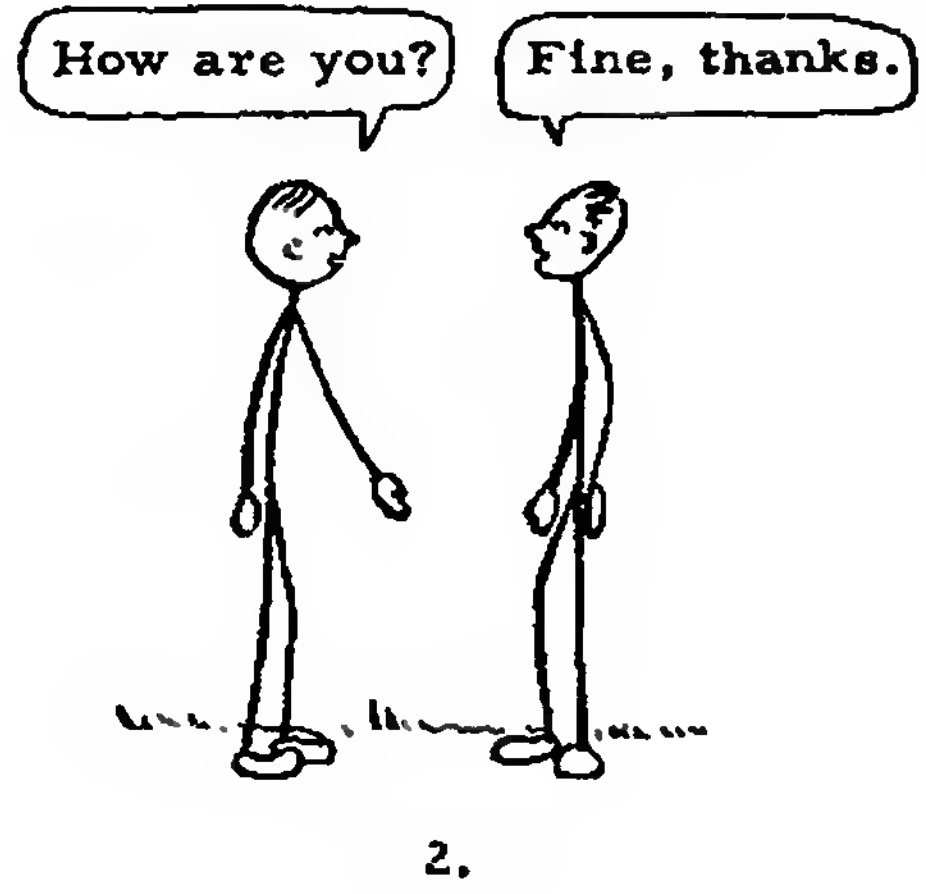
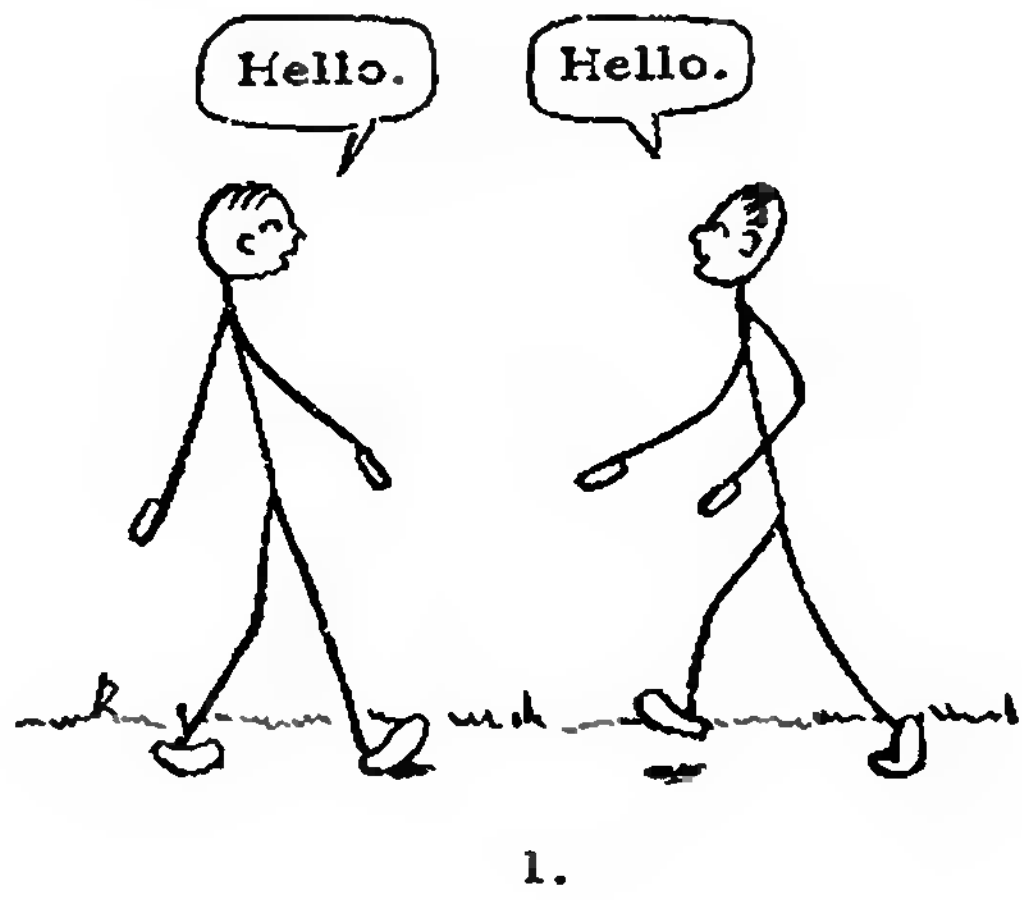


**AMERICAN LANGUAGE COURSE****UNIT 1101****OUTLINE AND STUDY OBJECTIVES****Structures****Be - Present Tense****Simple Plurals****This/That: These/Those****Be - Contractions****Present Tense****Affirmative Questions****Short Affirmative Answers****Negative Statements****Contracted Negative Statements****Full and Contracted Forms****A/An****Who/What****Sound and Intonation****/ i, e, a, o, u /**

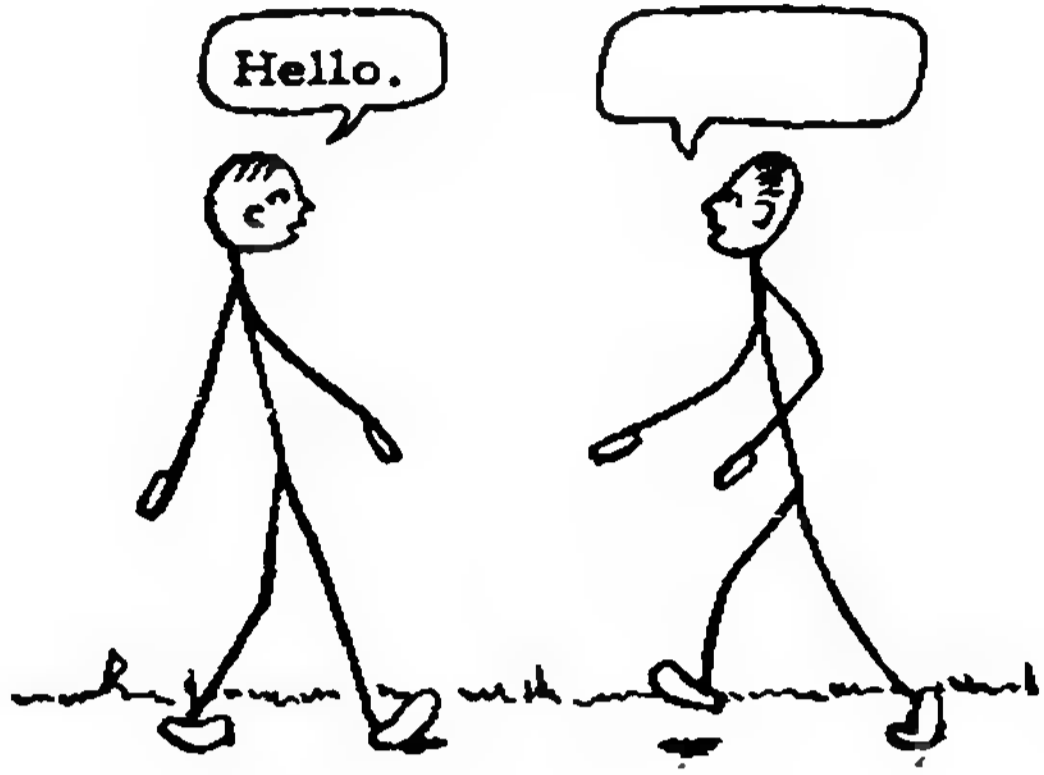
UNIT 1101

CONVERSATION AND READING PRACTICES

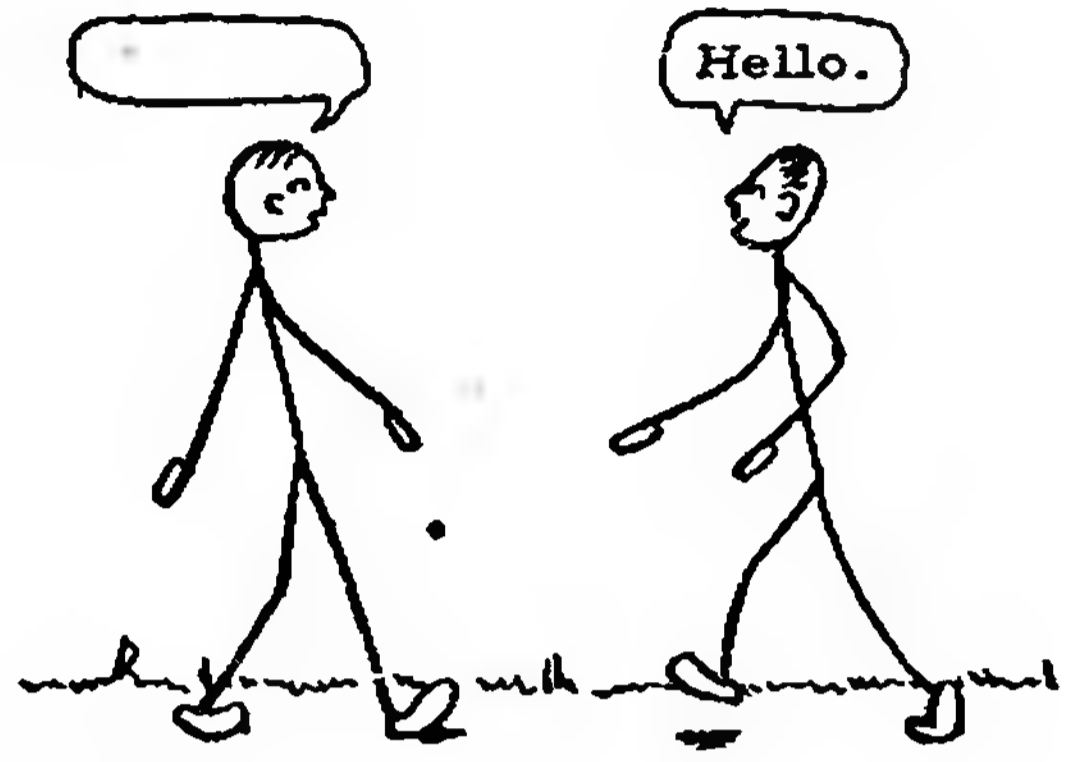
Greetings



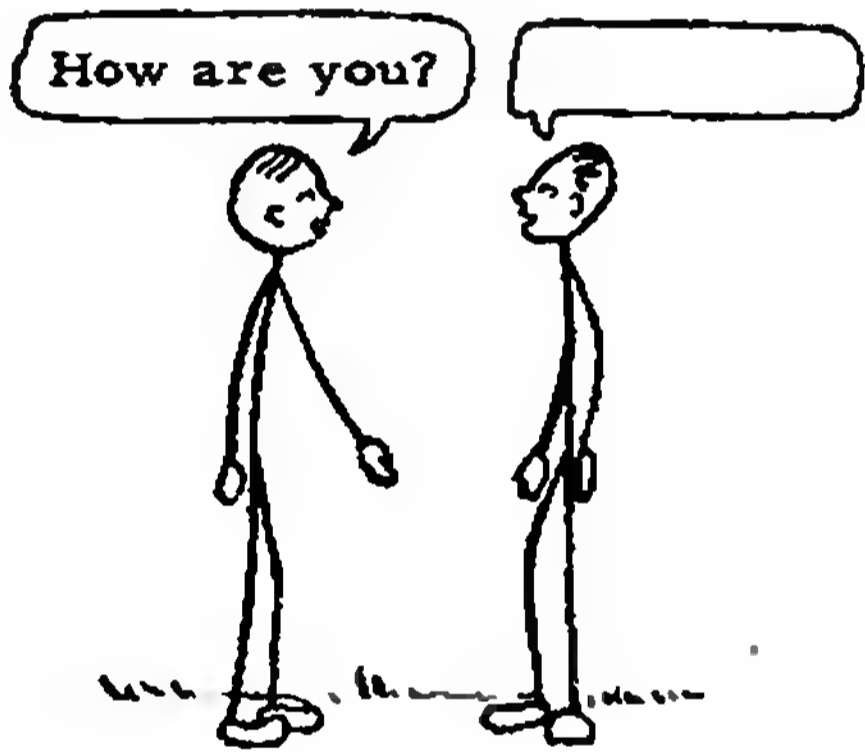
Practice the conversation.



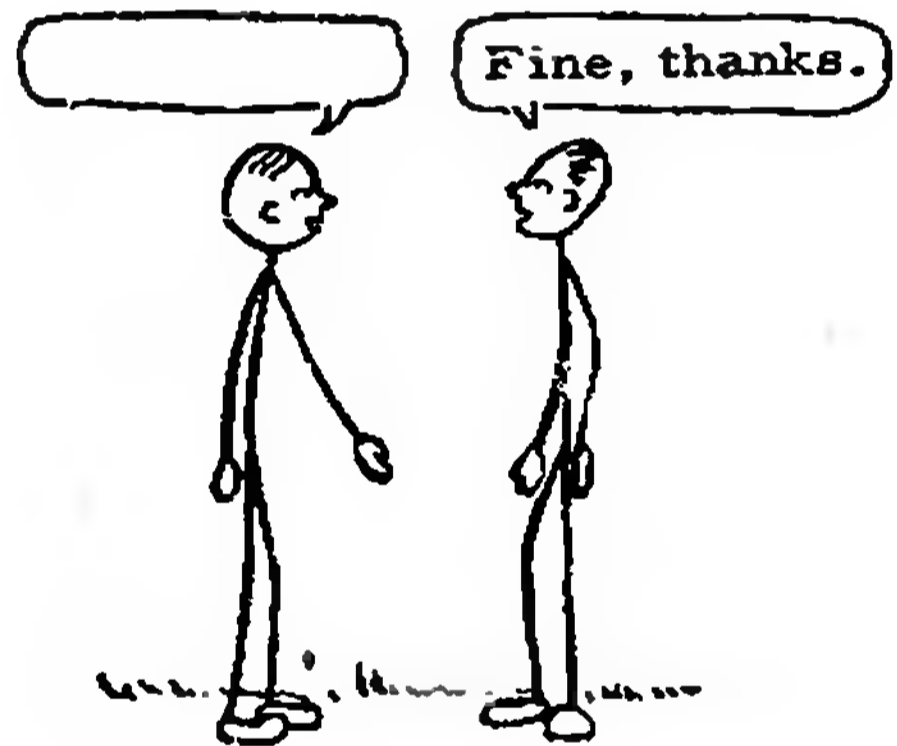
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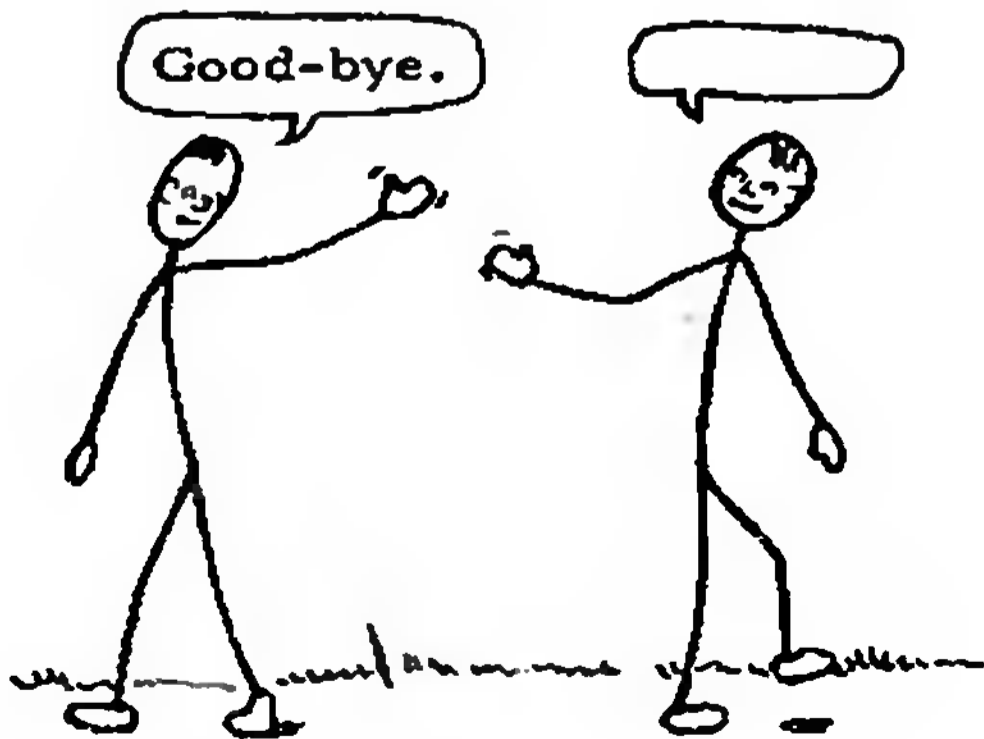
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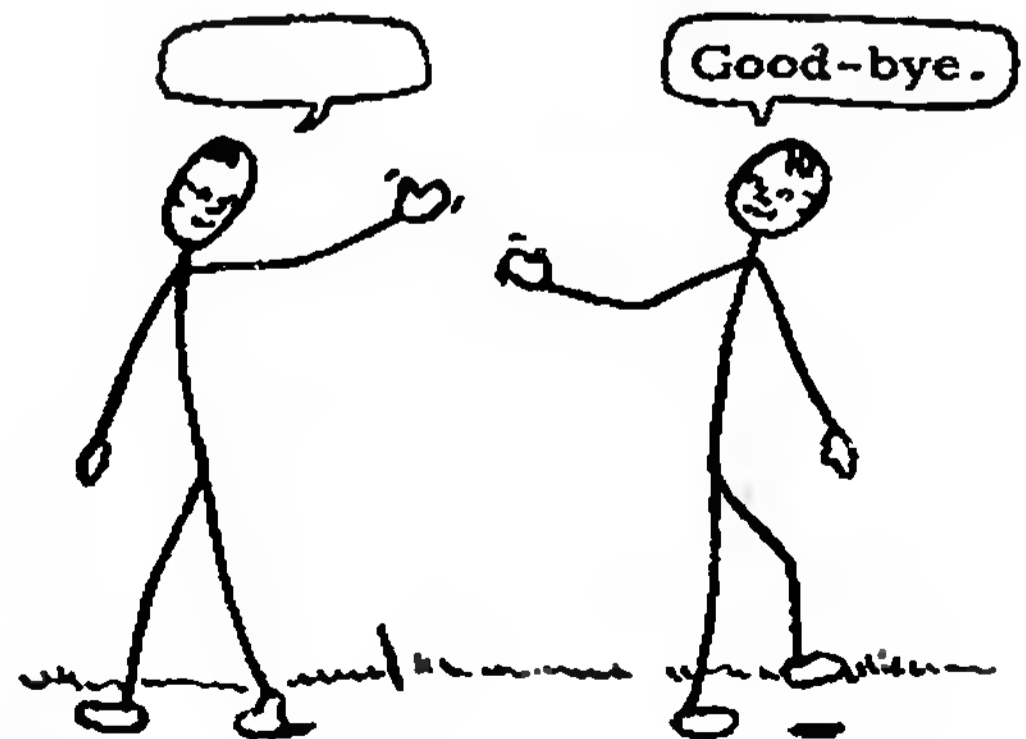
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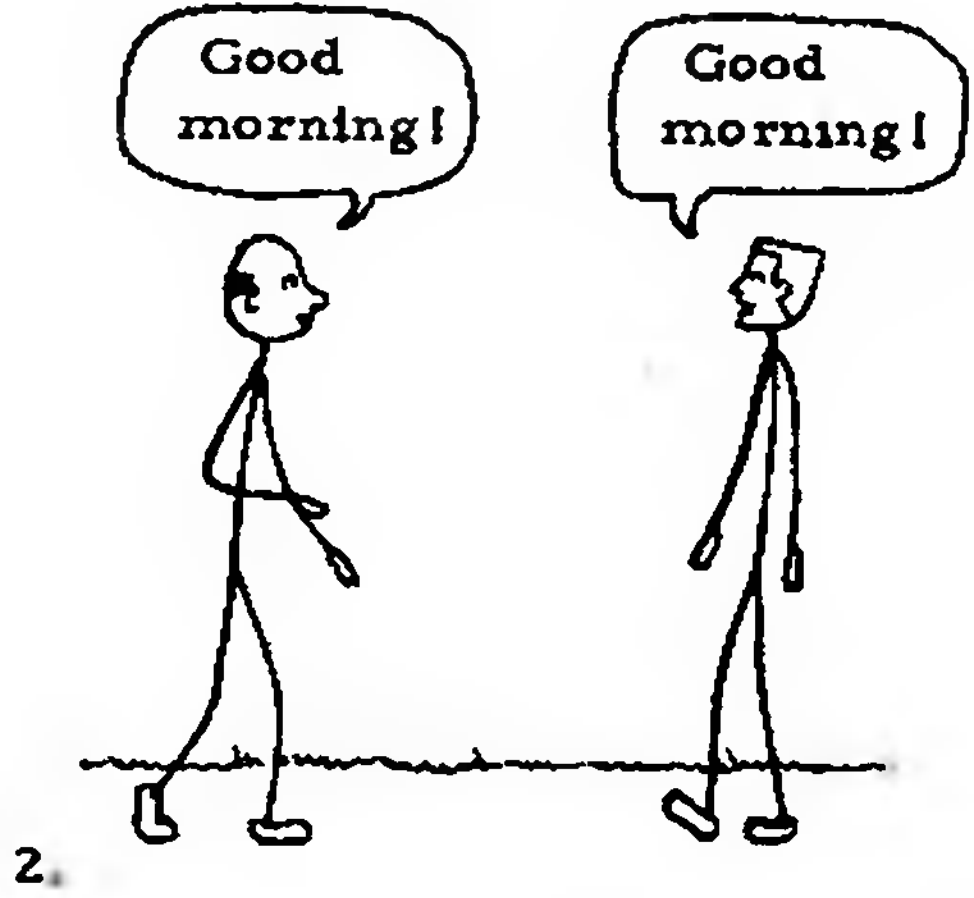
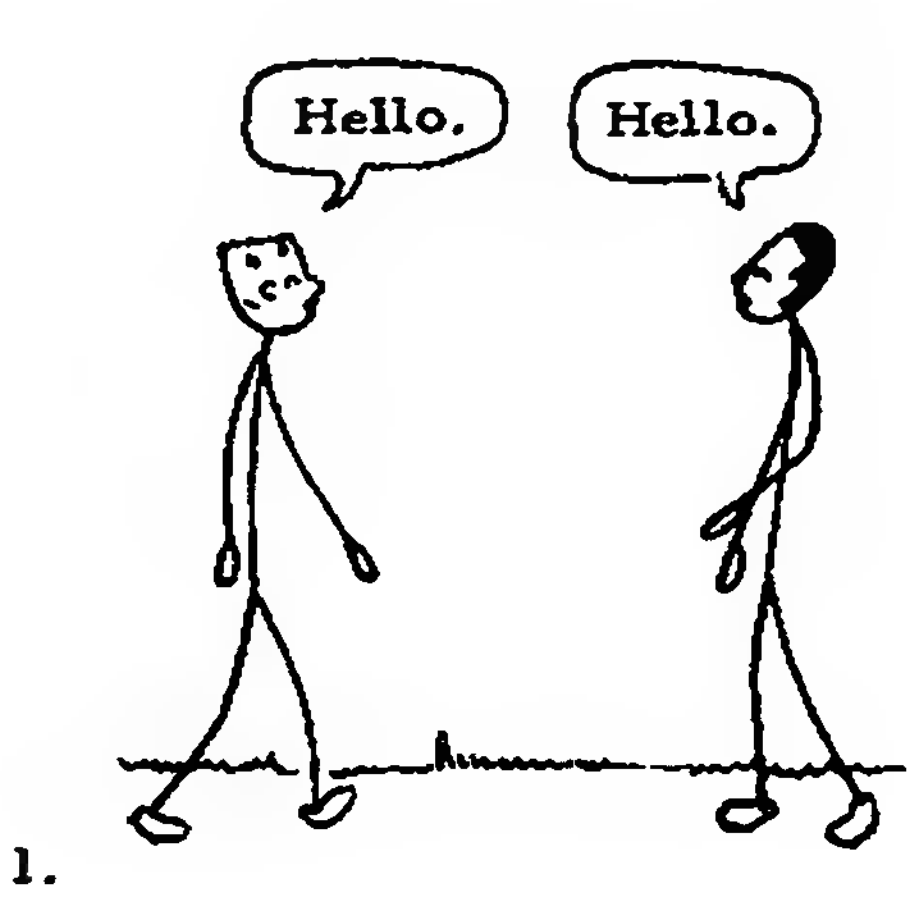


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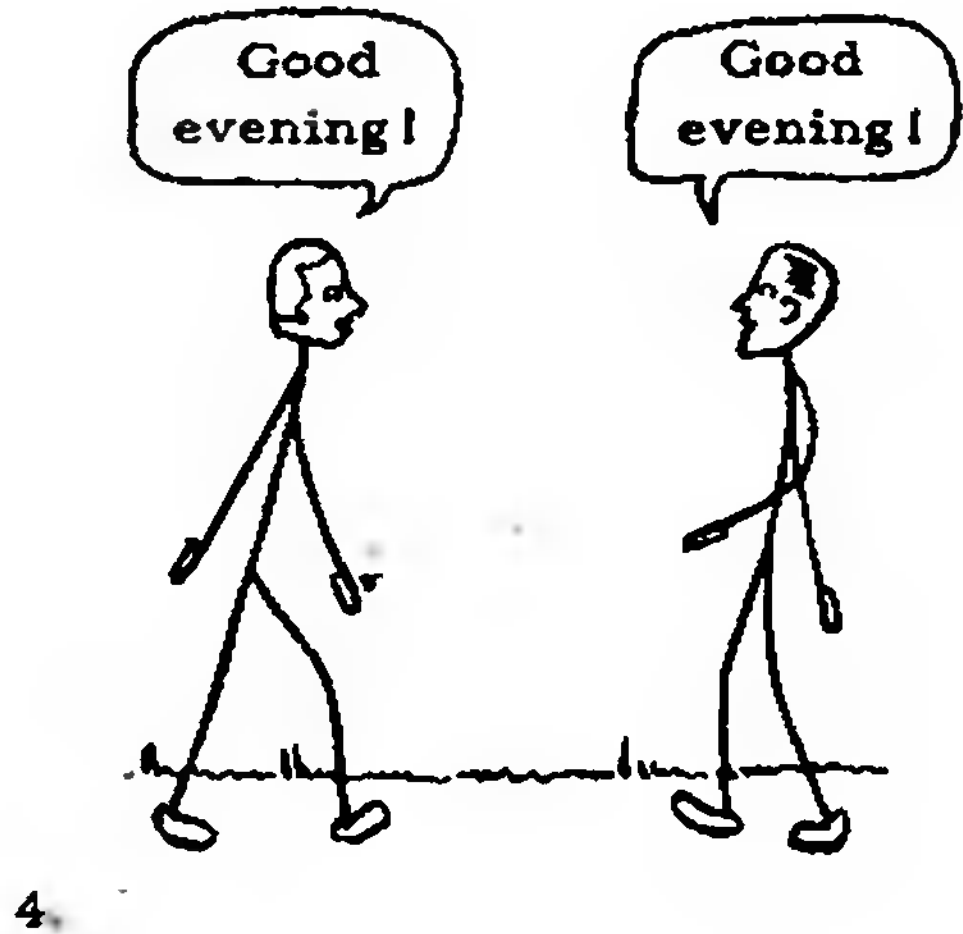
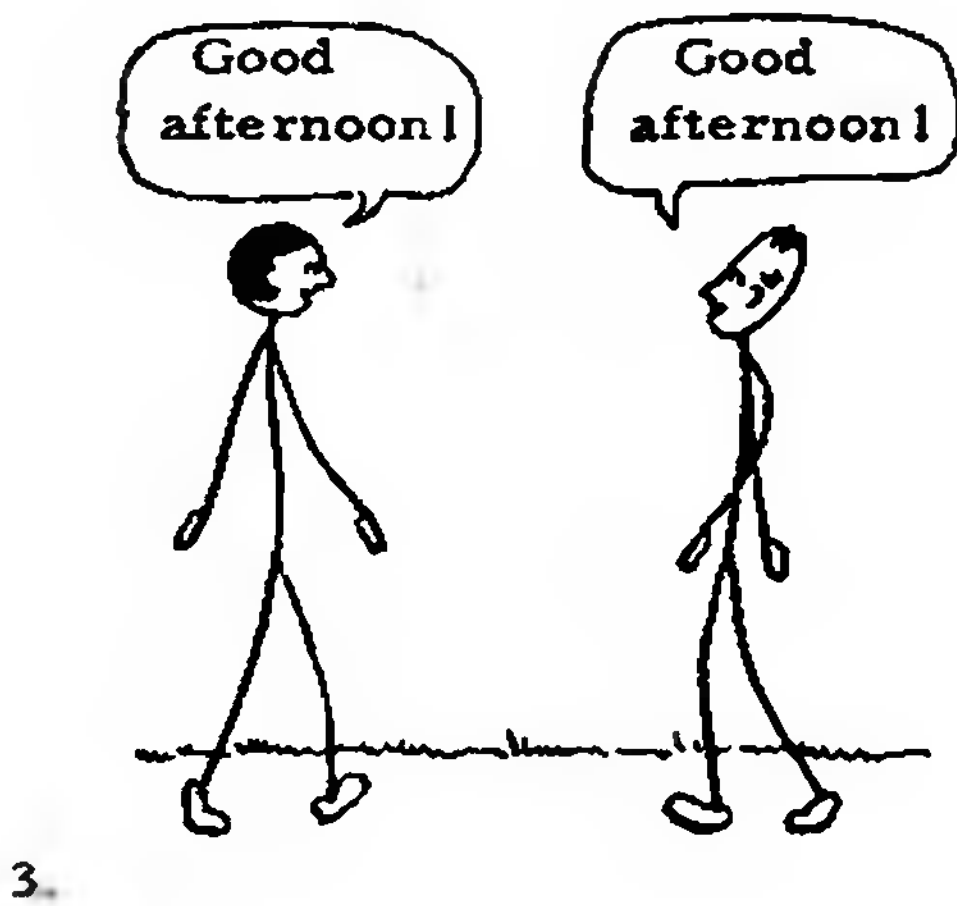
A. M.



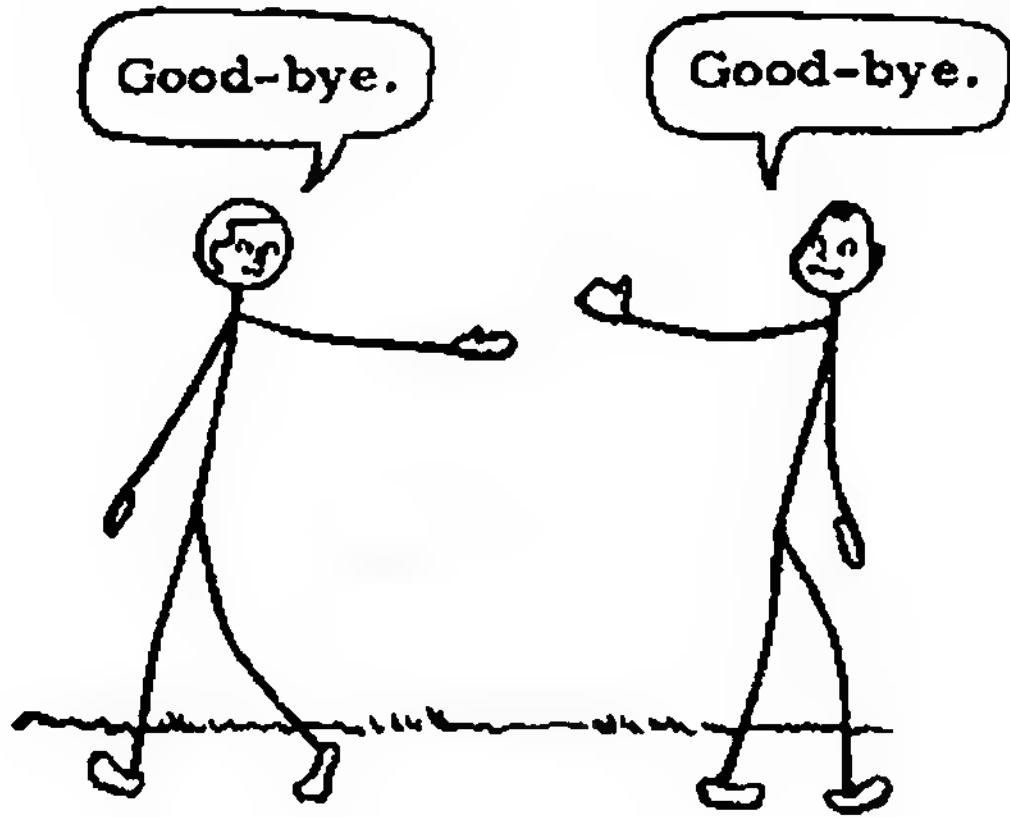
P. M.

Between noon and six o'clock.

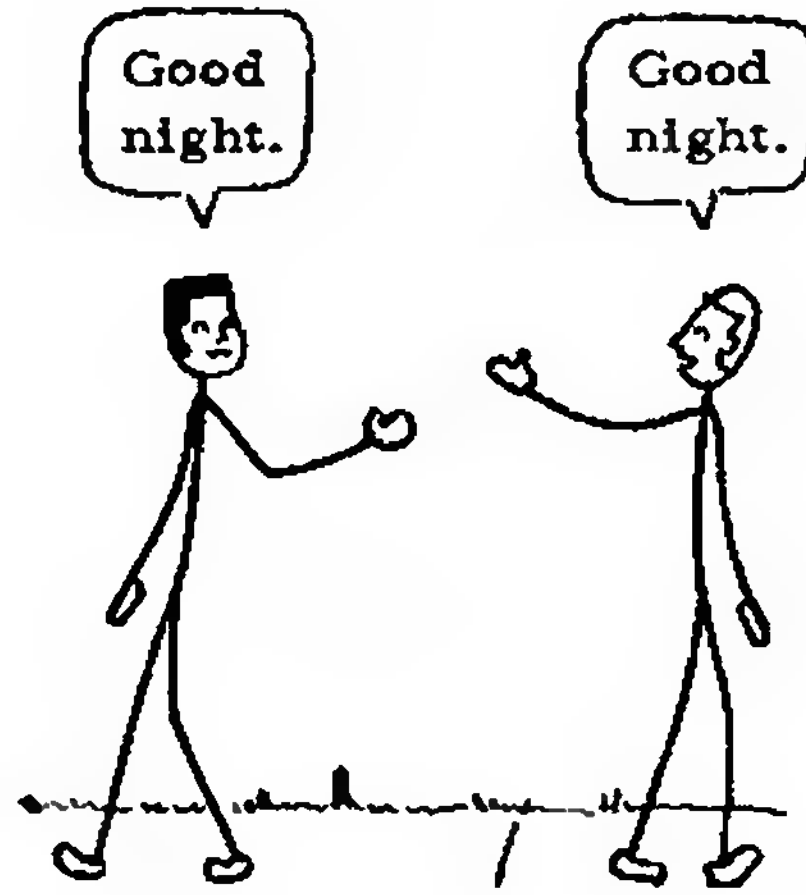
After six o'clock.



When parting at night



1.

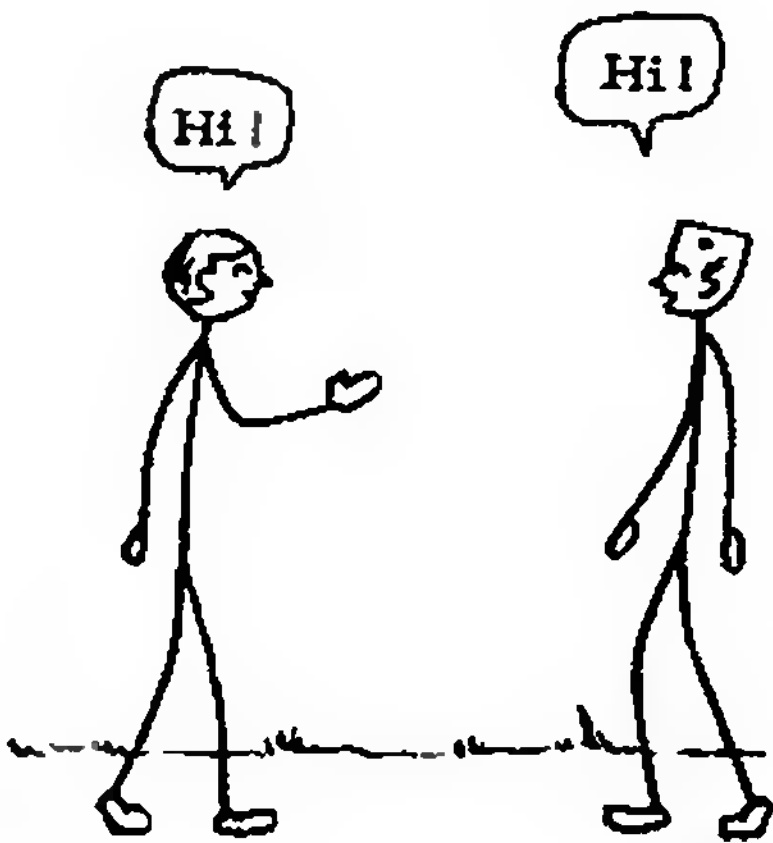


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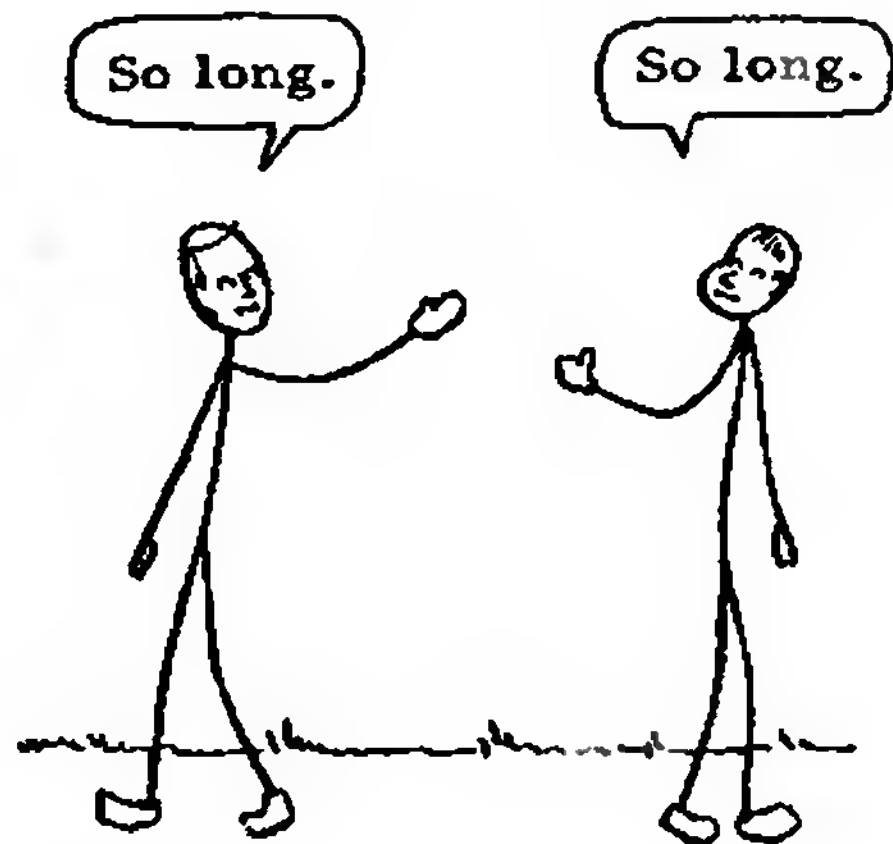
"Hi!" and "So long" are friendly and informal.

Hi! = Hello.

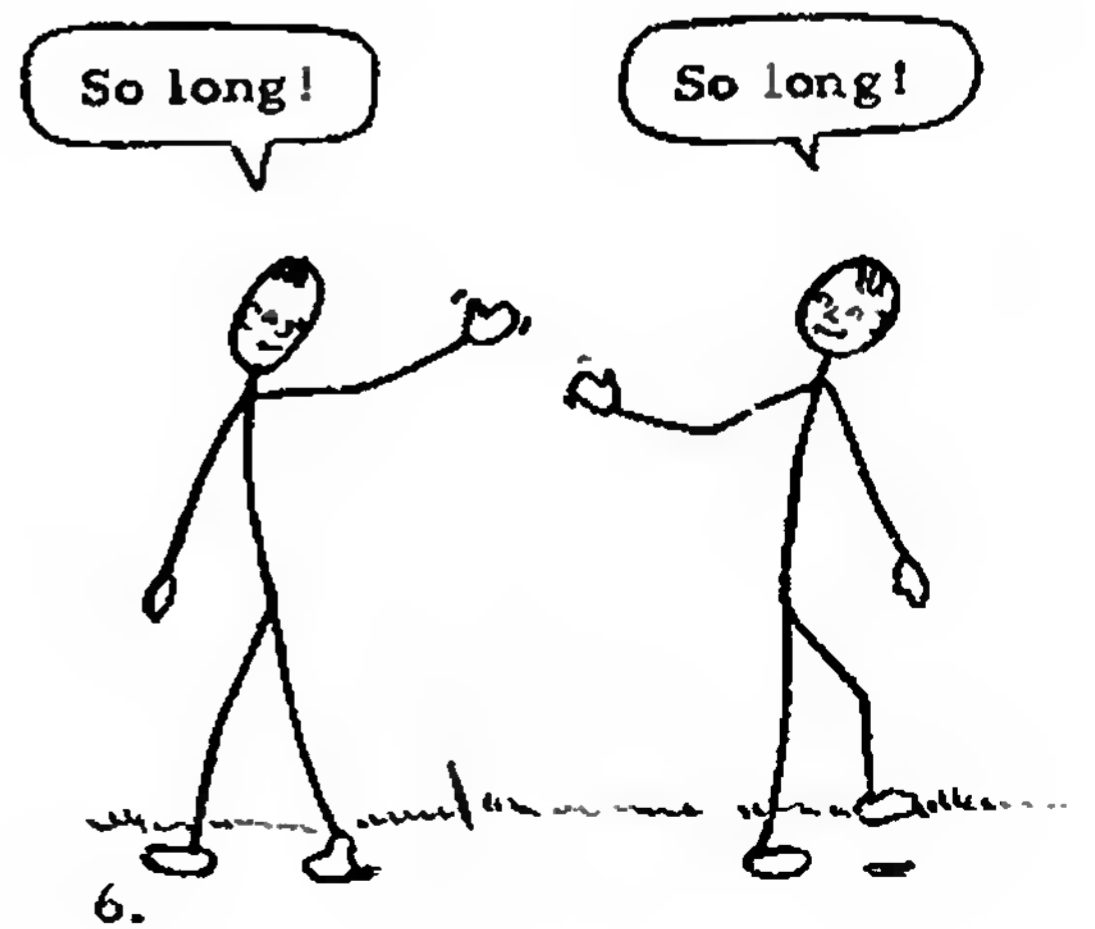
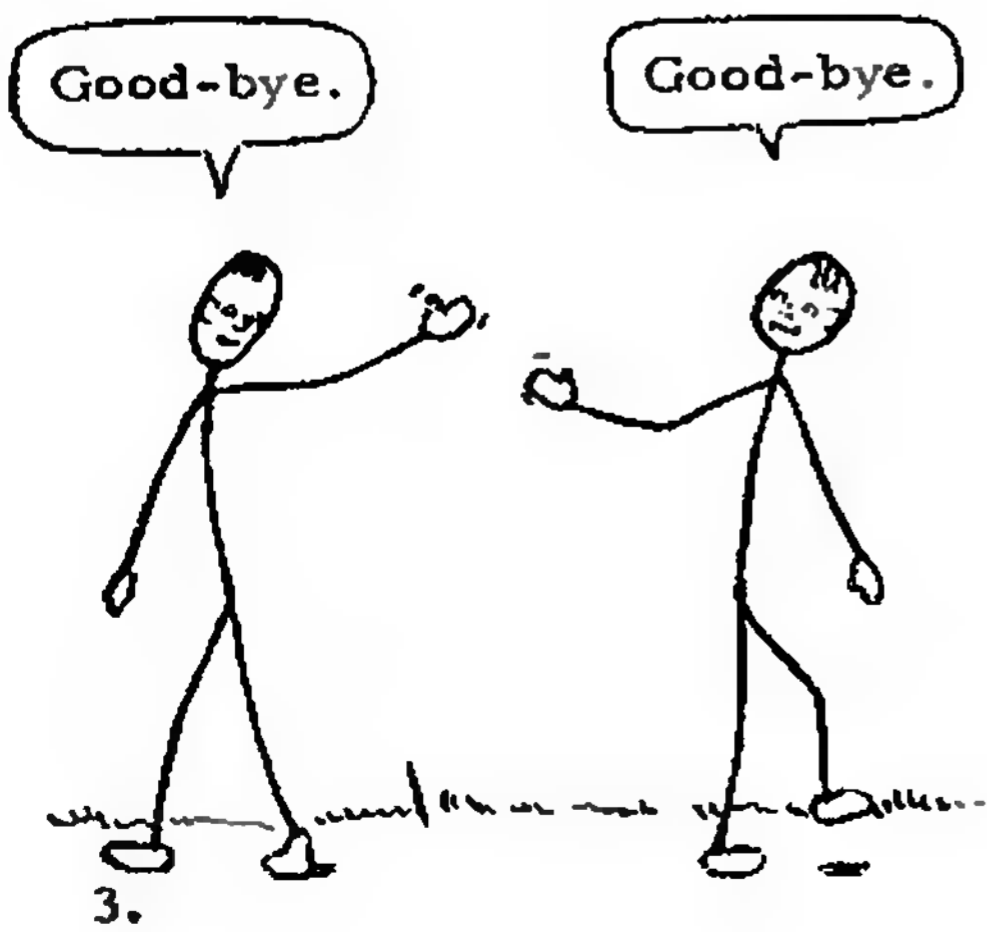
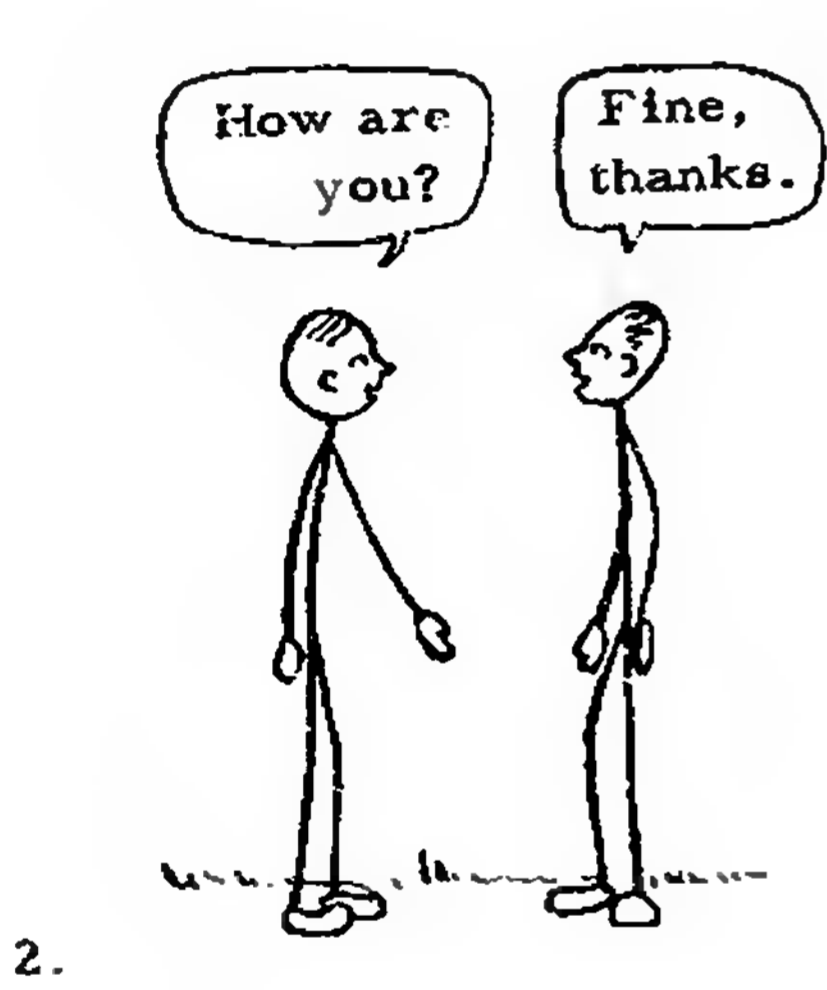
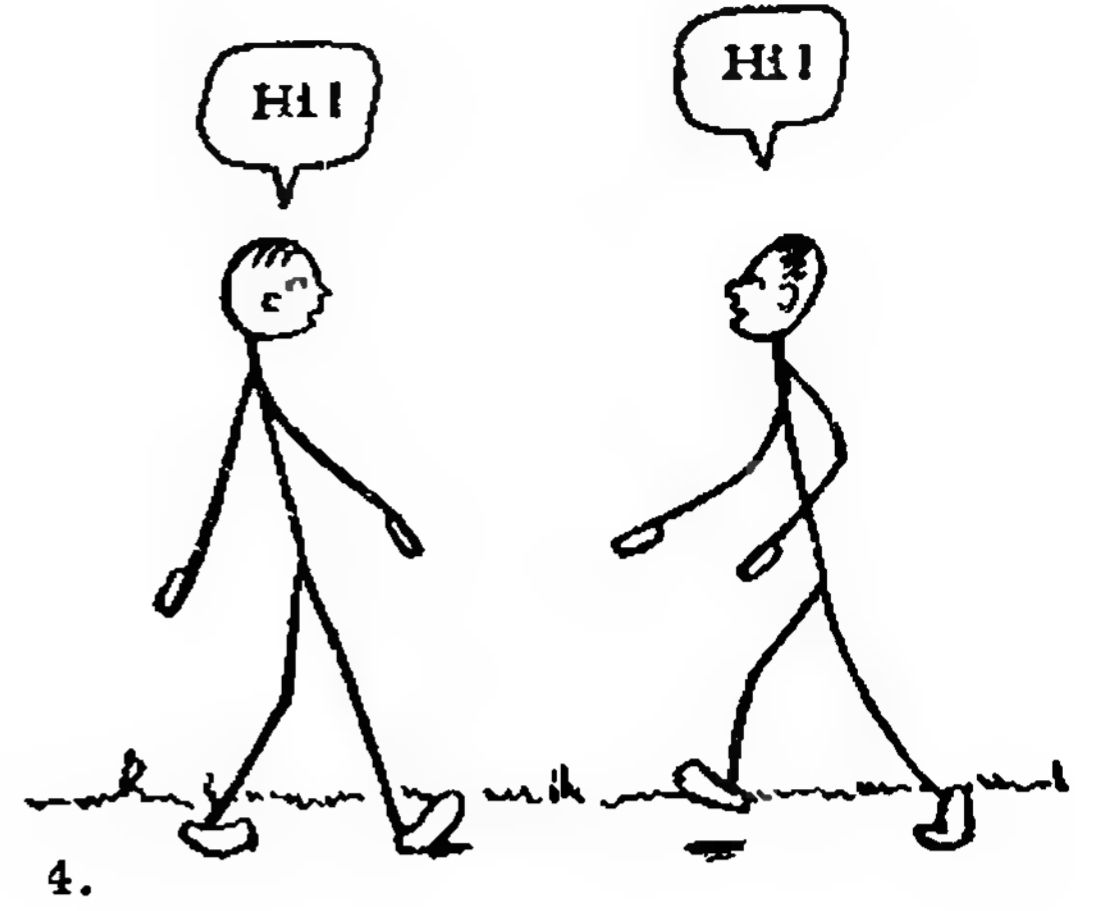
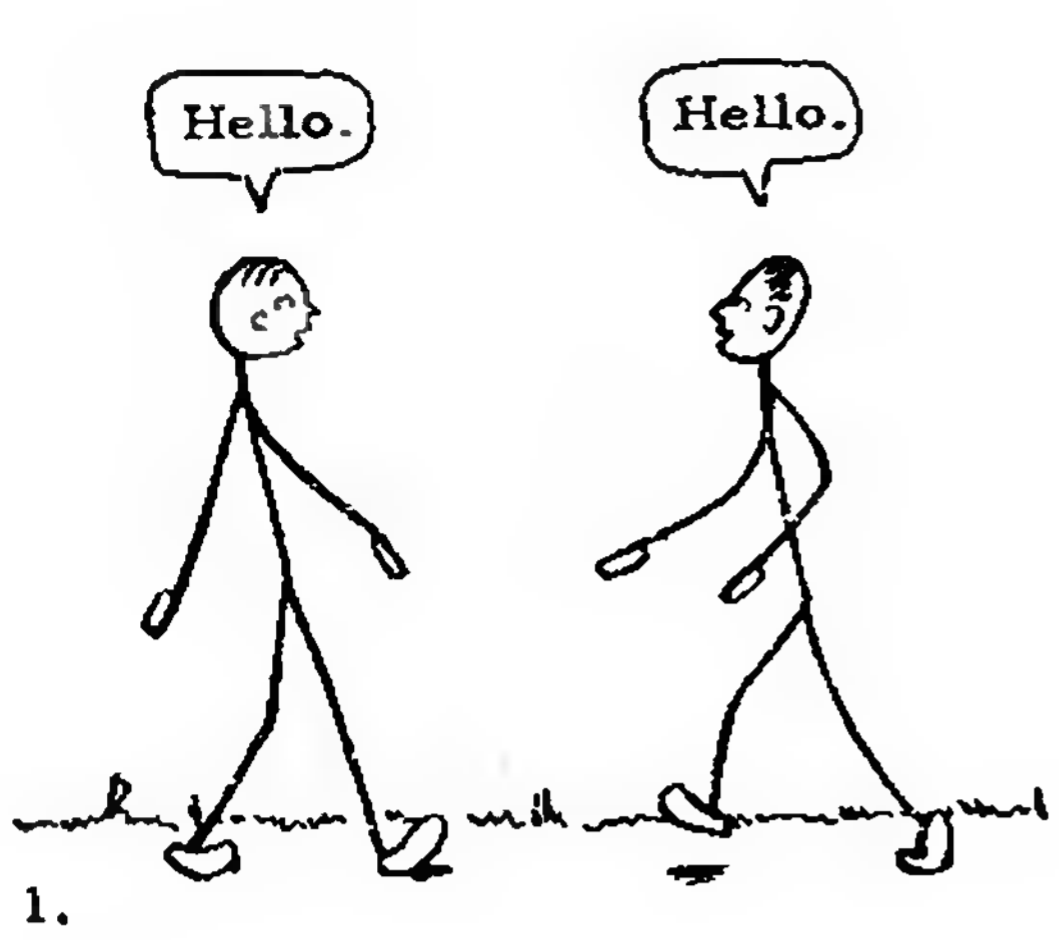
So long = Good-bye.



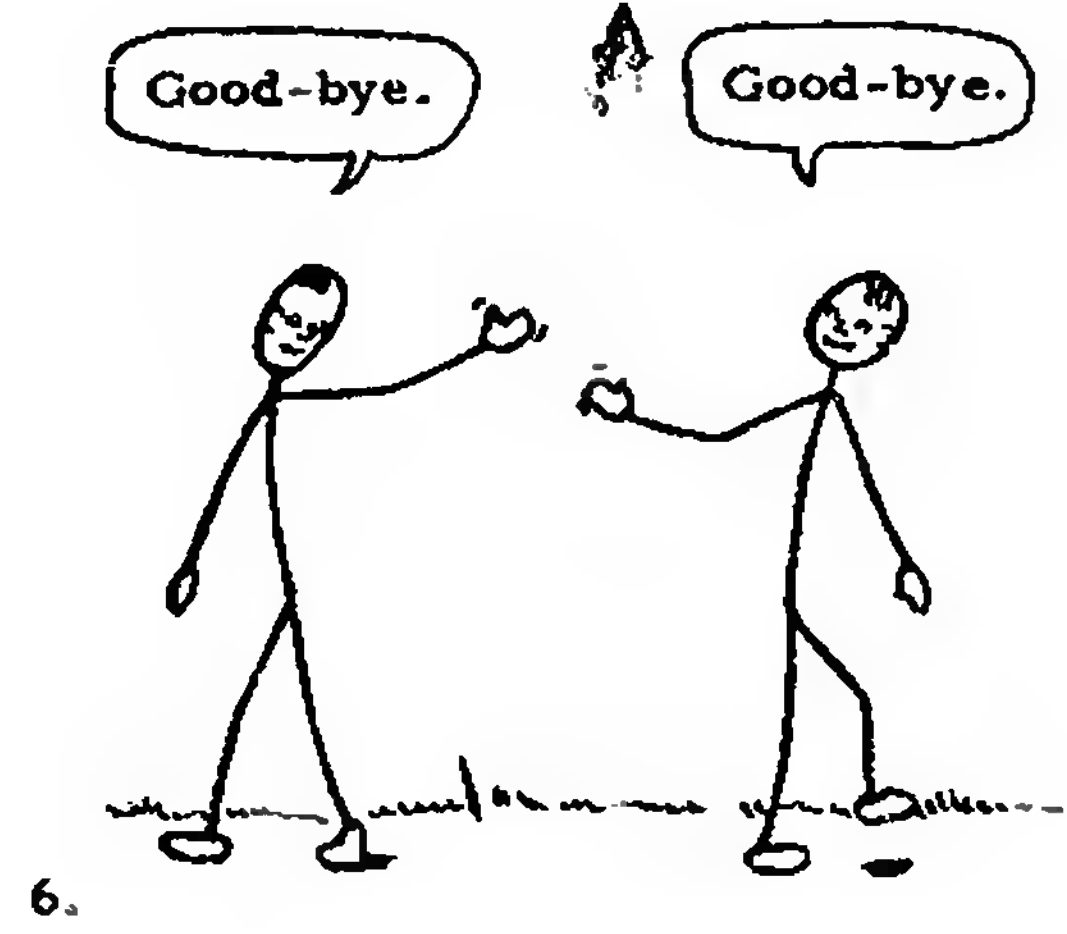
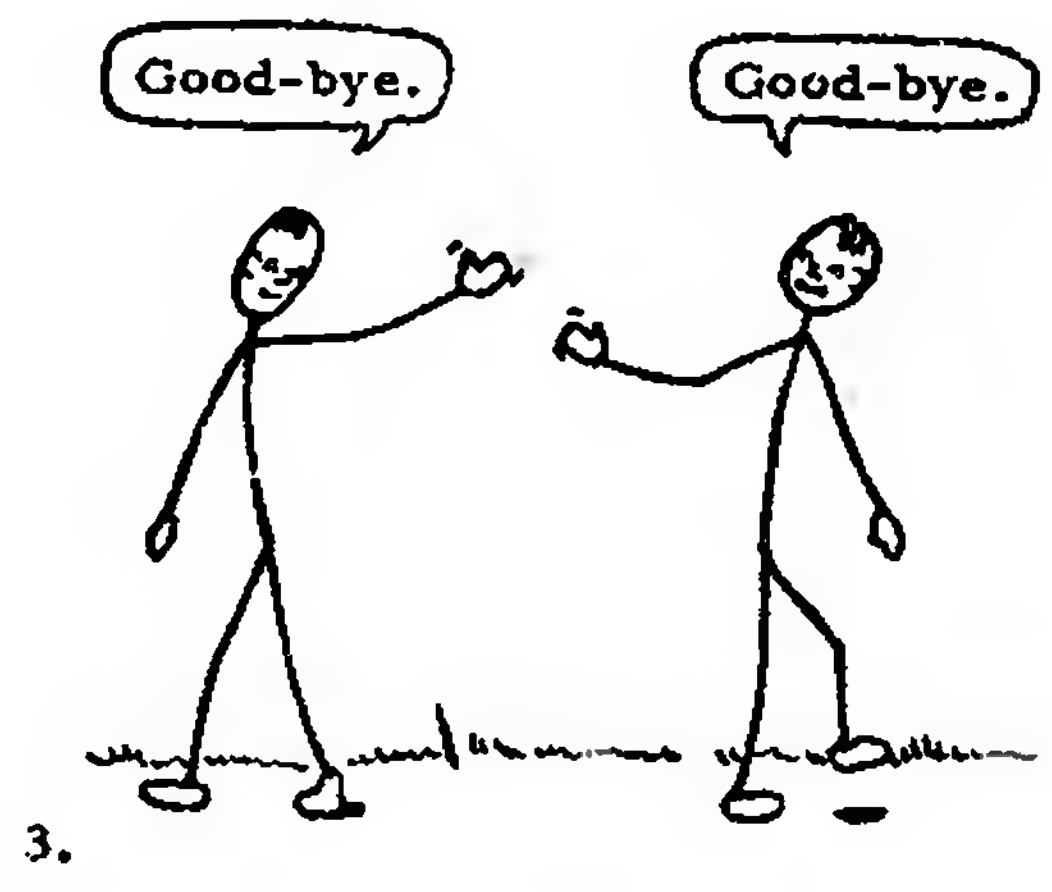
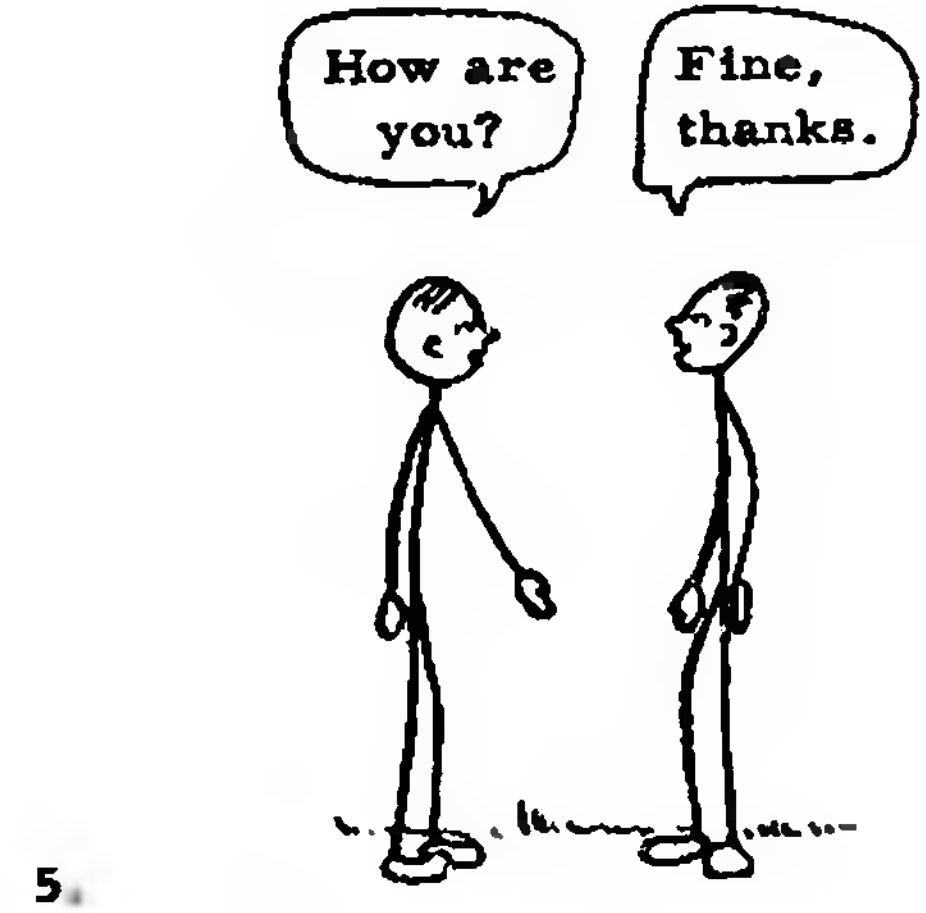
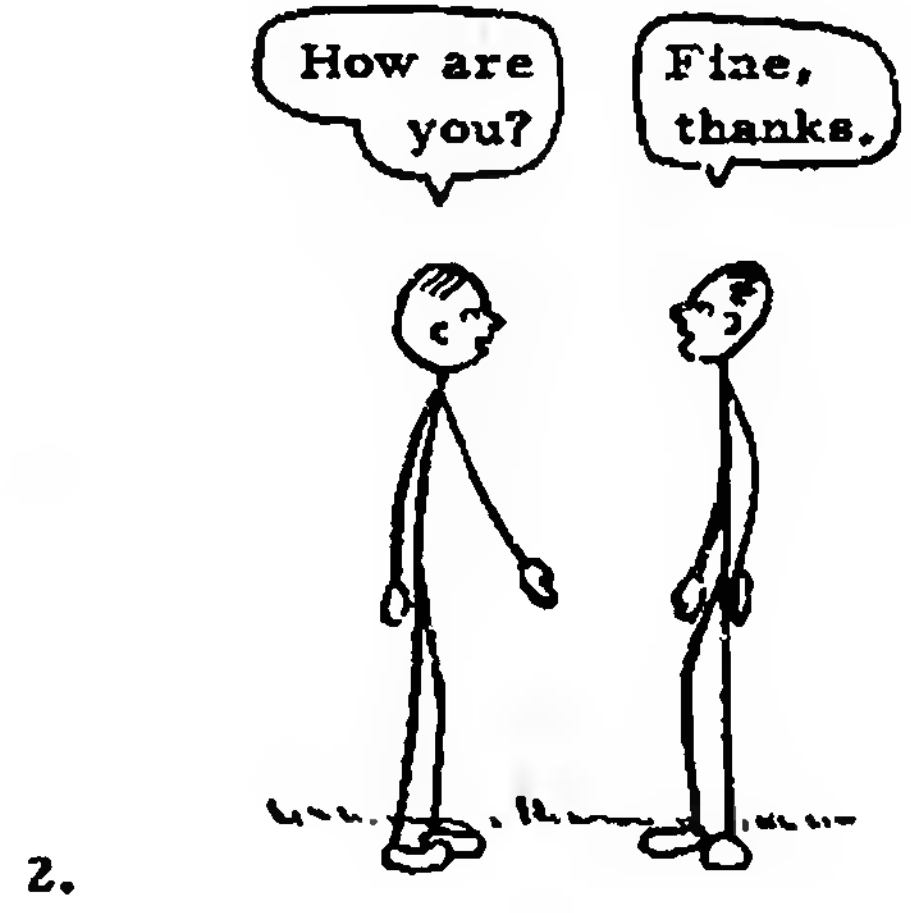
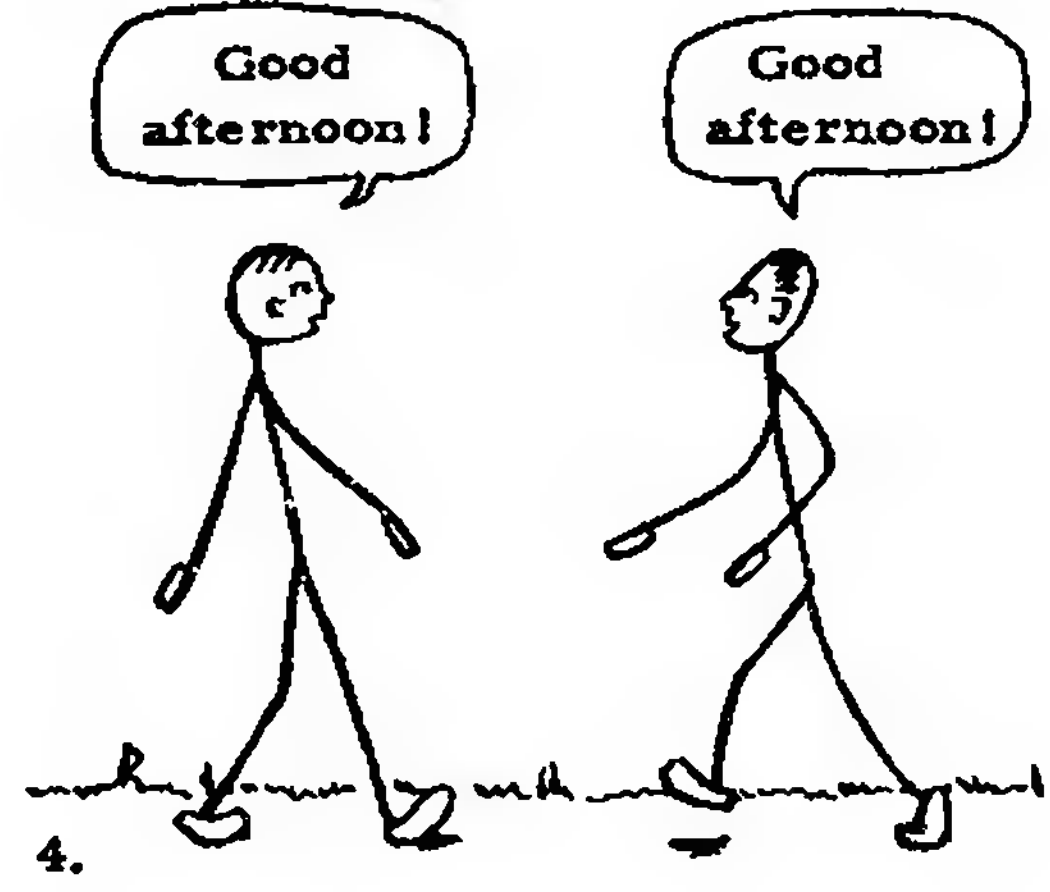
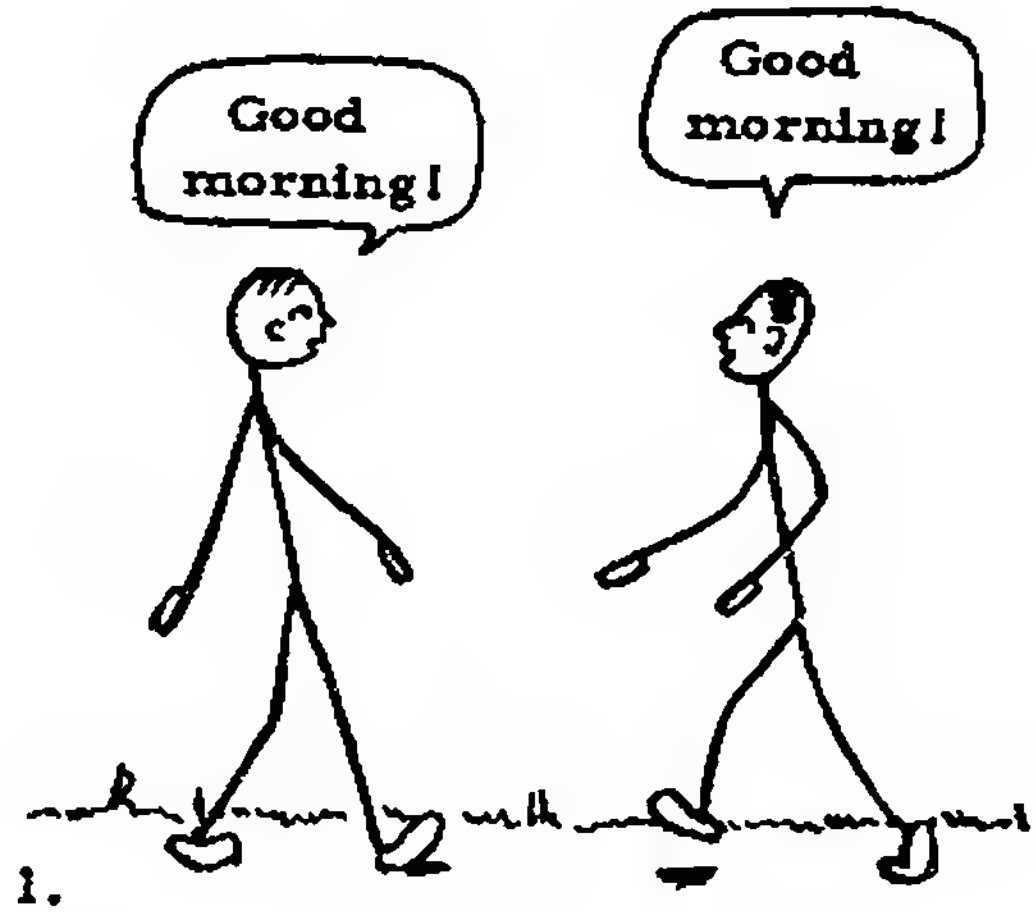
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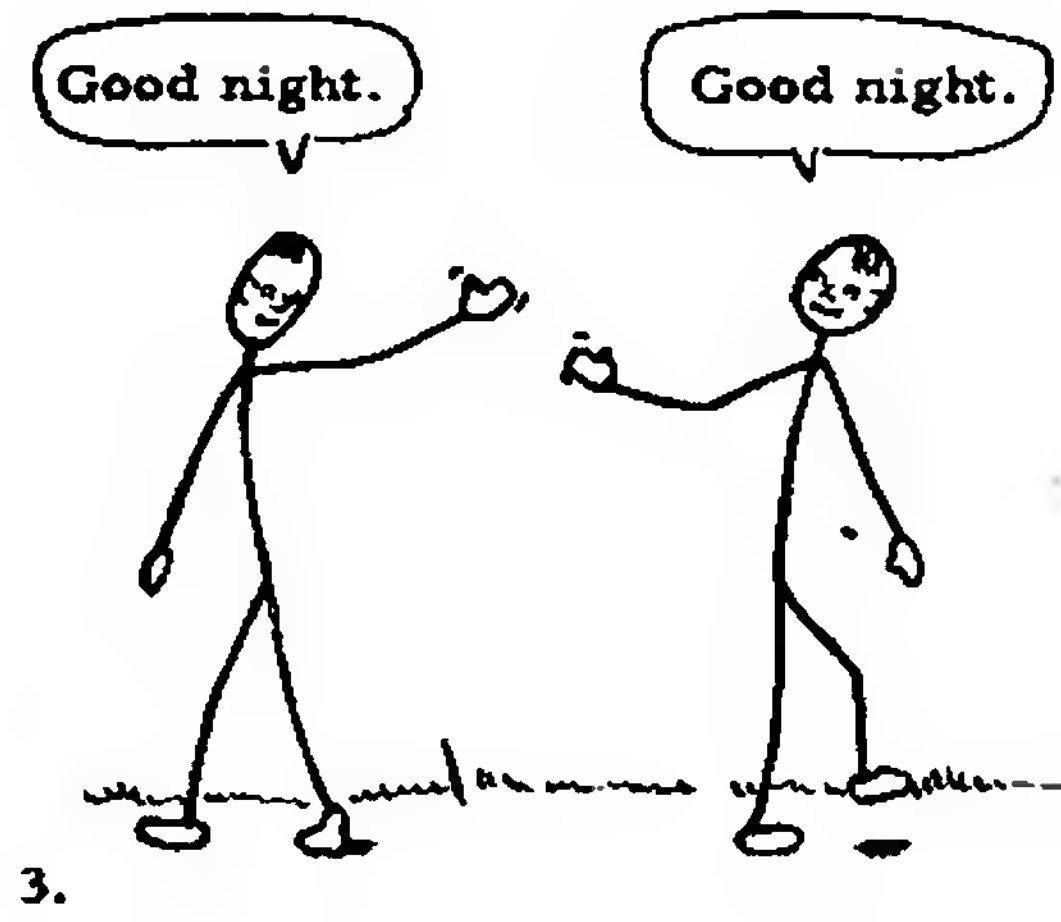
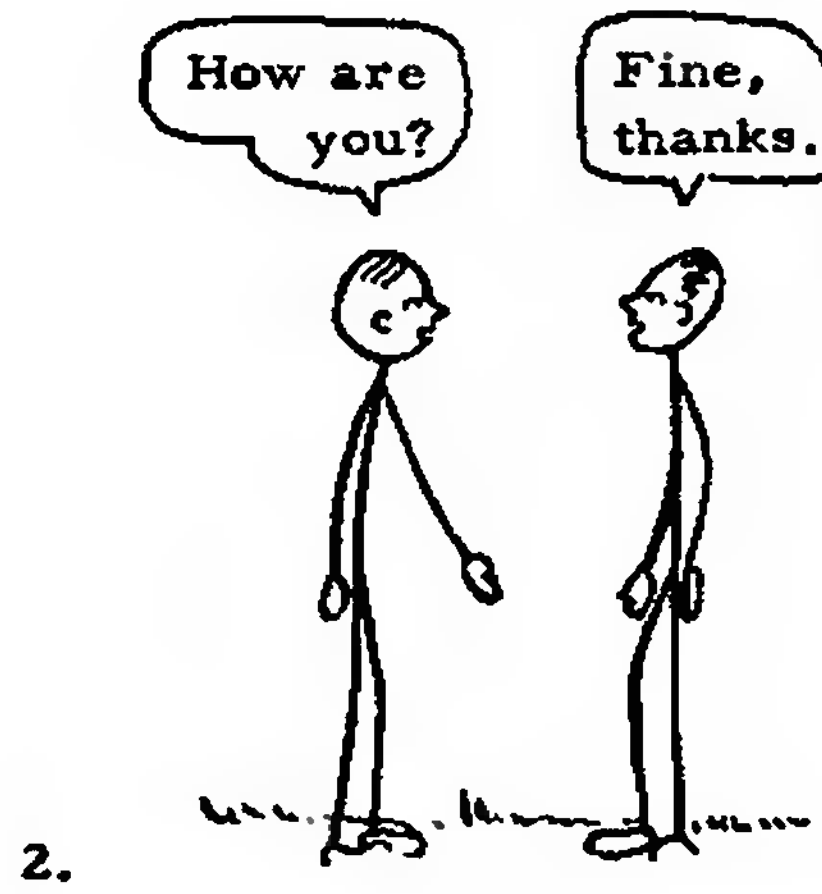
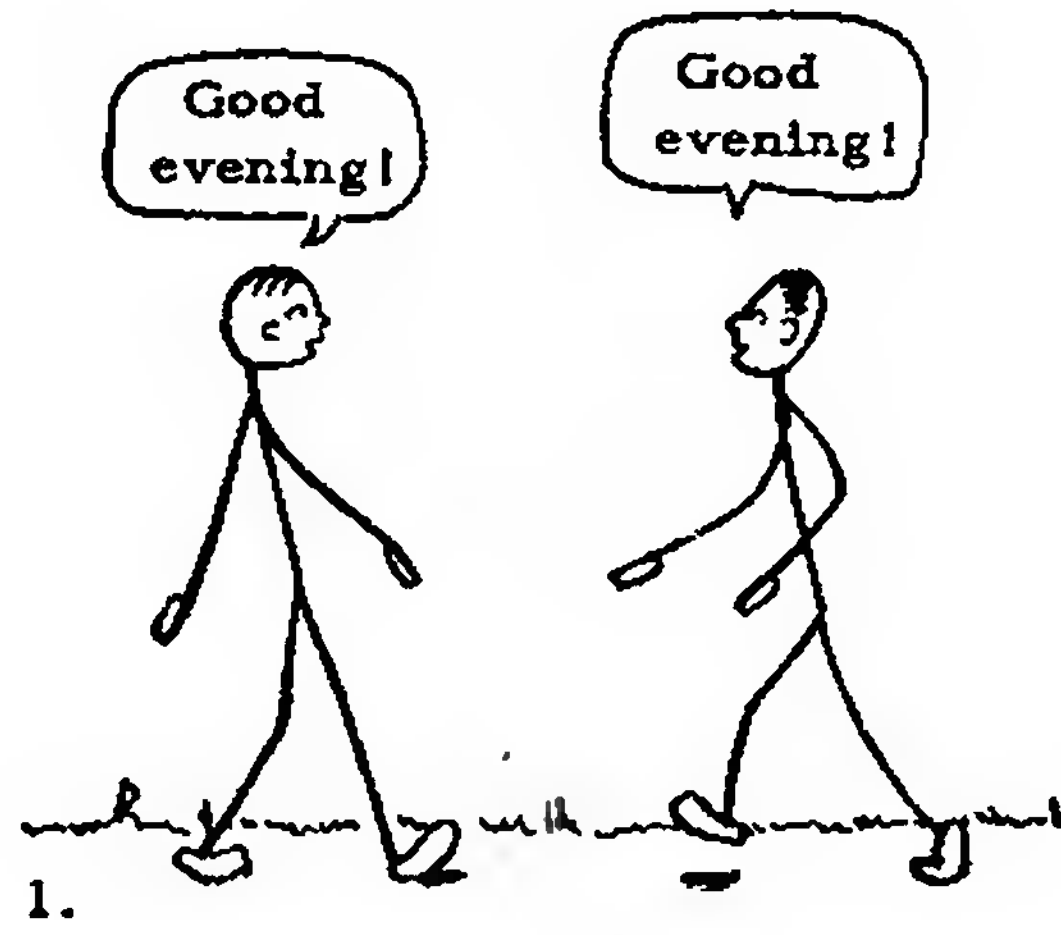


4.









Practice the greetings.

1. Hello!

2. Good morning!

3. Good afternoon!

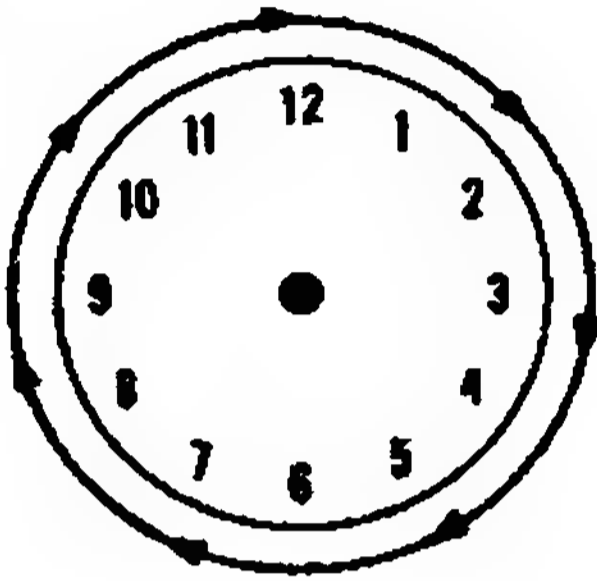
4. Good evening!

5. Hi!

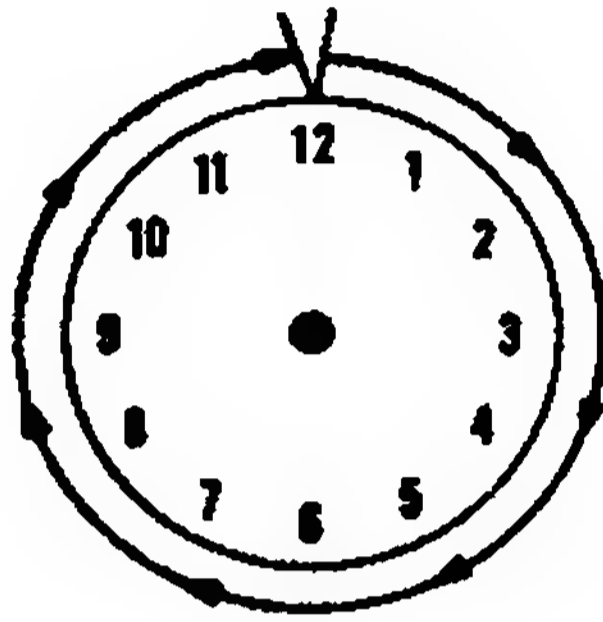
6. Good-bye!

7. Good night!

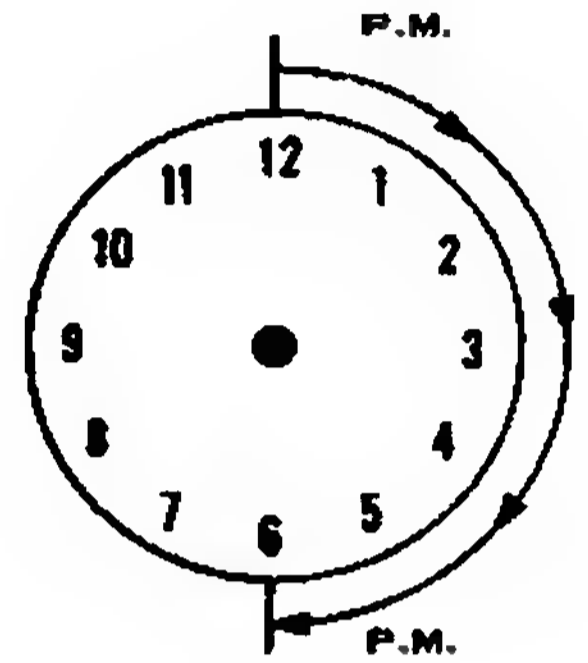
8. So long!



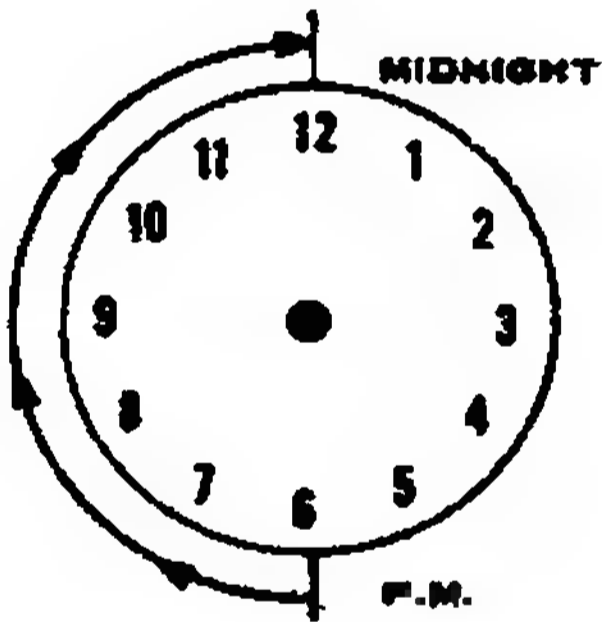
1. HELLO!



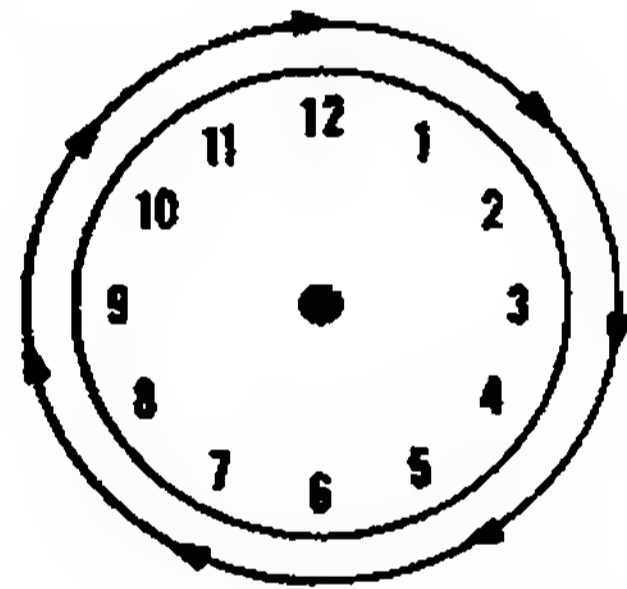
2. GOOD MORNING!  
Midnight to Noon



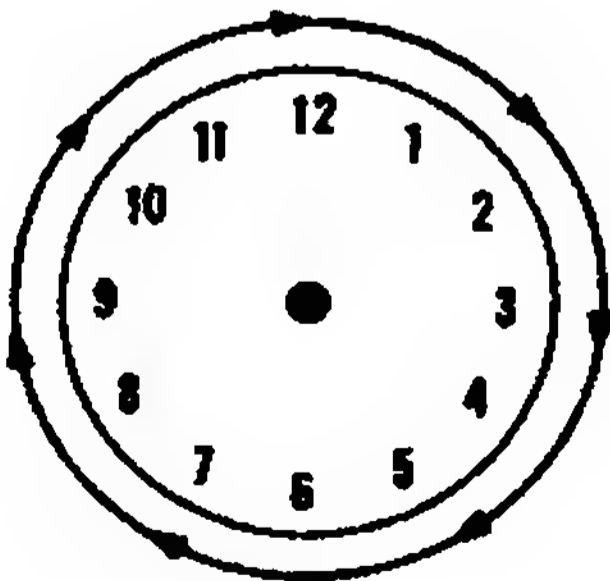
3. GOOD AFTERNOON!



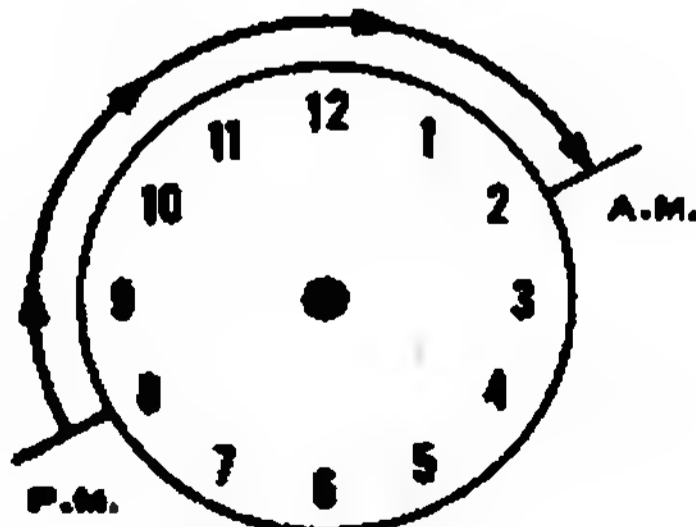
4. GOOD EVENING!



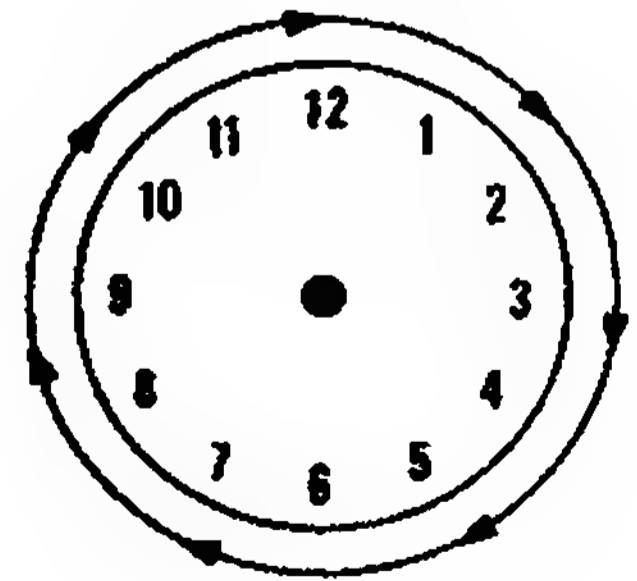
5. HI!



6. GOOD-BYE!

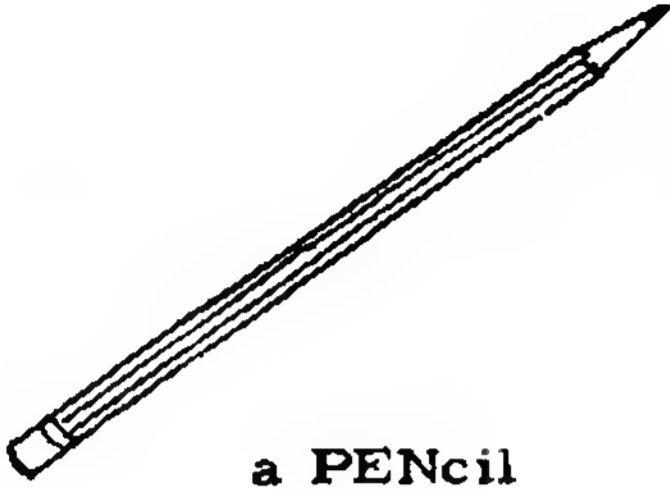


7. GOOD NIGHT!



8. SO LONG!

Practice the vocabulary.



a PENCil  
/ə/

That's a pencil.  
(That + is = That's)  
That  
That is  
That's  
That's a pencil.



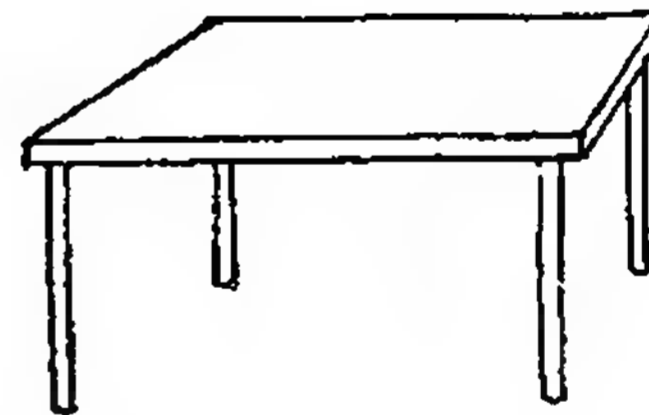
a CHAIR  
/ə/

That's a chair.  
(That + is = That's)



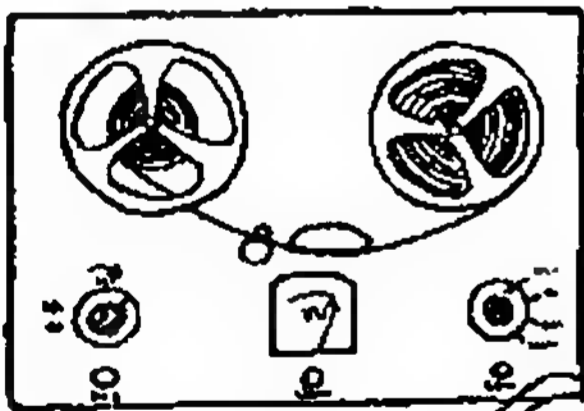
a BOOK  
/ə/

That's a book.  
(That + is = That's)



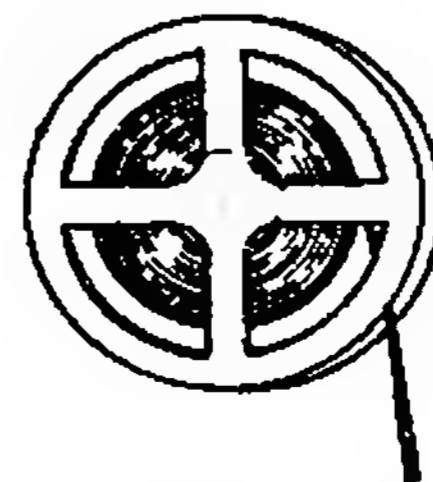
a TAbLe  
/ə/

That's a table.  
(That + is = That's)



a reCORDer  
/ə/

That's a recorder.  
(That + is = That's)



a TAPE  
/ə/

That's a tape.  
(That + is = That's)

Practice these questions and answers.

(What is this?) ← (Written Form) → (That is a pencil.)

What's this? ← (Spoken Form) → That's a pencil.



(What is this?)

What's this?



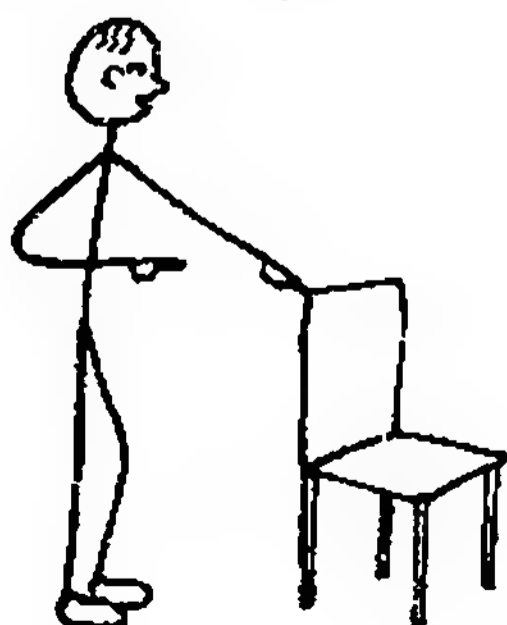
(That is a book.)

That's a book.



(What is this?)

What's this?



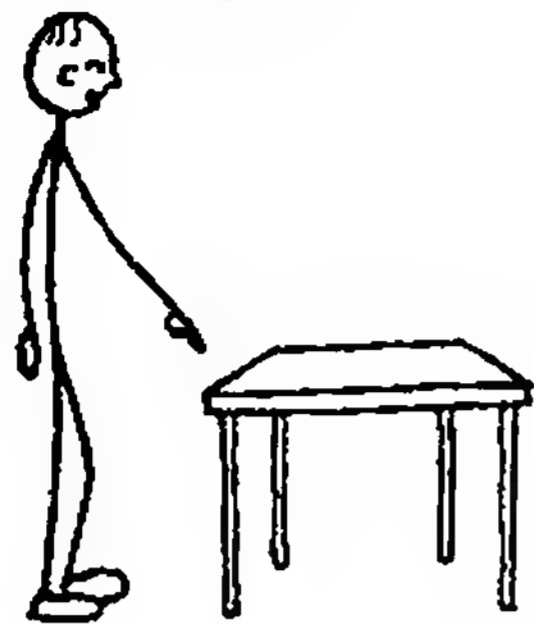
(That is a chair.)

That's a chair.



(What is this?)

What's this?



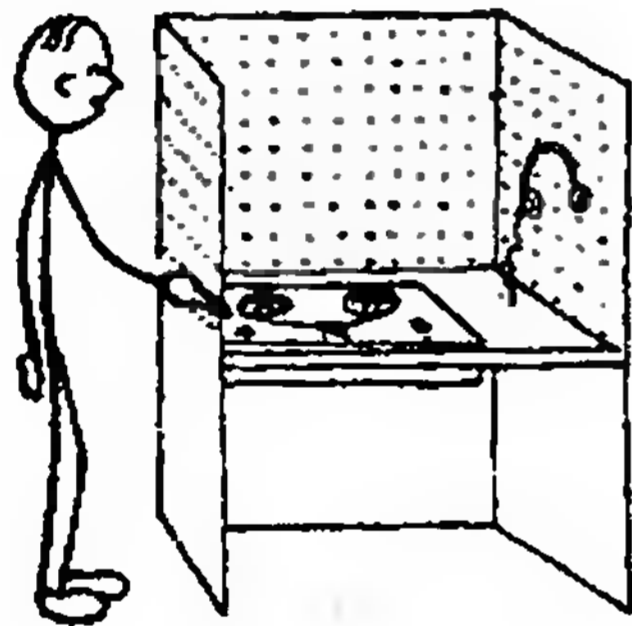
(That is a table.)

That's a table.



(What is this?)

What's this?



(That is a recorder.)

That's a recorder.



(What is this?)

What's this?



(That is a tape.)

That's a tape.



1. a pencil  
That's a pencil.

3. a chair  
That's a chair.

5. a recorder  
That's a recorder.

2. a book  
That's a book.

4. a table  
That's a table.

6. a tape  
That's a tape.



Practice these questions and answers.

(I am a student.)

What are you?

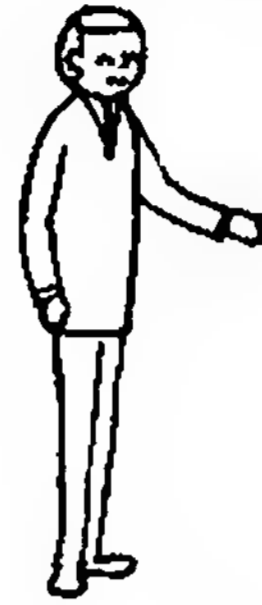


I'm a student.



(I am a teacher.)

What are you?

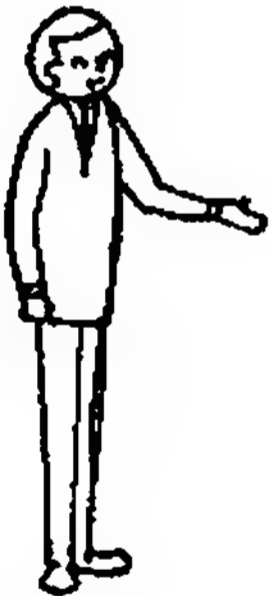


I'm a teacher.



(I am a pilot.)

What are you?



I'm a pilot.



(I am a mechanic.)

What are you?



I'm a mechanic.



(I am a barber.)

What are you?



I'm a barber.



Practice the vocabulary.

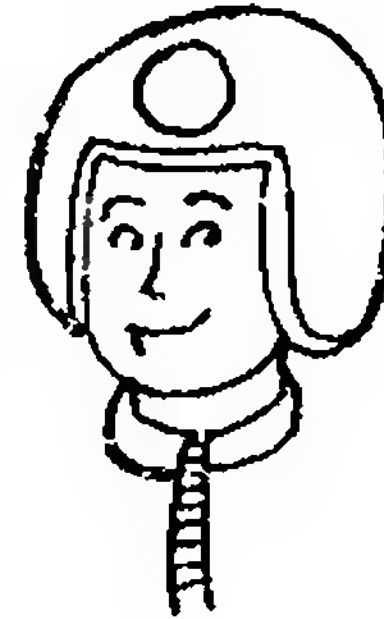
a student



a teacher



a pilot



a mechanic



a barber



## EXPLANATION OF FORMS OF STRUCTURES

1. Be - The Present Tense

The verb Be has these forms in the Present Tense.

<u>Person</u>	<u>Singular</u>	<u>Plural</u>
1st	I am	We are
2nd	You are	You are
3rd	He, she, it is	They are

Fill in the blanks with the correct form of Be.

1. I \_\_\_\_\_ a student.
2. She \_\_\_\_\_ a teacher.
3. It \_\_\_\_\_ an orange.
4. You \_\_\_\_\_ a barber.
5. This \_\_\_\_\_ a tape.
6. That \_\_\_\_\_ a pencil.
7. He \_\_\_\_\_ a student.
8. Those \_\_\_\_\_ books.
9. That \_\_\_\_\_ a pencil.
10. We \_\_\_\_\_ pilots.

2. Simple Plurals

Some plurals are formed by adding -s to the singular form.

Example.     one student                    (one = 1)  
                   two students                (two = 2)

a. Give the plural form of the following nouns.

1. one book, two \_\_\_\_\_
2. one tape, two \_\_\_\_\_
3. one teacher, two \_\_\_\_\_
4. one chair, two \_\_\_\_\_
5. one apple, two \_\_\_\_\_
6. one pencil, two \_\_\_\_\_



## b. There are a few irregular plurals.

Singular

man  
 woman  
 foot  
 tooth  
 child  
 wife

Plural

men  
 women  
 feet  
 teeth  
 children  
 wives

3. This/That : These/Those

These is the plural form of this. Those is the plural form of that. This and these refer to things near. That and those refer to things farther away.

Example: This is a pencil.  
These are pencils.

That is a book.  
Those are books.

a. Fill in the blanks with This or These:

1. \_\_\_\_\_ is a chair.
2. \_\_\_\_\_ are chairs.
3. \_\_\_\_\_ pencil is red.
4. \_\_\_\_\_ pencils are red.
5. \_\_\_\_\_ officer is a pilot.
6. \_\_\_\_\_ officers are pilots.

b. Fill in the blanks with That or Those:

1. \_\_\_\_\_ man is a student.
2. \_\_\_\_\_ men are students.
3. \_\_\_\_\_ pencil is green.
4. \_\_\_\_\_ pencils are green.
5. \_\_\_\_\_ woman is a teacher.
6. \_\_\_\_\_ women are teachers.

4. Contractions

Use these short forms. They are called Contractions.

I	+	am	=	I'm
it	+	is	=	it's
that	+	is	=	that's
what	+	is	=	what's

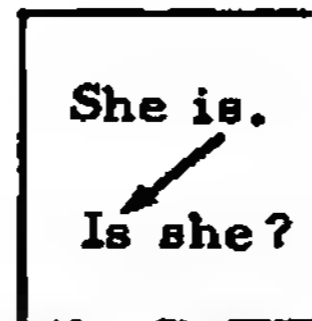
Repeat.

I	+	am	=	I'm	I'm a student.
you	+	are	=	you're	You're a student.
he	+	is	=	he's	He's a student.
she	+	is	=	she's	She's a student.
it	+	is	=	it's	It's an orange.
we	+	are	=	we're	We're students.
you	+	are	=	you're	You're students.
they	+	are	=	they're	They're students.
that	+	is	=	that's	That's a pencil.
what	+	is	=	what's	What's this?

5. Be - Present Tense - Affirmative Questions

To ask a question with Be, place the verb before the subject.

Example: She is a teacher.  
Is she a teacher?



Change to the affirmative question form.

- |                                |                       |
|--------------------------------|-----------------------|
| 1. This is a book.             | 7. I am an officer.   |
| 2. That is a tape.             | 8. They are students. |
| 3. These are apples.           | 9. They are apples.   |
| 4. Those are oranges.          | 10. He is a mechanic. |
| 5. We are <u>instructors</u> . | 11. It is hot.        |
| 6. He is a barber.             | 12. It is cold.       |

6. Short Affirmative Answers

Answer these questions with short affirmative answers.

Example: Is this a pencil?  
Yes, it is.

1. Is this a book?
2. Is this a room?
3. Is that a chair?
4. Is that a notebook?
5. Is that a ruler?
6. Is this a tape?

7. Drill on Be Forms

Be forms are used in speaking of:

1. names ..... I am Mr \_\_\_\_\_.
2. origin ..... I am from America.
3. profession ..... I am a teacher.
4. age ..... I am 20 years old.

Describe yourselves by using the four items listed above. Then ask questions about each other.

8. be - Present Tense Negative Statements, Be + not

To form the negative, place not after the verb.

Repeat.

STATEMENT	NEGATIVE
I am a student.	I am <u>not</u> a student.
You are a student.	You are <u>not</u> a student.
He is a student.	He is <u>not</u> a student.
She is a student.	She is <u>not</u> a student.
It is an orange.	It is <u>not</u> an orange.
We are students.	We are <u>not</u> students.
You are students.	You are <u>not</u> students.
They are students.	They are <u>not</u> students.
They are oranges.	They are <u>not</u> oranges.

9. Be - Contracted Negative Statements, Subject + Verb Pattern

Example: He is a student.  
He's not a student.

he	+	is	=	he's
----	---	----	---	------



Change to the contracted negative statement form.

1. It is a tape.
2. You are a student.
3. He is a barber.
4. She is a teacher.
5. We are officers.
6. They are tapes.
7. That is a book.

10. Be - Present Tense Contracted Negative Statements, Verb + not Pattern

Example: He is a student.  
He isn't a student.

is	+	not	=	isn't
----	---	-----	---	-------

a. Repeat.

You are not a student.  
He is not a student.  
She is not a student.

You aren't a student.  
He isn't a student.  
She isn't a student.

We are not students.  
You are not students.  
They are not students.

We aren't students.  
You aren't students.  
They aren't students.

b. Repeat the two contrasted negative statement patterns.

(1) Verb + Subject

I am not.  
I'm not.

You are not.  
You're not.

He is not.  
He's not.

She is not.  
She's not.

It is not.  
It's not

We are not.  
We're not.

You are not.  
You're not.

They are not.  
They're not.

(2) Verb + not

I am not.  
- - - -

You are not.  
You aren't.

He is not.  
He isn't.

She is not.  
She isn't.

It is not.  
It isn't.

We are not.  
We aren't.

You are not.  
You aren't.

They are not.  
They aren't.

c. Answer these questions. Use both negative patterns:

Example: Is he a student?  
No, he's not.  
No, he isn't.

- |                       |                      |
|-----------------------|----------------------|
| 1. Is he a mechanic?  | 6. Are these apples? |
| 2. Are you mechanics? | 7. Are they barbers? |
| 3. Are we students?   | 8. Is he an officer? |
| 4. Are they friends?  | 9. Is it an orange?  |
| 5. Is this a tape?    | 10. Is it hot?       |

## 11. Be - Full and Contracted Forms

Repeat these forms.

### Affirmative Statement Forms

(Singular)

I am a student.  
You are a student.  
He is a student.  
She is a student.  
It is a room.

I'm a student.  
You're a student.  
He's a student.  
She's a student.  
It's a room.

(Plural)

We are students.  
You are students.  
They are students.  
They are rooms.

We're students.  
You're students.  
They're students.  
They're rooms.

### Negative Statement Forms

(Singular)

I am not a student.

1. I'm not a student.  
2. - - - - -

You are not a student.

1. You're not a student.  
2. You aren't a student.

He is not a student.

1. He's not a student.  
2. He isn't a student.

She is not a student.

1. She's not a student.  
2. She isn't a student.

It is not a room.

1. It's not a room.  
2. It isn't a room.

## (Plural)

We are not students.	1. We're not students. 2. We aren't students.
You are not students.	1. You're not students. 2. You aren't students.
They are not students	1. They're not students. 2. They aren't students.
They are not rooms.	1. They're not rooms. 2. They aren't rooms.

## Affirmative Question Forms

## (Singular)

Am I a student?  
Are you a student?  
Is he a student?  
Is she a student?  
Is it a room?

## (Plural)

Are we students?  
Are you students?  
Are they students?  
Are they rooms?

12. A/An

A or An is used before singular nouns of general or indefinite meaning. Use A before words which begin with a consonant sound. Use An before words which begin with a vowel sound.

Repeat.

a tape → شريط  
a recorder → دايو  
a pencil  
a book  
a table

an apple  
an orange  
an American  
an officer -  
an instructor

13. Who/What

Both Who and What are used in questions to refer to people.

Example: Who are you?  
I'm a student.

What are you?  
I'm a student.

## TAPE 1101A

Repeat.

Hello.  
Hello.

How are you?  
Fine, thanks.

Good-bye.  
Good-bye.

a pencil  
a book  
a chair  
a table  
a recorder  
a tape

That's a pencil.  
That's a book.  
That's a chair.  
That's a table.  
That's a recorder.  
That's a tape.

What's this?  
What's that?

That is a pencil.  
That's a pencil.

This is a pencil.  
This is a pencil.

Review Exercise 1.

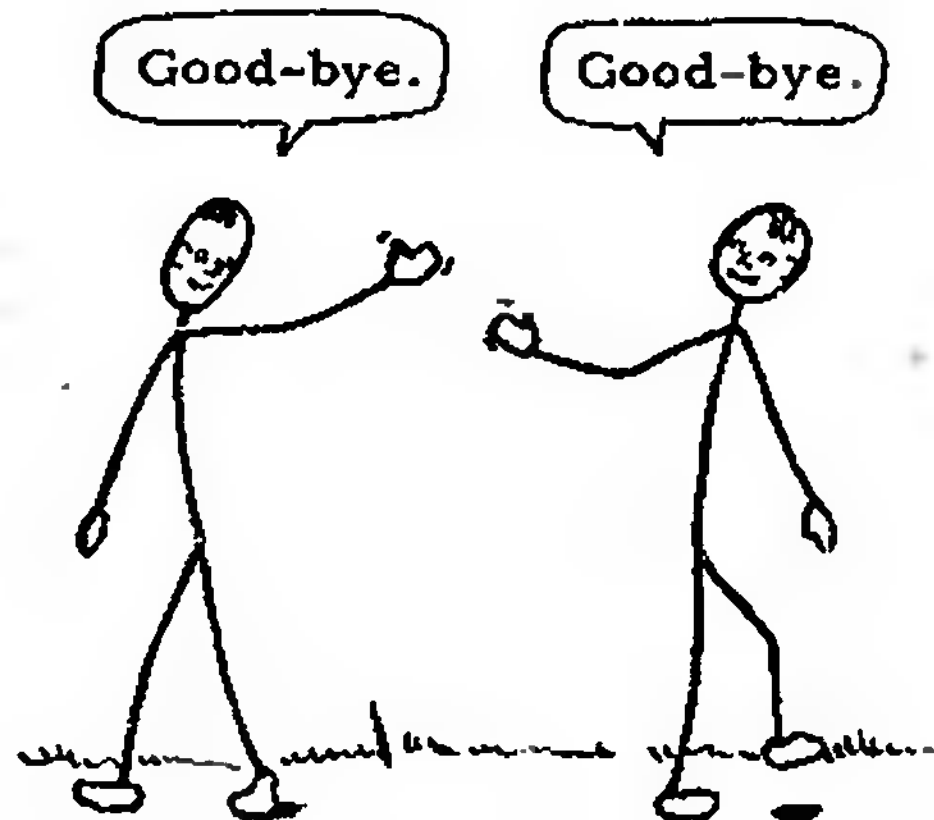
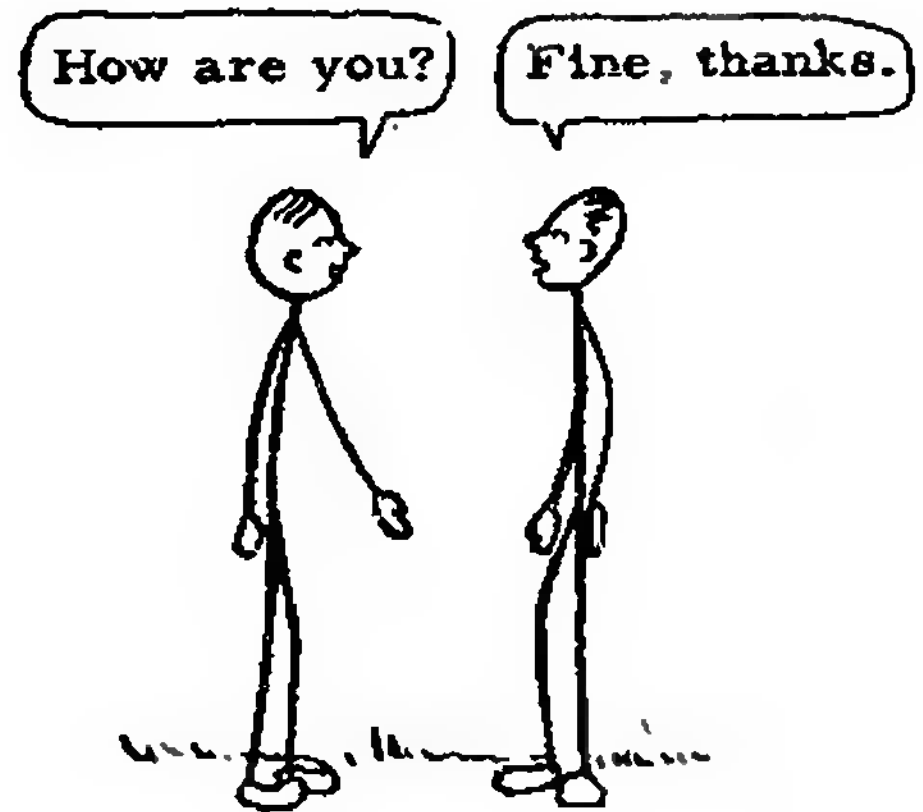
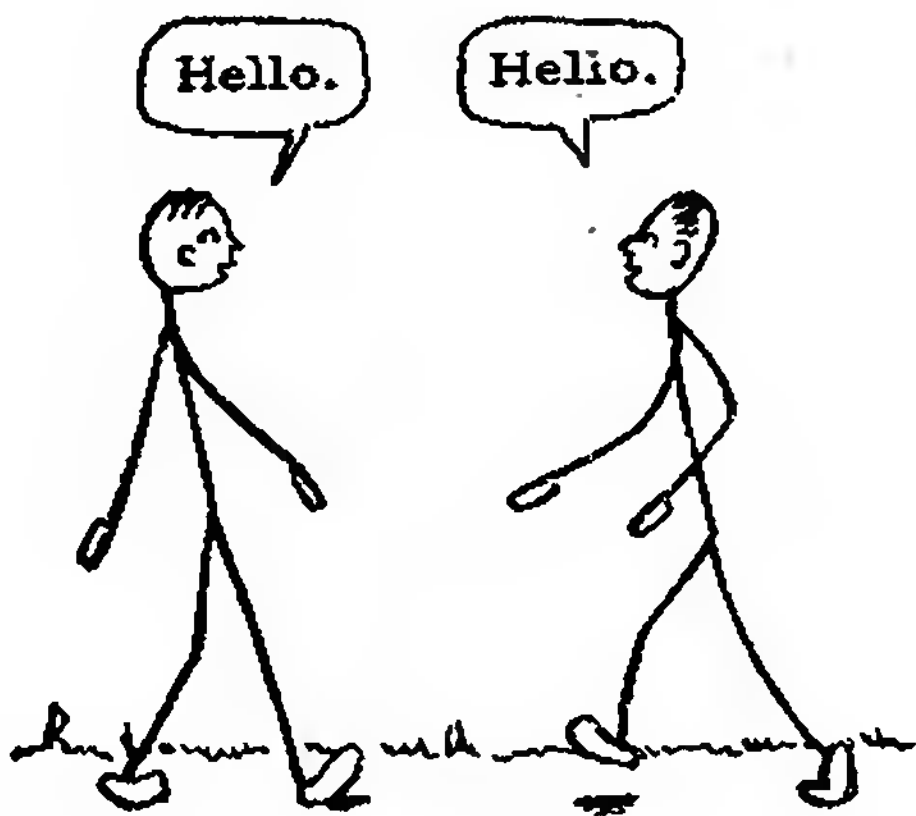
Listen.

Hello.  
Hello.

How are you?  
Fine, thanks.

Good-bye.  
Good-bye.

Now repeat everything you hear.



Review Exercise 2.

Listen.

What's this?  
That's a pencil.

What's this?  
That's a book.

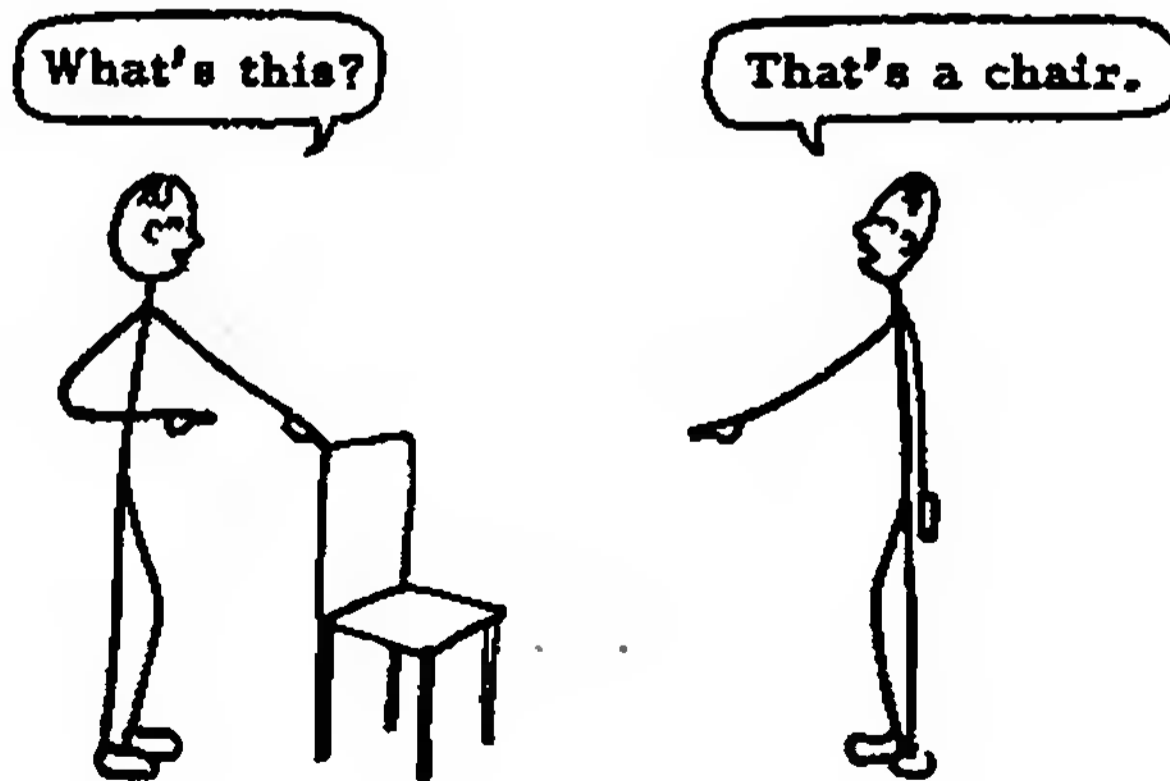
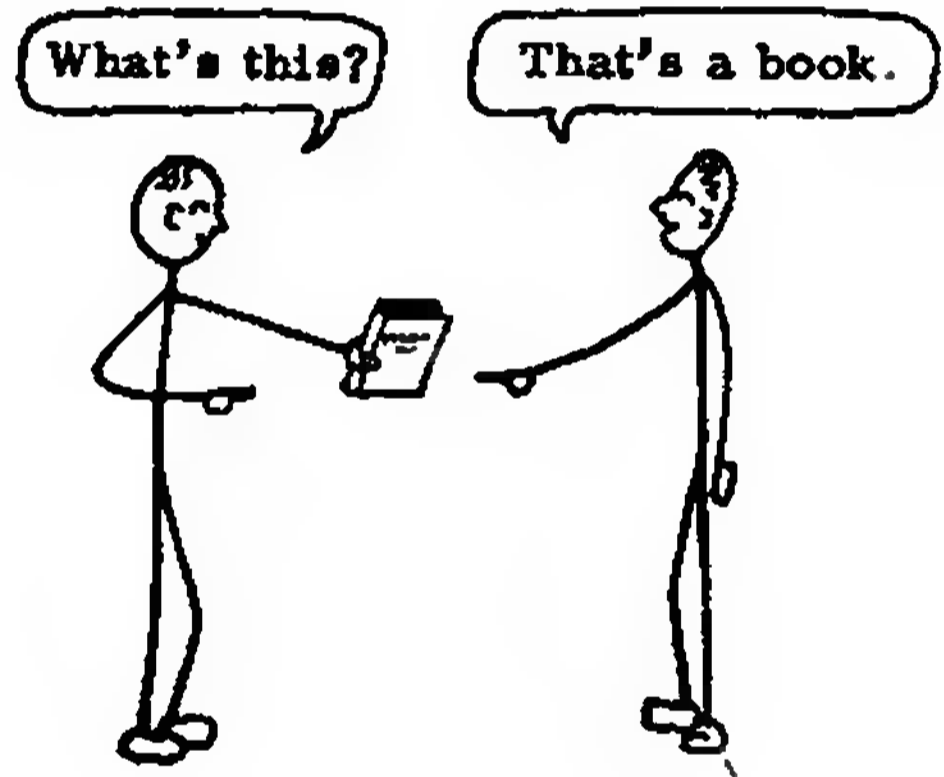
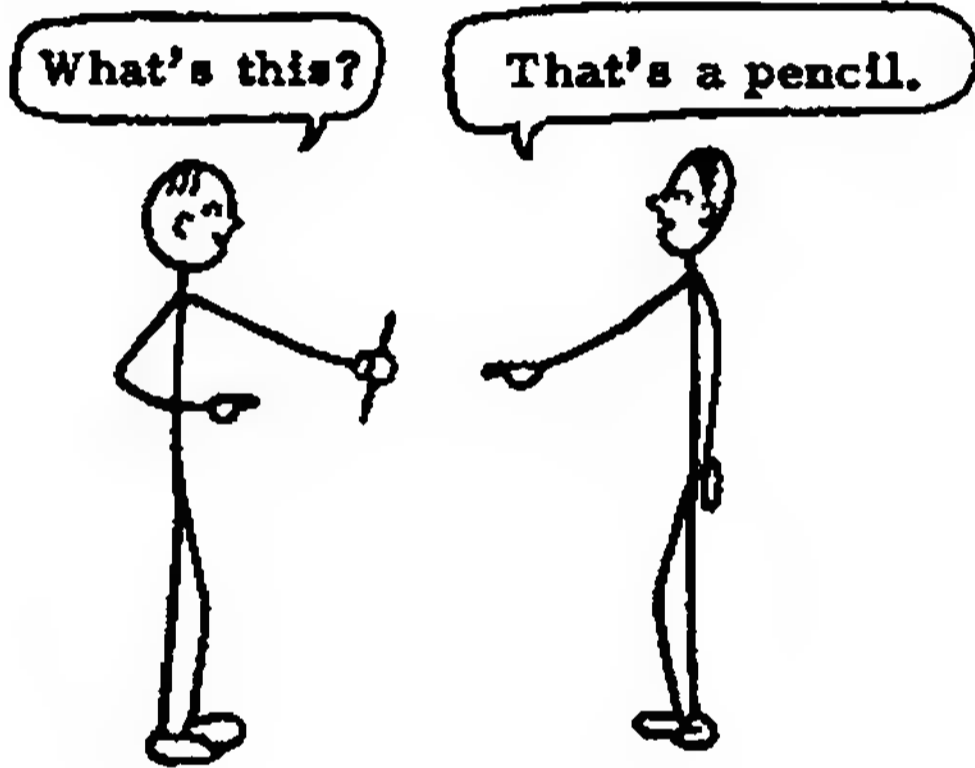
What's this?  
That's a chair.

What's this?  
That's a table.

What's this?  
That's a recorder.

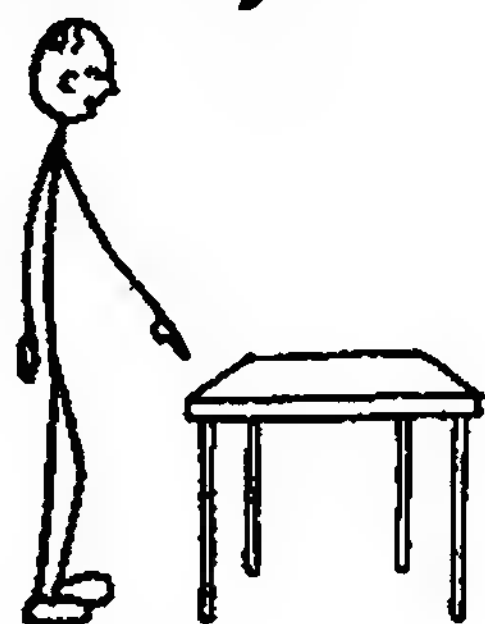
What's this?  
That's a tape.

Now repeat everything you hear.





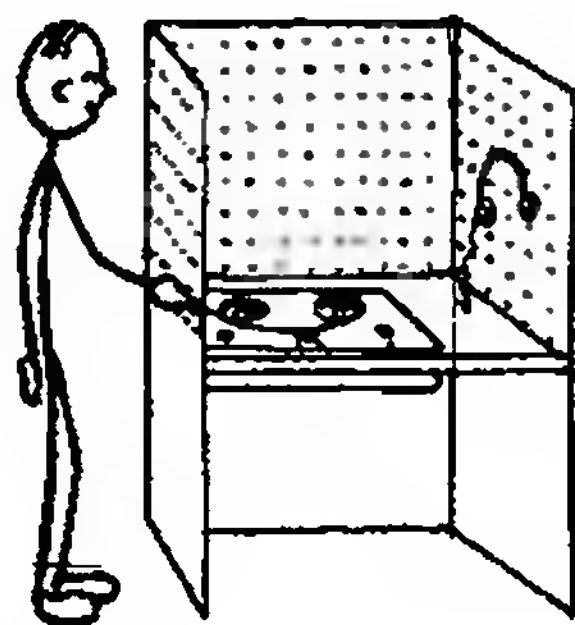
What's this?



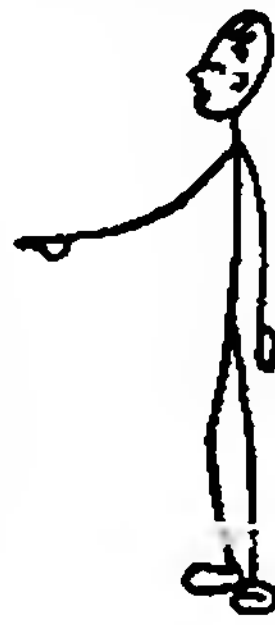
That's a table.



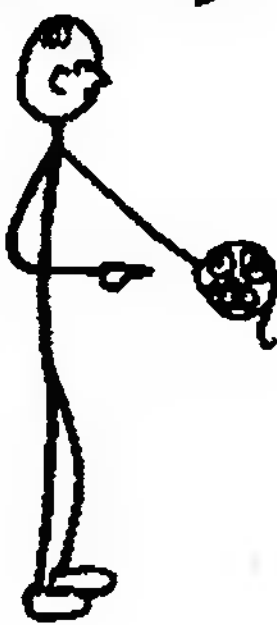
What's this?



That's a recorder.



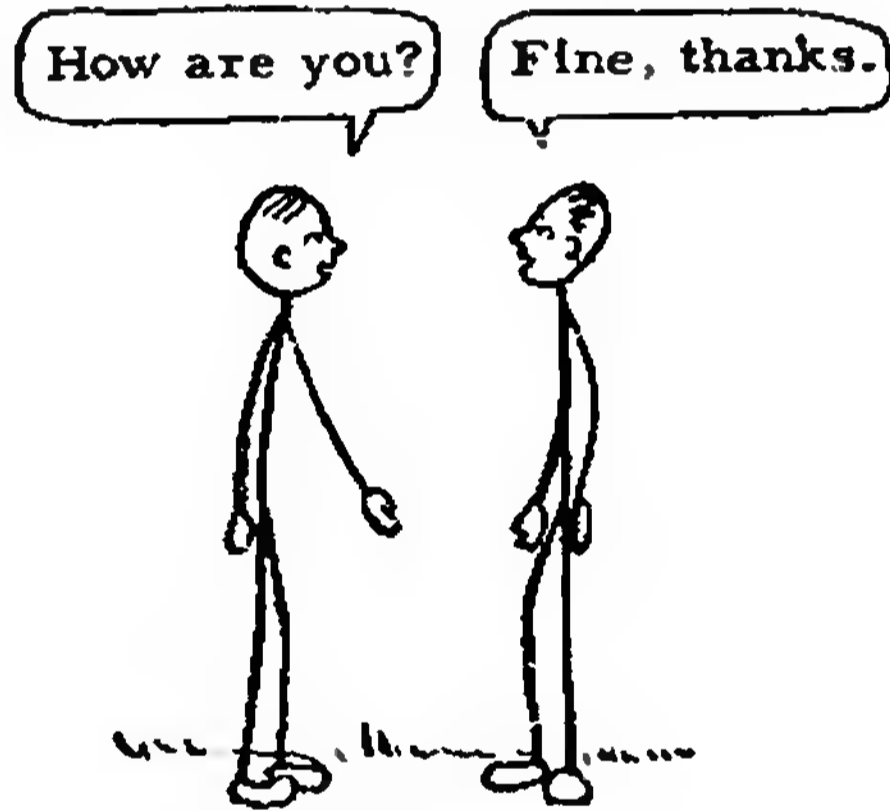
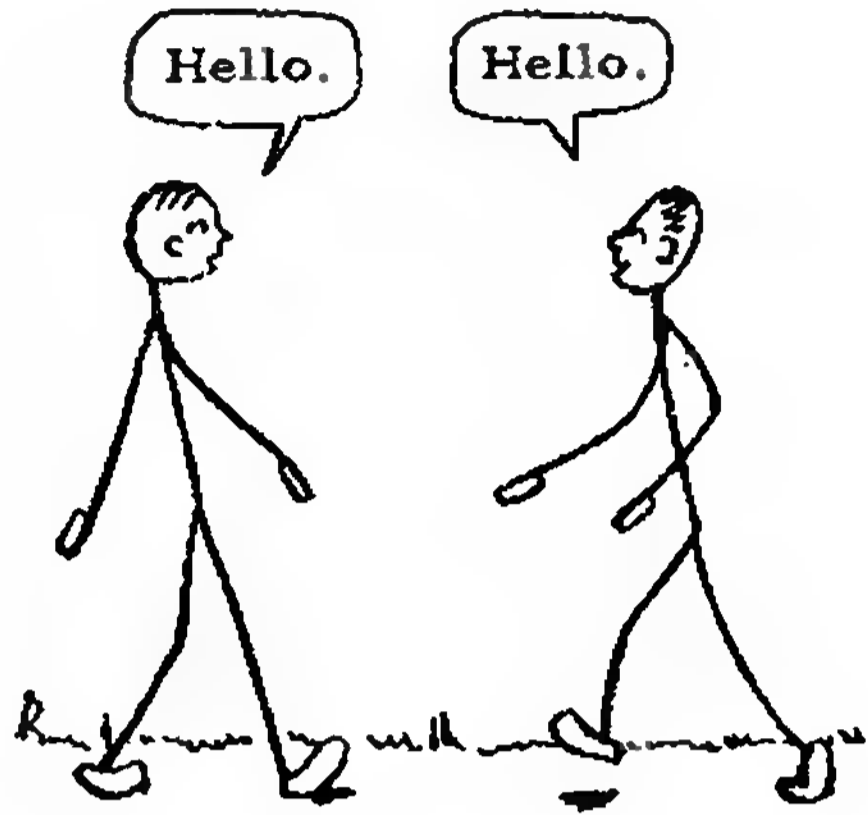
What's this?



That's a tape.

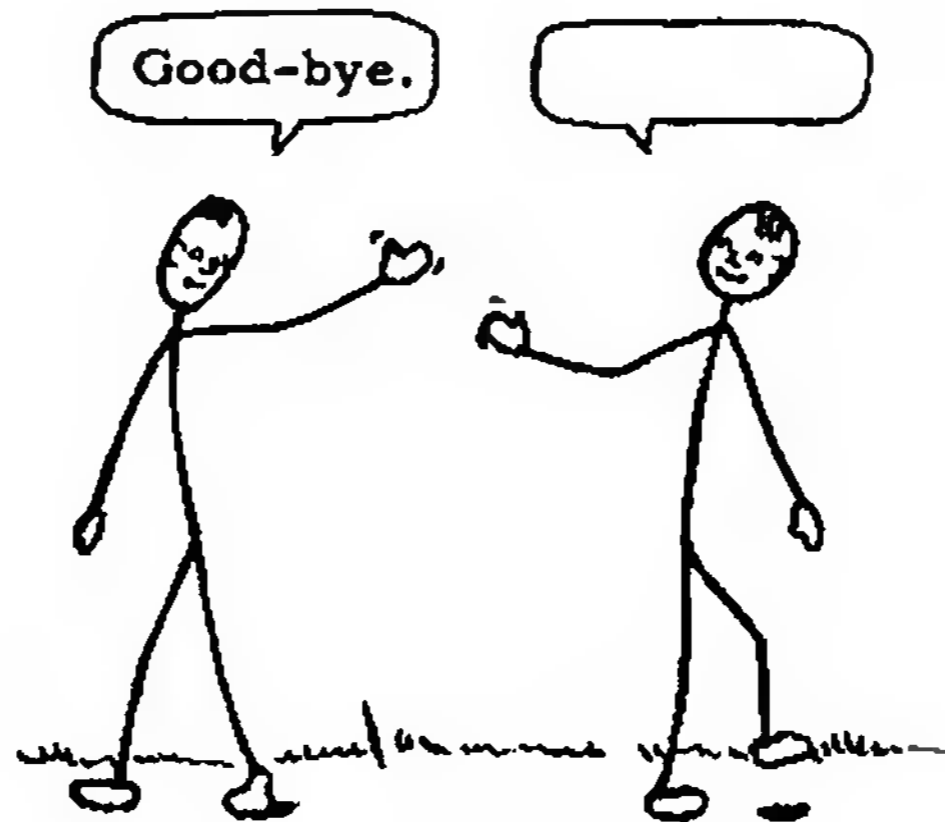
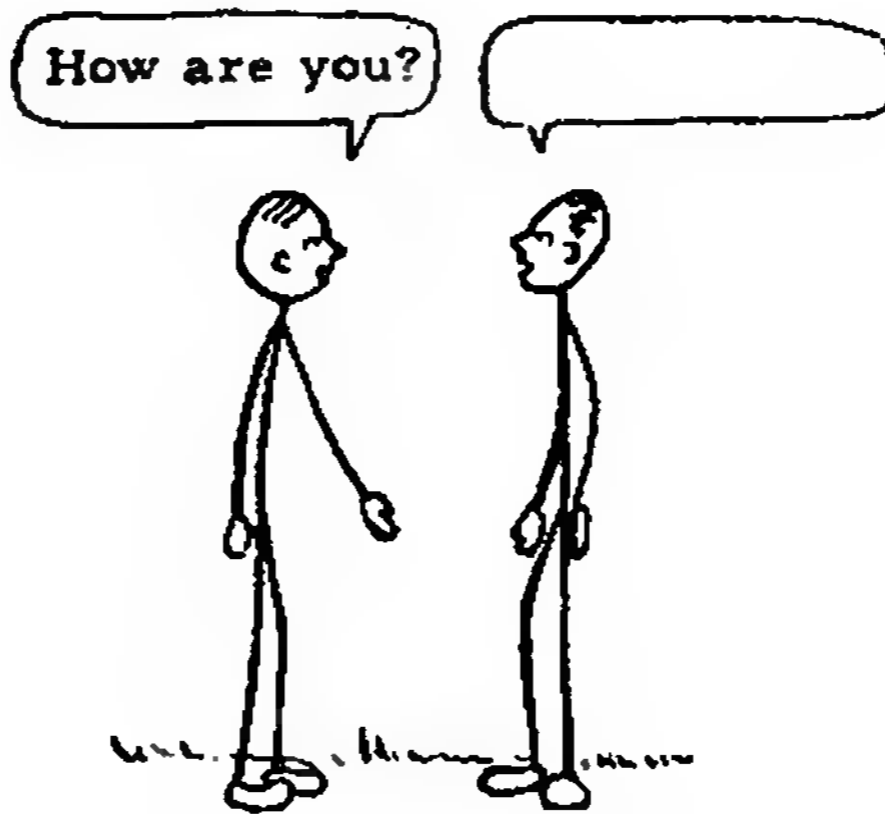
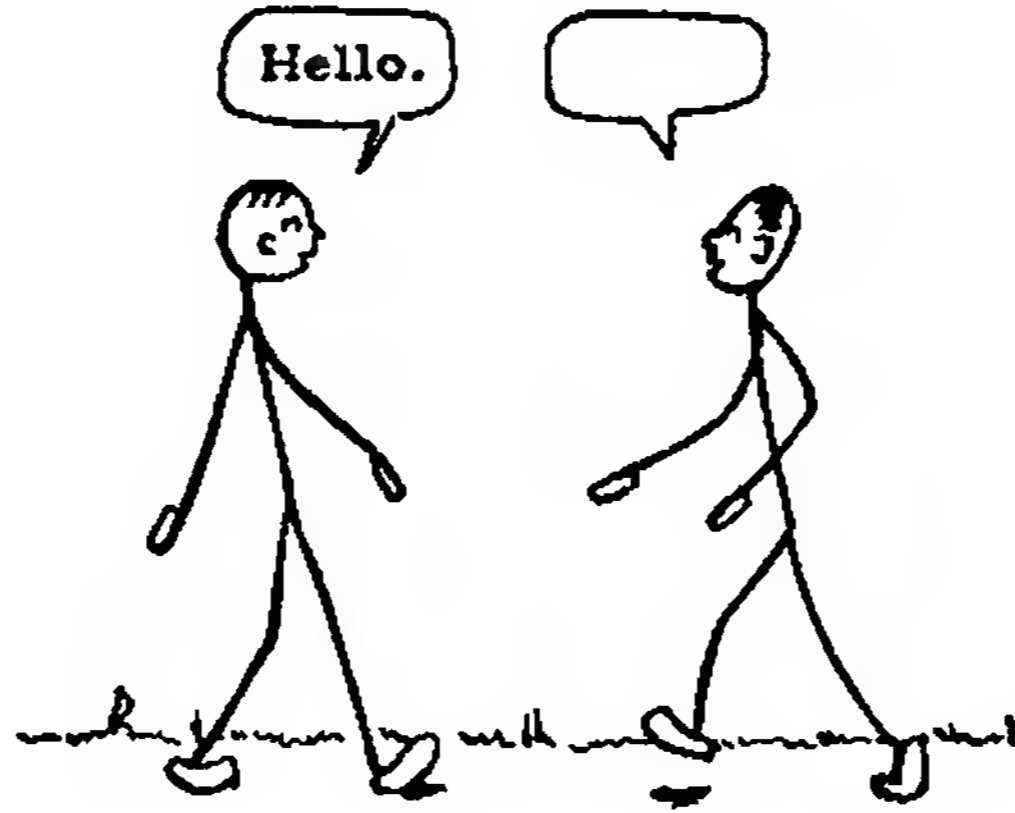


Listen and repeat everything you hear.



Now you will hear the first speaker:  
Then you record the response.

في ليا



Listen and repeat everything you hear.

What's this?



That's a pencil.



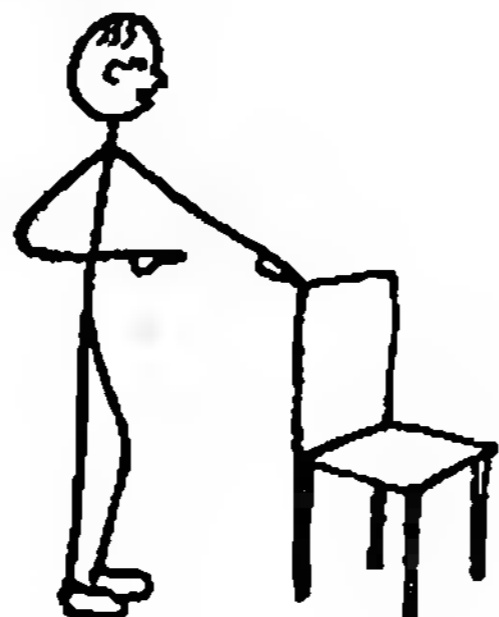
What's this?



That's a book.



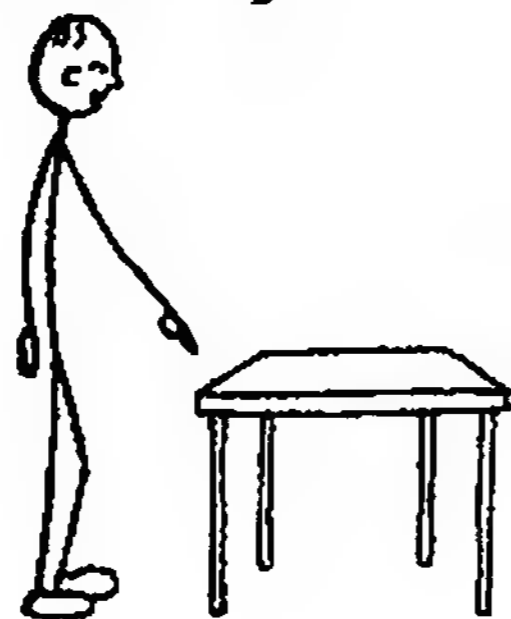
What's this?



That's a chair.



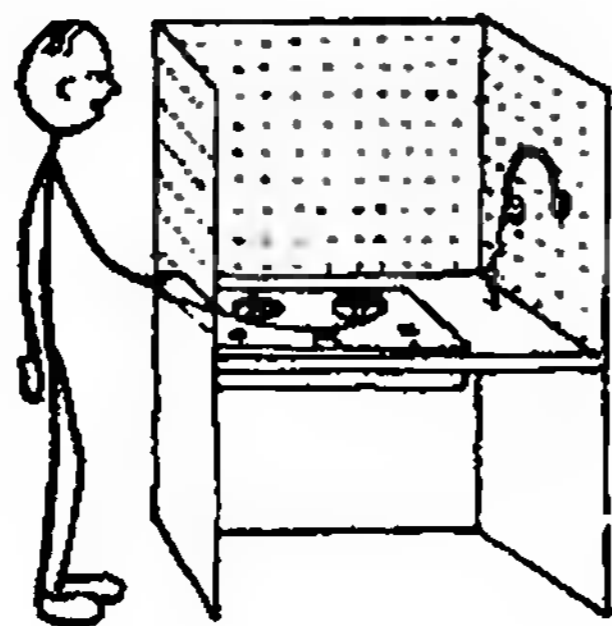
What's this?



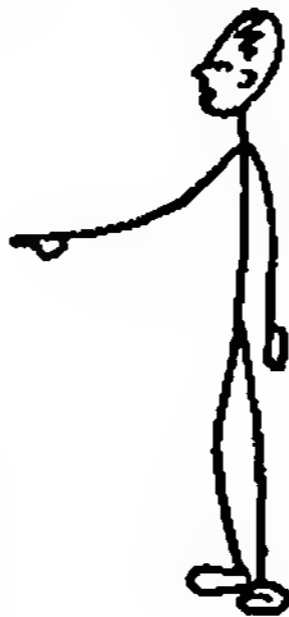
That's a table.



What's this?



That's a recorder.



What's this?



That's a tape.



Record the answer to the question.

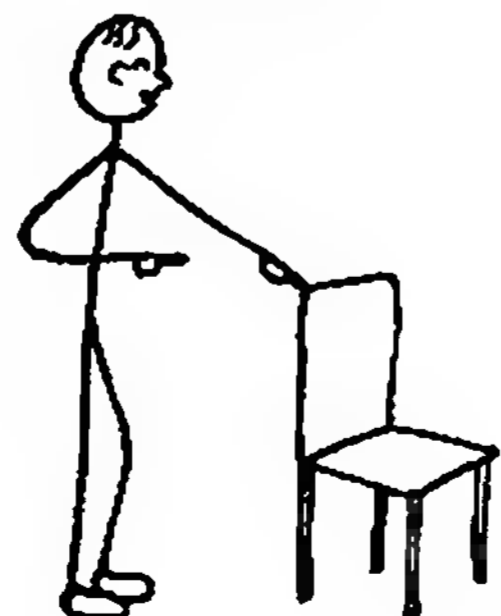
What's this?



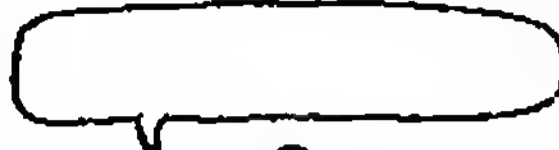
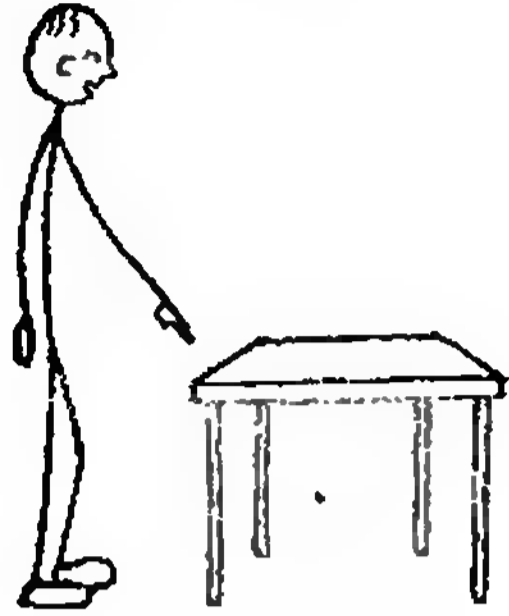
What's this?



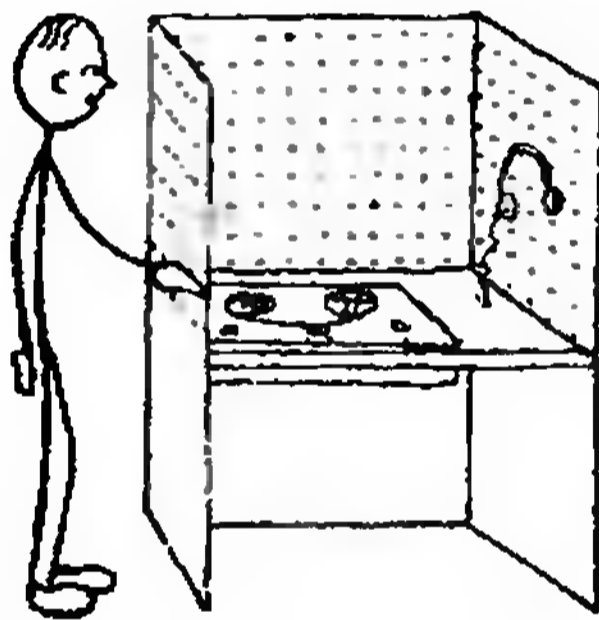
What's this?



What's this?



What's this?



What's this?



## TAPE 1101B

Repeat everything you hear.

Hello.  
Hello.

Good morning.  
Good morning.

Good afternoon.  
Good afternoon.

Good evening.  
Good evening.

Good night.  
Good night.

Hi!  
Hi!

So long!  
So long!

Good-bye.  
Good-bye.

Good night.  
Good night.

How are you?  
Fine, thanks.

What are you?

I'm a student.  
I'm a teacher.  
I'm a pilot.  
I'm a mechanic.  
I'm a barber.

a student  
a teacher  
a pilot  
a mechanic  
a barber



Exercise 1.Listen and repeat.

Hello.  
Hello.

How are you?  
Fine, thanks.

Good-bye.  
Good-bye.

Exercise 2.Listen and repeat.

Good morning.  
Good morning.

How are you?  
Fine, thanks.

Good-bye.  
Good-bye.

Exercise 3.Listen and repeat.

Good evening.  
Good evening.

How are you?  
Fine, thanks.

Good night.  
Good night.

Exercise 4.Listen and repeat.

Good afternoon.  
Good afternoon.

How are you?  
Fine, thanks.

Good-bye.  
Good-bye.

Exercise 5.Listen and repeat.

Hi!  
Hi!

How are you?  
Fine, thanks.

So long!  
So long!

Exercise 6.Listen and repeat.

Hello.  
Hi!

What are you?  
I'm a student.

Good-bye.  
So long.

Exercise 7.Listen and repeat.

Hello.  
Good morning.

What are you?  
I'm a teacher.

Good-bye.  
Good-bye.

Exercise 8.Listen and repeat.

Good evening.  
Good evening.

What are you?  
I'm a pilot.

Good night.  
Good night.

Exercise 9.Listen and repeat.

Hello.  
Good evening.

What are you?  
I'm a pilot.

Good night.  
Good night.

Exercise 10.Listen and repeat.

Hello.  
Hello.

What are you?  
I'm a barber.

How are you?  
Fine, thanks.

What's this?  
That's a pencil.

What's this?  
That's a book.

What's this?  
That's a table.

Good-bye.  
Good-bye.

Exercise 11.Listen and repeat.

Hello.  
Hello.

How are you?  
Fine, thanks.

Good-bye.  
Good-bye.

Now you record the response.

Hello.  
(Hello.)

How are you?  
(Fine, thanks.)

Good-bye.  
(Good-bye.)

Exercise 12.Listen and repeat.

Good morning.  
Good morning.

How are you?  
Fine, thanks.

Good-bye.  
Good-bye.

Now you record the response.

Good morning.  
(Good morning.)

How are you?  
(Fine, thanks.)

Good-bye.  
(Good-bye.)

Exercise 13.Listen and repeat.

Good evening.  
Good evening.

How are you?  
Fine, thanks.

Good night.  
Good night.

Now you record the response.

Good evening.  
(Good evening.)

How are you?  
(Fine, thanks.)

Good night.  
(Good night.)

Exercise 14.Listen and repeat.

Good afternoon.  
Good afternoon.

How are you?  
Fine, thanks.

Good-bye.  
Good-bye.

Now you record the response.

Good afternoon.  
(Good afternoon.)

How are you?  
(Fine, thanks.)

Good-bye.  
(Good-bye.)

Exercise 15.Listen and repeat.

Hi!  
Hi!

How are you?  
Fine, thanks.

Good-bye.  
Good-bye.

Now you record the response.

Hi!  
(Hi!)

How are you?  
(Fine, thanks.)

Good-bye.  
(Good-bye.)

Exercise 16.Listen and repeat.

Hello.  
Hi!

What are you?  
I'm a student.

Good-bye.  
So long.

Now you record the response.

Hello.  
(Hi!)

What are you?  
(I'm a student.)

Good-bye.  
(So long.)

Exercise 17.Listen and repeat.

Hello.  
Good morning.

What are you?  
I'm a teacher.

Good-bye.  
Good-bye.

Now you record the response.

Hello.

(Good morning.)

What are you?

(I'm a teacher.)

Good-bye.

(Good-bye.)

Exercise 18.Listen and repeat.

Good evening.

Good evening.

What are you?

I'm a pilot.

Good night.

Good night.

Now you record the response.

Good evening.

(Good evening.)

What are you?

(I'm a pilot.)

Good night.

(Good night.)

Exercise 19.Listen and repeat.

Hello.

Good evening.

What are you?

I'm a mechanic.

Good night.

Good night.

Now you record the response.

Hello.

(Good evening.)

What are you?

(I'm a mechanic.)

Good night.

(Good night.)

Exercise 20.Listen and repeat.

Hello.

Hello.

What are you?

I'm a barber.

How are you?

Fine, thanks.

What's this?

That's a pencil.

What's this?

That's a book.

What's this?

That's a table.

Good-bye.

Good-bye.

Now you record the response.

Hello.

(Hello.)

What are you?

(I'm a barber.)

How are you?

(Fine, thanks.)

What's this?

(That's a pencil.)

What's this?

(That's a book.)

What's this?

(That's a table.)

Good-bye.

(Good-bye.)

## TAPE 1101C

Listen to the following conversation.

Good morning, gentlemen.  
 I'm Mr. Smith.  
 I'm your teacher.  
 Is this your first class?  
 Yes, it is.  
 Are you Lt. Jones?  
 No, I'm not.  
 I'm Lt. Smith.  
 This is Lt. Jones.  
 Are you from New York?  
 Yes, we are.  
 Are you doctors?  
 Yes, we are.  
 We're glad you're here.  
 Thank you.

-----

Repeat everything you hear.

Good morning, gentlemen.  
 I'm Mr. Smith.  
 I'm your teacher.  
 Is this your first class?  
 Yes, it is.  
 Are you Lt. Jones?  
 No, I'm not.  
 I'm Lt. Smith.  
 This is Lt. Jones.  
 Are you from New York?  
 Yes, we are.  
 Are you doctors?  
 Yes, we are.  
 We're glad you're here.  
 Thank you.

-----

Repeat the following sentences.

This is a room.  
 That is a room.  
 This is a chair.  
 That is a chair.  
 These are books.  
 Those are books.  
 I am a student.  
 I'm not a student.  
 He is a teacher.  
 He isn't a teacher.  
 He is an officer.  
 He isn't an officer.  
 They are apples.  
 They aren't apples.  
 What's this?  
 That's a book.  
 What's that?  
 This is a book.  
 Is it hot?  
 It isn't hot.  
 Is it cold?  
 It isn't cold.  
 Is it new?  
 Yes, it's new.  
 Is it old?  
 Yes, it's old.  
 The book is red.  
 The books are red.  
 Is this a pencil?  
 Yes, it's a pencil.  
 Is this a chair?  
 Yes, it's a chair.  
 Are two and three five?  
 Yes, two and three are five.  
 Is it an orange?  
 Yes, it is.  
 Is it an apple?  
 No, it isn't.  
 Is she a teacher?  
 Are they teachers?



Repeat the following questions and answers.

Is it five o'clock?  
Yes, it's five o'clock.

How old are you?  
I'm twenty years old.

Is it green?  
Yes, it's green.

Is it your first class?  
No, it's not my first class.

Is that a clock?  
Yes, it is.

Is this a red pencil?  
Yes, this is a red pencil.

Is this your book?  
Yes, this is my book.

Is that his book?  
No, that isn't his book.

Are you from Spain?  
No, I'm not from Spain.

Are you cold?  
No, I'm not cold.

What is this?  
That's a book.

Who is she?  
She's Miss White.

Is he here?  
No, he isn't here.

Are they there?  
Yes, they're there.

What's that?  
That's a table.

Is it an old tape?  
Yes, it's old.

Are one and two three?  
Yes.

Is this my book?  
No, it isn't.

Is this an apple?  
Yes, it is.

Is he from New York?  
No, he's from Chicago.

## SOUND AND INTONATION

Pronunciation Practice

Five vowel sounds of English are heard in many languages.

Listen.

/ i /   / i /   / i /   / e /   / e /   / e /  
we      we      we      tape   tape   tape

/ a /   / a /   / a /   / o /   / o /   / o /  
not    not    not    no     no     no

/ u /   / u /   / u /  
two    two    two

Now repeat these sounds.

/ i /   / i /   / i /   / e /   / e /   / e /  
we      we      we      tape   tape   tape

/ a /   / a /   / a /   / o /   / o /   / o /  
not    not    not    no     no     no

/ u /   / u /   / u /  
two    two    two

Now repeat these words.

Listen for the sound / i /.

he	he	he
she	she	she
we	we	we

Now repeat these words.

Listen for the sound / e /.

they	they	they
tape	tape	tape
late	late	late

Now repeat these words.

Listen for the sound / a /.

not	not	not
hot	hot	hot
clock	clock	clock

Now repeat these words.

Listen for the sound / o /.

no	no	no
old	old	old
cold	cold	cold

Now repeat these words.

Listen for the sound / u /.

who	who	who
two	two	two
noon	noon	noon