

D 1.2; Am 3/2/v. 1300-1/982/STUD.

306

C 648,077

820.7  
A52  
1984  
v.1



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

UNIV. of MICH.

NOV 15 1991

STACKS

# AMERICAN LANGUAGE COURSE



VOLUME 1300-I  
ELEMENTARY PHASE  
STUDENT TEXT

UNIVERSITY OF MICHIGAN LIBRARIES

JAN 4 1985



6  
1. 2. 3. 4.  
5. 6. 7. 8.  
add

820.7  
A52  
1984  
V.1

PREFACE

This Student Text, Volume 1300-I, is the sixth 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 language of one of several military specialties such as flying, ordnance, electronics, etc. Most volumes of the American Language Course are accompanied by prerecorded 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.

Inquiries concerning these materials, including requests for copies or authority to reproduce materials contained therein, should be addressed to: Commandant, Defense Language Institute, English Language Center, ATTN: LESS, Lackland Air Force Base, Texas 78236.

Reporting of errors, omissions, and recommendations for improving this publication by the individual user is encouraged. Letters should be submitted to: Commandant, Defense Language Institute, English Language Center, ATTN: LEAC, Lackland Air Force Base, Texas 78236.

- Original Edition March 1967
- Reprinted March 1969
- Reprinted January 1972
- Reprinted February 1973
- Reprinted May 1973
- Reprinted November 1974
- Reprinted May 1977
- Reprinted September 1977
- Reprinted October 1978
- Reprinted February 1979
- Reprinted March 1980
- Reprinted May 1981
- Reprinted October 1981
- Revised September 1982 (Tapes chgd 1301A, 1301B, 1303A, 1303B, 1304A, 1305A, 1307A, 1309A, 1310A, 1310B)
- Reprinted April 1983
- Reprinted September 1984

## NOTES FOR THE INSTRUCTOR

### Introduction

This is the sixth 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

This volume reinforces the vocabulary and structures in American English already acquired, as well as introducing new vocabulary and structures. Emphasis is on pronunciation and aural/oral skills.

### 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 students to participate by recording their voices in a variety of drills.

It is important that students know exactly what to do in the laboratory, that they have some guided practice in pronunciation of new terms so that language lab practice helps sharpen aural comprehension and improve fluency.

### Student Workbook Assignments

The Student Workbooks for Volumes 1100, 1200, 1300-I, and 1400 contain 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 students understand this.

## CONTENTS

UNIT	TITLE OF DIALOG/READING	PAGE
1301	In a Railroad Station	3
1302	About Watches	34
	Travel in the United States	35
1303	At the Bank	62
	Money	64
1304	Two Friends	91
1305	In a Drugstore	122
	Giving Directions	125
1306	In a Restaurant	154
1307	Conversation Between Friends	190
1308	Traffic Signals	221
1309	Learning English	250
	The Constitution of the United States	251
1310	In a Barbershop	279
	Public Transportation	280
Appendix		307
Index		325

# AMERICAN LANGUAGE COURSE

**UNIT 1301**

## OUTLINE AND STUDY OBJECTIVES

### Structures

Adjectives, Predicate

Special Expressions:

right here  
right there  
right now  
right over there  
right over here

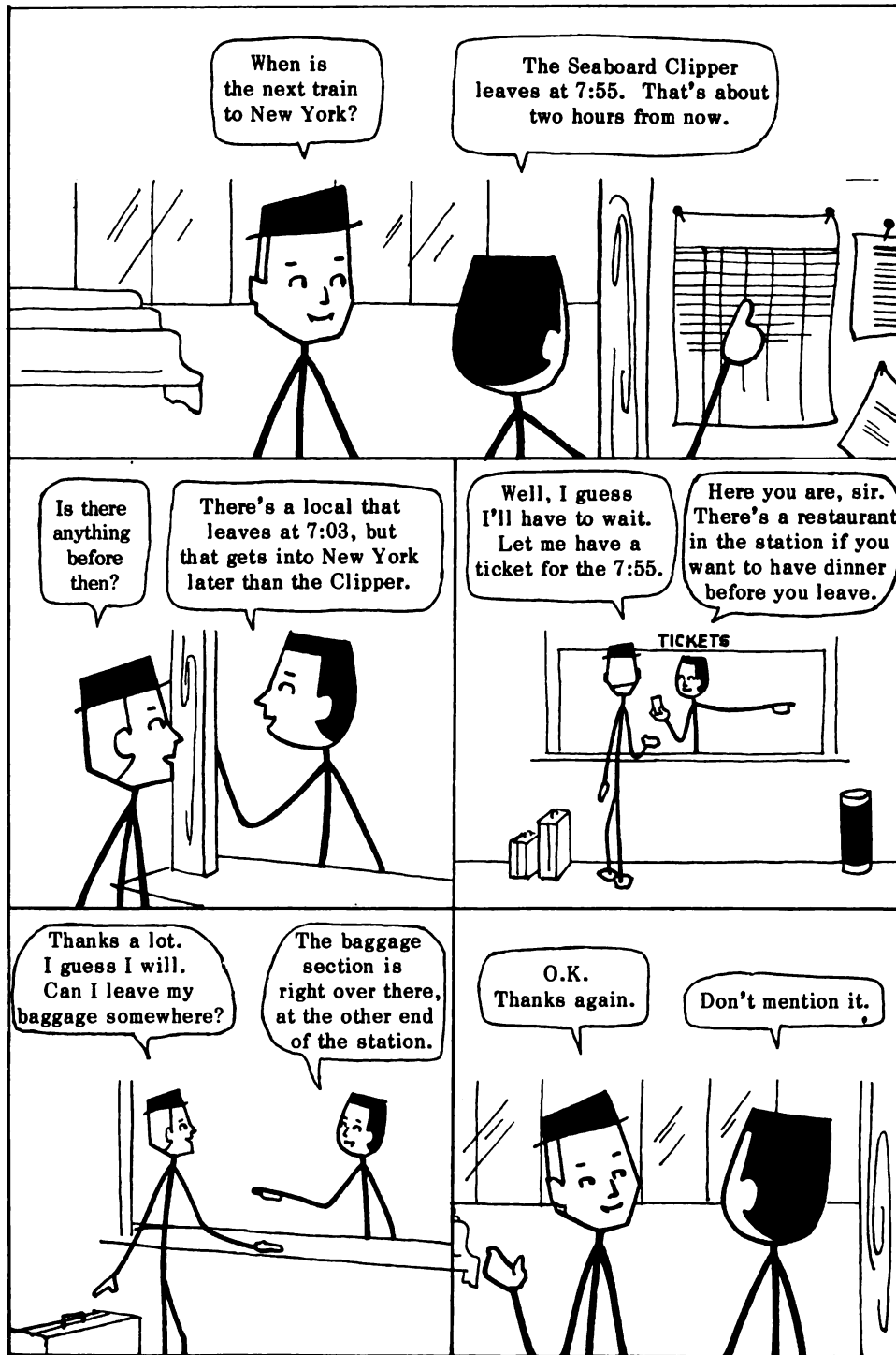
Formation of Questions and Answers:

exercises

Future Tense with be going to

Have to/Must

IN A RAILROAD STATION



## UNIT 1301

## CONVERSATION AND READING PRACTICES

Dialog

## In a Railroad Station

- A: When is the next train to New York?
- B: The Seaboard Clipper leaves at 7:55. That's about two hours from now.
- A: Is there anything before then?
- B: There's a local that leaves at 7:03, but that gets into New York later than the Clipper.
- A: Well, I guess I'll have to wait. Let me have a ticket for the 7:55.
- B: Here you are, sir. There's a restaurant in the station if you want to have dinner before you leave.
- A: Thanks a lot. I guess I will. Can I leave my baggage somewhere?
- B: The baggage section is right over there, at the other end of the station.
- A: O.K. Thanks again.
- B: Don't mention it.

Reading

Train stations in large cities are very big. Many trains come in and go out every hour. There are usually hundreds of people in the station. Sometimes people get lost or miss their trains. It can be very confusing.

It is a good idea to make a reservation for a train trip. Then you are sure that you have a place on the train. You can make a reservation by phone. When you arrive at the station, you can pick up your ticket. You can check your suitcases in the baggage room. You do not have to carry all of your baggage with you. If you get lost or confused, ask someone to help you.

Vocabulary

baggage  
 baggage section  
 carry  
 check (v)

go out (leave)  
 guess  
 hundred  
 idea



come in (arrive)  
 confuse  
 confusing  
 get into  
 get lost  
 Don't mention it.  
 local

miss  
 railroad  
 right (just)  
 someone (somebody)  
 somewhere  
 suitcase  
 trip

### Vocabulary Practice

1. baggage (baggage section)  
 We don't have much baggage.  
 Take your baggage to the baggage section.  
 I carry my own baggage with me.
2. carry  
 Can you carry your baggage?  
 He carries his books to class.  
 We carry our radio with us.
3. check  
 I checked my suitcase in the baggage section.  
 We don't carry our baggage, we check it with the baggage clerk.  
 Will you check my suitcase for me?
4. come in  
 Many trains come in every day.  
 Did the bus come in on time?  
 I'll come in tomorrow.
5. confuse/confusing  
 There are so many trains that it is very confusing.  
 I was confused; I didn't know where to go.  
 The busy streets confused him.
6. get into  
 Will you get into the car, please?  
 We got into New York early.  
 When did you get into town?
7. get lost  
 People often get lost in a large city.  
 The child got lost and couldn't go home.  
 You'll get lost if you don't use the map.
8. go out  
 The trains go out every hour.  
 The students went out of the room.  
 Did he go out of the house last night?

9. guess (think)  
 I guess I'll be here tomorrow.  
 He guessed the train would come in early.  
 I don't guess I'll be there this afternoon.
10. hundred  
 A hundred is ten tens.  
 He paid me a hundred dollars yesterday.  
 Hundreds of people were in the train station.
11. idea  
 It is a good idea to make reservations.  
 He never has any good ideas.  
 Whose idea was that?
12. local  
 Local trains are very slow.  
 A local train stops at every station.  
 Do you like to ride local trains?
13. Don't mention it.  
 Sometimes the answer to "Thanks again" is  
 "Don't mention it."
14. miss  
 I was late and missed the train.  
 Did you miss the concert last night?  
 Why did you miss the bus yesterday?
15. railroad  
 The train left the railroad station at ten o'clock.  
 Many long trains travel over this railroad.  
 There is a railroad near my house.
16. right (just)  
 The bookstore is right over there.  
 The school is right across the street.  
 My house is right around the corner.
17. someone (somebody, anyone, anybody)  
 Will someone be here tonight?  
 Someone left a book in the classroom.  
 Did I see someone with you in the car?
18. somewhere  
 I'll meet you somewhere in town.  
 He left his book somewhere.  
 Our friend is traveling somewhere in Europe.
19. suitcase  
 We take suitcases with us on the train.  
 He put his clothes in his suitcase.  
 How large is your suitcase?

20. trip  
 We take a long trip every year.  
 From New York to San Francisco is a long trip.  
 Do you enjoy taking trips?

### Word Drill

1. hour  
 every hour  
 every hour of the day  
 Trains arrive almost every hour of the day.
2. confuse  
 confused  
 lose  
 lost  
 Some people get confused and lost.
3. suitcase  
 suitcases  
 baggage  
 baggage room  
 You can take your suitcases to the baggage room.
4. idea  
 a good idea  
 ticket  
 early  
 get your ticket early  
 It's a good idea to get your ticket early.
5. sometimes  
 people  
 get confused  
 Sometimes people get confused.
6. miss  
 miss the train  
 get confused and miss the train  
 Sometimes they get confused and miss the train.
7. place  
 confusing place  
 a very confusing place  
 A train station can be a very confusing place.
8. help  
 help you  
 will help you  
 Someone will help you.
9. make  
 make a reservation  
 early  
 You should make a reservation early.

Pronunciation Practice

1. When is the next train to New York?

the next train  
the next bus  
the next plane

When is the next train to Washington?  
When is the next bus to Washington?  
When is the next plane to Washington?

2. Isn't there anything before then?

anything before then  
anything before 7 o'clock.  
anything to eat  
anything to do

Isn't there anything to eat?  
Isn't there anything to do?  
Isn't there anything to listen to?  
Isn't there anything to talk about?

3. I guess I'll have to wait.

I guess I'll have to . . .  
I guess you'll have to . . .  
I guess he'll have to . . .  
I guess we'll have to . . .  
I guess they'll have to . . .

I guess I'll have to wait.  
I guess you'll have to study this afternoon.  
I guess he'll have to listen to the tape again.  
I guess we'll have to go by bus.  
I guess they'll have to get up at 6 o'clock.

4. Let me have a ticket for the 7:55.

Let me have . . .  
Let him have . . .  
Let her have . . .  
Let us have . . .  
Let them have . . .  
Let the students have . . .  
Let me have three tapes.  
Let me have your book.  
Let him have your English book.  
Let her have your tape recorder.  
Let us have your table and chair.  
Let them have their books and tapes.  
Let the students have the new tapes.

Reading Drill

Answer the following questions.

1. How many people are there in the train station?
2. Why should you make a reservation for a train trip?
3. How can you make a reservation?
4. When can you pick up your ticket?
5. Where can you pick up your suitcases?
6. What can you do if you get confused?

Intonation Drill

1. He isn't tired; he's sleepy.
2. It's not late; it's early.
3. We don't study French; we study English.
4. They're coming today, not tomorrow.
5. You should study more, not less.
6. The dog's not hungry; he's thirsty.
7. He doesn't look angry; he looks tired.
8. The teacher said lesson twelve, not lesson ten.
9. It's going to be hot tomorrow, not cold.
10. I want to go to Chicago, not New York.

## EXPLANATION AND DRILL OF STRUCTURES

1. Predicate Adjectives

- a. Read this conversation between two students. Notice the adjectives and adverbs.

A: Hi, there, Bob! How are you doing?

B: Hi, Jim. Pretty good, I guess. How about you?

A: Not bad. In fact, pretty good. I felt bad yesterday, but I feel all right today.

B: It's the weather, I think. Is it hot enough for you?

A: It can't be too hot for me during the day. But, I don't like the hot nights. I don't feel well if I can't sleep.

- b. **INSTRUCTOR'S NOTE:** After some verbs like be, remain, become, seem, and get we find adjectives which modify the subject. We call these predicate adjectives. They also often follow the verbs of the five senses: feel, look, taste, smell, sound.

Note the following sentences. See if you can make others.

1. I feel sleepy.
2. The picture looks beautiful.
3. The food tastes delicious.
4. The flowers smell sweet.
5. The music sounds nice.

I feel sleepy.

means

I am sleepy.

- c. Use of be, get, seem, look, become with Adjectives.

<u>Present</u>	<u>Past</u>	<u>Progressive Phrase</u>	<u>Modal Verb Phrase</u>
I'm tired.	I was tired.		I'll be tired.
I get tired.	I got tired.	I'm getting tired.	
I seem tired.	I seemed tired.		I'll seem tired.
I become tired.	I became tired.	I'm becoming tired.	I'll become tired.

- d. Special Expressions in English.

tired  
hungry  
thirsty  
busy  
confused  
lost  
angry

We often use these adjectives as predicate adjectives in English:

subject + verb be + adjective

I + am + tired. = I'm tired.  
 you + are + hungry. = You're hungry.

- |                          |               |
|--------------------------|---------------|
| 1. John's tired.         | I'm tired.    |
| 2. John was tired.       | I'm hungry.   |
| 3. John will be tired.   | I'm thirsty.  |
| 4. John's getting tired. | I'm busy.     |
| 5. John seems tired.     | I'm confused. |
|                          | I'm lost.     |
|                          | I'm angry.    |

We also use them with nouns.

a tired boy  
 a hungry man  
 a thirsty child  
 a busy person  
 a confused student  
 a lost plane  
 an angry lady

## 2. Special Expressions

Right here  
 Right there  
 Right now  
 Right over there  
 Right over here

- Where's my book? It's right here on the desk.
- Where's John? He's right there at the door.
- When are we leaving? Right now.
- Where's the classroom? It's right over there down the hall.
- Where are the dishes? They're right over here on the table.

## 3. Exercises in the formation of questions and answers.

a. Change the following to Question Form.

- Train stations in large cities are very big.
- Many trains come in and go out every hour.
- There are usually hundreds of people in the station.
- Sometimes people get lost or miss their trains.
- It can be very confusing.

b. Answer the following questions with short answers.

Example: Are the train stations in large cities very big? Yes, they are.

1. Do many trains come in and go out?
2. Are there hundreds of people in the station?
3. Do people sometimes get lost?
4. Can it be very confusing?
5. Is it a good idea to make a reservation?
6. Can you make a reservation by phone?
7. Can you check your suitcases at the baggage room?

c. Answer the following questions with two answers.

Example: Can you speak French? No, I can't. But my friend can.

1. Will you be in school tomorrow?
2. Should you telephone your teacher?
3. Could you understand what he said?
4. Must you listen to the tapes again?
5. May you leave the class early?

d. Change each statement to a question. Then answer the question with a short answer.

Example: I got hungry last night. Did you get hungry? Yes, I did.

1. She became angry.
2. The class seems sleepy.
3. The girls got lost in the station.
4. The dog seems hungry.
5. The teacher looks angry.
6. John became very thirsty.
7. I am getting very hungry.
8. They look quite tired.
9. She seemed very confused during the test.

e. Give affirmative answers to the following questions.

Example: Does he look tired? Yes, he looks tired.

1. Does he seem tired?  
Does he feel tired?
2. Is she angry?  
Is she getting angry?  
Is she becoming angry?



f. Complete the following questions.

1. Some people get lost in the train station.  
Did you \_\_\_\_\_ ?
2. Some people get confused in the train station.  
Did your friend \_\_\_\_\_ ?
3. His suitcases got lost.  
Did your suitcases \_\_\_\_\_ ?
4. That little girl seems lost.  
Does that little boy \_\_\_\_\_ ?
5. The people over there look confused.  
Do the other people \_\_\_\_\_ ?

4. Future Tense with be going to



The future tense refers to time and events that are going to happen in the future.

I am writing a report now. → I am going to write another report tomorrow.

Is he looking at the chart now? → Is he going to look at the chart tomorrow?

Yes, he is.  
No, he isn't.

Yes, he is. (Yes, he's going to.)  
No, he isn't. (No, he isn't going to.)

What are you going to do?

I'm going to do my lessons.

Where are you going to go?

I'm going to go downtown.

When are you going to fly?

I'm going to fly tomorrow.

What are they going to be?

They are going to be pilots.

**INSTRUCTOR'S NOTE:** We often form the simple future tense in American English with the present tense of be, plus going to, plus the simple form of the verb.

I am going to write a letter next week.  
We are going to have a dance tonight.

## a. Answer these questions.

1. Will you be in class tomorrow?
2. Won't he be in class tomorrow?
3. Are you going to be busy tonight?
4. At what time will you eat lunch tomorrow?
5. What time are you going to get up tomorrow?
6. Won't you be in class Monday?
7. Why won't he be in lab?
8. How long will Mr. Jones be in Washington?
9. Will she have to wait?
10. When will the next plane leave for New York?
11. Where will your suitcase be?
12. Aren't they going to study later?

5. Have to/Must

INSTRUCTOR'S NOTE: Have to and must are often used interchangeably to express necessity or strong obligation. Have to tends to be used more in everyday expressions and must in commands, orders, and expressions of stronger obligations.

## a. For present or future time

Have to  
(has)  
or + Simple Form  
Must

I must pick up my ticket now.

OR

I have to pick up my ticket tomorrow.

For past time

Had to + Simple Form

I had to pick up my ticket yesterday.

(Must has no past tense. We use had to to show obligation in the past.)

b. Substitute have to for must in these sentences:

1. He must work this afternoon.
2. We must have dinner before we leave.
3. We must leave our baggage.
4. He must make a reservation.
5. We must learn many new words.
6. They must go to the bus.

## c. Change the following sentences to past tense:

1. I must buy my ticket.
2. He will have to leave on the Seaboard Clipper.
3. He'll have to wait.
4. He has to leave his baggage here.
5. He must make reservations.
6. They must attend class every day.
7. They have to carry their baggage.
8. We must telephone her right away.

d. Have to - must in negative statements

INSTRUCTOR'S NOTE: There is a difference between these verbs in negative statements.

Do (does, did) + not + have to suggests that it is no longer necessary to do something.

He doesn't have to pick up his ticket today.

(Tomorrow will be soon enough.)

Must + not suggests a strong sense of obligation not to do something.

He must not pick up his ticket today.

(There is some reason why it may not be picked up.)

## Change these sentences to the negative:

1. He had to pick up his ticket.
2. I'll have to wait.
3. He must go on the plane.
4. He had to make a reservation.
5. You must carry your baggage.
6. They have to listen to the tape.

## TAPE 1301A

Listen to this conversation in a railroad station.

A: When is the next train to New York?

B: The Seaboard Clipper leaves at 7:55.  
That's about two hours from now.

A: Is there anything before then?

B: A local leaves at 7:03.  
It gets into New York later than the Clipper.

A: Well, I guess I'll have to wait.  
Give me a ticket for the 7:55.

B: Here you are, sir.  
There's a restaurant in the station.  
You may have dinner before you leave.

A: Thanks a lot.  
I guess I will.  
Can I leave my baggage somewhere?

B: Leave it in the baggage section.  
It is at the other end of the station.

A: O.K. Thanks again.

B: Don't mention it.

Now listen to the conversation again and repeat it.

Next we'll practice the use of the new words in this conversation. Listen and then repeat what you hear.

baggage

We don't have much baggage.  
Take your baggage to the baggage section.  
I carry my baggage with me.

guess (think)

I guess I'll be here tomorrow.  
He guessed the train would be early.  
I guess I won't come today.

local

Local trains are very slow.  
 A local train stops at every station.  
 Do you like to ride local trains?

Don't mention it.

Sometimes the answer to "Thanks again" is  
 "Don't mention it."

railroad

The train leaves the railroad station at ten.  
 Many long trains travel over this railroad.  
 There is a railroad near my house.

get into

Will you get into the car, please?  
 We got into New York early.  
 When did you get into town?

Now we'll practice the following expressions.

Repeat what you hear.

the next train  
 the next bus  
 the next plane

When is the next train to Washington?  
 When is the next bus to Chicago?  
 When is the next plane to Los Angeles?

anything before then  
 anything before 7 o'clock  
 anything to eat  
 anything to do

Isn't there anything before then?  
 Isn't there anything to eat?  
 Isn't there anything to do?  
 Isn't there anything to listen to ?  
 Isn't there anything to talk about?

I guess I'll have to  
 I guess you'll have to  
 I guess he'll have to  
 I guess we'll have to  
 I guess they'll have to

I guess I'll have to wait.  
 I guess you'll have to study.  
 I guess he'll have to listen to the tape.  
 I guess we'll have to go by bus.  
 I guess they'll have to get up early.

Let me have  
 Let him have  
 Let us have  
 Let them have

Let me have a ticket for the 7:55.  
 Let him have three tapes.  
 Let us have some books.  
 Let them have something to eat.

Here are some sentences using adjectives after verbs. Listen to them and then repeat.

John was sleepy in class today.  
 The music sounded good.  
 Does the sugar taste sweet?  
 Bob often became angry.  
 The weather remains cold.  
 He feels weak after his illness.  
 The flowers smell sweet.  
 The medicine tastes bitter.  
 His clothes are very expensive.  
 Our house is large and old.  
 We get older every day.

The students seemed tired after class.  
 The people in the station appeared confused.  
 The boys became lost in the woods.  
 Do you often get sick?  
 Are you feeling better today?  
 They are always busy on Friday.  
 The days get hotter in the summer.  
 He sounded angry when he spoke.  
 Were you hungry before supper?  
 I was also thirsty.

Let's practice some questions and answers in the future with going to.

Is John going to go downtown?  
 Yes, he's going to go downtown.

Are you going to study tonight?  
 Yes, we're going to study tonight.

Is Alice going to go home?  
 Yes, she's going to go home.

Is John going to go swimming?  
 No, he isn't going to go swimming.

Are you going to write Mary a letter?  
 Yes, I'm going to write her a letter.

Are the men going to fix the car?  
Yes, they're going to fix it.

Is the woman going to drive to work?  
Yes, she's going to drive to work.

Is Robert going to buy some shirts?  
Yes, he's going to buy some shirts.

Are the students going to read some books?  
Yes, they're going to read some books.

Are you going to answer my question?  
Yes, I'm going to answer your question.

Is the train going to leave at 10:00?  
Yes, the train is going to leave at 10:00.

Are you going to take a local train?  
No, I'm not going to take a local.

Is he going to buy his ticket early?  
Yes, he's going to buy his ticket early.

Are they going to eat now?  
Yes, they're going to eat now.

Is he going to wait for you?  
Yes, he's going to wait for me.

You will now hear some sentences. Then you will hear some questions about the sentences. Answer the questions, and then repeat the correct response.

Example: This train goes to New York.  
Where does this train go?  
This train goes to New York.  
This train goes to New York.

This is a fast train.  
Is this a fast train?

Yes, this is a fast train.

The train leaves in two hours.  
When does the train leave?

This train leaves in two hours.

I bought a ticket to New York.  
Which ticket did I buy?

I bought a ticket to New York.

The baggage section is in the station.  
Where is the baggage section?

The baggage section is in the station.

I'm going to eat in the restaurant.  
Where are you going to eat?

I'm going to eat in the restaurant.

The restaurant is in the station.  
Where is the restaurant?

The restaurant is in the station.



## TAPE 1301B

Listen to this conversation between two friends.

- A: Can we go skiing next week?
- B: No, I must take a trip to New York.
- A: Are you going to drive?
- B: In the winter, I usually go by train.
- A: The train is comfortable,  
but I don't like the train stations.
- B: Yes, the stations in New York are very big.  
Many trains come in and go out every hour.
- A: The stations are always full of people.  
Many get lost.  
Others miss their trains.
- B: Yes, it is very confusing,  
if you don't know the city.
- A: Are you going to make reservations early?
- B: That is a good idea.  
Then I'll surely have a place to sit.  
The trains are crowded now.
- A: You can make reservations by phone.  
Then you pick up the ticket at the station.  
Do you carry your baggage?
- B: No, I don't like to carry baggage.  
I always check it.
- A: Well, I hope you have a good trip.

Now listen to the conversation again and repeat it.

Let's practice some of the new vocabulary we used in the dialog. Repeat what you hear.

ski

Many people like to ski in winter.  
You cannot ski without snow.  
Do you like to go skiing?

trip (take a trip)

We took a long trip last year.  
 From Chicago to Detroit is a short trip.  
 We enjoy taking trips in summer.

come in

Many trains come in every day.  
 He came in yesterday.  
 Are you coming in by bus?

go out

The trains go out every hour.  
 Did he go out of the room?  
 They'll go out later.

miss

He was late and missed his train.  
 Did you miss the movie last night?  
 I missed the bus to town yesterday.

confuse

The busy streets confuse me.  
 Do you get confused in a city?  
 English is a confusing language.

get lost

Many people get lost in the city.  
 The child got lost and couldn't go home.  
 Did you ever get lost in the woods?

idea

It is a good idea to make reservations.  
 He never has any good ideas.  
 Whose idea was that?

carry

I carry my baggage with me.  
 Do you carry your baggage?  
 He doesn't carry much baggage.

check

Will you check your baggage?  
 I checked it with the baggage clerk.  
 We check our coats in the theater.

Here are some questions in the future tense with will. The answers use the future with going to. Repeat them.

Will Henry write on the blackboard?  
 Yes, he's going to write on the blackboard.

Will we go skiing next week?  
 Yes, we're going to go skiing next week.

Will you take a trip soon?

Yes, I'm going to take a trip tomorrow.

Will they miss their trains?

Yes, they're going to miss their trains.

Will you check your baggage?

Yes, I'm going to check my baggage.

Will the students do the assignment?

No, they aren't going to do it.

Will the family build a new house?

No, the family isn't going to build one.

Will we drill the exercises?

Yes, we're going to drill the exercises.

Will you count the books?

No, I'm not going to count the books.

Will the class take a break?

Yes, the class is going to take a break.

Will the doctor see you soon?

Yes, he's going to see me soon.

Will she make a talk today?

No, she's not going to make a talk.

Now we'll have some questions with short answers.

Repeat everything.

Is Sam going to mail the letter?

Yes, he's going to.

Will they look up the words?

Yes, they will.

Is it going to rain today?

Yes, it's going to.

Will he travel by train?

Yes, he will.

Is the teacher going to explain the exercise?

Yes, he's going to.

Will you speak that language here?

No, we won't.

Are you going to call the doctor?  
No, I'm not going to.

Will it snow tomorrow?  
No, it won't.

You will now hear some sentences with must. Change the must to have to. Then repeat the correct response.

Example: I must go to town today.  
I have to go to town today.  
I have to go to town today.

We must study English every day.

We have to study English every day.

They must take a break at 10:00.

They have to take a break at 10:00.

You must write your homework.

You have to write your homework.

I must make a trip to New York.

I have to make a trip to new York.

The teacher must park his car here.

The teacher has to park his car here.

We must eat something this morning.

We have to eat something this morning.

Students must study to learn.

Students have to study to learn.

Travelers must check their suitcases.

Travelers have to check their suitcases.

I must leave on the early train.

I have to leave on the early train.

You must buy a ticket now.

You have to buy a ticket now.

Here are some sentences using special expressions. Let's practice them.  
Repeat them.

My book is right here.

John's book is right there.

Are you leaving right now?

Our classroom is right over there.

Is his room right over here?

Is my chair right here?

What is right there by you?

John is leaving right now.

Is your car right over there?

My car is right over here.

## TAPE 1301C

**NOTE:** The instructions in parentheses are included for the instructor and will not be recorded.

Practice the pronunciation of the following pairs contrasting the /b/ and /v/ sounds. (To form the /b/ sound, place the lips firmly together and make an explosion of air. For the /v/ place the lower lips against the bottom of the upper teeth and let air escape continuously.)

Listen and repeat.

berry	very
bane	vain
base	vase
ban	van
bail	vale
bat	vat
beer	veer
bent	vent
best	vest
bet	vet
buy	vie
bile	vile
boil	voile
bare	vair

(Note: Some words in intonation and pronunciation exercises are rare and unusual. Students need not learn them. They are for sound production and practice only.)

Listen to this conversation between an instructor and a student.

S: When will class be over?

I: It'll be over in ten minutes.  
Are you waiting for someone?

- S: Yes, I am.  
I'm waiting for my friend.  
I want to see him a minute.
- I: He's writing some exercises now.  
Shall I tell him you're here?
- S: I'd appreciate it.  
I might miss him.  
It's important that I see him.
- I: Sure, I'll be glad to.

Now listen to the conversation again and repeat it.

We'll now compare the different tense forms we have learned. Listen to these sentences in the different tenses and repeat them.

I'll get up at six o'clock tomorrow.  
I'm going to get up at six o'clock tomorrow.  
I get up at six o'clock.  
I got up at six o'clock yesterday.  
I've always gotten up at six o'clock.

We'll have breakfast at seven.  
We're going to have breakfast at seven.  
We usually have breakfast at six.  
We had breakfast at eight this morning.  
We've often had breakfast early.

George will go to class early.  
George is going to go to class early.  
George goes to class early.  
George went to class early.  
George has never gone to class early.

Will the students eat lunch at eleven?  
Are the students going to eat lunch at eleven?  
Do the students eat lunch at eleven?  
Did the students eat lunch at eleven?  
Have the students often eaten lunch at eleven?

Will there be classes every day?  
Are there going to be classes every day?  
Are there classes every day?  
Were there classes every day?  
Have there always been classes everyday?

Here are some questions using who and what with answers in the two forms of the future we have learned. Listen and then repeat.

Who is going to New York?  
The students are going to go to New York.  
The students will go to New York.

Who is going to study tonight?  
We're going to study tonight.  
We'll study tonight.

Who will go swimming?  
The boys will go swimming.  
The boys are going to go swimming.

Who is going to write Mary a letter?  
John is going to write Mary a letter.  
John will write Mary a letter.

Who will fix the car?  
The mechanic will fix the car.  
The mechanic is going to fix the car.

What is John going to do tomorrow?  
He's going to fix the car.  
He'll fix the car.

What is the teacher going to do?  
The teacher is going to ask questions.  
The teacher will ask questions.

What are we going to do now?  
We're going to listen to a tape.  
We'll listen to a tape.

What will the boys do tomorrow?  
The boys will go fishing tomorrow.  
The boys are going fishing tomorrow.

What will the man do on Saturday?  
The man will cut the grass.  
The man is going to cut the grass.

Practice these sentences using adjectives after the verbs. Repeat the sentences when you hear them.

Does the food look good to you?  
Yes, it looks good.  
It tastes good, too.



What does this smell like?  
 It smells like flowers.  
 It smells good.

The students seem tired.  
 They aren't tired, they're sleepy.  
 They always seem tired on Monday.

How do your hands feel?  
 They feel cold.  
 I'm cold too.

Are you angry today?  
 No, I'm not angry.  
 I'm just confused.

Who is becoming hungry?  
 She's becoming hungry.  
 I'm already hungry.

Who is thirsty?  
 The teacher is thirsty.  
 He looks tired also.

How does the music sound?  
 The music sounds good.  
 That music also sounds interesting.

Did he appear lost?  
 Yes, he appeared lost.  
 He was also confused.

Listen carefully to the following sentences.

The Clipper leaves at 7:55.  
 The local leaves at 7:03.  
 The local arrives in New York after the Clipper.  
 The local stops at every station.  
 The Clipper stops only in large cities.

Now listen to the statements again and repeat them.

We will now ask some questions about these statements. Answer the questions, and repeat the correct response.

Example: When does the Clipper leave?  
 The Clipper leaves at 7:55.  
 The Clipper leaves at 7:55.

**When does the local leave?**

**The local leaves at 7:03.**

**Which train leaves first, the Clipper or the local?**

**The local leaves first.**

**Which train arrives in New York first?**

**The Clipper arrives in New York first.**

**Which train is faster?**

**The Clipper is faster.**

**Where does the local stop?**

**The local stops are every station.**

**Where does the Clipper stop?**

**The Clipper stops in the large cities.**

## OUTLINE AND STUDY OBJECTIVES

Structures

## Modals:

review  
special exercises with may

## Adjectives:

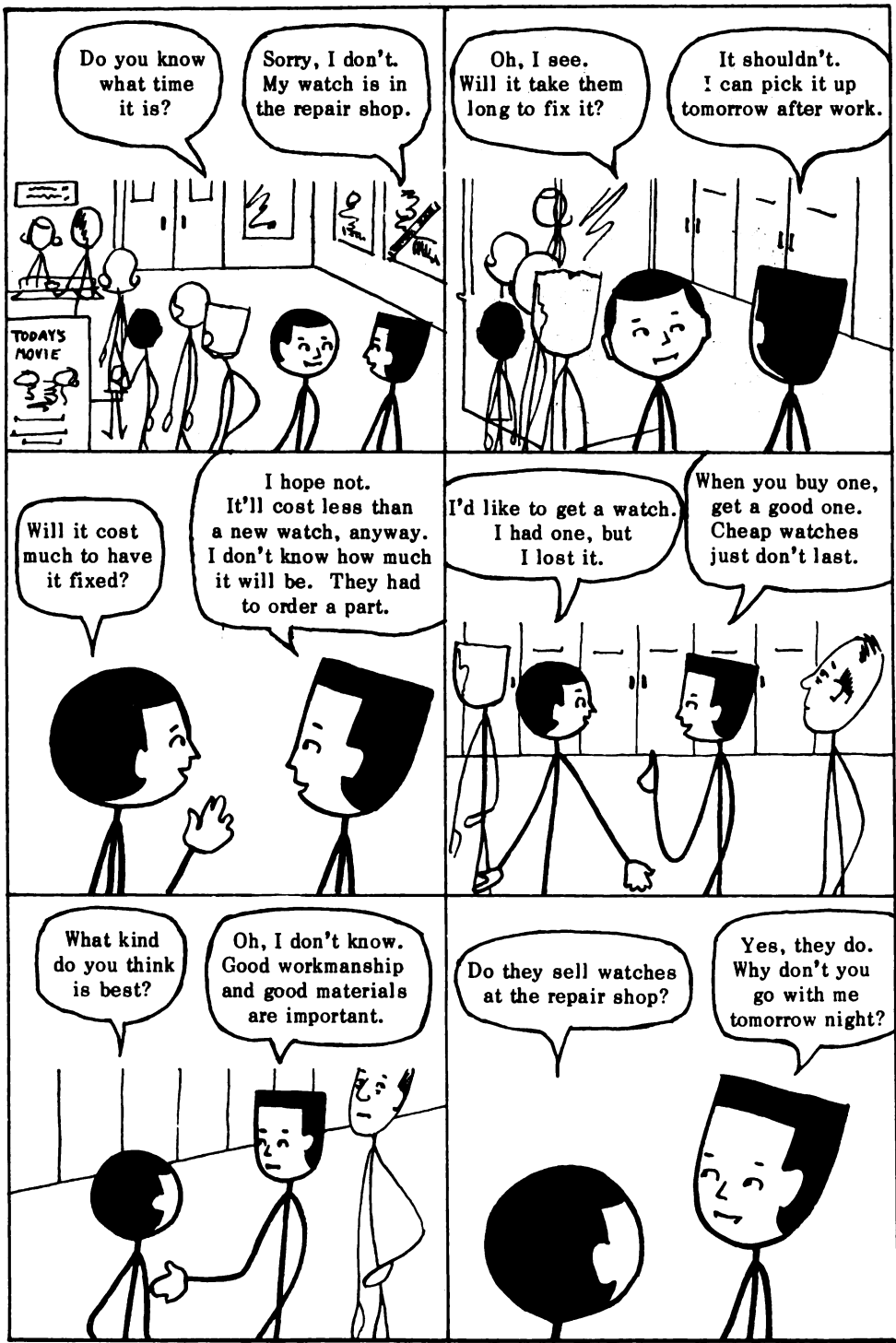
comparative and superlative

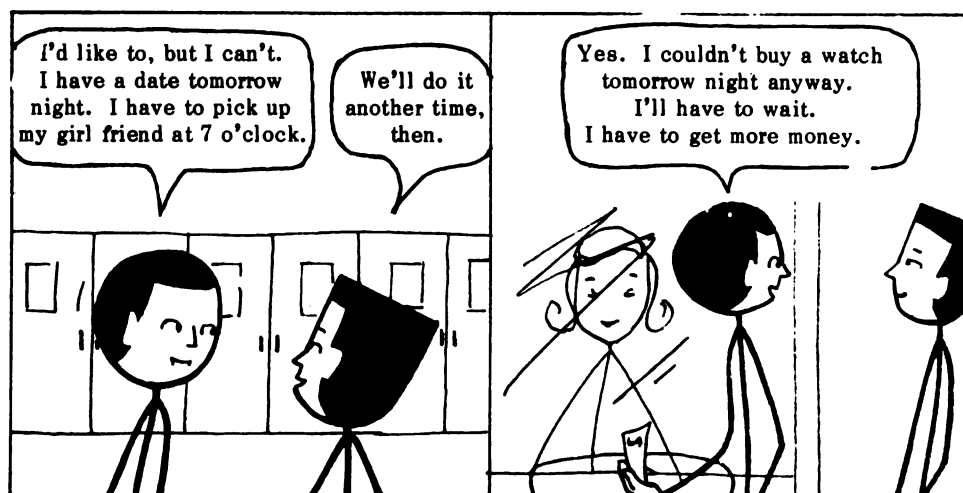
Sound and Intonation

## Consonants:

exercises:  
/r/ and /l/

ABOUT WATCHES





## UNIT 1302

## CONVERSATION AND READING PRACTICES

Dialog

## About Watches

A: Do you know what time it is?

B: Sorry, I don't. My watch is in the repair shop.

A: Oh, I see. Will it take them long to fix it?

B: It shouldn't. I can pick it up tomorrow after work.

A: Will it cost much to have it fixed?

B: I hope not. It'll cost less than a new watch, anyway. I don't know how much it will be. They had to order a part.

A: I'd like to get a watch. I had one, but I lost it.

B: When you buy one, get a good one. Cheap watches just don't last.

A: What kind do you think is best?

B: Oh, I don't know. Good workmanship and good materials are important.

A: Do they sell watches at the repair shop?

B: Yes, they do. Why don't you go with me tomorrow night?

A: I'd like to, but I can't. I have a date tomorrow night. I have to pick up my girl friend at 7 o'clock.

B: We'll do it another time, then.

A: Yes. I couldn't buy a watch tomorrow night anyway. I'll have to wait. I have to get more money.

Vocabulary

anyway  
cheap  
long  
order (v)

part (n)  
work (n)  
workmanship

### Vocabulary Practice

1. anyway  
I couldn't buy it anyway. I don't have the money.  
He won't need it but he'll buy it anyway.  
You shouldn't go to town. Are you going anyway?
2. cheap  
This pencil costs five cents. It is cheap.  
That pen costs ten dollars. It is not cheap; it is expensive.  
Cheap things are not always good.
3. long  
It takes a long time to learn English.  
Is it a long trip from here to your home?  
This is too long to read.
4. order (v)  
Did you order a suit from the store?  
He ordered a part for my car.  
I'm going to order a watch for my friend.
5. part (n)  
Cars have many parts.  
My car is broken. I need some new parts.  
Did they order a new part for the watch?
6. work (n)  
He does good work for us.  
His work is interesting.  
Does he like his work?
7. workmanship  
This is a good car. The workmanship is good.  
His work is not good. His workmanship is bad.  
A good worker does good work. His workmanship is good.

### Reading

#### Travel in the United States

The United States is a large country. Cities and towns are often far apart. Many people in the United States travel a lot and they often travel long distances. They travel in many different ways.

Most people have cars. The roads are usually good. Traveling by car is often the easiest and cheapest way to go for family travel. A lot of people live in small towns or cities many miles from their work or school. They travel to and from their work or school every day. People often drive long distances to eat in a good restaurant, to go to a show, or to enjoy a picnic in the woods. When they go on vacations they usually travel by car. When they travel by car they can go where they want to, stop where they want to, and see what they want to.

People who are not in a hurry or who don't have much money go by bus. This is cheap but it is often slower than going by car or train. Buses usually stop both in the small towns and in the big cities. Some buses stop only in large cities. These are express buses and are fast. Bus travel in the West is faster than in the East because the towns and cities are farther apart.

Many people travel by train. Train travel is more expensive than bus travel, but it is usually faster and more comfortable. If we make a long trip by train we may want to sleep in a bed, or berth, during the night. Then we ride in a Pullman or sleeping car. For a place in a Pullman we must make reservations in advance.

If people are in a hurry, they go by plane. This is the fastest way to travel, but it is the most expensive. The flight from New York to San Francisco takes a few hours. Bad weather often delays the planes in winter. When people travel by plane they must make reservations in advance.

### Vocabulary

berth	flight
both	in advance
comfortable	in a hurry
delay	Pullman
express (bus)	to and from

### Vocabulary Practice

1. berth  
A berth is a bed on a train or ship.  
You sleep better in a berth than in a chair.  
If you want a berth you must reserve it in advance.
2. both  
I have two cars. I drive both of them.  
Do you like both this car and that one?  
The bus stops in both large and small towns.
3. comfortable  
Travel in a Pullman is comfortable.  
I like to sit in a comfortable chair to watch TV.  
Is your car comfortable?
4. delay  
The storm will delay the train.  
The plane is late; the weather delayed it.  
Did the bad roads delay you?
5. express (bus)  
An express bus makes few stops.  
Express trains are fast trains.  
Do express buses stop in this town?
6. flight  
A flight is a trip in an airplane.  
Have you ever made any flights?  
It is a long flight across the Pacific ocean.



7. in advance  
 Must you make plane reservations in advance?  
 I bought my tickets for the concert in advance.  
 He gets his car tomorrow but he paid for it in advance.
8. in a hurry  
 I'm late for class; I'm in a hurry.  
 She is always in a hurry.  
 Why are you in a hurry today?
9. Pullman  
 You can sleep in a Pullman.  
 Are Pullmans more expensive than regular trains?  
 Going by Pullman is as expensive as going by plane.
10. to and from  
 They go many miles to and from work.  
 Do you travel to and from school every day?  
 I often make the trip to and from town.

### Pattern Practice

1. Many people have cars.  
 Many people travel by car.  
 Many people like to travel by car.
2. Traveling by car is the easiest way.  
 Traveling by car is the cheapest way.  
 Traveling by car is the easiest and cheapest way.
3. Going by bus is cheap.  
 Going by bus is cheap, too.  
 Going by bus is cheap, but it's slow.
4. It's slower than going by car.  
 It's cheaper than going by car.  
 It's slower than going by car, and it's cheaper.
5. make reservations  
 You have to make reservations.  
 You don't have to make reservations.  
 You don't have to make reservations in advance.
6. The train is more expensive than the bus.  
 The train is more expensive than the bus, but it's faster.  
 Many people think it's more comfortable.  
 Many people think it's more comfortable to travel by train.

7. Where can I pick up my ticket?  
When should I pick up my ticket?
8. Going by plane is the fastest way to travel.  
Going by plane is the most expensive way to travel.
9. Planes are sometimes delayed.  
Planes are sometimes delayed by bad weather.  
Planes are sometimes delayed by bad weather in winter.
10. A bus usually stops.  
A bus usually stops to pick up people.  
A bus usually stops to pick up people in every city and town.

### Word Study Review

Can you understand these statements?

1. Many people have cars.
2. The roads are good.
3. Going by bus is cheap, but it's slow.
4. A bus usually stops to pick up people in every city and town.
5. Going by plane is the fastest way to travel, but it's also the most expensive.
6. You have to make reservations in advance.
7. The train is more expensive than the bus, but it's faster.
8. Many people think it's more comfortable to travel by train.
9. Planes are sometimes delayed by bad weather in winter.
10. She couldn't swim last summer, but now she can.
11. It may rain this afternoon.
12. It might rain this afternoon, but I don't think it will.
13. You shouldn't stay up so late.
14. She ought to write to her family.
15. I have to study.
16. He has to go to the office.
17. You don't have to study tonight.
18. You must stop that noise.
19. You mustn't cross the street here.
20. I feel hungry. It must be lunch time.
21. Mary must look different with her hair short.
22. He won't come with us.
23. They won't help us with the lesson.
24. I would go to the movies with you, but I don't have time.

25. That tree is taller than this one.
26. This lesson is more interesting than the last one.
27. John's book was less expensive than Bob's.
28. This is the most expensive suit that I've ever had.
29. This is the biggest city I've ever seen.
30. One of the tallest buildings in New York is the Empire State Building.

### Conversation Practice

Can you understand these questions? Can you answer them?

1. Have you heard the latest news?
2. Would you tell me the time?
3. Would you open the door, please?
4. Will it cost much to have your watch fixed?
5. Do they sell watches here?
6. Why don't you go there with me?
7. Have you ever traveled in the United States?
8. Do you have a car?
9. Does he like to travel by train?
10. Do you know many people here?
11. Which road goes to New York?
12. Is it easy to drive a car?
13. Is New York the largest city in the United States?
14. Is it easy to drive a car in the city?
15. Does the bus stop here?
16. Is it necessary to know English before going to the United States?
17. Did you go by bus?
18. Is it necessary to make reservations in advance?
19. Do you have to pick up your ticket in advance?
20. Is this city bigger than your hometown?
21. Is this girl prettier than her sister?
22. Is this car more expensive than mine?
23. Which is the most interesting lesson in this book?
24. Who is the best student in the class?
25. Is John's writing worse than his brother's?
26. Which is the most expensive, a \$75 suit, a \$90 suit, or a \$99 suit?
27. Which do you think are better, Swiss watches or American watches?
28. Do you have a date tonight?
29. Won't he wait for us?
30. Isn't he traveling in Europe now?

## EXPLANATION AND DRILL OF STRUCTURES

1. Review of Modals

1. can	could	} + simple form of the verb
2. may	might	
a. Permission		
b. Possibility		
3. might		
4. should		
5. ought to		
6. must		
a. Necessity		
b. Probability		
7. will		
8. would		

a. Examples1. can

Can she swim? Yes, she can swim. She couldn't last summer, but now she can.

Can you speak English? Yes, I can speak a little English.

Could you speak English last year? No, I couldn't speak English then, but now I can.

Can I borrow your pencil? Certainly you can.

2. may

May John go home with us? Yes, he may.

It may rain this afternoon.

He isn't at the office. He may be at home.

3. might

It might rain this afternoon, but I don't think it will.

He isn't at the office. He might be at home, but I think he went downtown.

4. should

I should study.

He should get a haircut.

She should write to her family.

You shouldn't stay up so late.

He shouldn't drink so much coffee.

5. ought to

I ought to study.  
 He ought to get a haircut.  
 She ought to write to her family.

6. must

You must study.  
 I must call home immediately.  
 You must obey the traffic laws.

I feel hungry. It must be lunch time.  
 This boy looks like John. It must be his brother.  
 When you go to another country for the first time, everything  
 must seem strange.  
 Mary must look different with her hair short.  
 He isn't here. He must be at home.

7. will

Will you come with us?  
 Will you wait for her?  
 Will you explain this lesson to me?  
 Will you open the door, please?  
 He won't go.  
 She won't tell me that.  
 They won't help us with the lesson.

8. would

Would you tell me the time please?  
 Would you please close the window?  
 I would go to the movies with you, but I don't have time.  
 He would help you if he could.  
 Would you like to take a vacation?  
 Yes, I'd like to take a vacation.

When he was a child, he would get up early. He would have  
 breakfast, and then he would go to school.

b. Special exercises with may

INSTRUCTOR'S NOTE: May generally shows permission. Can generally  
 shows physical or mental ability to perform an act.

Students may smoke here.  
 He can speak English.  
 He can walk to class.

May also shows doubt or possible future action.  
 He may come tomorrow.

Change these sentences so that may can be used.

Example: Possibly the train is late.  
The train may be late.

1. It is possible that he will buy a car.
2. It is possible that she will come later.
3. It is possible that things are more expensive there.
4. Possibly she is going to eat breakfast in the cafe.
5. Perhaps it's going to get cooler.
6. It's possible Fred is sick.
7. It is possible that I'll go to the hospital tonight.
8. It's possible I will buy a new car this year.
9. No, thanks, I'll have some coffee later.
10. There's no answer. It's possible Jean isn't at home.

Answer these questions, using may.

Example: Will he buy a car?  
He may buy a car.  
("I'm not sure." is understood.)

1. Will they come by plane?
2. Will he have any identification
3. Will he buy some gasoline?
4. Does he plan to buy a radio?
5. Does he have a penny?
6. Are things more expensive in the United States?
7. Does he have some money?
8. Is this our room?
9. Will he study this lesson carefully?
10. Will the nurse take them for you?

## 2. Adjectives in the Comparative and Superlative

### a. The comparative

INSTRUCTOR'S NOTE: We make the comparative form of adjectives of one or two syllables by adding -er to the simple form of the adjective.

old	⟷	older
young	⟷	younger
tall	⟷	taller
new	⟷	newer
big	⟷	bigger
pretty	⟷	prettier
ugly	⟷	uglier
heavy	⟷	heavier

**INSTRUCTOR'S NOTE:** We make the comparative form of some adjectives of two syllables, and of all adjectives of three or more syllables by putting more or less before the simple form of the adjective.

careful	↔	more careful	↔	less careful
beautiful	↔	more beautiful	↔	less beautiful
interesting	↔	more interesting	↔	less interesting
expensive	↔	more expensive	↔	less expensive

**Examples:** Bob's book cost \$3.  
 John's book cost \$2.  
 John's book was less expensive than Bob's.  
 John's cost less.

**INSTRUCTOR'S NOTE:** We use the word than after the adjective when two things are compared.

**Examples:**

1. This man is older than his brother.
2. This boy is younger than his sister.
3. That tree is taller than this one.
4. This building is newer than that one.
5. This city is bigger than my hometown.
6. This girl is prettier than her sister.
7. This house is uglier than that one.
8. This box is heavier than that one.
9. This girl is more beautiful than Marilyn Monroe.
10. This lesson is more interesting than the last one.
11. This car is more expensive than mine.

b. The Superlative

**INSTRUCTOR'S NOTE:** We make the superlative form of adjectives of one syllable, and of some two-syllable adjectives, by adding -est to the simple form of the adjective.

old	↔	oldest
young	↔	youngest
tall	↔	tallest
new	↔	newest
big	↔	biggest
pretty	↔	prettiest
ugly	↔	ugliest
heavy	↔	heaviest

INSTRUCTOR'S NOTE: We make the superlative form of some adjectives of two syllables, and of all adjectives of three or more syllables, by putting most or least before the simple form of the adjective.

careful	→	most careful	→	least careful
beautiful	→	most beautiful	→	least beautiful
interesting	→	most interesting	→	least interesting
expensive	→	most expensive	→	least expensive

Examples:

One suit costs \$75.

Another costs \$90.

Another costs \$99.

The one that costs \$75 is the least expensive of the three.

The one that costs \$99 is the most expensive.

1. She is the most beautiful girl in the world.
2. This is the most interesting lesson in the book.
3. This is the most expensive suit I have ever had.
4. This is his easiest examination.
5. The tallest building in New York is the Empire State Building.
6. This is the biggest city I have ever seen.
7. That is the prettiest dress you have.
8. Have you heard the latest news?

c. Learn the following irregular comparative and superlative forms.

well		
good	better	best
bad	worse	worst
much		
many	more	most
little	less	least

Examples:

John is a good student. Mary is a better student than John.

Joe is the best student of all.

John's writing is bad. His sister's writing is worse than his.

His older brother's writing is the worst of all.

Many people live in Chicago. More people live in Los Angeles.

New York has the most people of all.



d. Exercises using the comparative and superlative forms of the adjectives.

Fill in the blanks with the comparative or superlative forms of the adjectives in parentheses.

1. My car is \_\_\_\_\_ (old) yours.
2. Mary is \_\_\_\_\_ (tall) Jane.
3. The weather today is \_\_\_\_\_ (bad) yesterday.
4. This boy is \_\_\_\_\_ (young) his sister.
5. John's book was \_\_\_\_\_ (expensive) Bob's.
6. She is the \_\_\_\_\_ (beautiful) girl in this city.
7. This is his \_\_\_\_\_ (easy) examination.
8. New York has the \_\_\_\_\_ (many) people of all.
9. This watch is the \_\_\_\_\_ (cheap) in the store.
10. This is the \_\_\_\_\_ (expensive) of the two.

Choose the correct form.

1. New York is (more big, bigger) than Washington.
2. A big car is (more expensive, expensiver) than a small one.
3. This lesson is more interesting (than, as) the other.
4. This apple is the (sweeter, sweetest) of all.
5. He's the (best, good) student in the class.
6. John is (taller than, tallest) Mary.
7. This street is the (wider, widest) on the base.
8. This is the (slower, slowest) plane of all.

## TAPE 1302A

Listen to this conversation about watches.

- A: Do you know what time it is?
- B: Sorry, I don't.  
My watch is in the repair shop.
- A: Oh, I see.  
Will it take them long to fix it?
- B: It shouldn't.  
I can pick it up tomorrow after work.
- A: Will it cost much to have it fixed?
- B: I hope not.  
It'll cost less than a new watch, anyway.  
I don't know how much it will be.  
They had to order a part.
- A: I'd like to get a watch.  
I had one, but I lost it.
- B: When you buy one, get a good one.  
Cheap watches just don't last.
- A: What kind do you think is best?
- B: Oh, I don't know.  
Good workmanship and materials are important.
- A: Do they sell watches at the repair shop?
- B: Yes, they do.  
Why don't you go with me tomorrow?
- A: I'd like to, but I can't.  
I have a date tomorrow night.  
I pick up my girl friend at 7 o'clock.
- B: We'll do it another time, then.
- A: Yes, I'll have to wait.  
I couldn't buy a watch tomorrow anyway.  
I have to get more money.

Now listen to the conversation again and repeat it.

Let's practice some vocabulary used in this conversation. Listen and then repeat.

anyway

I shouldn't, but I'll go anyway.  
He said not to; I'll do it anyway.  
It's expensive but I bought it anyway.

cheap

Cheap things are not always good.  
Pencils are cheap.  
Expensive things are not cheap.

long

This book is too long to read.  
We often take long trips.  
Does it take long to learn English?

order (v)

I ordered a suit from the store.  
Did he order a part for my car?  
They'll order the book for you.

part (n)

There are many parts in a car.  
I need new parts for my car.  
Some parts in my watch are new.

work (n)

He does good work.  
They have interesting work.  
Does he like his work?

workmanship

The workmanship in this car is good.  
Is his workmanship good?  
Good workmanship makes good things.

Here are some sentences using modals can and will in the affirmative and negative.  
Listen to them and then repeat.

I can go today.  
I can't go today.

You can listen to the tape.  
You can't listen to the tape.

He can study his lesson.  
He can't study his lesson.

Can she buy a radio?  
 Can't she buy a radio?

We can hear an airplane.  
 We can't hear an airplane.

They can speak English very well.  
 They can't speak English very well.

I'll go tonight.  
 I won't go tonight.

You'll leave next week.  
 You won't leave next week.

He'll be late.  
 He won't be late.

She'll speak English.  
 She won't speak English.

We'll get up at six o'clock.  
 We won't get up at six o'clock.

They'll listen to the tapes.  
 They won't listen to the tapes.

We have learned that have to and must often have the same meaning. Let's practice changing have to to must in these sentences. Repeat them.

We have to go to class every day.  
 We must go to class every day.

Do the students have to study English?  
 Must the students study English?

Who has to buy a new car?  
 Who must buy a new car?

What does the teacher have to do?  
 What must the teacher do?

He has to get the students to talk.  
 He must get the students to talk.

Does the teacher have to talk much?  
 Must the teacher talk much?

What do they have to talk about?  
 What must they talk about?

Now let's practice some sentences using the progressive verb forms.

Repeat what you hear.

Are you studying the lesson now?  
 Yes, I'm studying the lesson now.  
 No, I'm not studying the lesson now.  
 Were you studying the lesson last night?  
 Yes, I was studying the lesson last night.

Is he going to class early?  
 Yes, he's going to class early.  
 No, he isn't going to class early.  
 Was he going to class early?  
 Yes, he was going to class early.  
 No, he wasn't going to class early.

Are they reading a book?  
 Yes, they are reading a book.  
 No, they aren't reading a book.  
 Were they reading a book?  
 Yes, they were reading a book.  
 No, they weren't reading a book.

Are you writing a letter?  
 Yes, we are writing a letter.  
 No, we aren't writing a letter.  
 Were you writing a letter?  
 Yes, we were writing a letter.  
 No, we weren't writing a letter.

Here are some sentences using some special expressions we have learned.  
 Listen to them and repeat them.

The doctor looked over his patient.  
 Did you look over your test?  
 John never comes on time.  
 Why can't you get here on time?  
 What's the matter with John?  
 Nothing's the matter with him.  
 Please turn on the light.  
 Will you turn on the radio?  
 Did you turn off the light?  
 He turned off the TV.  
 Please make up your mind about it.  
 She made up her mind to go.  
 She often changed her mind.  
 He never changes his mind.

## TAPE 1302B

Listen to this conversation about travel in the United States.

A: I'll be in the United States six months.  
I want to see all I can.  
How can I travel?

B: Most people travel by car.  
Roads are usually good.  
Many people drive to and from work every day.  
We like to take vacations in cars.  
We can go where we want to, and stop where we want to.

A: But I don't have a car.  
Is there any other way to travel?

B: If you have a lot of time  
and need to travel cheaply,  
you can go by bus.  
You can see the country,  
and meet some interesting people.

A: Can't I travel by train?

B: Train travel is more expensive,  
but it is faster than bus travel.  
It is also more comfortable.  
If you travel at night,  
you can sleep in a berth on a Pullman.

A: I really don't have much time.

B: Then you should go by plane.  
This is expensive but it is fast.  
It takes a few hours to fly across the country.

Now listen to the conversation again and repeat it.

Let's practice some vocabulary from this conversation.  
Listen and repeat.

berth

A berth is a bed on a train.  
You must reserve a berth in advance.  
Can you sleep comfortably in a berth?

comfortable

Travel by train is comfortable.  
 This is a comfortable car.  
 Is that chair comfortable?

gasoline

A car runs on gasoline.  
 Gasoline is expensive in many countries.  
 How much gasoline is in your car?

Pullman

You can sleep in a Pullman.  
 Pullmans are more expensive than other cars.  
 You must reserve a Pullman berth in advance.

to and from

I go to and from work by car.  
 Do you travel to and from school every day?  
 He made the trip to and from town.

Listen carefully to the following sentences.

There are four ways to travel in the U. S.  
 These are by bus, car, train, or plane.  
 Bus travel is cheap but slow.  
 Train travel is comfortable.  
 Air travel is fast but expensive.  
 Most people like to travel by car.

Now listen to the sentences again and repeat them.

You will now hear some questions about these sentences. Listen to them carefully and answer the questions, then repeat the correct answer.

Example: How can I travel in the United States?  
 I can travel by bus, car, train, or plane.  
 I can travel by bus, car, train, or plane.

What is the cheapest way to travel?

The cheapest way to travel is by bus.

Is bus travel fast or slow?

Bus travel is slow.

Is train travel comfortable?

Yes, train travel is comfortable.

Which is the most expensive way to travel?

The most expensive way to travel is by plane.

What is the fastest way to travel?

The fastest way to travel is by plane.

How do most people like to travel?

Most people like to travel by car.

Let's practice some sentences using the comparative and superlative forms of the adjective. Listen to the sentences and repeat them.

My car is old.

My car is not as old as yours.

Your car is older than mine.

John's car is the oldest.

The weather was bad yesterday.

The weather is not as bad today as yesterday.

The weather was worse yesterday than today.

The weather last week was the worst this month.

Jane is a beautiful girl.

Mary is not as beautiful as Jane.

Jane is more beautiful than Mary.

Alice is the most beautiful girl.

This food tastes good.

This food doesn't taste as good as that.

That food tastes better than this.

That is the best food we've had.

I have little time.

He hasn't as little time as I have.

I have less time than he has.

I have the least time.

Your problem is difficult.

My problem is not as difficult as yours.

My problem is less difficult than yours.

John has the least difficult problem.



How much money do you have?  
 I don't have as much money as John.  
 John has more money than I.  
 Bill has the most money.

We've learned two ways to form the future tense. In the following sentences change the "going to" form to "will." Repeat the correct response.

Example:     John's going to go to Denver soon.  
               John will go to Denver soon.  
               John will go to Denver soon.

The mechanic is going to fix the car.

The mechanic will fix the car.

They're going to go swimming tomorrow.

They'll go swimming tomorrow.

We're going to go dancing next Saturday.

We'll go dancing next Saturday.

The students are going to listen to a tape.

The students will listen to a tape.

Are you going to read some books?

Will you read some books?

It isn't going to snow next week.

It won't snow next week.

Who is going to see the doctor today?

Who will see the doctor today?

What are they going to do tonight?

What will they do tonight?

Where is he going to live next?

Where will he live next?

Which program are you going to listen to?

Which program will you listen to?

Let's practice some questions and answers in the future tense. Listen and then repeat them.

Will you leave next week?

Yes, we'll leave next week.

No, we won't leave next week.

Will he be late?

Yes, he'll be late.

No, he won't be late.

Will she speak English?

Yes, she'll speak English.

No, she won't speak English.

Will they get up at six?

Yes, they'll get up at six.

No, they won't get up at six.

Will you travel by bus?

Yes, I'll travel by bus.

No, I won't travel by bus.

## TAPE 1302C

Practice the pronunciation of the sounds /r/ and /l/.

The following words contain the sound /r/ as in Romeo. Repeat these words.

rain	brown
race	brief
ride	operation
rest	barracks
ready	hurry

The following words contain the sound /l/ as in Lima. Repeat these words.

lunch	glad
last	flies
long	close
letter	will
leave	until

Now let's compare the sounds /r/ and /l/ in these pairs of words. Repeat them.

rate	late
road	load
rock	lock
wrong	long
royal	loyal
rot	lot
pray	play
crash	clash
crown	clown
correct	collect

Repeat the following sentences.

Will you be ready tomorrow?  
 Will you report to my room?  
 Will you mail my letter?  
 Shall we plan our flight?  
 Children should not play on the road.  
 We can collect at a high rate.

Now we'll practice the pronunciation and use of some basic speech patterns. Listen to these expressions and repeat them.

Let's go downtown tomorrow.

Let us go

Let us go

Let's go

Let's go

Let's go downtown.

Let's go to class.

Let's go to the lab.

Let's go to the restaurant.

Let's go to the drugstore.

I need to get a few things.

I need to get

You need to get

We need to get

They need to get

He needs to get

She needs to get

I need to get a few things.

You need to get a lot of stamps.

We need to get some cigarettes.

They need to get a few tapes.

He needs to get a few pencils.

She needs to get paper and pencils.

The stores will be closed.

The stores are closed.

The stores were closed.

The stores will be closed.

The stores will be closed.

The banks will be closed.

The offices will be closed.

The schools will be closed.

The restaurants will be closed.

The drugstores will be closed.

You mean all the stores are closed?

You mean

I mean

We mean

They mean

He means

She means

You mean = (Do you mean . . . ?)

You mean all the stores are closed?

You mean all the banks are closed?

You mean all the offices are closed?

You mean all the students are studying?

You mean I can get stamps at the drugstore?

You mean Mr. Jones speaks Chinese?

Well, I guess I'll just have to wait.  
 I guess  
 You guess  
 We guess  
 They guess  
 He guesses  
 She guesses  
 I guess I'll just have to wait.  
 I guess you'll just have to wait.  
 I guess he'll just have to wait.  
 I guess we'll just have to wait.  
 I guess I'll have to get some stamps.  
 I guess you'll have to study Chinese.  
 I guess Mrs. Jones is writing a letter.  
 I guess all the stores are closed.  
 I guess that's right.  
 I guess you're right.

Here are some sentences using the special expression What's the matter. Repeat them when you hear them.

What's the matter?  
 What's the matter with you?  
 What's the matter with John?  
 What's the matter with this radio?  
 What's the matter with this car?

Nothing's the matter.  
 Nothing's the matter with me.  
 Nothing's the matter with John.  
 Nothing's the matter with this radio.  
 Nothing's the matter with this car.

I know there's something the matter with John.  
 I know there's something the matter with this car.  
 I know there's something the matter with this telephone.

Now let's practice answering some questions. You will hear a question. Then you should answer the question with a negative statement. Repeat the correct response.

Example: Can you go today?  
 No, I can't go today.  
 No, I can't go today.

Can he speak English?

No, he can't speak English.

May John go home?

No, John may not go home.

Should I get a new car?

No, you shouldn't get a new car?

Must you travel by train?

Yes, I must travel by train.

Will they wait for her?

No, they won't wait for her.

Would he tell you the time?

No, he wouldn't tell me the time.

Here are some affirmative and negative sentences in different tenses. Notice their construction. Listen to them and repeat them.

I feel well today.

I don't feel well today.

I felt well yesterday.

I didn't feel well yesterday.

I have felt well for a long time.

I haven't felt well for a long time.

I'll feel well tomorrow.

I won't feel well tomorrow.

They have to work all the time.

They don't have to work all the time.

They had to work last week.

They didn't have to work last week.

They've had to work for weeks.

They haven't had to work for weeks.

They'll have to work next month.

They won't have to work next month.

Do you usually go to the concert?

Don't you usually go to the concert?

Did you often go to the concert?

Didn't you often go to the concert?

Have you always gone to concerts?

Haven't you always gone to concerts?

Are you going to go to the concert?

Aren't you going to go to the concert?

He has a bad cold.

He doesn't have a bad cold.

He had a bad cold.

He didn't have a bad cold.

He has had a bad cold for a week.

He hasn't had a bad cold for a year.

He'll have a bad cold before long.

He won't have a bad cold.

## OUTLINE AND STUDY OBJECTIVES

Structures

## Special Expressions:

used to

be used to

get used to

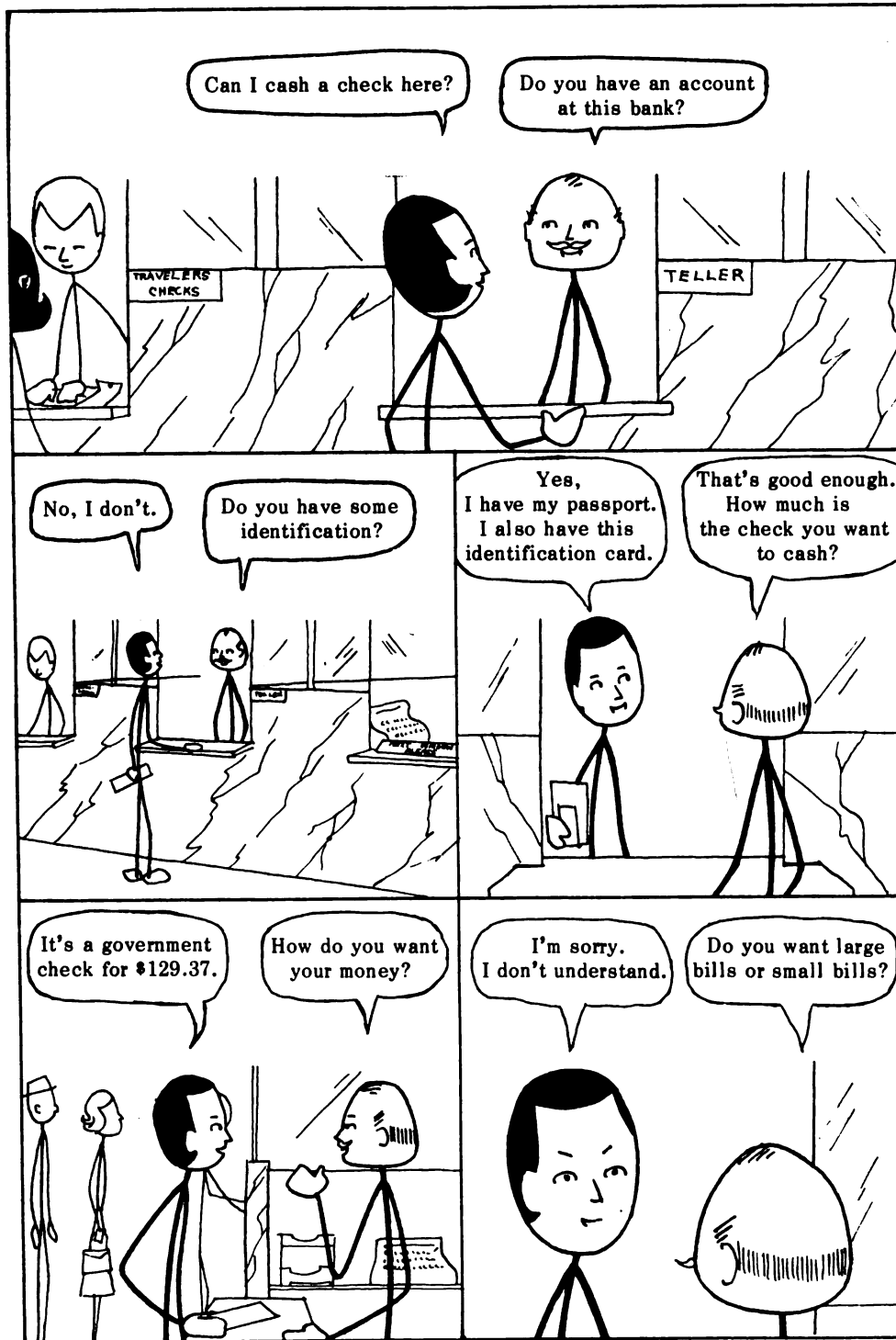
usually

## Pronouns, Possessive

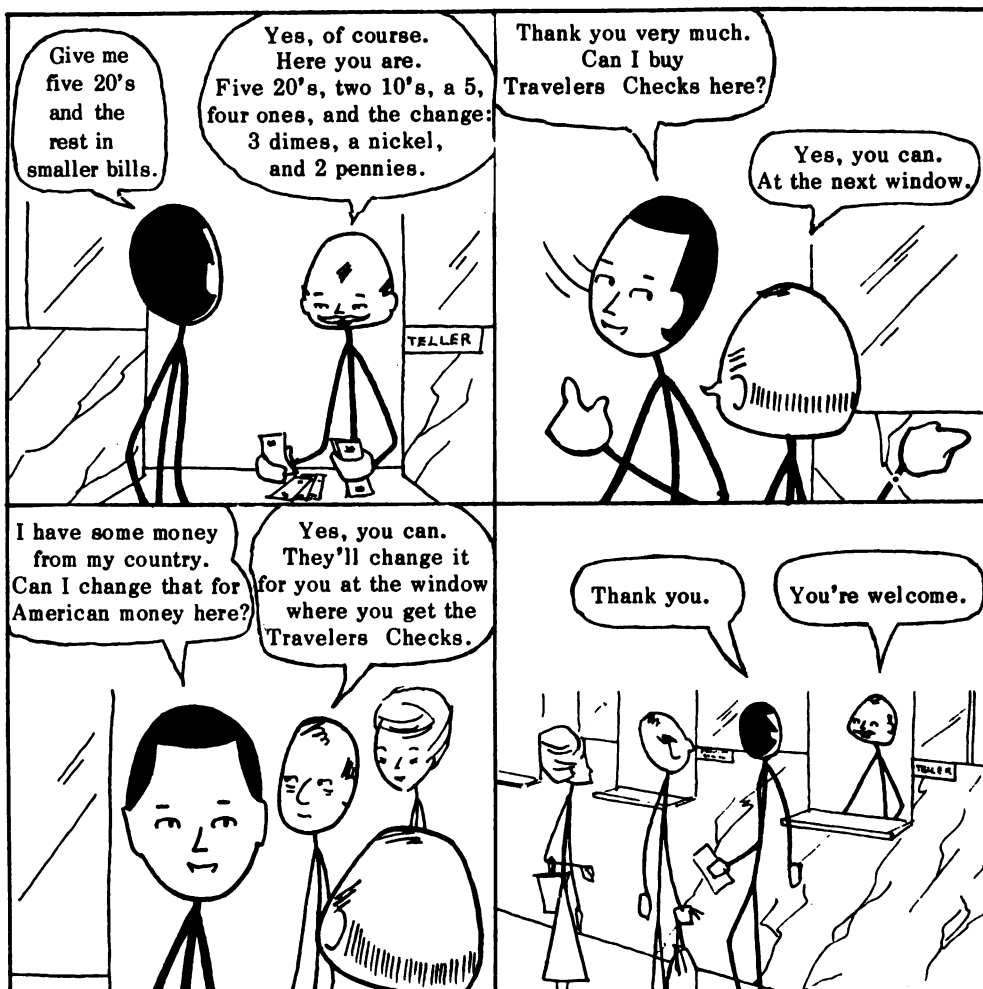
## Few/Little

## Expressions of Money and Measure

AT THE BANK







## UNIT 1303

## CONVERSATION AND READING PRACTICES

Dialog

## At the Bank

- A: Can I cash a check here?
- B: Do you have an account at this bank?
- A: No, I don't.
- B: Do you have some identification?
- A: Yes, I have my passport. I also have this identification card.
- B: That's good enough. How much is the check you want to cash?
- A: It's a government check for \$129.37.
- B: How do you want your money?
- A: I'm sorry. I don't understand.
- B: Do you want large bills or small bills?
- A: Give me five 20's and the rest in smaller bills.
- B: Yes, of course. Here you are. Five twenties, two tens, a five, four ones, and the change: three dimes, a nickel, and two pennies.
- A: Thank you very much. Can I buy travelers checks here?
- B: Yes, you can. At the next window.
- A: I have some money from my country. Can I change that for American money here?
- B: Yes, you can. They'll change it for you at the window where you get the travelers checks.
- A: Thank you.
- B: You're welcome.

Vocabulary

account	check (n)
bill (paper money)	passport
change (coins)	rest
change (v)	travelers check
cash (v)	welcome

Vocabulary Practice

1. account  
I have \$100 in my account at the bank.  
Do you have a bank account here?  
They have a charge account at that store.
2. bill (paper money)  
How large a bill do you have?  
I have a \$20 bill.  
We don't see many two-dollar bills.
3. change (coins)  
He has some bills but no change.  
I only have 35 cents change.  
How much change do you have?
4. change (v)  
Can you change a \$20 bill?  
I want to change my money for American money.  
When you go to a new country, you must change your money.
5. cash  
Will you cash my check?  
You can cash it at the bank.  
This store will cash your check.
6. check (n)  
If you have money in the bank, you can write checks.  
I don't usually carry much money; I use checks.  
I cashed my check at the store.
7. passport  
You need a passport to travel to another country.  
A passport is a very good I.D.  
Do you have your passport with you?
8. the rest (what is left)  
I'll give you the rest of my money.  
He'll read the rest of the time.  
Can I give you the rest of the money in change?
9. travelers check  
We can buy travelers checks at the bank.  
Are travelers checks safe to carry with you?  
Yes, only the owner can cash a travelers check.
10. welcome  
He thanked me and I said, "You're welcome."  
You are welcome to visit class.  
Do you feel welcome here?

Reading

## Money

The dollar is the basic unit of United States money. Besides the dollar bills, there are five-dollar bills, ten-dollar bills, and twenty-dollar bills. There are also bills of larger value. These bills are called paper money.

We often call coins change. The smallest coin in value is the one-cent piece or penny. There are one hundred of these in one dollar. Next comes the nickel, worth five cents. The dime is smaller than the nickel, but it is worth twice as much: ten cents. Next comes the quarter, or twenty-five cent piece. Another piece of silver money is the fifty-cent piece or half dollar. There is also a one-dollar piece.

Here is the way we write United States money in figures.

\$20.00	1¢	\$.01
\$10.00	5¢	\$.05
\$ 5.00	10¢	\$.10
\$ 1.00	25¢	\$.25
	50¢	\$.50

It is easy to learn to count United States money. It takes a little longer to learn what it will buy. In general, things are likely to be more expensive in the United States than in other countries, but you may find some things that are cheaper in the United States than in your country.

Here are pictures of the most common United States coins.

Vocabulary

basic  
coin  
common  
count  
dime  
figure  
half dollar  
in general

likely  
nickel  
penny  
piece  
quarter  
unit  
value  
worth

Vocabulary Practice

1. basic  
We learn the basic sentences first.  
What is the basic unit of money in the U.S.?  
What is the basic unit of money in your country?
2. coins  
What is the name of this coin?  
That coin is a quarter.  
There are six kinds of coins in U.S. money.
3. common  
One-dollar bills are common.  
One-hundred-dollar bills are not common.  
The most common U.S. coin is the penny.
4. count  
Have you learned to count American money?  
It's a good idea to count your change.  
Can you count to 100 in English?
5. dime  
A dime is smaller than a nickel.  
Is a phone call still a dime in this city?  
A dime is worth ten cents.
6. figure  
We usually write amounts of money in figures.  
Have you learned to read figures in English?  
What are the figures from 1 to 10?
7. half dollar  
The half dollar is worth fifty cents.  
There are two half dollars in one dollar.  
Do you have a half dollar with you?
8. in general  
In general, roads in the U.S. are good.  
In general, most people are friendly.  
In general, things are not very expensive here.
9. likely  
Is it likely to rain tomorrow?  
It's not likely to rain during this season of the year.
10. nickel  
A nickel is bigger than a dime.  
A nickel is worth five cents.  
What can you buy for a nickel?

11. penny  
There are five pennies in a nickel.  
Will you give me a dime for these ten pennies?  
A penny is the same as a cent in U.S. money.
12. piece  
He wasn't hungry. He ate only a small piece of bread.  
Would like a piece of cake?
13. quarter  
There are four quarters in a dollar.  
A quarter is the same as 25¢.  
A phone call is a quarter in some cities.
14. unit  
What is the basic unit of money in the U.S.?  
The number one is a basic unit in mathematics.  
How many units are there in this book?
15. value  
Two five-dollar bills have the value of a ten-dollar bill.  
What is the value of a fifty-cent piece?  
Five coins in U.S. money have less value than a dollar.
16. worth  
How much is this money worth?  
A dime is worth two nickels.  
You have to learn what money is worth.

### Pattern Practice

For study and drill.

1. the dollar  
The dollar is the basic unit.  
The dollar is the basic unit of United States money.
2. the dollar bill  
besides the dollar bill  
Besides the dollar bill, there are bills of larger value.
3. five-dollar bills  
five-dollar bills and ten-dollar bills  
five-dollar bills, ten-dollar bills, and twenty-dollar bills  
There are five-dollar bills, ten-dollar bills, and twenty-dollar bills.
4. paper money  
These bills are sometimes called paper money.  
Are these bills often called paper money?

5. change  
Coins are called change.  
Do you have any change?  
No, I'm sorry. I don't have any change.
6. penny  
The coin of least value is the penny.  
There are a hundred pennies in a dollar.  
The penny is also called one cent.
7. nickel  
How much is a nickel worth?  
A nickel is worth five cents.  
There are twenty nickels in a dollar.
8. dime  
How much is a dime worth?  
A dime is worth ten cents.  
There are ten dimes in a dollar.
9. quarter  
How much is a quarter worth?  
A quarter is worth twenty-five cents.  
The quarter is often called a twenty-five cent piece.
10. fifty-cent piece  
A fifty-cent piece is worth a half dollar.  
A fifty-cent piece is often called a half dollar.
11. to count money  
Is it easy to count United States money?  
It's easy to count United States money.
12. It takes a little longer.  
It takes a little longer to learn what it will buy.
13. likely  
Things are likely to be more expensive.  
Things are likely to be more expensive in the United States.
14. you may find  
cheaper  
You may find some things that are cheaper.
15. half  
one half  
One half of 100 is 50.

## EXPLANATION AND DRILL OF STRUCTURES

1. Special Expressions

used to  
 be used to  
 get used to

a. Used to

INSTRUCTOR'S NOTE: Used to expresses custom or habit in the past. It is followed by the simple form of the main verb.

1. I used to play the piano.
2. We used to see him every day.
3. You used to study English.
4. They used to visit here every year.
5. He used to come here often.
  
6. I didn't use to smoke, but now I do.
7. We didn't use to get up early, but now we must.
8. They didn't use to have so much money.
9. He didn't use to like her, but now he does.
  
10. Did you use to know my mother?
11. Did they use to swim a lot?
12. Didn't we use to come here more often?
  
13. Didn't you use to be a student here?
14. Didn't they use to go to the movies a lot?
15. Didn't he use to speak English very well?

Answer these questions using the right form of used to.

1. Did you use to see him every day?
2. Did they use to study English?
3. Did you use to smoke?
4. Didn't they use to be friends?
5. Didn't he use to visit here every year?
6. Didn't you use to know my father?
7. Did we use to have this book?
8. Didn't they use to go to the movies a lot?
9. Didn't he use to speak English very well?
10. Did you use to be a student here?



b. Be used to and get used to

INSTRUCTOR'S NOTE: These expressions can be used in the present or in the past tenses. They are followed by a noun, or by the -ing form of the verb.

Be used to means to be accustomed to.

1. I am used to drinking coffee for breakfast.
2. You are used to American food, aren't you?
3. We're used to hearing English now.
4. They're used to a warm climate.
5. He's used to getting up early.
  
6. I'm not used to life in the United States yet.
7. You're not used to driving in heavy traffic.
8. We weren't used to speaking English last year.
9. They haven't been used to studying hard until now.
10. He's not used to life in the city.
  
11. Are you used to the weather here?
12. Are we used to traveling by plane?
13. Are they used to American food yet?
14. Is she used to speaking English?
  
15. Aren't you used to counting American money?
16. Aren't we used to coming to class every day?
17. Aren't they used to the noise on this street?
18. Isn't he used to coffee instead of tea?

Answer these questions using the right form of be used to.

1. Are you used to drinking coffee for breakfast?
2. You're used to American food, aren't you?
3. Are we used to hearing English now?
4. Aren't they used to a warm climate?
5. Is he used to getting up early?
6. Are you used to life in the United States yet?
7. Are they used to traveling by plane?
8. Are you used to counting American money?
9. Aren't they used to the noise on this street?
10. Isn't he used to life in the city?

Get used to means to become accustomed to.

1. I'm getting used to the weather here.
2. You'll get used to American food.
3. We're getting used to speaking English now.
4. They got used to using the streetcar when they didn't have a car.
5. He got used to the hot climate after the first few weeks.

6. I can't get used to washing my own clothes.
7. You don't get used to new foods very quickly.
8. We're not getting used to American money yet.
9. They never got used to living in the country.
10. He can't get used to American music.
  
11. Are you getting used to the food here?
12. Are we getting used to the cold weather?
13. Do they get used to moving from one city to another?
14. Does he get used to meeting people?
15. Don't you get used to new things very quickly?
16. Aren't we getting used to speaking English now?
17. Don't they get used to having class every day?
18. Isn't he getting used to lunch at twelve o'clock?

Answer these questions using the right form of get used to.

1. Are you getting used to the weather here?
2. Have you gotten used to coming to the English class?
3. Are they getting used to speaking English now?
4. Do you get used to new foods quickly?
5. Is he getting used to the cold weather?
6. Does he get used to meeting new people?
7. Do you think you would get used to the noise in New York?
8. Have they gotten used to American money?
9. Are you getting used to the hot climate?

## 2. Usually

INSTRUCTOR'S NOTE: Usually plus the present tense form of the verb is used to express habitual present activity.  
He usually swims every day. It's a habit.

- a. Contrast and compare these sentences.

<p>I used to drink a lot of tea. play tennis a lot. drive a car. eat a big steak every day. take a nap in the afternoon.</p>	<p>I usually drink coffee now. take it easy now. walk now. don't now. study now.</p>
--	--

- b. Supply the correct form of the verb in parentheses and used to or usually in the following sentences.

Example: I (play ball) when I was a child.  
I used to play ball when I was a child.

1. I (smoke) a pipe before I came here.
2. I (read) a while before I go to sleep at night.
3. We (not eat) a lot of potatoes in my country.
4. Before the war, we (study French), but now we (study) English.

3. Exercises in the use of the past tense

a. Change these sentences to the past tense.

1. I come to class every day. (I came to class every day.)
2. He sees a lot of movies in the United States.
3. We know English very well.
4. They ask questions when they don't understand.
5. You study very hard.
6. I don't go there very often.
7. He doesn't work with my father.
8. We don't always get up early.
9. They don't go there every year.
10. It isn't hot.
11. Do I have any mail?
12. Do you find English hard to pronounce?
13. Does she give many parties?
14. Do we give these papers to the teacher?
15. Do they have a pretty house?
16. Don't you have your ticket?
17. Doesn't it rain every day?
18. Don't we have classes in the afternoon?
19. Don't they buy a lot of books?
20. Don't you read the paper?

b. Answer these questions using the past tense.

1. Did you come to class every day?
2. Did he see a lot of movies?
3. Did they know English very well?
4. Did we ask a lot of questions?
5. Didn't we have classes in the afternoon?
6. Didn't they go there every year?
7. Did you get any mail yesterday?
8. Didn't they buy a lot of books?
9. Didn't you remember her name?
10. Wasn't it hot there in the summer?

4. Possessive Pronouns

Mine, yours, hers, etc.

**INSTRUCTOR'S NOTE:** When the possessive adjectives, such as, my, your, our, etc. are used alone as possessive pronouns they have these forms:

my	-	mine	our	-	ours
your	-	yours	your	-	yours
his	-	his	their	-	theirs
her	-	hers			
its			its		

Examples: This is my tape.                      This is your tape.  
                     This tape is mine.                      This tape is yours.

Substitute a pronoun for each underlined adjective.

1. This pencil is my pencil.  
    This pencil is mine.
2. This passport is his passport.
3. These travelers checks are our travelers checks.
4. These large bills are our bills.
5. Those dollar bills are their dollar bills.
6. This quarter is my quarter.

## 5. Few/Little

Few and little should not be confused with the expressions a few and a little.

There are few airplanes in the air today. (not many)  
 There are a few airplanes in the air today. (some, but not many)

There is little hope that he will live. (not much)  
 There is a little hope that he will live. (some, but not much)

A few and a little are more positive statements than few and little.

He ate a little of this cake.  
 He invited a few of the foreign students.  
 He wrote few of the sentences in his notebook.  
 He enjoyed reading a little English every day.

INSTRUCTOR'S NOTE: We can use all of the above expressions without nouns, but only after we have mentioned the nouns for which they stand in the same conversation.

No matter how little coffee we bring, there is always a little left. When the students are offered drinks, they always take a few.

## 6. Expressions of Money and Measure

- a. Learn the units of measure in English.

inch	ounce	half-pint
foot	pound	pint
yard	half-dozen	quart
mile	dozen	half-gallon
		gallon

b. Here are some conversion tables which you will find helpful.

<u>Pounds (lbs)</u>		<u>Kilos</u>		<u>Ounces (ozs)</u>		<u>Grams (gm)</u>
1	=	.4536		1	=	28.35
50	=	22.68		4	=	113.40
65	=	29.484		8	=	226.80
85	=	38.556		16 (1 lb)	=	453.60
150	=	68.04				
2000 (1 ton)	=	907.18				



<u>Fluid Ounces</u>		<u>Liters</u>
1	=	.029
4	=	.118
8	=	.236
16 (1 pt)	=	.473
32 (1 qt)	=	.946
128 (4 qts) (1 U. S. gal)	=	3.785

c. Practice reading these amounts of money.

\$ 1	\$1.05	67¢
\$ 2	\$2.27	98¢
\$ 5	\$4.59	85¢
\$10	\$3.60	43¢
\$20		

d. Learn these expressions relating to money.

- How much does it cost? It's \$1 and 2¢ tax, \$1.02 all together.
- How much is this? It's \$4.98.
- How much is milk? It's 69¢ a quart.
- What do oranges cost? Oranges are 95¢ a dozen.
- How much is steak? Steak is \$2.79 a pound.
- How much does gas cost? Gas is \$1.29 a gallon.
- Can you change \$5 for me? Sorry, I don't have any change.
- Where can I cash a check? You can cash a check at the bank.
- Where can I change my money for U. S. money?  
You can change your money at the bank.

e. Fill in the blanks with appropriate words.

- Six inches of \_\_\_\_\_.
- Three feet of \_\_\_\_\_.
- A yard of \_\_\_\_\_.
- It's six miles from \_\_\_\_\_ to \_\_\_\_\_.
- I want to buy a pound of \_\_\_\_\_.

6. Please give me a half-dozen \_\_\_\_\_.
7. He wants a dozen \_\_\_\_\_.
8. We need a quart of \_\_\_\_\_.
9. I have to get 10 gallons of \_\_\_\_\_.

Do you understand these expressions?

\$ 1.00	\$2.98	56¢	\$.37
\$ 3.00	\$3.69	84¢	\$.42
\$ 5.00	\$5.57	98¢	\$.07
\$25.00	\$7.24	49¢	\$.01

Answer these questions.

1. How much is it?
2. How much does it cost?
3. How much is the tax?
4. How much does gas cost?
5. Can you change \$5 for me?
6. Can I cash a check here?
7. Can you lend me \$5?
8. Where can I change my money for U. S. money?
9. Can I buy travelers checks here?
10. What do oranges cost?

## TAPE 1303A

Listen to this conversation in a bank.

A: Can I cash a check here?

B: Do you have an account with us?

A: No, I don't.

B: Do you have some identification?

A: Yes, I have my passport.  
I also have this identification card.

B: That's good enough.  
How much is your check?

A: It's a government check for \$129.37.

B: How do you want your money?

A: I'm sorry. I don't understand.

B: Do you want large bills or small bills?

A: Give me five 20's and the rest in small bills.

B: Yes, of course. Here you are.  
Five twenties, two tens, a five, four ones,  
and the change: three dimes, a nickel, and two pennies.

A: Thank you very much.  
Can I buy travelers checks here?

B: Yes, you can.  
At the next window.

A: I have some money from my country.  
Can I change that for American money?

B: Yes, you can.  
They'll change it at the same window.

A: Thank you.

B: You're welcome.

Now listen to the conversation again and repeat it.

Practice some of the new vocabulary you heard in this conversation. Listen and repeat.

account

Do you have a bank account?

I have a charge account at the store.

He has \$100 in his bank account.

bill (paper money)

I have a \$20 bill.

How large a bill do you have?

Have you seen a two-dollar bill?

change (coins)

He has some bills but no change.

She has only 45 cents change.

How much change do you have?

cash (v)

They cashed my check.

You can cash it at the bank.

This store will cash your check.

check (n)

May I give you a check for \$10?

I use checks instead of money.

He cashed his check at the store.

the rest (n)

He gave me the rest of the money.

I'll read the rest of the time.

Give me the rest of your change.

welcome

You are welcome to visit class.

Do you feel welcome here?

I'll try to make you welcome.

Here are some sentences in the present tense. Change them to past tense and then repeat the correct response.

Example: Do you come to class every day?  
 Did you come to class every day?  
 Did you come to class every day?

I am cashing a check at the bank.

I was cashing a check at the bank.



We have an account at the bank.

We had an account at the bank.

How much is your check?

How much was your check?

He understands me well.

He understood me well.

He wants large bills.

He wanted large bills.

We buy travelers checks at the bank.

We bought travelers checks at the bank.

The students ask a lot of questions.

The students asked a lot of questions.

We see a movie every week.

We saw a movie every week.

John often reads the newspaper.

John often read the newspaper.

They find English hard to pronounce.

They found English hard to pronounce.

Let's practice some sentences with the special expression used to.  
Listen to the sentences and repeat them.

Mike used to drive a car.

Did he use to drive a car?

Yes, he used to.

Elizabeth didn't use to speak English well.  
 Did she use to speak English well?  
 No, she didn't use to.

We used to learn lots of new words.  
 Did we use to learn lots of new words?  
 Yes, we used to.

Robert didn't use to write his homework.  
 Did he use to write his homework?  
 No, he didn't use to.

The students used to study every night.  
 Did the students use to study every night?  
 Yes, they used to.

The boys didn't use to go swimming.  
 Did they use to go swimming?  
 No, they didn't use to.

We used to have classes in the afternoon.  
 Didn't we use to have classes in the afternoon?  
 No, we didn't use to.

He used to buy a lot of books.  
 Did he use to buy a lot of books?  
 Yes, he used to.

She used to go there every night.  
 Did she use to go there every night?  
 Yes, she used to.

Jane used to get a letter every week.  
 Did Jane use to get a letter every week?  
 Yes, she used to.

Listen to the following sentences.

Bill had a government check for \$129.37.  
 He went to the bank to cash it.  
 He didn't have an account at the bank.

Bill needed identification to cash the check.  
 He used his passport for identification.  
 He got \$129 in bills.  
 He got the rest in change.  
 Bill also bought some travelers checks.

Now listen to the sentences again and repeat them.

Here are some questions about these sentences. Answer the questions, and repeat the correct answer.

Examples: What kind of check did Bill have?  
Bill had a government check.  
Bill had a government check.

How large was the check?

The check was for \$129.37.

Where did Bill go to cash it?

He went to the bank to cash it.

Did he have an account at the bank?

No, he didn't have an account at the bank.

What did he need to cash the check?

He needed identification to cash the check.

What did he use for identification?

He used his passport for identification.

How much did he get in bills?

He got \$129 in bills.

How much change did he get?

He got 37 cents change.

## TAPE 1303B

Listen to this conversation about money.

- A: I have just arrived in the United States.  
I see many things in the stores.  
I would like to buy something.  
But I do not understand the money.  
Will you explain it to me?
- B: The basic unit is the dollar.  
This has one hundred cents.
- A: Do you have much paper money?
- B: Yes. We have paper money.  
We call the pieces of paper money bills.  
We see many one-, five-, ten-, and twenty-dollar bills.  
Sometimes you get a two-dollar bill.  
There are also bills of larger value.
- A: Don't you use any coins?
- B: Yes, we use coins for less than a dollar.  
The smallest coin is the penny.  
It is worth one cent.  
The nickel is worth five cents.  
Next is the dime worth ten cents.  
Then there is the quarter.  
This is worth twenty-five cents.  
Another piece is the fifty-cent piece.  
We call this a half dollar.  
There is also a one dollar piece.  
We use this mostly in the West.

Now listen to the conversation again and repeat it.

Now let's practice some of the new vocabulary in the conversation.  
Listen and repeat.

coin

This coin is a penny.  
How many coins do you have?  
I don't have any one-dollar coins.

count

Can you count American money?  
You should always count your change.  
Can you count to 100 in English?

dime

A dime is smaller than a nickel.

A dime is worth ten cents.

I need a dime to make a phone call.

half dollar

The half dollar is worth fifty cents.

Two half dollars make one dollar.

Do you have a half dollar?

nickel

A nickel is larger than a dime.

A nickel is worth five cents.

What can you buy for a nickel?

penny

There are five pennies in a nickel.

A penny is the same as a cent.

I'll give you ten pennies for a dime.

quarter

There are four quarters in a dollar.

A quarter is the same as 25¢.

Can you lend me a quarter?

unit

The dollar is the basic unit of U.S. money.

How many units are in this book?

The number one is a unit in mathematics.

worth

How much is this money worth?

A dime is worth two nickels.

How much are these things worth?

Here are some questions on the conversation about money. Answer these questions.  
Repeat the correct answer.

Example: How many quarters are in a dollar?

Four quarters are in a dollar.

Four quarters are in a dollar.

How many dimes are in fifty cents?

Five dimes are in fifty cents.

How many nickels are in a dime?

Two nickels are in a dime.

How many pennies are in a nickel?

Five pennies are in a nickel.

What do we sometimes call the penny?

We sometimes call the penny one cent.

How much is a nickel worth?

A nickel is worth five cents.

How much is a dime worth?

A dime is worth ten cents.

How much is a quarter worth?

A quarter is worth twenty-five cents.

What do we call a fifty-cent piece?

We call a fifty-cent piece a half dollar.

What do we call paper money?

We call paper money bills.

We'll now practice some questions and answers about units of measure in the United States. Listen to the sentences and repeat them.

How many inches make a foot?

Twelve inches make a foot.

How many feet make a yard?  
Three feet make a yard.

How many inches are in a yard?  
There are thirty-six inches in a yard.

How many feet are in a mile?  
There are 5,280 feet in a mile.

How many ounces are in a pound of meat?  
A pound of meat has sixteen ounces.

How many eggs are in a dozen?  
Twelve eggs are in a dozen.

How many pints make a quart of milk?  
Two pints of milk make a quart.

How many quarts of milk make a gallon?  
Four quarts of milk make a gallon.

How many pounds are in a ton?  
There are 2,000 pounds in a ton.

Now let's practice some sentences with used to, be used to and get used to.  
Listen to these sentences and then repeat them.

I'm used to life in the United States.  
I'll soon be used to life in the United States.  
I'm getting used to life in the United States.

I used to like the weather here.  
Are you used to the weather here?  
Are you getting used to the weather here?

He used to smoke cigarettes.  
He'll soon be used to smoking cigars.  
He's getting used to smoking cigars.

He used to speak English.  
He will soon be used to speaking English.  
He is getting used to speaking English.

I used to be a student here.  
I'll soon be used to going to school here.  
I'm getting used to going to school here.

We used to get up early.  
I'm used to getting up early.  
I'm getting used to getting up early.

He used to drive to town every day.  
He's used to driving to town every day.  
He's getting used to driving to town every day.

You used to do this all the time.  
You'll soon be used to doing this.  
Are you getting used to doing this?

They used to swim a lot.  
They're used to swimming a lot.  
They're getting used to swimming a lot.

I used to get new things every day.  
I'm used to getting new things all the time.  
I'm getting used to getting new things.



## TAPE 1303C

Note the use of the possessive pronouns in these sentences.

Listen to them and repeat them.

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

Are these Jack's letters?  
Yes, they are his.

Whose watch is this?  
This watch is his.

Is this your identification card?  
No, this is not mine.

Whose magazines are these?  
They are yours.

Are these their oranges?  
Yes, these oranges are theirs.

Is this her chewing gum?  
Yes, it's hers.

Is this your room?  
No, it isn't ours.

Whose stamps are these?  
They are mine.

Is this Bill's money order?  
No, it isn't his.

Note the use of question words with the future tense.

Repeat the following questions and answers.

What are you going to do?  
What are you going to have?  
What are you going to make?

Who is going to be there?  
Who is going to visit you?  
Who is going to help him?

When will this class be over?  
When will we have our next exam?  
When will you graduate from here?

Where are you going to study?  
Where are you going to eat breakfast?  
Where are you going to smoke?

When will you be 28 years old?  
When are you coming to see me?  
When is it going to get cooler?

Which car will you buy?  
Which color will you choose?  
Which type will you select?

What time is he going to leave?  
What plane are you going to fly?  
What car are you going to use?

Where are you going to take a break?  
Where are they going to play football?  
Where's he going to have lunch?

Listen to a conversation about getting an insured package.

Hello, George. What's new?

Hi, Jack. Nothing much.  
When are you going to get your package?

Oh, sometime this morning.  
I'll have to go to the post office.  
It's an insured package.

I'm going there now.  
Shall I get it for you?

Well, I'll have to sign for it.  
Thank you just the same.

Listen to the conversation again and repeat it.

Note the use of should and ought to in these sentences. Listen to them and repeat.

You should go on sick call.  
I ought to make an appointment.

Tom should bring his book to class.  
He ought to carry paper and pencil.

You should study this lesson carefully.  
I ought to go over this lesson again.

This cadet should get a haircut.  
He ought to go to the barbershop now.

I should send the letter by airmail.  
He should answer by telegram.

We should tell everyone tomorrow.  
We ought to wait until next week.

We should invite them to the party.  
You should ask Martha to come.

You shouldn't stay up so late.  
You shouldn't drink so much coffee.

We shouldn't disturb our neighbors.  
We shouldn't play our radios so loud.

The pilot should fly carefully.  
He ought to check his instruments.

Listen to a conversation about getting a haircut.

Looks like you need a haircut.  
You should get one today.

I know I should, but I can't today.  
I have a dental appointment.  
That'll take the whole afternoon.

It shouldn't take you that long.  
You ought to be through by three.  
You'll have two hours before supper.  
Can't you get a haircut in two hours?

I suppose so. I'll try.

Now listen to the conversation again and repeat it.

Note the use of should and shouldn't.

Repeat the following questions and answers.

Should we bring our books to class?  
Yes, you should bring them to class.

Should students ask questions in class?  
Yes, they should ask questions in class.

Should Tom study after school?  
Yes, he should study after school?

Should Joe finish his assignment tonight?  
Yes, he should finish it tonight.

Should I get a haircut now?  
No, you shouldn't get one now.

Should I go to the store at two?  
No, you shouldn't go at two.

Should we visit our sick friend today?  
No, you shouldn't visit him today.

Should I carry my ID card at all times?  
Yes, you should carry it at all times.

Shouldn't we stay home tonight?  
No, you shouldn't stay home tonight.

Shouldn't we ask them to leave?  
No, you shouldn't ask them to leave.

Listen to a conversation about visiting a  
sick friend.

My friend went to the hospital this  
morning.  
Should I visit him tonight?

That depends on his illness.  
What is the matter with him?

I think he has a broken leg.  
Is that very serious?

It's very painful.  
You shouldn't visit him right now.  
You ought to wait a few days.

I want to take some things to him.

Give them to the nurse.  
She'll take them for you.

Now listen to the conversation again and  
repeat it.

Now let's review the use of must. We  
cannot use must in the past tense.  
Instead we use had to.

Example: I must study today.  
I had to study yesterday.

Now you will hear some sentences in the  
present tense using must. You should  
say the sentence in the past tense and  
then repeat the correct response.

Example: I must go today.  
I had to go yesterday.  
I had to go yesterday.

They must go to class today.

They had to go to class yesterday.

The students must leave today.

The students had to leave yesterday.

I must erase a tape today.

I had to erase a tape yesterday.

You must stay here today.

You had to stay here yesterday.

He must drive to town today.

He had to drive to town yesterday.

We must speak English today.

We had to speak English yesterday.

Here are some sentences containing special expressions we have learned.  
Listen to the sentences and repeat them.

We are looking forward to the holidays.

Are you looking forward to your trip?

It takes me an hour to drive home.

How long does it take to read a book?

I'll take a look at that suit.

Did he take a look at the car?

What do you have in mind?

I have a regular white shirt in mind.

You can pick it up Friday.

Can he pick it up for me?

Did she make up her mind to go?

Yes, she made up her mind yesterday.

I changed my mind about it.

He doesn't often change his mind.

## OUTLINE AND STUDY OBJECTIVES

Structures**Special Verbs:**

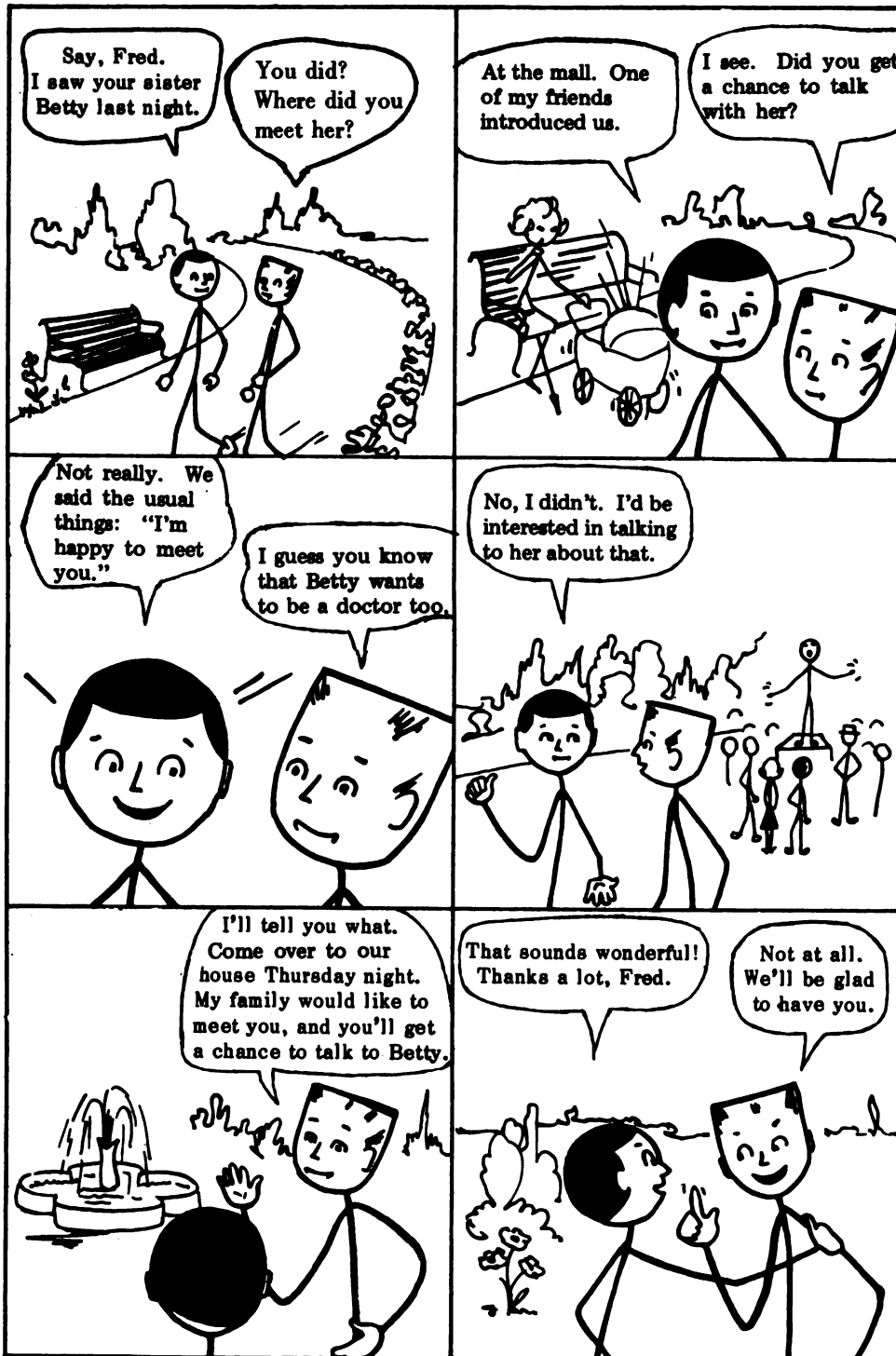
have to  
want to  
be going to  
be able to  
ought to

**Expressions of Quantity:**

a lot of, lots of  
a great deal of

**Also, Too, Either**

TWO FRIENDS



## UNIT 1304

## CONVERSATION AND READING PRACTICES

Dialog

## Two Friends

Jack: Say, Fred. I met your sister Betty last night.

Fred: You did? Where did you meet her?

Jack: At the mall. One of my friends introduced us.

Fred: I see. Did you get a chance to talk with her?

Jack: Not really. We said the usual things: "I'm happy to meet you."

Fred: I guess you know that Betty wants to be a doctor too.

Jack: No, I didn't. I'd be interested in talking to her about that.

Fred: I'll tell you what. Come over to our house Thursday night. My family would like to meet you and you'll get a chance to talk to Betty.

Jack: That sounds wonderful! Thanks a lot, Fred.

Fred: Not at all. We'll be glad to have you.

Vocabulary

interested in  
come over  
introduce

sister  
talk  
wonderful

Vocabulary Practice1. chance (opportunity)

We didn't get a chance to talk.  
Did you have a chance to see this movie?  
He would like a chance to meet her.

2. come over

He said, "Come over to our house for dinner."  
He enjoyed the visit very much.  
He was happy that he came over.

3. mall

You can find many stores in a mall.  
People like to go to malls to buy clothes, shoes, watches, and many other things.  
There are restaurants, cafeterias, and cafes in the big malls.

4. interested in

Are you interested in learning English?  
 He is interested in his work.  
 I am interested in sports cars.

5. introduce

My friend introduced her to me.  
 I don't know your friend. Will you introduce us?  
 The teacher introduced the subject to the class.

6. sister

I have two brothers, but no sisters.  
 How many sisters do you have?  
 His sister's name is Jenny.

7. talk

The teacher talked to us after class.  
 Do you often talk to people in English?  
 We often talk about food.

8. wonderful

We had a wonderful time at the party.  
 These mountains are wonderful.  
 That sounds wonderful! We'll have a good time.

Dialog Drill

1. Where did Jack meet Betty?
2. Who introduced them?
3. What do people usually say when they are introduced?
4. Do you think Fred and Jack are good friends? Why?

Change the following to question forms.

1. I met your sister Betty last night.
2. One of my friends introduced us.
3. Betty wants to be a doctor.
4. He's interested in talking to her.
5. I'd like to meet your family.
6. You'll get a chance to talk to Betty.



**Remember the Facts!**

1. The girl's name is \_\_\_\_\_.
2. He met her at \_\_\_\_\_.
3. One of their friends \_\_\_\_\_ them.
4. Jack said, "I'm happy \_\_\_\_\_."
5. Betty wants to be a \_\_\_\_\_ too.
6. They didn't have a chance \_\_\_\_\_.
7. Jack is interested in \_\_\_\_\_ to Betty.
8. Jack will \_\_\_\_\_ to Fred's house Thursday.

Dialog Practice

Jack: Say, Fred. I met your sister Betty last night.

Fred:

Jack: At the mall. One of my friends introduced us.

Fred:

Jack: Not really. We said the usual things, "I'm happy to meet you."

Fred:

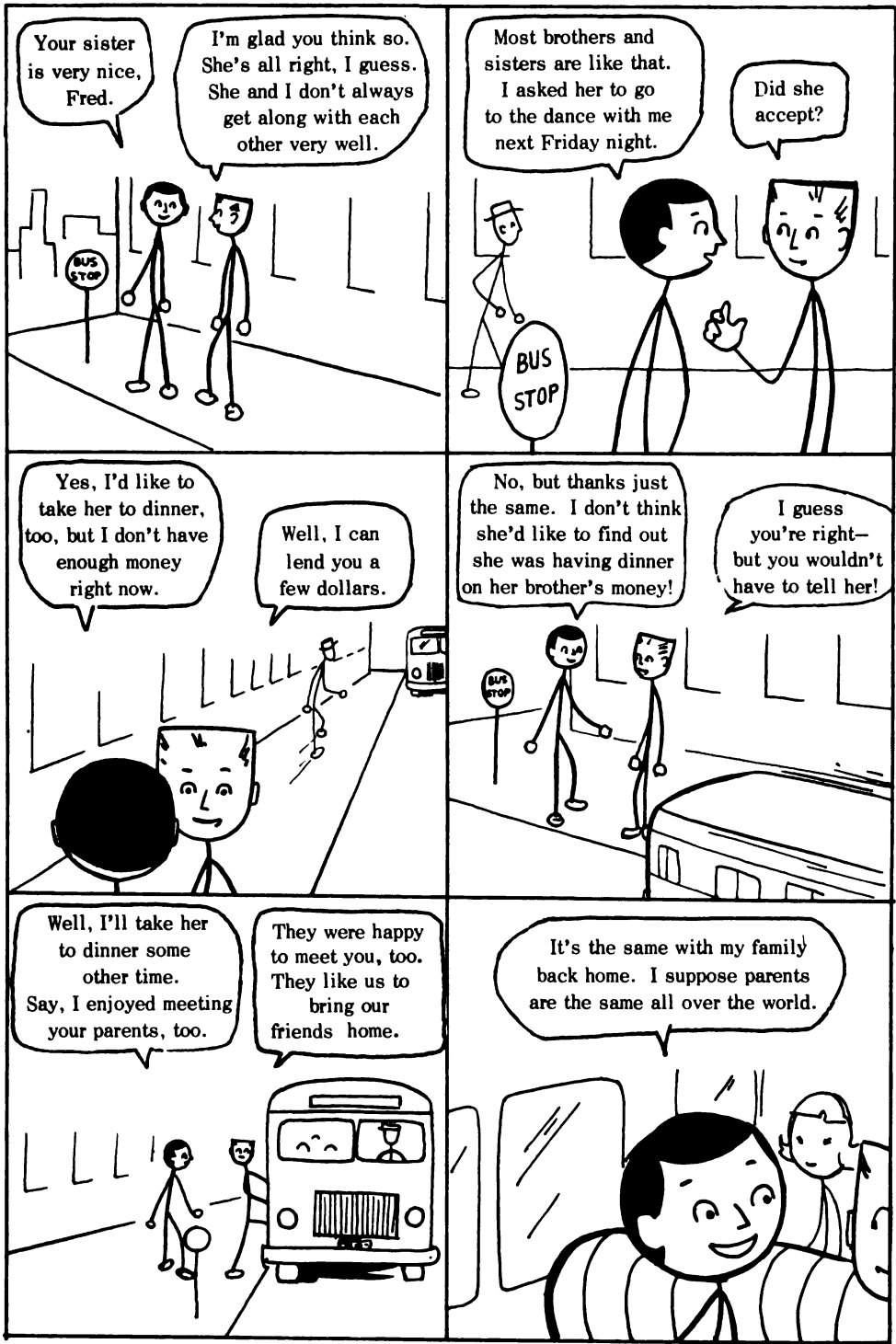
Jack: No, I didn't. I'd be interested in talking to her about that.

Fred:

Jack: That sounds wonderful! Thanks a lot, Fred.

Fred:

A LATER CONVERSATION BETWEEN THE FRIENDS



Dialog

Jack: Your sister is very nice, Fred.

Fred: I'm glad you think so. She's all right, I guess.  
She and I don't always get along with each other very well.

Jack: Most brothers and sisters are like that. I asked her to go to the dance with me next Friday night.

Fred: Did she accept?

Jack: Yes. I'd like to take her to dinner, too, but I don't have enough money right now.

Fred: Well, I can lend you a few dollars.

Jack: No, but thanks just the same. I don't think she'd like to find out she was having dinner on her brother's money!

Fred: I guess you're right--but you wouldn't have to tell her.

Jack: Well, I'll take her to dinner some other time. Say, I enjoyed meeting your parents, too.

Fred: They were happy to meet you, too. They like us to bring our friends home.

Jack: It's the same with my family back home. I suppose parents are the same all over the world.

Vocabulary

all over	just the same
find out	lend
get along with	parents

Vocabulary Practice

1. all over  
He has been all over the world.  
Have you been all over the United States?  
She has traveled all over.
2. find out  
She found out I knew you.  
Did they find out about the money?  
I'll find out when the train leaves.
3. get along with  
Brothers and sisters don't always get along with each other.  
Do you get along well with your parents?  
We are friends. We get along with each other.

4. just the same  
 They haven't any money but they'll go just the same.  
 I don't like the work but I'll do it just the same.  
 We didn't help them, but they thanked us just the same.
5. lend  
 You should never borrow or lend money.  
 Will you lend me your pen?  
 John lent him some money yesterday.
6. parents  
 My father and my mother are my parents.  
 Parents are the same all over the world.  
 Are your parents both at home?

### Word Drill

1. sisters  
 two sisters  
 brothers  
 one brother  
  
 He has two sisters and one brother.
2. mother  
 father  
 my mother and father  
  
 I'd like you to meet my mother and father.
3. girls  
 boys  
 girls and boys  
  
 Most schools have both girls and boys.
4. dance  
 dancing  
 talk  
 talking  
 dancing and talking  
  
 We had a wonderful time dancing and talking.
5. introduce  
 to introduce  
 want to introduce  
  
 I want to introduce my mother and father.
6. sounds  
 sounds wonderful  
  
 Your idea for a party sounds wonderful.

7. happy  
very happy  
very happy to come

We will be very happy to come to the dance.

8. interested  
interested in  
interested in meeting

He is interested in meeting my sister.

9. again  
come again  
come again some time

Please come again some time.

### Special Expression

Get along with

1. I don't get along with my sister. We always fight!
2. John doesn't get along with people very well. He's too noisy.
3. Mr. Smith gets along with everybody. He's very friendly.
4. How do you get along with your roommate? Are you good friends?
5. Mr. and Mrs. Roberts got along with each other very well.

### Drill on the Dialog

Answer these questions about the dialog.

1. Do the brother and the sister like each other?
2. Did the friend ask her to go to a dance?
3. Did she accept?
4. Why can't the friend take her to dinner, too?
5. Who could lend him a few dollars?
6. Why doesn't the friend accept the money?

Change the following to negative statements.

1. Most brothers and sisters are like that.
2. I asked her to go to the dance.
3. I'd like to take her to dinner.

4. I enjoyed meeting your parents.
5. They like us to bring our friends home.

Change the following to affirmative statements.

1. We don't always get along with each other.
2. I don't have enough money right now.
3. I don't think she'd like to find out.

Read these sentences.

1. I have to go.
2. They're going to study.
3. Would you like to go?
4. She isn't able to get up.
5. They had to leave early.
6. You ought to study.
7. I want to learn.
8. Will you have to work?

#### Pronunciation Drill

I want to go. I want to.  
 Does she have to go? Yes, she has to.  
 Is John going to leave? Yes, he is going to.  
 We ought to leave, but they ought not to.  
 I'd like to learn English, and they'd like to, too.  
 How do you do?  
 What do you do in the evening?  
 When do they do their homework?  
 Where do you do your lessons?

## EXPLANATION AND DRILL OF STRUCTURES

1. Some Special Verbs

- a. Have to  
Want to

I have to go now.  
We have to go now.  
He has to go now.  
I want to go now.  
We want to go now.  
He wants to go now.

<u>Verb</u>	<u>Simple-Form</u>	<u>3rd Person Singular-Form</u>	<u>ing-Form</u>	<u>Past-Form</u>
HAVE TO	have to	has to	having to	had to
WANT TO	want to	wants to	wanting to	wanted to

Practice

<u>Question</u>	<u>Statement</u>
1. Do you <u>have to</u> go?	Yes, I <u>have to</u> . No, I don't <u>have to</u> .
2. Does he <u>have to</u> study?	Yes, he <u>has to</u> . No, he <u>doesn't have to</u> .
3. Did he <u>have to</u> go?	Yes, he <u>had to</u> . No, he <u>didn't have to</u> .

- b. Be going to

I'm going to read that book.  
He's going to have dinner.

Going to is used to indicate a future action.

Practice

- I'm going to have dinner.
- I'm not going to have dinner.
- He's going to go to New York.
- He's not going to go to New York.
- Are you going to read that book?
- Is he going to go to New York?
- They're going to study their lesson.
- They're going to have dinner.

## c. Be able to

able to = can  
 I'm able to go. = I can go.  
 He's able to read. = He can read.

## Statements

I'm			
You're			
He's			
She's	able to		go.
We're			
They're			

## Questions

Are you			
Am I			
Is he			today?
Is she	able to	go	this afternoon?
Are we			tonight?
Are they			

d. The modal ought to

Ought to = should

I should go. or I shouldn't go.  
 I ought to go. I ought not to go.

## Practice

1. We ought to study our lesson now.
2. They ought to listen to the tape tonight.
3. She ought to be here at seven o'clock.
4. The students ought to study this lesson.
5. They ought not to study all night.

2. Some Verb Drills

## a. Change to past tense.

1. My sister has to work tomorrow.  
My sister \_\_\_\_\_ to work yesterday.
2. His father and mother are able to meet the president today.  
His father and mother \_\_\_\_\_ able to meet the president yesterday.
3. The boys are able to dance until twelve o'clock.  
The boys \_\_\_\_\_ able to dance until twelve last night.



4. Paul's brothers have to give talks tonight.  
Paul's brothers \_\_\_\_\_ to give talks last night.

b. Use must or have to.

1. Mrs. Anderson \_\_\_\_\_ drive 20 miles to her job.
2. The students \_\_\_\_\_ be in class before 8 A.M.
3. Fred \_\_\_\_\_ work every other Saturday
4. My brother will \_\_\_\_\_ introduce the speaker at the next program.
5. I \_\_\_\_\_ study my lesson tonight.

c. Use will or be + going to.

1. Her parents \_\_\_\_\_ meet the teachers at the school.
2. Jim \_\_\_\_\_ introduce his father and mother to his teachers.
3. All of the friends \_\_\_\_\_ meet at a party.
4. Everyone \_\_\_\_\_ have a wonderful time at the party.
5. We \_\_\_\_\_ be very happy when you visit us again.

3. Special Expression Drill

a. get along with

1. Do you \_\_\_\_\_ everybody?
2. He and I \_\_\_\_\_ each other very well.
3. She's very nice; she \_\_\_\_\_ everybody.
4. How do they \_\_\_\_\_ their teacher?
5. Peter's not very friendly.  
He doesn't \_\_\_\_\_ people very well.

4. Expressions of Quantity: a lot of, lots of, a great deal of.

**INSTRUCTOR'S NOTE:** In affirmative sentences, the expressions a lot of, lots of and a great deal of often replace much.

He studies a lot.  
He studies a great deal.

In negative sentences, much is often used.  
He doesn't study much.

A great deal of can be used only with singular nouns.  
A lot of and lots of may be used with both singular and plural nouns.

He has            -            much work.  
   a lot of work.  
   a great deal of work.

He has            -            many plans.  
   a lot of plans.  
   lots of plans.

Read each of these sentences three times: Use (1) a lot of, (2) lots of, (3) a great deal of, whenever possible. (Remember that a great deal of is not used with plural nouns.)

- a. He has \_\_\_\_\_ money.
- b. Does he spend \_\_\_\_\_ time with his family?
- c. He uses \_\_\_\_\_ sugar in his coffee.
- d. He plays \_\_\_\_\_ tennis.
- e. They drink \_\_\_\_\_ wine.
- f. Betty has \_\_\_\_\_ friends.
- g. They went to \_\_\_\_\_ dances.
- h. He read \_\_\_\_\_ English books.
- i. They received \_\_\_\_\_ telegrams.
- j. She assigned \_\_\_\_\_ homework.

5. Also, Too, Either

**INSTRUCTOR'S NOTE:** We use the words also and too in affirmative sentences. We replace them with the word either in negative sentences.

**Example:** Betty also speaks French.  
 Betty speaks French too.  
 Betty doesn't speak French either.

a. Change to the negative form using either.

1. He also likes to dance.
2. She can speak English well, too.
3. The students also walk to class.
4. He goes to the movies, too.
5. I like to eat there, too.
6. He has to go, too.
7. They ought to listen, too.
8. He also met Mary.

b. Read the sentences. Repeat them, and add the phrase and he does, too.

**Example:** I have a headache.  
I have a headache, and he does, too.

I take a walk every morning.  
 I read the reports every day.  
 I drive a car.

c. Read these negative sentences, and repeat them, adding, and he doesn't, either:

**Example:** I don't have a headache.  
I don't have a headache, and he doesn't, either.

I don't ever change the plans.  
 I don't often go to the movies.  
 I don't go to bed early.

## d. Practice the conversation.

A: I have a date for the dance tonight. Do you have one?

B: No, I don't; my roommate doesn't have one, either.

A: Would he like to have a date? I can get him one.

B: I don't think so. He doesn't usually have any luck with dates.

## TAPE 1304A

Listen to this conversation between two friends.

Jack: Say, Fred. I met your sister Betty last night.

Fred: You did? Where did you meet her?

Jack: At the mall. One of my friends introduced us.

Fred: I see. Did you get a chance to talk with her?

Jack: Not really. We said the usual things: "I'm happy to meet you."

Fred: I guess you know that Betty wants to be a doctor too.

Jack: No, I didn't. I'd be interested in talking to her about that.

Fred: I'll tell you what. Come over to our house Thursday night. My family would like to meet you and you'll get a chance to talk to Betty.

Jack: That sounds wonderful! Thanks a lot, Fred.

Fred: Not at all. We'll be glad to have you.

Now listen to the conversation again and repeat it.

Let's practice some of the new vocabulary in this conversation.

Listen and repeat:

chance

I had a chance to see you.

Did you have a chance to see any movies?

They want a chance to meet you.

mall

You can find many stores in a mall.

People like to go to malls to buy clothes, shoes, watches, and many other things.

There are restaurants, cafeterias, and cafes in the big malls.

come over

He said, "Come over to our house for dinner."  
 He enjoyed the visit very much.  
 He was happy that he came over.

interested in

I am interested in reading books.  
 Is he interested in his work?  
 John is interested in sports cars.

introduce

My friend introduced her to me.  
 Will you introduce me to your friend?  
 The teacher introduced the subject to the class.

sister

I have no brothers but I have three sisters.  
 What is your sister's name?  
 My sister is not at home now.

talk

We talk together after class.  
 You should talk English with each other.  
 People often talk about houses.

wonderful

It was a wonderful party.  
 We had a wonderful time.  
 Those plans sound wonderful.

Here are some questions using the verbs in this conversation. Give a complete affirmative answer to these questions. Repeat the correct response.

Example: Does the class meet every day?  
 Yes, the class meets every day.  
 Yes, the class meets every day.

Did the class meet yesterday?

Yes, the class met yesterday.

Is the class meeting now?

Yes, the class is meeting now.

Remember to answer the question when you hear \*\*.

Does he always introduce new students?

Yes, he always introduces new students.

Did he introduce you to his sister?

Yes, he introduced me to his sister.

Is he introducing the new student now?

Yes, he's introducing the new student now.

Do you often dance?

Yes, I often dance.

Does he dance every night?

Yes, he dances every night.

Did you dance last night?

Yes, I danced last night.

Are they dancing now?

Yes, they are dancing now.

Do you often talk on the telephone?

Yes, I often talk on the telephone.

Does he often talk on the telephone?

Yes, he often talks on the telephone.

Did he talk on the telephone yesterday?

Yes, he talked on the telephone yesterday.

Is she talking to her now?

Yes, she is talking to her now.

Let's practice some more sentences with these same verbs. Again you will hear a question. Answer these questions with negative answers. Repeat the correct response.

Example: Does the class meet every day?  
No, the class doesn't meet every day.  
No, the class doesn't meet every day.

Did the class meet yesterday?

No, the class didn't meet yesterday.

Is the class meeting now?

No, the class isn't meeting now.

Does he always introduce new students?

No, he doesn't always introduce new students.

Remember to answer the question with a negative answer.

Did he introduce you to his sister?

No, he didn't introduce me to his sister.

Is he introducing the new student now?

No, he isn't introducing the new student now.

Do you often dance?

No, I don't often dance.

Does he dance every night?

No, he doesn't dance every night.

Did you dance last night?

No, I didn't dance last night.

Are they dancing now?

No, they aren't dancing now.

Do you often talk on the telephone?

No, I don't often talk on the telephone.

Does he talk on the telephone every day?

No, he doesn't talk on the telephone every day.

Did he talk to her this morning?

No, he didn't talk to her this morning.

Is she talking to him now?

No, she isn't talking to him now.



Notice the use of must and have to in these sentences. Listen to them and then repeat them.

I must study hard.

I have to study hard.

You must go with me.

You have to go with me.

We must study the lessons.

We have to study the lessons.

He must practice speaking.

He has to practice speaking.

They must leave soon.

They have to leave soon.

We must hurry to the station.

We have to hurry to the station.

They must go to class.

They have to go to class.

We must learn English.

We have to learn English.

## TAPE 1304B

Here is a later conversation between our two friends. Let's listen to them.

A: Your sister is very nice, Fred.

B: I'm glad you think so.  
She's all right, I guess.  
She and I don't always get along, though.

A: Most brothers and sisters are like that.  
I asked her to go to a dance with me.

B: Did she accept?  
When are you going?

A: Yes, she accepted.  
We're going next Friday night.  
I'd like to take her to dinner, too,  
but I don't have enough money now.

B: I can lend you a few dollars.

A: No, but thanks just the same.  
She wouldn't want dinner on your money.

B: I guess you're right.  
You wouldn't have to tell her though.

A: I'll take her to dinner some other time.  
I enjoyed meeting your parents, too.

B: They were happy to meet you too.  
They like us to bring our friends home.

A: It's the same with my family at home.  
Parents are the same all over the world.

Listen to the conversation again and repeat it.

Practice the use of some new vocabulary in this conversation. Repeat what you hear.

all over

He has been all over the world.

She has traveled all over.

Have you been all over the United States?

find out

She found out I knew you.  
 Did they find out about the money?  
 I'll find out when the train leaves.

get along

Brothers and sisters don't always get along.  
 Do you get along well with your parents?  
 We get along well with each other.

just the same

They don't have money; they go just the same.  
 It's difficult but we do it just the same.  
 It's just the same to me.

lend

You should never lend money.  
 Will you lend me your pen?  
 John lent him some money yesterday.

parents

My father and my mother are my parents.  
 Parents are the same all over.  
 Are both your parents at home?

Now we'll practice the use of some special verbs. Notice the verbs in these sentences.  
 Do you know the difference in meaning? Repeat what you hear.

We have to study our lesson now.  
 We don't want to study our lesson now.  
 We're going to study our lesson now.  
 Are you able to study your lesson now?  
 We ought to study our lesson now.

They have to be here at seven.  
 They want to be here at seven.  
 They're going to be here at seven.  
 They'll be able to be here at seven.  
 They ought to be here by seven.

We have to go to class.  
 We don't want to go to class.  
 We're going to go to the movies.  
 We're not able to go to class.  
 We ought to go to class.

He has to write a story.  
 He wants to play football.  
 He's going to read the book tonight.  
 He's not able to play football.  
 He ought to write a story.

They have to eat dinner at seven.  
 They want to eat dinner at six.  
 They're going to eat dinner at seven.  
 They're able to eat dinner any time.  
 They ought to eat dinner at seven.

I have to wait for her here.  
 I want to wait for her here.  
 I'm going to wait for her here.  
 I'm able to wait for her here.  
 I ought to wait for her here.

Here are some sentences in the present tense. Change them to the past tense.

Examples: I have to study tonight.  
 I had to study yesterday.  
 I had to study yesterday.

They are able to meet me today.

They were able to meet me yesterday.

He has to eat at noon today.

He had to eat at noon yesterday.

We are going to visit them today.

We were going to visit them yesterday.

I want to visit them today.

I wanted to visit them yesterday.

Each boy is going to introduce his father today.

Each boy was going to introduce his father yesterday.

We want to have a good time today.

We wanted to have a good time yesterday.

He is able to send the money today.

He was able to send the money yesterday.

She has to see him today.

She had to see him yesterday.

Here are some sentences based on the conversation. Listen to them carefully.

Fred's sister Betty is very nice.  
 Fred and Betty don't always get along.  
 She is going to a dance on Friday.  
 She is going with Fred's friend.  
 The friend wants to take her to dinner,  
 but he doesn't have enough money.  
 Fred will lend him some money.  
 He does not take Fred's money.

Now listen to the sentences again and repeat them.

Here are some questions based on these sentences. Listen to the questions and answer them. Repeat the correct answer.

Example:    What is the name of Fred's sister?  
               Her name is Betty.  
               Her name is Betty.

Who doesn't always get along with Betty?

Fred doesn't always get along with Betty.

When is Betty going to a dance?

She is going to a dance on Friday.

Who is taking her to the dance?

Fred's friend is taking her to the dance.

Why doesn't the friend take her to dinner?

He doesn't have enough money.

Who will lend him some money?

Fred will lend him some money.

Does he take Fred's money?

No, he doesn't take Fred's money.

Let's practice some sentences with also, too, or either.

Repeat what you hear.

He likes to dance.

I like to dance, too.

We also like to dance.

They don't like to dance.

She doesn't like to dance, either.

John speaks English.

Bill speaks English, too.

Henry also speaks English.

Bob doesn't speak English.

Nick and Manuel don't speak English, either.

We met him last night.

John met him, too.

Our friends also met him.

You didn't meet him.

Betty didn't meet him, either.

## TAPE 1304C

Listen to a conversation about swimming.

I was at the beach yesterday.

So was I, but I didn't see you.  
Where were you all the time?

I was swimming.  
It was a hot day.  
The water was very pleasant.

I was in the water, too.  
But I didn't see you.

I didn't see you, either.  
You were probably at the north beach.

Yes, I was.  
Were you there, too?

No, I stayed at the south beach.

Now listen to the conversation again  
and repeat the sentences.

Note the use of too and either, so and neither.

Repeat the following sentences.

I am tired today.  
My roommate is, too.

Bill wasn't here yesterday.  
George wasn't either.

The students have new books.  
So does our instructor.

John wasn't absent last Friday.  
Neither were Tom and Joe.

The students don't have any pencils.  
The teachers don't have them, either.

Our friends have a new car.  
I do too.

Fred won't be in lab at nine.  
Neither will Harry and Jack.

The director is in a hurry.  
So is the liaison officer.

The new students won't go to  
the club.  
Neither will the graduates.

They should attend the school  
party.  
Their wives should, too.

Smith would like to go to the dance.  
So would Harris and Brown.

Capt. Griffin didn't fly yesterday.  
Capt. Fagin didn't, either.

Note the use of many, much, and a lot  
of.

Repeat the following sentences.

I like to drink coffee.  
I like to drink a lot of coffee.

There's sugar in this tea.  
There's too much sugar in this  
tea.

There are glasses on the table.  
There are many glasses on the  
table.

My roommate doesn't drink milk.  
He doesn't drink much milk.

John can eat ice cream.  
He can eat a lot of ice cream.

He smokes cigarettes.  
He smokes a lot of cigarettes.

My friend has money.  
He has a lot of money.

Fred has friends in town.  
He has many friends in town.

Joe has trouble with his English.  
He has much trouble with his English.

We learn new words every day.  
We learn many new words every day.

We can use long sentences.  
We can use many long sentences.

There's confusion in the hallway.  
There's much confusion in the hallway.

Listen to this conversation between two students.

A: Do you have many friends in town?

B: Yes, I do.  
I have many friends now.  
You see, I go there every weekend.  
I meet new ones each time.

A: Do they invite you to their homes?

B: Oh, yes, I get many invitations.  
I can't spend too much time with them.

A: Why can't you?

B: I have many other things to do.

A: What other things?

B: I buy a lot of clothes and presents.

Listen to the conversation again and repeat it.

Note the use of have to and had to to express necessity.

Repeat the following questions and answers.

Will you have to study tonight?  
Yes, I'll have to study tonight.

Do you have to go to the store now?  
No, I don't have to go right now.

Did you have to see the commander?  
Yes, I had to see him.

Will you have to phone your friend?  
No, I won't have to.

Do you have to write your homework?  
Yes, I have to write it.

Do you have to finish it today?  
No, I don't have to.

Do you have to go now?  
Yes, I have to go now.

Did you have to leave early?  
Yes, I had to leave early.

Will we have to return our books?  
Yes, you'll have to return them.

Do you have to write home often?  
Yes, I have to write every week.

Did you have to send a telegram?  
Yes, I had to send one.

Do you have to take the final exam?  
Yes, I have to take it.

Listen to this conversation as a student introduces himself to a cafe owner.

Good morning.  
May I speak to Mr. Black, the manager?

Good morning. I'm Mr. Black.

Mr. Black, I'm a student going to school here.

I'm glad to know you.  
Mrs. Jones called me about you.

Did she tell you our problem?

Yes, you miss the food of your country.

That's right.  
There are eight of us here.  
We are all hungry for food from home.



My chef can fix you up.  
 He was born in your country.  
 He can cook all kinds of dishes.

This would solve our problem.  
 When we're hungry, we can't study  
 well.

You'll have to give him some notice.  
 Let me know early.  
 When would you like to come?

How about tomorrow night?

That's fine. Any time after six o'clock.

Thank you very much.  
 Good-bye.

Good-bye.

Now listen to the conversation again  
 and repeat it.

Listen to a conversation between two  
 students.

Are you going to the picnic?

I'd like to, but I have to study.

What did you say?

I said I can't go.  
 I've got to study today.

Yeh! I see. You have to study.  
 Do you have to study all the time?

Not all the time.  
 But I must finish this assignment.

Listen to the conversation again and  
 repeat it.

Let's practice the use of the indirect  
 object and the phrases with to or for.  
 Listen to these sentences and repeat  
 them.

My roommate sold me his car.  
 He sold his car to me.

The policeman gave him a traffic  
 ticket.  
 The policeman gave a traffic ticket  
 to him.

He gave me the book.  
 He gave the book to me.

I threw him the ball.  
 I threw the ball to him.

She sent me the letter.  
 She sent the letter to me.

Did he give you your book?  
 Did he give your book to you?

The teacher told him a story.  
 The teacher told a story to him.

We bought him a shirt.  
 We bought a shirt for him.

She cooked him a dinner.  
 She cooked a dinner for him.

Will you buy me some bread?  
 Will you buy some for me?

## OUTLINE AND STUDY OBJECTIVES

Structures

Pronouns, Relative

Adjectives, Predicate

review

comparative and superlative

Modal Auxiliaries:

past tense

exercises

substitutes for

Future Tense:

review

Sound and Intonation

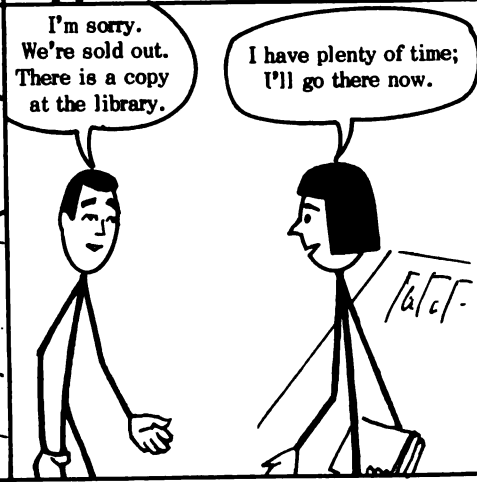
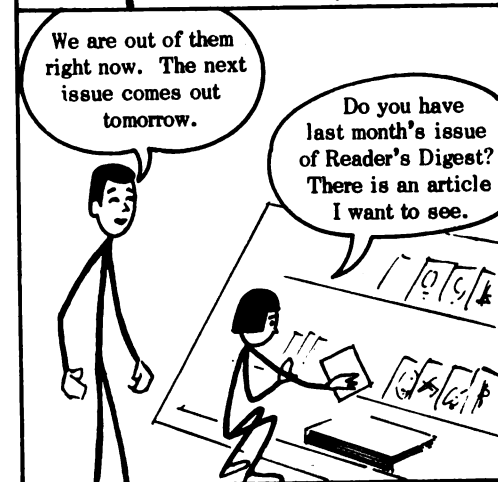
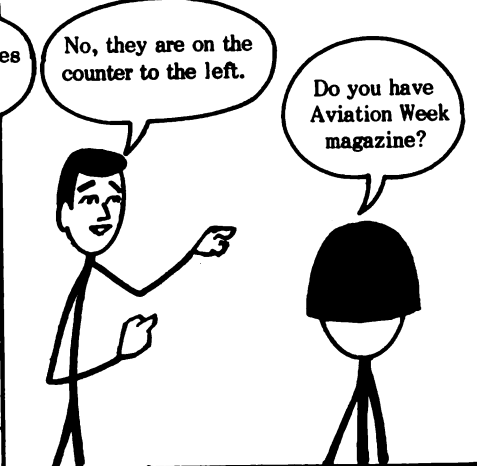
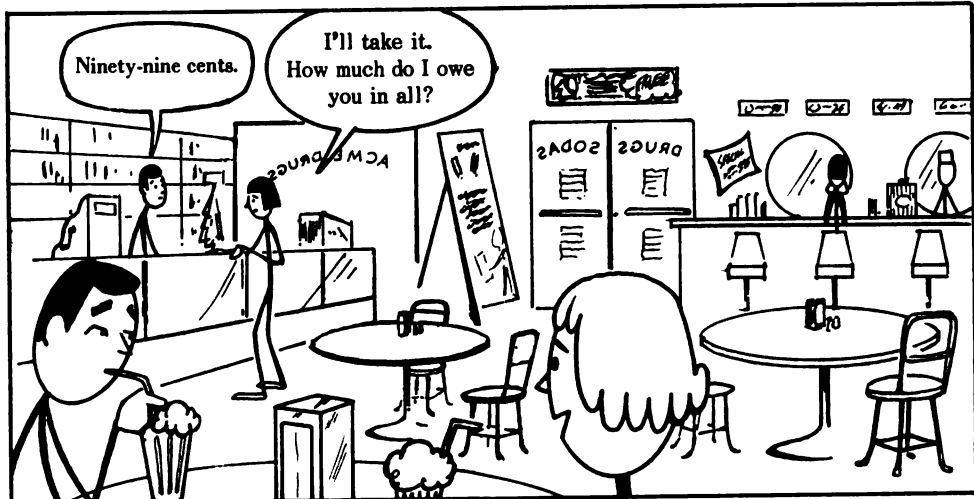
Consonants:

exercises:

/k/ and /g/

IN A DRUGSTORE





## UNIT 1305

## CONVERSATION AND READING PRACTICES

Dialog

## In a Drugstore

Clerk: May I help you?

Student: Yes, please. I need a small toothbrush.

Clerk: Soft, medium, or hard? And what color do you like - yellow, red, or blue?

Student: I prefer the red one. Medium, please.

Clerk: Here you are. Is there anything else?

Student: Yes. I need some toothpaste.

Clerk: What brand?

Student: Please suggest a good one. I'm not familiar with American brands.

Clerk: This is the kind I use. Do you want a large or a small tube?

Student: How much is the large one?

Clerk: Ninety-nine cents.

Student: I'll take it. How much do I owe you in all?

Clerk: Toothbrush, seventy-nine cents; toothpaste, ninety-nine cents. One dollar and seventy-eight cents altogether. Anything else?

Student: Are the magazines around here?

Clerk: No, they are on the counter to the left.

Student: Do you have Aviation Week magazine?

Clerk: We are out of them right now. The next issue comes out tomorrow.

Student: Do you have last month's issue of Reader's Digest?  
There is an article I want to see.

Clerk: I'm sorry. We're sold out. There is a copy at the library.

Student: I have plenty of time; I'll go there now.

Vocabulary

altogether	kind
around (near)	owe
be out of	prefer
brand (name of a product)	soft
come out	suggest
counter (table in a store)	toothbrush
familiar	toothpaste
in all	tube
issue	

Vocabulary Drill

1. altogether  
I've read ten books altogether.  
We bought many things; they cost \$10.00 altogether.  
One hundred people altogether went to the party.
2. around  
There are no hotels around here.  
Are there any good restaurants around here?  
Is there a bank around here?
3. be out of  
We're out of cigarettes; we haven't got any more.  
Are you out of this magazine?  
They're out of bread now; they're expecting some soon.
4. brand (name of a product)  
There are many brands of cigarettes in the store.  
Which brand of soap do you prefer?  
I do not know the American brands.
5. come out  
I want to buy this book as soon as it comes out.  
When will that magazine come out?  
It will come out next week.
6. counter (table in store)  
The magazines are on the next counter.  
On which counter are the toothbrushes?  
We can buy meat at this counter.
7. familiar  
Are you familiar with this kind of automobile?  
Yes, I'm familiar with it; I have one.  
That word doesn't sound familiar; I've never heard it.
8. in all  
Yesterday I wrote 10 sentences; today I wrote 12. This is 22 in all.  
How much did those things cost in all?  
I paid ten dollars in all.

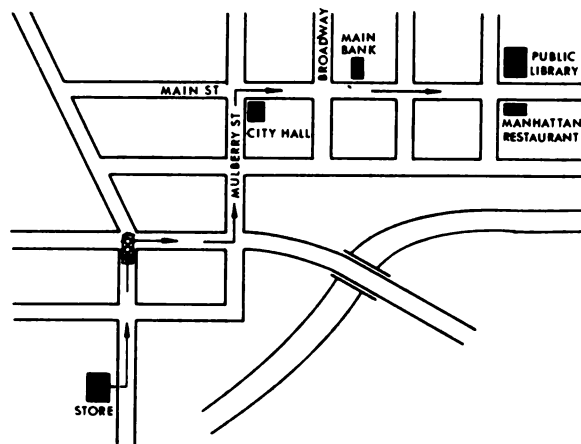
9. issue  
Which issue of the magazine do you have?  
I have the February issue.  
The next issue will come out next month.
10. kind  
What kind of cigarette do you like?  
This is a good kind.  
So many kinds are confusing; I didn't know which to buy.
11. owe  
How much money do I owe you?  
You owe me \$9.95.  
John owes the store for the suit and shirt.
12. prefer  
I prefer the blue suit to the brown one.  
He prefers to travel by plane.  
Do you prefer living in the country to living in the city?
13. soft  
A metal chair is hard; a sofa is soft.  
Do you like to sleep on a soft bed?  
This toothbrush is so soft it will not hurt your mouth.
14. suggest  
I asked him to suggest a book for the course.  
I suggest you buy travelers checks before you leave.  
Can you suggest a good inexpensive restaurant?
15. toothbrush  
Why do you want a toothbrush?  
I brush my teeth with a toothbrush.  
Everyone should have his own toothbrush.
16. toothpaste  
There are many brands of toothpaste.  
Which brand of toothpaste do you prefer?  
We buy toothpaste in a tube.
17. tube  
I need a tube of toothpaste.  
He also needs a tube of shaving cream.  
We buy many things in tubes.

Reading

## Giving Directions

"I'm looking for the public library. Can you tell me how to find it?"

"Just step outside the store and turn to your left. Walk to the second street and turn right at the traffic light. Turn left again at Mulberry Street. Walk two blocks down to Main Street. At the City Hall turn right. Let's see, then cross Broadway and pass the Main Bank. The library is two blocks farther down, on the left side of the street opposite the Manhattan Restaurant."



Look at the map. Follow the route from the store to the library.

Vocabulary

block (n)  
City Hall  
cross  
down  
farther  
find  
follow

map  
opposite  
public  
route  
step (v)  
traffic light

**INSTRUCTOR'S NOTE:** The following exercises are designed to improve classroom participation and to enable the students to acquire the learning objectives for 1305. Two optional procedures are suggested.

(1) Use Exercises A & B as regular question-answer exercises for all the students.

(2) Divide the class into two teams (Team A and Team B). Assign Exercise A to Team A and Exercise B to Team B. Make the supplementary exercises into a contest between Team A (Ex. A) and Team B (Ex. B). The team which gets the most correct answers wins the contest. A time limit is recommended.



1305

"Giving and Following Directions"

**NORTH**

<b>C O L O R</b>  <b>S T A T E</b>  <b>C I T Y</b>  <b>F A C I L I T Y</b>  <b>B O O K</b>	red	yellow	orange	green	white	blue
	Texas	California	Ohio	New Jersey	Maryland	Georgia
	Atlanta	Washington D.C.	Chicago	San Francisco	Dallas	Houston
	Bank	Post Office	BX	Gym	Snack Bar	Library
	2300	1400	1200	2500	700	1300

**W  
E  
S  
T**

**E  
A  
S  
T**

**SOUTH**

Exercise A: Can you find the following?

1. Find orange. From orange go 2 blocks west. Which block is it?
2. From Gym go east to the next block. Turn north and go 3 blocks. Which block is it?
3. From 2500 turn north. Go straight ahead 4 blocks. Which block is it?
4. From Washington D.C. go west 1 block. Turn north and go up 1 block. Which block is it?
5. From 1300 go north 3 blocks. Turn west and go straight ahead 3 blocks. Which block is it?
6. From San Francisco go south 1 block. Turn east and go straight 2 blocks. Turn north, go straight ahead 2 blocks. Turn west and go 2 blocks. Go down 1 block. Which block is it?
7. From California go east 2 blocks. Turn south and go straight ahead 2 blocks. Which block is it?
8. From orange go west 2 blocks. Turn south and go straight 3 blocks. Turn east and go straight ahead 4 blocks. Which block is it?
9. From 1300 go north 2 blocks. Turn west. Go straight ahead 3 blocks. Which block is it?
10. From New Jersey go south 3 blocks. Turn west and go 1 block. Go up 4 blocks. Which block is it?
11. From the Library go west 4 blocks. Turn north and go 2 blocks. Go 1 block west. Which block is it?
12. From Dallas go 3 blocks west. Turn north and go up 2 blocks. Turn east and go 3 blocks. Which block is it?
13. From New Jersey go 2 blocks west. Turn south and go 1 block. Which block is it?
14. From San Francisco go 1 block south. Turn east and go 2 blocks. Turn north and go 2 blocks. Which block is it?
15. From 2300 go 4 blocks east. Turn north and go 3 blocks. Which block is it?

Exercise B: Can you find the following?

1. Find green. From green go 2 blocks west. Which block is it?
2. From Ohio go east 2 blocks. Turn south and go 1 block. Which block is it?
3. From 1400 go 2 blocks north. Turn east and go 4 blocks. Which block is it?
4. From Georgia go 2 blocks south. Turn west 3 blocks. Turn north and go 2 blocks straight ahead. Turn east and go 3 blocks. Which block is it?
5. From the Post Office go up 3 blocks north. Turn east and go 3 blocks. Which block is it?
6. From 700 go up 2 blocks north. Turn west and go 4 blocks. Which block is it?
7. From San Francisco go down 1 block south. Then turn west and go 3 blocks straight ahead. Which block is it?
8. From Washington D.C. turn north. Go straight ahead 2 blocks. Turn east and go straight ahead 4 blocks. Which block is it?
9. From Chicago go 2 blocks east. Turn north and go up 1 block. Which block is it?
10. From Houston go down 1 block south. Turn west and go 2 blocks straight ahead. Turn south and go 1 block. Which block is it?
11. From yellow go 2 blocks east. Turn south and go down 3 blocks. Which block is it?
12. From 1400 go east 1 block. Turn north and go straight ahead 2 blocks. Turn east and go 1 block. Which block is it?
13. From 1200 go up 3 blocks north. Turn east and go 2 blocks. Which block is it?
14. From red go 1 block east. Turn south and go down 3 blocks. Which block is it?
15. From blue go west 3 blocks straight ahead. Turn south and go 1 block. Turn west and go 2 blocks. Which block is it?

## Vocabulary Drill

1. block  
A block is the distance from one street to the next.  
He lives three blocks from the school.  
It is four blocks from your house to mine.
2. City Hall  
The city officials have offices in the City Hall.  
Where is the City Hall?  
The City Hall is the center of city government.
3. cross  
This street crosses Broadway.  
To get to the bank, walk two blocks and cross the street.
4. down  
Go down the street four blocks.  
It is easy to go down but difficult to go up.  
Water always runs down hill.
5. farther  
He lives near the school; I live farther away.  
The bookstore's just across the street; the bank is farther down the street.  
How much farther down the street are you going?
6. find  
Can you find the right address?  
He found a ten-dollar bill last night.  
Will he find the book I want?
7. follow  
I followed the map you gave me.  
Did you follow my instructions carefully?  
You go first and I'll follow you.
8. map  
A road map shows us where to go.  
Do you have a map of your country?  
We use city maps to find places in town.
9. opposite  
White is the opposite of black.  
He lives in the house opposite the bank.  
Across the street from the school is a hotel; the hotel is opposite the school.
10. public  
Everyone may use the public library.  
Do you have a public library in your home city?  
The City Hall is a public building.
11. route  
The road we travel is our route.  
I usually take the shortest route to town.  
The shortest route is not always the best route.

12. step (v)  
 Will you please step into the classroom?  
 He stepped into the street.  
 Step carefully or you may fall down.
13. traffic light  
 We must stop when the traffic light is red.  
 If the traffic light is green we may go.  
 There are traffic lights at busy street corners.

### Pattern Practice

1. toothbrush  
 a small toothbrush  
 I need a small toothbrush.
2. a good one  
 suggest a good one  
 Please suggest a good one.
3. in all  
 I owe you in all  
 How much do I owe you in all?
4. tomorrow  
 comes out tomorrow  
 The next issue comes out tomorrow.
5. right now  
 out of them right now  
 We are out of them right now.
6. I want to see  
 there is an article I want to see  
 In the magazine there is an article I want to see.
7. at the library  
 a copy at the library  
 There is a copy at the library.
8. to the left  
 on the counter to the left  
 They are on the counter to the left.
9. the kind I use  
 like the kind I use  
 She doesn't like the kind I use.
10. with American brands  
 not familiar with American brands  
 I am not familiar with American brands.

Answer these questions Use the same expressions in your answers as you see underlined in the questions.

1. When will the next issue of the magazine come out?
2. Whose car is that right over there?
3. Can you go with me right now?
4. Does he have his book right here with him?
5. Will you wait for me right over here?
6. Are you used to hearing English now?
7. Is he getting used to American money?
8. Does he get along well with his friends?
9. Did they find out about the money?
10. Will you go by plane or by boat?
11. Where did he get off the bus?
12. What are you looking for?
13. Would you like anything else?
14. Did he take a look at that shirt?
15. What did they have in mind?
16. When can I pick up my suit?
17. Did he make up his mind about the trip?
18. Will she change her mind about going with me?
19. Would you like to take in a movie?
20. When did they turn off the radio?

## EXPLANATION AND DRILL OF STRUCTURES

1. Relative Pronouns: Who, Whom, Which, That

INSTRUCTOR'S NOTE: A relative pronoun refers to a noun or pronoun in another part of the sentence.

That: refers to either persons or things.

Who: refers to persons.

Whom: refers to persons. We use whom only after prepositions and as an object.

Which: refers to things.

In modern American English we generally use who or that in place of whom, and that in place of which, except after prepositions.

## Examples:

1. The man who spoke to you is my friend.
2. The teacher that I have in class is old.
3. The friend with whom we went to town didn't know English.
4. The woman who came with me is my sister.
5. The pen which I bought was expensive.
6. The music which I heard sounded good.
7. A man that I know visited me yesterday.
8. The book that you read was interesting.
9. He who studies hard will learn fast.
10. The one that you saw is no longer here.

## Exercises:

Fill in the blanks with correct relative pronouns.

1. The boy \_\_\_\_\_ is with her is her brother.
2. The book \_\_\_\_\_ I want is in your room.
3. The man \_\_\_\_\_ came with me is my father.
4. Is this the radio \_\_\_\_\_ you bought?
5. That is the plane \_\_\_\_\_ we must take.
6. Is that the chair on \_\_\_\_\_ I sat?
7. Bob is the student \_\_\_\_\_ speaks English well.
8. Was it Bill \_\_\_\_\_ went to the movies with you?
9. The movie \_\_\_\_\_ we saw was very long.
10. Is that the magazine \_\_\_\_\_ you were reading?

11. These are the tapes \_\_\_\_\_ they needed.
12. Are these the students \_\_\_\_\_ study with you?

**INSTRUCTOR'S NOTE:** When the relative pronoun is used as the subject of a clause and is followed by the verb be we often leave out the relative and the verb when speaking.

When the relative is used as the object of a clause, we seldom use it in spoken English.

**Examples:**

1. The man who is giving a talk is Mr. Jones.  
The man giving a talk is Mr. Jones.
  2. The man that we talked to was Mr. Jones.  
The man we talked to was Mr. Jones.
2. Review of predicate adjectives. Notice the use of adjectives after the verbs in these sentences.
1. Lesson twelve seems difficult.
  2. The suit looks expensive.
  3. Will the weather remain cold tomorrow?
  4. It is getting cold now.
  5. It got colder last night.
  6. His house was white and green.
  7. Was the building very tall?
  8. The roast beef tasted good.
  9. Candy always tastes sweet.
  10. How does the music sound? It sounds nice.
  11. They got lost in the mountains last summer.
  12. Many people become confused in strange places.
  13. Does she get angry easily?
  14. The workers seemed tired at the end of the day.
  15. After the trip over the mountains we were thirsty and hungry.
  16. Those students seem busy all the time.
  17. I always feel good in the morning.
  18. How did you feel after the long trip? I felt very tired after the trip.
  19. How does that idea sound to you? It sounds good.



3. Adjectives in the Comparative and Superlative. Note the following constructions.

Mr. Jones is a strong man.  
 Mr. Jones is not as strong as Mr. Brown.  
 Mr. Brown is stronger than Mr. Jones.  
 Mr. Brown is the strongest man in the class.

Today is a hot day.  
 Was yesterday as hot as today?  
 Yesterday was hotter than today.  
 Yesterday was the hottest day this year.

New York is an interesting city.  
 My hometown is not as interesting as New York.  
 New York is more interesting than my hometown.  
 Philadelphia is the most interesting city in the U. S.

Traveling by plane is expensive.  
 Traveling by bus is not as expensive as traveling by plane.  
 Traveling by plane is more expensive than traveling by bus.  
 Traveling by plane is the most expensive way to travel.

Fred is a good man.  
 Nick is as good as Fred.  
 Fred is not better than Nick.  
 Bill is the best man of all.

This food tastes bad.  
 That food doesn't taste as bad as this.  
 This food tastes worse than that.  
 That is the worst food I have ever eaten.

The first lesson is not difficult.  
 The first lesson is not as difficult as the second one.  
 The first lesson is less difficult than the second.  
 The first lesson is the least difficult of all.

4. Using the modal auxiliaries to show the past.

**INSTRUCTOR'S NOTE:** We may use the modal auxiliary + have + the past participle to express past time.

Modal	+	have	+	past participle
-------	---	------	---	-----------------

could have  
 may have  
 might have

should have  
 ought to have  
 must have

would have

} + past participle

**Examples:**could

She could have gone swimming yesterday.  
 Could you have come here last year?  
 I couldn't have read English last year.  
 He could have driven to town yesterday.

may

He may have been in school yesterday.  
 She may have written me last week.  
 He may have read the letter.  
 They may have bought suits on Saturday.

might

I might have been at the office when you called.  
 You might have read the book earlier.  
 We might have visited you, but you weren't home.  
 They might have heard me before.

should

I should have studied my lesson.  
 Should you have written to your family?  
 He's sleepy; he shouldn't have stayed up so late.  
 I should have gotten a haircut.

ought to

We ought to have studied our homework.  
 She ought to have called her friends.  
 He ought to have read the book before.  
 I ought to have visited my friends while they were here.

must

You must have studied last night.  
 I couldn't sleep; I must have had too much coffee.  
 He must have come home early.  
 That must have seemed strange to him.

would

I would have gone to Los Angeles yesterday. . . .  
 He would have been glad to help you . . . .  
 We would have liked to take a vacation . . . .  
 Would you have eaten breakfast earlier. . . ?

5. Future Tense

We have learned that we form the future tense in two ways.

- a. Will + simple form of verb.
- b. Am/is/are + going to + the simple form of the verb.

Note the verb forms in the following sentences.

1. John will meet us at two o'clock.  
John is going to meet us at two o'clock.
2. Will they see us in class?  
Are they going to see us in class?
3. We'll get on the bus at Main Street.  
We're going to get on the bus at Main Street.
4. I'll get up early tomorrow morning.  
I'm going to get up early tomorrow morning.
5. He won't be back by three o'clock.  
He's not going to be back by three o'clock.
6. She will leave for Europe in July.  
She's going to leave for Europe in July.
7. We'll make reservations in advance.  
We're going to make reservations in advance.
8. The plane will arrive first.  
The plane is going to arrive first.
9. I'll buy everything in one store.  
I'm going to buy everything in one store.
10. Will you need something from the drugstore?  
Are you going to need something from the drugstore?

6. Exercises using modal auxiliaries and substitutes.

- a. Change to negative statements.
  1. He is able to work tomorrow.
  2. Mr. Roberts was able to buy a new car.
  3. The policemen were able to catch the thief.
  4. We have to leave early tonight.

5. Mr. and Mrs. Fuller had to send some money to their son.
6. I will have to study hard next month.
7. We ought to read the next lesson.
8. Peter ought to write to his sister.
9. The train ought to be on time.
10. We are going to take a train to New York.

b. Change the following to question forms:

1. The workers are able to finish the job soon.
2. The school will be able to buy some new books.
3. Betty was able to find the address.
4. The children have to come home early.
5. I had to stay in bed for three days.
6. The nurses will have to work tonight.
7. They are going to see a good movie.

c. Substitute be + able to for can (could) in the following:

1. Can you understand this lesson?
2. Could they find the books they lost?
3. The taxis can go everywhere in the city.
4. We can send a letter tomorrow.
5. I can't stay very late.
6. The lawyer can't help that man.

d. Substitute have to for must in the following:

1. We must do our homework tonight.
2. They must stand up because the bus is crowded.
3. Paul must send a letter to his father next week.
4. Some people must work on holidays.
5. The buses must arrive on time.

e. Substitute be + going to for will in the following:

1. I will ask the policeman where the drugstore is.
2. The Nelsons will take their children to a movie.
3. We will listen to an interesting program tonight.
4. The students will read many books.
5. The woman will work in the house.
6. She will buy some new pencils tomorrow.

f. Substitute ought to for should in the following:

1. You should study every night.
2. A musician should love music.
3. Children should go to bed early.
4. Houses should be warm in the winter.
5. We should listen to the tapes every day.
6. I should learn these new words.

## TAPE 1305A

Listen to this conversation in a drugstore.

A: May I help you?

B: Yes, please. I need a small toothbrush.

A: Soft, medium, or hard?

B: Medium, please.

A: And what color do you like—yellow, red, or blue?

B: I prefer the red one.

A: Here you are.  
Is there anything else?

B: Yes, I need some toothpaste.

A: What brand?

B: Please suggest a good one.  
I'm not familiar with American brands.

A: This is the kind I use.  
Do you want a large or small tube?

B: How much is the large one?

A: Ninety-nine cents.

B: I'll take it.  
How much do I owe you in all?

A: Toothbrush, seventy-nine cents;  
toothpaste, ninety-nine cents.  
One dollar and seventy-eight cents altogether. Anything else?

B: Are the magazines around here?

A: They are on the counter to the left.

B: Do you have Mobilcar magazine?

A: We are out of that right now.  
The next issue comes out tomorrow.

B: Do you have last month's Reader's Digest?  
There's an article I want to see.

A: I'm sorry, we're sold out.  
There is a copy at the library.

B: Oh, I have plenty of time.  
I'll go there.

Now listen to the conversation again and repeat it.

Let's practice some of the new vocabulary used in this conversation.  
Repeat what you hear.

altogether

She wrote ten letters altogether.  
These things cost \$15 altogether.  
Fifty students altogether were in class.

around

There are no hotels around here.  
Is the theater around here?

come out

I bought the book when it came out.  
When does that magazine come out?  
It won't come out soon.

familiar

Are you familiar with this book?  
I'm familiar with this car.  
That word doesn't sound familiar.

in all

I've written fifteen lessons in all.  
How much did they cost in all?  
He paid \$25 in all.

owe

How much do I owe you?  
You owe me \$9.95.  
John owes the store for the suit.

prefer

I prefer the blue suit to the brown.  
We prefer to travel by car.  
He prefers living in the city.

Here are some questions and answers containing relative pronouns. Notice the use of these pronouns. Repeat the sentences.

Who is the student that came late?  
The student who came late is John.

Which is the student who came late?  
John is the student that came late?

Which is the book that you read?  
This is the book which I read.

Which is the book that you read?  
The book that I just read is this one.

Which is the book you read?  
This is the book I just read.

Where is the student that speaks well?  
This is the one who speaks well.

Who is the student who speaks well?  
The one that speaks well is Mr. Lee.

What was the movie that we saw?  
The one which we saw was "Tarzan."

What was the movie which we saw?  
The movie which we saw is "Shane."

What was the picture we saw?  
The movie we saw was Shane.

Where is the teacher who teaches here?  
The one that teaches here is sick today.

Where is the teacher that teaches here?  
The one who teaches here is sick.

Why is the student who sits here absent?  
He who sits there went to Headquarters.

Why is the student that sits here absent?  
The one that sits there went home ill.

When will the material that we need arrive?  
Many things which we need have already arrived.

When will the things which we need arrive?  
Some things that we need have come in.

Why have the things we need not arrived?  
Some things we need have already come in.

Are these the tapes that you wanted?  
Yes, they are the ones which I need.

Which is the way that goes to Denver?  
The road which goes to Denver is 77 East.

Where is the teacher who speaks French?  
The one that speaks French is in Europe.

We'll now practice some sentences with modals. Notice the verb phrases. Repeat the sentences.

What could have happened to John?  
He may have gotten sick.

What could have happened to Mary?  
She looks like she must have been sick.

Who might have sent me this present?  
It could have been your brothers.  
It must have been your friend.

What would you have liked to have done?  
We would have liked to have gone home.

What should I have done about the party?  
You might at least have telephoned me.

Might we have bought the wrong book?  
You may have, but I don't think so.

Where could we have taken a wrong turn?  
It might have been in the last town.

Where could my socks have disappeared to?  
The laundry must have lost them.

What more should I have said?  
You should have told the truth.

What could have happened to the motor?  
There may have been a short circuit.

Why couldn't you have come sooner?  
Oh, we could have; but we were busy.

---

Practice these questions and answers using vocabulary introduced in the conversation.  
Repeat the sentences.

How far is it from here to town?  
Oh, it is around ten miles.

How long does it take to go there?  
It takes around half an hour.

How much money do you need?  
We need around ten dollars.

How many students do you have in class?  
I have around twenty, more or less.

How long ago did the book come out?  
It came out in 1960.

How many books have they read this year?  
They've read around ten books in all.

Which way of traveling do you prefer?  
I prefer going by train.



## TAPE 1305B

Listen to the instructions about how to find the library.

A: I'm looking for the public library.  
Can you tell me how to find it?

B: Just step outside the store.  
Then turn to your left.  
Walk to the second street.  
Turn right at the traffic light.  
At Mulberry street turn left again.  
Walk two blocks to Main Street.  
At the City Hall turn right.  
Let's see, then cross Broadway,  
and go past the Main Bank.  
The library is about two blocks farther down.  
It is on the left side of the street,  
and opposite the Manhattan Restaurant.

Now listen to the sentences again and repeat them.

Let's practice using some of the new vocabulary used here. Repeat what you hear.

block

From this street to the next is one block.  
I live two blocks from work.  
He lives four blocks from me.

City Hall

Where is the City Hall?  
The City offices are in City Hall.  
City Hall is the center of city government.

farther

He lives farther from work than I.  
The drugstore is farther down the street.  
How much farther are you going?

follow

I followed the map you gave me.  
Did you follow my instructions carefully?  
You go first and I'll follow you.

map

When we travel we always use a road map.  
Do you have a map of your country?  
We need city maps to find places in town.

opposite

Long is the opposite of short.  
The library is opposite the bank.  
He lives opposite me.

step

Will you please step into the office?  
 He stepped from the sidewalk into the street.  
 Step carefully when it is wet.

Here are some questions and answers with predicate adjectives. Repeat them.

What is the weather like today?  
 It's getting hotter.  
 It'll become hotter tomorrow.  
 Is the student confused?  
 Yes, he's confused.  
 He is tired and hungry, too.  
 How is your new house?  
 Our new house is beautiful.  
 How do you feel?  
 I feel very hungry.  
 Aren't you tired, too?  
 No, I'm just hungry and thirsty.  
 How does the food taste?  
 The food tastes delicious.  
 How does the music sound?  
 The music sounds good.

Listen carefully to these sentences.

Frank is looking for the public library.  
 He doesn't know where it is.  
 He hasn't been in this city very long.  
 He is looking for the book on space travel.  
 He wants to read an article about the planets.  
 Frank is writing something about Venus.  
 A great man wrote the book.  
 He wrote it in very simple language.  
 Most people can understand it.

Now listen to these sentences again and repeat them.

Here are some questions based on these sentences. Answer the questions. Repeat the correct answers.

Example: Which building is Frank looking for?  
 He is looking for the public library.  
 He is looking for the public library.

Does Frank know where the library is?

No, he doesn't know where the library is.

Why doesn't he know the city?

He hasn't been in the city very long.

Why is he looking for the library?

He wants to find a book.

Remember to answer the question.

What kind of book does he want?

He wants a book on space travel.

What is Frank writing about?

He is writing about Venus.

Who wrote the book?

A great man wrote the book.

How is the language in this book?

The language is very simple.

Who can understand it?

Most people can understand it.

Now we'll practice some questions and answers using vocabulary from this lesson.  
Repeat the sentences.

Does John prefer going by plane?

Yes, he prefers that to going by train.

How does Mary like to travel?

She likes boat trips best of all.

How far is it to the City Hall?

It's about ten blocks in all.

How soon will the class be over?  
It'll be over in around 15 minutes.

How many people went to the party?  
There were around 50 people altogether.

Could you follow the instructor's explanation?  
Yes, we understood him perfectly.

What do you have to do right now?  
I must prepare my lesson now.

What kind of soap do you use?  
I prefer a mild brand.

Is this the latest issue of the paper?  
Yes, it's the final edition.

Do you use toothpaste to clean your teeth?  
I prefer salt or soda.

We frequently use be able to in place of can. In the following sentences replace can with able to. Repeat the correct response.

Example:     He can work today.  
              He is able to work today.  
              He is able to work today.

Mr. Roberts can buy a car.

Mr. Roberts is able to buy a car.

The policemen can catch the thief.

The policemen are able to catch the thief.

We can leave early tonight.

We are able to leave early tonight.

He can read the next lesson.

He is able to read the next lesson.

I can send a letter this morning.

I am able to send a letter this morning.

Listen to the following conversation.

- A: Excuse me.  
How do I get to the National Bank?
- B: It's about 20 blocks from here.  
Take the Fifth Street bus.  
Get off the bus at Elm Street.  
Turn right at the corner of Elm and Live Oak.  
Go two blocks to Laughton Street.  
Turn left and go about half a block.  
The bank is on the left side of the street.  
Are you new in this city?
- A: I've only been here a short time.
- B: I'll draw you a map to follow.  
You might forget the street names.  
Then you could get lost.
- A: Thank you. You're very helpful.
- B: Ask anyone for help.  
Everyone will be glad to help you.  
I hope you enjoy yourself here.

Now listen to the conversation again and repeat it.

## TAPE 1305C

## Pronunciation Practice

Let's practice the sounds /k/ and /g/.

Repeat everything you hear.

can  
ask  
kangaroo  
call  
headache  
snack

Can you speak English?  
Ask questions!

cow  
work  
ache  
cake  
count  
skill

go  
cigarette  
good-bye  
glad  
good  
give  
kangaroo

Let's go.  
Where is the girl?

gunnery  
ago  
gift  
get  
gun  
big  
girl

Here are some sentences using present and past forms of the modals. Notice the verb phrases. Repeat the sentences.

Can you come with me next year?  
Could you have come with me last year?

He may be in school tomorrow.  
He may have been there yesterday.

We might be home later.  
We might have been at home last night.

They should study their lessons every day.  
They should have studied their lessons yesterday.

I must come home early.  
I must have come home early.

We'll be glad to help you.  
We would have been glad to do it.

Would you eat lunch with us?  
 Would you have eaten lunch with us?

They must sleep later today.  
 They must have slept late yesterday.

He can drive to town tomorrow.  
 He could have driven to town last night.

I should get a haircut.  
 I should have gotten a haircut.

We'll now practice some sentence patterns. Repeat what you hear.

toothbrush  
 a small toothbrush  
 I need a small toothbrush.

a good one  
 suggest a good one  
 Please suggest a good one.

in all  
 owe you in all  
 How much do I owe you in all?

tomorrow  
 comes out tomorrow  
 The next issue comes out tomorrow.

right now  
 out of them right now  
 We are out of them right now.

I want to see  
 there is an article I want to see  
 In the magazine there is an article I want to see.

at the library  
 a copy at the library  
 There is a copy at the library.

to the left  
 on the counter to the left  
 They are on the counter to the left.

the kind I use  
 this is the kind I use  
 She doesn't like the kind I use.

with American brands  
 not familiar with American brands  
 I am not familiar with American brands.

Remember we can express the future with will and be + going to. In the following sentences replace the be + going to with will. Repeat the correct response.

Example: We're going to see you at ten.  
 We'll see you at ten.  
 We'll see you at ten.

You're going to have a good time there.

You'll have a good time there.

When are we going to get a rest?

When will we get a rest?

We're going to have a picnic.

We'll have a picnic.

Who is going to do the work?

Who'll do the work?

The parents are going to do the work.

The parents will do the work.

Is he going to take his family?

Will he take his family?

They're going to go to the city.

They'll go to the city.

We're going to be away three months.

We'll be away three months.

That book is going to come out tomorrow.

That book will come out tomorrow.



I'm going to get along well with him.

I'll get along well with him.

Now practice some present progressive verb phrases. Notice the verbs in these questions and answers. Repeat the sentences.

What are you thinking about?  
I'm thinking about my friends.

Are they having a good time?  
Yes, they're really enjoying themselves.

What is the student doing?  
The student is learning to drive a car.

What are you eating?  
I'm not eating anything.

What is the instructor doing now?  
He is writing exercises at his desk.

What are we drinking?  
You're drinking tea with lemon.

Why is he doing that?  
He's planning to drill the students.

Are you taking a vacation this year?  
Yes, we're planning to take a vacation.

Where are they watching TV?  
They are watching TV in their room.

Where are you going?  
We're going to the mountains.

Let's practice some questions and answers. Notice the use of the auxiliary do with the simple form of the verb in the questions. Listen and repeat.

How long do you study each day?  
We study three hours every day.

Do you ever go swimming?  
We go swimming every Saturday.

How many new words do you learn daily?  
We learn 75 new words daily.

What do you like to eat every day?  
We like to eat fruits and vegetables.

Do you ever forget them?  
No, we never forget any of them.

How do they like their coffee?  
They like their coffee with cream.

How often does he exercise?  
He goes walking almost every day.

Do you like modern music?  
I like some modern music.

What drinks do you prefer in the U.S.?  
We like the fruit juices best.

Do you take a trip every summer?  
Yes, we usually take a trip every summer.

## OUTLINE AND STUDY OBJECTIVES

Structures

Special Expressions:

rare  
medium  
well done

Count Nouns and Mass Nouns

Some, The, and A/An; Use of

Special Terms with Mass Nouns

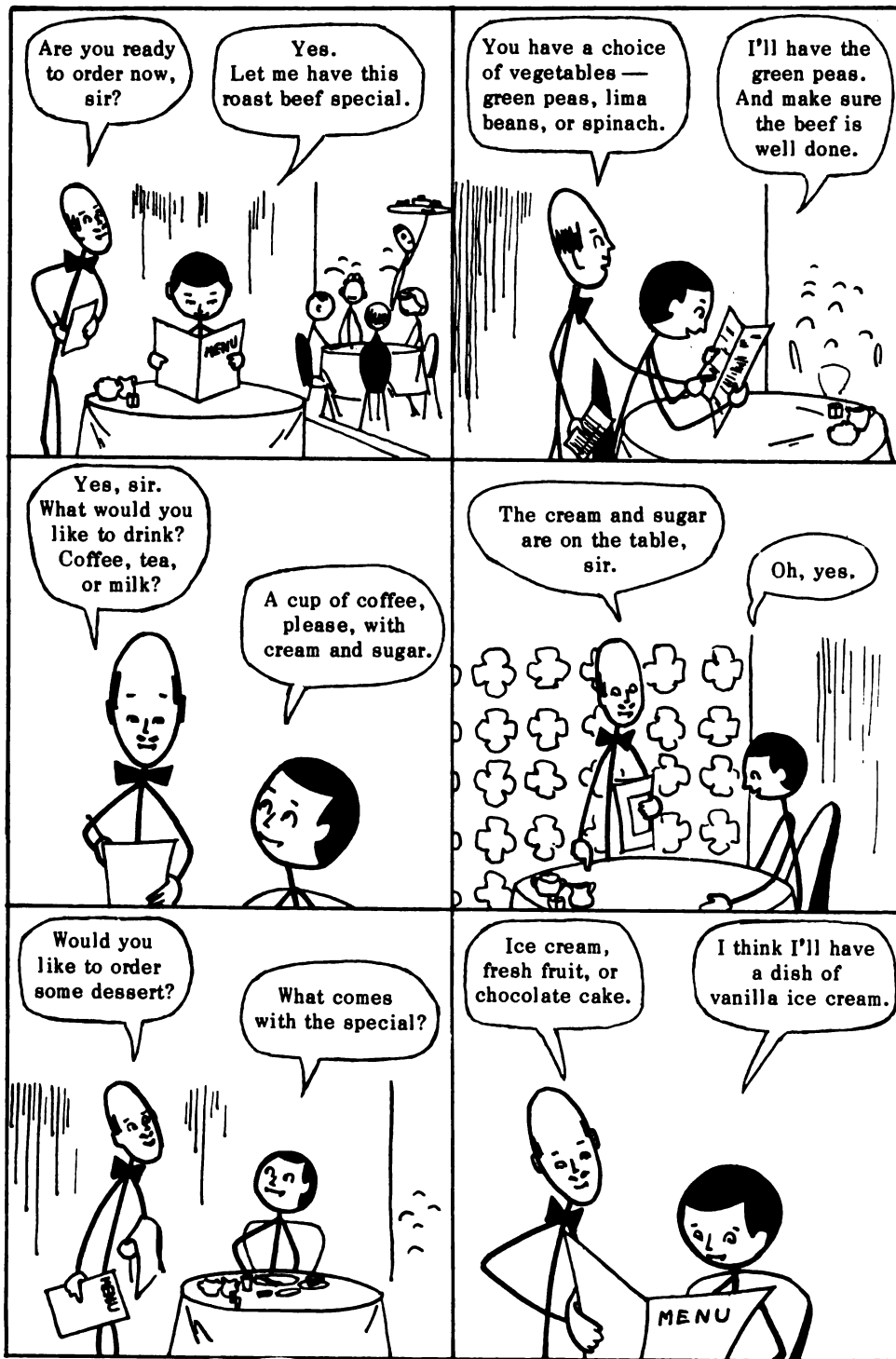
Irregular Plurals of Count and Mass Nouns

Few/Less

Very/Too

Intensifiers

IN A RESTAURANT





## UNIT 1306

## CONVERSATION AND READING PRACTICES

Dialog

## In a Restaurant

- A: Are you ready to order now, sir?
- B: Yes. Let me have this roast beef special.
- A: You have a choice of vegetables—green peas, lima beans, or spinach.
- B: I'll have the green peas. And make sure the beef is well done.
- A: Yes, sir. What would you like to drink? Coffee, tea, or milk?
- B: A cup of coffee, please, with cream and sugar.
- A: The cream and sugar are on the table, sir.
- B: Oh, yes.
- A: Would you like to order some dessert?
- B: What comes with the special?
- A: Ice cream, fresh fruit, or chocolate cake.
- B: I think I'll have a dish of vanilla ice cream.
- A: Yes, sir.
- B: Waiter, may I have my check, please?
- A: Here you are, sir. Pay the cashier at the door.

Vocabulary

cashier  
choice  
dish  
fresh

make sure  
special  
well done

Vocabulary Practice

1. cashier  
We pay the cashier for the food.  
When you leave, pay the cashier.  
Shall I pay the cashier for the ticket?
  
2. choice (selection)  
If there is only one kind of food, we don't have a choice.  
In a restaurant we have a choice of food.  
There are several movies in town, so we can take our choice.
  
3. dish  
Would you like a dish of ice cream?  
No, but I would like a dish of fresh fruit.  
She put the food in dishes and placed it on the table.
  
4. fresh  
In the summer we eat many fresh vegetables.  
The milk is fresh and is good to drink.  
We eat a lot of fresh fruit in the fall.
  
5. make sure (make certain)  
Make sure that you know these words.  
Did he make sure he studied the right lesson?  
Make sure you cook the food well.
  
6. special  
When something is for sale very cheap it is a special.  
Most restaurants serve a special lunch at noon.  
A special may be cheap, but it is not always a bargain.
  
7. well done  
I like my food well done.  
Will you cook the meat until it is well done?  
Make my steak well done.

Special Expressions

## RARE

## MEDIUM

## WELL DONE

1. How do you want your steak, sir?
2. I like my steak well done.
3. How would you like your roast beef, miss?
4. Please make it medium.
5. I want a steak, rare.
6. Please give me a hamburger, well done.
7. I'd like to have some roast beef, medium.

Drill on the Dialog

Answer the following questions about the dialog. (Give a short answer.)

Example: Are you ready to order, sir?  
Yes, I am.

1. Do you want peas, beans, or spinach?
2. What would you like to drink?
3. Would you like to order some dessert?
4. Do you want ice cream, fresh fruit, or cake?
5. May I have my check?

Change the following to question forms.

1. You have a choice of vegetables.
2. I'll have the green peas.
3. The cream and sugar are on the table.
4. I'll have a dish of vanilla ice cream.
5. You pay the cashier at the door.

Remember the facts!

1. What does the man order?
2. What vegetable does he choose?
3. What does he want to drink?
4. Where are the cream and sugar?
5. What does he order for dessert?
6. Whom does he pay?

Reading

There is a very good restaurant on State Street. It is one of the best in the city. The meals are delicious and not too expensive. They have a special dinner every night. Sometimes it is a chicken dinner, sometimes a steak dinner, and sometimes a roast beef dinner. With the dinner you get a salad, bread or rolls, two vegetables, a dessert, and coffee, tea, or milk.

The meat at this restaurant is especially good. Each customer tells the waiter exactly how he wants his meat--medium, rare, or well done. Then the cooks prepare the steak or roast beef just as the customer wants it. All of the food at this restaurant is good, and the service is fast. You don't have to wait very long for your dinner. These are some of the reasons it is one of the best restaurants in the city.

Vocabulary

bread	meal
cook (n)	prepare
cook (v)	reason
customer	roll (a kind of bread)
especially	waiter
exactly	

Vocabulary Practice

1. bread  
What kind of bread do you like?  
Different countries have different kinds of bread.  
Bread is the most important food in many countries.
2. cook (n)  
The cook prepares the food.  
His food tastes good; he is a good cook.  
There are four cooks that work in that big restaurant.
3. cook (v)  
He cooked the food long enough.  
We like our food well cooked.  
Do you like to cook?
4. customer  
There are many customers in the store.  
If I buy something from a store I am a customer.  
Good restaurants always have many customers.
5. especially  
The food in this restaurant is especially good.  
I especially want to speak to him; he is a good friend of mine.  
Do you especially want to go to New York?
6. exactly  
The book costs exactly \$4.98.  
Tell the waiter exactly how you want the meat.
7. meal  
We usually eat three meals a day.  
Breakfast is the first meal.  
What do you like for your evening meal?
8. prepare  
The cook prepared the steak very well.  
The instructor prepared the class lesson very carefully.  
Did the students prepare for the class?
9. reason  
There are many reasons people like that restaurant.  
What was his reason for being late?  
He missed the bus; that was the reason.



10. roll (a kind of bread)  
We like hot rolls for breakfast.  
Do you like butter and syrup on your rolls?  
We usually like our rolls hot.
11. waiter  
A waiter works in a restaurant.  
You order your food from the waiter.  
Did the waiter bring your food?

### Reading Drill

Use some in each of the following:

1. Let me have \_\_\_\_\_ roast beef.
2. I want \_\_\_\_\_ peas.
3. Do you want \_\_\_\_\_ beans or \_\_\_\_\_ spinach?
4. Would you like \_\_\_\_\_ coffee, tea, or milk?
5. \_\_\_\_\_ cream and sugar are on the table.
6. Would you like to order \_\_\_\_\_ dessert?
7. I want \_\_\_\_\_ ice cream.
8. I want a piece of roast beef. I want \_\_\_\_\_.
9. I would like a dish of spinach. I would like \_\_\_\_\_.
10. Would you like a cup of coffee? Yes, I would like \_\_\_\_\_.
11. Did you order a glass of milk? Yes, I ordered \_\_\_\_\_.
12. Do you want a cup of tea? Yes, I want \_\_\_\_\_.
13. Cream and sugar in your coffee? Yes, give me \_\_\_\_\_.
14. Are you going to have dessert now? Yes, bring me \_\_\_\_\_.
15. I want a dish of ice cream. I want \_\_\_\_\_.
16. The fruit is very nice. Well, bring me \_\_\_\_\_.
17. Our chocolate cake is very good. Yes, give me \_\_\_\_\_.

Practice reading the following groups of words.

1. coffee, tea, or milk
2. rare, medium, or well done
3. steak, chicken, or ham
4. beans, peas, or carrots
5. work, play, and study
6. pencils, paper, and books
7. John, Peter, and Mary

Special Expression Drill

RARE

MEDIUM

WELL DONE

1. How do you like your steak, sir?

Make mine \_\_\_\_\_.

2. How do you like your steak, ma'am?

I like mine \_\_\_\_\_.

3. How do you want your steak, miss?

Make mine \_\_\_\_\_.

4. Do you like your hamburger \_\_\_\_\_?

No, I want it \_\_\_\_\_.

5. Waiter, this steak isn't \_\_\_\_\_.

I ordered a \_\_\_\_\_ steak.

Drill on the Reading

Answer the questions about the reading.

1. Where is there a very good restaurant?
2. How much does the special dinner cost?
3. What do you get with the special dinner?
4. How do the cooks prepare the meat?
5. How long do you have to wait for your dinner?

Change the following to questions.

1. It is one of the best restaurants in the city.
2. They have a special dinner every night.
3. The meat at this restaurant is especially good.
4. All of the food at this restaurant is very good.
5. You don't have to wait very long for your dinner.

## CITY CAFE

## MENU

Soups

Homemade	.80
Canned	.60

Salads

Lettuce & Tomato	.70
Potato	.90
Chef's Special	\$1.95

Sandwiches

Hamburger Deluxe	1.35
Grilled Cheese	.90
Ham	1.15

Drinks

Coffee	.40	Soft Drink	.35
Tea	.40	Beer	.90
Milk	.45		

Lunch

Businessman's Special:	\$2.25
Meat	
Choice of 2 Vegetables	
Hot Rolls and Butter	
Drink	Dessert

From the Grill

Fried Chicken	2.25
T-Bone Steak	4.75
Sirloin Steak	5.50
Ham & Eggs	1.75
Fried Shrimp	4.25

Dessert

Pie	.85
Ice Cream	.70
Cake	.80

Read the restaurant menu.

How many foods are listed?

Do you know all their names?

How much does a meal cost?

Is it very cheap or very expensive?

Read this conversation.

A: What did you have for lunch yesterday?

B: I had a cheese sandwich and coffee.

A: Did you have soup, too?

B: No, I didn't. I had potato salad instead of soup.

A: How much was it?

B: Not too much. Only two dollars and twenty cents.

A: What did your friend have?

B: He had milk and cake.

A: Did he like it?

B: No, he didn't like it very much.

A: How is the food at the restaurant?

B: Oh, — it's all right, I guess. Shall we go eat?

A: I'm not very hungry, but I'll go along to keep you company.

Practice a conversation about lunch. Use the conversation above and substitute different foods from the menu.

Tell about the restaurant menus in other countries.

## EXPLANATION AND DRILL OF STRUCTURES

1. Count Nouns and Mass Nouns**INSTRUCTOR'S NOTE:**

Count Nouns are objects or things that can be counted.

the pencil	one pencil
some pencils	six pencils

Mass Nouns cannot be counted.

the milk	milk
some tea	tea

Count NounsMass Nouns

## Singular

## Plural

## (Only One Form)

a cup	(some) cups	(some) money
a dish	(some) dishes	(some) tea
a drink	(some) drinks	(some) sugar
a vegetable	(some) vegetables	(some) cream
a check	(some) checks	(some) milk
		(some) fruit
		(some) coffee

2. The use of SOME, THE and A/AN**INSTRUCTOR'S NOTE:**

A/AN: used with singular count nouns only.

THE: used with singular or plural count nouns and mass nouns.

SOME: used with plural count nouns and mass nouns.

Pencil = count noun

Singular:	pencil	a pencil	the pencil
Plural:	pencils	some pencils	the pencils

Sugar = mass noun

One form:	sugar	the sugar
		some sugar

### 3. Special Terms Used with Mass Nouns

a cup of  
a glass of

Please give me a cup of coffee.

Please give me a glass of milk.

Note: These special terms have plural forms:

a cup of coffee  
two cups of coffee  
three cups of coffee

a glass of milk  
two glasses of milk  
three glasses of milk

Practice using count nouns and mass nouns

1. There is a cup on the table.  
There are some cups on the table.
2. There is some fruit on the table.
3. There is a dish on the table.  
There are some dishes on the table.
4. There is some coffee on the table.
5. There is a vegetable on the table.  
There are some vegetables on the table.
6. There is some tea on the table.
7. There is a drink on the table.  
There are some drinks on the table.
8. There is some milk on the table.
9. There is a check on the table.  
There are some checks on the table.
10. There is some cream on the table.
11. There is some sugar on the table.

### 4. Grammar Drills with Mass Nouns

- a. Special terms with mass nouns.

a cup of  
a drop of  
a dish of  
a piece of  
a drink of

1. Please give me \_\_\_\_\_ (cup) coffee.
2. I would like to have \_\_\_\_\_ (cup) tea.
3. She wants just \_\_\_\_\_ (drop) cream.
4. He ordered \_\_\_\_\_ (dish) ice cream.
5. Would you like \_\_\_\_\_ (piece) fruit?
6. She wants \_\_\_\_\_ (glass) milk.
7. She needs \_\_\_\_\_ (cup) sugar.
8. May I have \_\_\_\_\_ (drink) water?

b. Use a or some in the following:

1. There is \_\_\_\_\_ cup over there.
2. I bought \_\_\_\_\_ sugar yesterday.
3. Do you have \_\_\_\_\_ dish for the vegetables?
4. We put \_\_\_\_\_ cream on the table.
5. The waiter gave me \_\_\_\_\_ check.
6. I would like to have \_\_\_\_\_ milk.
7. That man ordered \_\_\_\_\_ green vegetable.
8. Would you like \_\_\_\_\_ tea?
9. She wants to buy \_\_\_\_\_ coffee.

c. Practice using special terms with mass nouns.

1. Do you have any milk?  
Yes, I have two \_\_\_\_\_ milk. (bottles of)
2. Will you give me some bread?  
You may have two \_\_\_\_\_ bread. (pieces of)
3. Is there any fruit?  
Yes, there are two \_\_\_\_\_ fruit. (kinds of)
4. Did he drink some water?  
He drank two \_\_\_\_\_ water. (glasses of)
5. Do you sell shaving cream?  
Yes, we have two \_\_\_\_\_ shaving cream. (kinds of)
6. Would you like some toast?  
I'd like two \_\_\_\_\_ toast. (pieces of)

d. Use some or a in the following:

1. Please give me \_\_\_\_\_ coffee.
2. I want to buy \_\_\_\_\_ pencil.
3. There is \_\_\_\_\_ milk on the table.
4. We need \_\_\_\_\_ soap.
5. He ate \_\_\_\_\_ piece of toast.
6. I have to buy \_\_\_\_\_ toothpaste.

e. Use a or a piece of in the following:

1. He is going to buy \_\_\_\_\_ toothbrush.
2. She ate \_\_\_\_\_ fruit.
3. Give her \_\_\_\_\_ bread.
4. I need \_\_\_\_\_ chalk.
5. There is \_\_\_\_\_ butter in the refrigerator.
6. I don't have \_\_\_\_\_ pen.
7. Bring me \_\_\_\_\_ green vegetable.

f. Use the plural form of the following special terms.

1. He has some coffee.  
He has two \_\_\_\_\_ coffee. (a cup of)
2. We bought some milk.  
We bought two \_\_\_\_\_ milk. (a bottle of)
3. They need some soap.  
They need two \_\_\_\_\_ soap. (a bar of)
4. Please give me some toothpaste.  
Please give me two \_\_\_\_\_ toothpaste. (a tube of)
5. She wants some soup.  
She wants two \_\_\_\_\_ soup. (a can of)
6. He is eating some fruit.  
He is eating two \_\_\_\_\_ fruit. (a piece of)
7. John ordered some toast.  
He ordered two \_\_\_\_\_ toast. (a piece of)
8. The teacher wants some chalk.  
He wants two \_\_\_\_\_ chalk. (a piece of)
9. We have some ink.  
We have two \_\_\_\_\_ ink. (a bottle of)
10. I want some tea.  
I want two \_\_\_\_\_ tea. (a cup of)



11. Give us some water.  
Give us two \_\_\_\_\_ water. (a glass of)
12. He bought some shaving cream.  
He bought two \_\_\_\_\_ shaving cream. (a tube of)

5. Some irregular plurals of Count Nouns and Mass Nouns

- a. Some nouns have irregular plurals. They can be counted, but they use the same form for both singular and plural.

One aircraft is on the runway.  
Three aircraft are on the flight line.

one fish	five fish
one deer	five deer
one sheep	five sheep

Two Swiss, two Chinese, three Japanese, and one Portuguese are in the class.

The number tells us if it is singular or plural.

- (1) Some nouns have only plural forms.

These nouns use plural verbs:

People are interesting.  
The police are investigating the accident.  
My pants are cotton.  
The trousers of my suit are wool.  
These sport slacks are dacron.  
These shorts are nylon.

Words like pants, trousers, slacks, shorts, and glasses use a special counting word: pair - a pair of pants, slacks, etc.

a pair of pliers  
two pairs of scissors

- (2) These nouns have a plural -s ending but they use a singular verb:

The United States is a large country.  
The news is interesting today.  
Measles is a disease.  
Electronics is a new science.

(scientific words ending in -ics;  
mathematics, physics, aeronautics,  
etc.)

b. Some nouns do not change; they have the same form for singular and plural.

(1) Mass Nouns

Words like beef, rice, coffee, milk, butter, and bread are called mass nouns. They represent a quantity, something that cannot be counted. We use special measuring words, like piece, cup, or pound. The special measuring words are nouns and have singular and plural forms.

At the grocery store:

Mrs. Lee: Good morning! Please give me two pounds of beef, three pounds of rice, a pound of coffee, half a pound of tea, one quart of milk, two loaves of bread, and one-fourth of a pound of butter.

Grocer: Yes, ma'am. Anything else? This is National Vegetable Week, and we have some good specials in fruit and vegetables.



In the dining hall:



Student: At mealtime, I eat one slice of bread with two pats of butter. I eat three servings of rice and one serving of meat. I drink two cups of tea and one glass of milk.

c. Make the plural of the following:

Example: one cup of sugar  
one bottle of ink  
one piece of information

two cups of sugar  
two bottles of ink  
two pieces of information

one piece of paper  
one piece of fruit  
one bar of soap  
one pound of candy  
one can of oil  
one gallon of gasoline  
one glass of water  
one round of ammunition

- d. Note that mass nouns do not have a singular and a plural form. They take a singular verb.

There is a lot of coffee in Brazil.  
 There is some coffee on the table.  
 The coffee is too hot.

Look at the objects in the room around you. Count them.  
 How many of these objects are mass nouns?  
 How many are count nouns?

## 6. Very/Too

### INSTRUCTOR'S NOTE:

Very means much or in a large degree.

It intensifies the meaning of an adjective or adverb.

Too suggests an excess, more of something than is needed.

Too is often followed by an infinitive:

too + difficult + to do

Example: She is very pretty.  
 He drives too fast in town.  
 It is too hot to walk very far.

- a. Supply very or too, whichever makes the meaning clearer.

1. It is \_\_\_\_\_ hot to wear a jacket.
2. This ice cream is \_\_\_\_\_ good.
3. The student is \_\_\_\_\_ sick.
4. The student is \_\_\_\_\_ sick to go to class.
5. This lesson is \_\_\_\_\_ difficult.
6. This lesson is \_\_\_\_\_ difficult for me.
7. This steak is \_\_\_\_\_ well-done.
8. I want my steak \_\_\_\_\_ rare.
9. This coffee is \_\_\_\_\_ hot.
10. This coffee is \_\_\_\_\_ hot to drink.

- b. Reword these sentences using too.

Example: This steak is so rare that I can't eat it.  
 This steak is too rare to eat.

1. The weather was so bad that we couldn't play golf.
2. The word list was so long that I couldn't learn it all.
3. This restaurant is so expensive that I can't go there.
4. The service is so slow that I can't wait.
5. The chocolate cake is so rich that I can't eat it.
6. He was so excited that he couldn't answer.
7. She was so angry that she couldn't talk.
8. This tape is so old that I can't understand the words.
9. The sun is so hot that I can't wear this coat.

- c. Reword these sentences using very. (Notice the difference in meaning.)

Example: The steak was too rare to eat. (I could not eat it.)  
The steak was very rare. (but I could eat it).

1. She was too excited to talk. (She could not talk.)  
\_\_\_\_\_ (but she could talk).
2. The car was too expensive for him to buy. (He could not buy it.)  
\_\_\_\_\_ (but he could buy it).
3. She is really too young to get married. (She cannot get married.)  
\_\_\_\_\_ (but she can get married).
4. Some oranges are too sour to eat. (You cannot eat them.)  
\_\_\_\_\_ (but you can eat them).
5. This dessert is too sweet to eat. (You cannot eat it.)  
\_\_\_\_\_ (but you can eat it).
6. That restaurant is too expensive for me. (I do not have enough money.)  
\_\_\_\_\_ (but I do have enough money).
7. His parents are too old to travel. (They cannot travel.)  
\_\_\_\_\_ (but they can travel).

- d. Make sentences with these phrases.

Example: too tired to....I'm too tired to dance.

too hot to...	too heavy to...	too sleepy to...
too lazy to...	too tall to...	too far to...
too sick to...	too cold to...	too young to...

## 7. Intensifiers

INSTRUCTOR'S NOTE: Very modifies good, hard, and other adjectives. We modify both adjectives and adverbs with intensifiers such as very, quite, or extra. These words are used to give emphasis and force to the adjective or adverb.

Note these sentences.

We saw a very good movie last night.

The story was quite interesting.

The actors were extra good in the movie.

But it was a pretty long film.

## TAPE 1306A

Listen to this conversation in a restaurant.

A: Are you ready to order now, sir?

B: Yes. Let me have this roast beef special.

A: You have a choice of vegetables — green peas, lima beans, or spinach.

B: I'll take the green peas.  
And make sure the beef is well done.

A: Yes, sir. What would you like to drink?  
Coffee, tea, or milk?

B: A cup of coffee with cream and sugar.

A: The cream and sugar are on the table, sir.

B: Oh, yes.

A: Would you like to order some dessert?

B: What comes with the special?

A: Ice cream, fresh fruit, or chocolate cake.

B: I'll have a dish of vanilla ice cream.

A: Yes, sir.

B: Waiter, may I have my check, please?

A: Here you are, sir.  
Pay the cashier at the door.

Now listen to the conversation again and repeat it.

Now, we'll practice some new vocabulary from this conversation. Listen and repeat.

beans

Do you like different kinds of beans?

I like lima beans best.

We often eat green beans.

cashier

We pay the cashier for the food.  
 When you leave pay the cashier.  
 Did he pay the cashier for the ticket?

choice

In a restaurant we have a choice of food.  
 This car is our choice.  
 You made a good choice.

dish

I would like a dish of ice cream.  
 Here is a dish of fresh fruit.  
 She placed the dishes on the table.

fresh

Fresh milk is good to drink.  
 In summer we eat many fresh vegetables.  
 Do you eat a lot of fresh fruit?

make sure

Make sure you read the lesson.  
 He made sure he learned the words.  
 Make sure he cooks the food well.

peas

Many people like green peas.  
 Peas make good soup.  
 Which do you prefer, peas or beans?

special

It is cheap today; it is on special.  
 The restaurant serves a special lunch at noon.  
 Specials are cheap, but not always good.

spinach

Spinach, peas, and beans are vegetables.  
 We like spinach.  
 Thomas eats spinach all the time.

well done

I like my food well done.  
 Make my steak well done.  
 Cook the meat until it is well done.

Here are some sentences using the special expressions rare, medium, and well done.  
Repeat the sentences.

Do you like your steak well done, sir?  
No, I like my steak medium.  
Would you like your roast beef rare?  
No, please make it well done.

I want a steak, rare.  
Please give me a hamburger, well done.  
I'd like some roast beef, medium.  
Many people like roast beef rare.

Here are some sentences using a and some. Listen and repeat.

There is a cup on the table.  
There are some cups on the table.

There is some fruit in the dish.  
There is a dish on the table.

There are some dishes on the table.  
There is some coffee in the cup.

There is a vegetable in the dish.  
There are some vegetables on the table.

There is some tea in the cup.  
There is a drink in the glass.

There are some drinks on the table.  
There is some milk in the glass.

There is a check on the table.  
There are some checks on the table.

There is some cream in the tea.  
There is some sugar in the coffee.

Notice the use of special terms with mass nouns in the following sentences.  
Listen to them and repeat them.

Please give me a cup of coffee.  
I would like to have a cup of tea.

She wants just a drop of cream.  
He ordered a dish of ice cream.



Would you like a piece of fruit?  
She wants a glass of milk.

She needs a cup of sugar.  
May I have a drink of water?

There is a cup over there.  
I bought some sugar yesterday.

Do you have a dish for the vegetables?  
We put some cream on the table.

The waiter gave me a check.  
I would like to have a glass of milk.

That man ordered a green vegetable.  
Would you like a cup of tea?

She wants to buy some coffee.  
Does he need a pencil?

She ate a dish of fruit.  
I don't have any peas.

Listen carefully to these sentences based on material in the conversation.

John is eating in a restaurant.  
He is eating lunch.  
He orders the roast beef special.  
John has a choice of beans, peas, or spinach.

He orders green peas.

He wants some coffee with cream and sugar.  
For dessert he can have ice cream, fruit, or cake.  
He orders ice cream.  
John pays the cashier at the door.

Now listen to the sentences again and repeat them.

Here are some questions based on these sentences. Answer the question when you hear \*\*. Repeat the correct response when you hear \*.

Example:     Where is John eating?  
                  He is eating in a restaurant.  
                  He is eating in a restaurant.

**Which meal is John eating?**

**John is eating lunch.**

**Which special does John order?**

**He orders the roast beef special.**

**Which vegetable does John order?**

**He orders green peas.**

**What does he want to drink?**

**He wants some coffee to drink.**

**How does he like his coffee?**

**He likes cream and sugar in his coffee.**

**What does he have for dessert?**

**He has ice cream for dessert.**

**Who does John pay for the food?**

**He pays the cashier.**

**Where is the cashier?**

**The cashier is at the door.**

**Now let's change some statements to questions. Listen and repeat.**

**You have a choice of vegetables.**

**Do you have a choice of vegetables?**

**I'll have the green peas.**

**Will you have the green peas?**

**The cream and sugar are on the table.**

**Are the cream and sugar on the table?**

**I'll have a dish of vanilla ice cream.**

**Will you have a dish of vanilla ice cream?**

**You pay the cashier at the door.**

**Do you pay the cashier at the door?**

## TAPE 1306B

Listen to the following conversation between two friends. One of them has just been in the city a short time.

- A: Some friends are coming to see me Friday.  
I want to take them to a good restaurant.  
Could you tell me where to take them?
- B: There is a good restaurant on State Street.  
It is one of the best in the city.  
The meals are delicious but not too expensive.  
They have a special dinner every night.  
It always costs a dollar and a half.  
With the dinner you get meat, vegetables, and dessert.  
You also get a salad and a drink.
- A: That sounds like a good place.
- B: The meat at this restaurant is especially good.  
The cooks will cook the meat like you want it.  
You just tell the waiter how you like it.  
The other food is good too.  
The service is fast.  
You don't have to wait long for dinner.

Now listen to the conversation again and repeat it.

Practice this vocabulary. Repeat what you hear.

cook (n)

The cook prepares the food.  
He is a good cook; the food is good.  
We don't want too many cooks.

cook (v)

He cooked the food long enough.  
We like our food well cooked.  
Do you like to cook?

especially

The food here is especially good.  
I especially want to speak to my friend.  
Do you especially want to go to Chicago?

meal

We usually eat three meals a day.

Breakfast is the first meal.

I like a good meal in the evening.

waiter

A waiter works in a restaurant.

You order your food from the waiter.

Did the waiter bring your food?

Let's practice using some verbs from this lesson. You will hear some affirmative statements. You should change each statement to a negative statement. Then repeat the correct response.

Example: I drink coffee.  
I don't drink coffee.  
I don't drink coffee.

She drinks coffee.

She doesn't drink coffee.

They are drinking water.

They aren't drinking water.

He is drinking hot tea.

He isn't drinking hot tea.

We are drinking coffee.

We aren't drinking coffee.

I paid the check.

I didn't pay the check.

They paid the check.

They didn't pay the check.

He is paying the check now.

He isn't paying the check now.

We will pay the check.

We won't pay the check.

Will you pay for the dinner?

Won't you pay for the dinner?

He usually prepares the food.

He doesn't usually prepare the food.

They are preparing the food.

They aren't preparing the food.

We will prepare our dinner.

We won't prepare our dinner.

Now let's practice changing some negative sentences to affirmative. These sentences use the same verbs as the last exercise. Change the negative sentences to affirmative and then repeat the correct responses.

Example: I don't drink coffee.  
I drink coffee.  
I drink coffee.

She doesn't drink tea.

She drinks tea.

I don't drink coffee.

I drink coffee.

Remember to change to the affirmative.

They didn't drink water.

They drank water.

We aren't drinking iced tea.

We are drinking iced tea.

I didn't pay the check.

I paid the check.

They won't pay for the food.

They'll pay for the food.

Won't he pay the cashier?

Will he pay the cashier?

She isn't preparing dinner.

She's preparing dinner.

We won't prepare the food for them.

We'll prepare the food for them.

They didn't prepare the meat like we wanted.

They prepared the meat like we wanted.

In a restaurant there are different ways of ordering food. You can order a cup of coffee by saying: "I want a cup of coffee, please." You will now hear the names of some things you can order and then the correct way to order them. Repeat what you hear.

a cup of tea  
I want a cup of tea, please.

the roast beef  
I want the roast beef, please.

some vegetables  
I want some vegetables, please.

some green peas  
I want some green peas, please.

some lima beans  
I want some lima beans, please.

a steak  
I want a steak, please.

some ice cream  
I want some ice cream, please.

some cake  
I want some cake, please.

some iced tea  
I want some iced tea, please.

some milk  
I want some milk, please.

Another way to order a cup of coffee in a restaurant is to say: "Please, bring me some coffee." Now you will hear the names of some other things you might want to order and then a correct way to order them. Repeat what you hear.

some ice cream  
Please, bring me some ice cream.

some dessert  
Please, bring me some dessert.

some chocolate cake  
Please, bring me some chocolate cake.

some milk  
Please, bring me some milk.

some coffee  
Please, bring me some coffee.

some salad  
Please, bring me some salad.

some vegetable soup  
Please, bring me some vegetable soup.

some roast beef  
Please, bring me some roast beef.

a hamburger  
Please, bring me a hamburger.

## TAPE 1306C

Note the use of a little and a few in these sentences. Repeat them.

You'll find water in the glass.  
You'll find a little water in the glass.

There is milk on the table.  
There is a little milk on the table.

You can have ice cream now.  
You can have a little ice cream now.

We would like a sandwich.  
We would like a few sandwiches.

There are apples in the basket.  
There are a few apples in the basket.

I like butter on my toast.  
I like a little butter on my toast.

There's a lot of coffee left.  
There's a little coffee left.

Guests are always early.  
A few guests are always early.

The students are sick with colds.  
A few students are sick with colds.

I'll spend time on my lessons.  
I'll spend a little time on my lessons.

Harris learns many words each day.  
Smith learns a few words each day.

There are restaurants near the base.  
There are a few restaurants near the base.

Listen to this dialog about writing letters.

A: Are you getting many letters now?

B: No, not very many.  
I get a few letters from home.  
I also get a few from my fiancée.

A: Do you spend much time writing letters?



B: No, not too much.  
 I spend very little time nowadays.  
 I'm awful busy in my studies.

Now listen to the conversation again and repeat it.

Note the use of must to express necessity. Repeat the following sentences.

Must you study now?  
 Yes, I must study right now.

Must we learn these words?  
 Yes, you must learn these words.

Must Joe practice pronunciation every day?  
 Yes, he must practice it every day.

Must we finish our lessons today?  
 No, you don't have to finish them today.

Must they take the exam now?  
 Yes, they must take it now.

Must the class wait for Bill?  
 No, they don't have to wait for him.

You must finish your homework by Friday.  
 You must read ten pages today.

He must inform the police about the accident.  
 He must return home before ten.

Everyone must go to class at two.  
 Everyone must take the final exams.

It's late. We must walk faster.  
 I must cash this check before three.

You must answer the call right now.  
 You must see him before noon.

Charlie must send the telegram today.  
 He must be at the airport by eight.

In this conversation a new student introduces himself to his father's friend over the telephone. Listen to the conversation.

A: Hello.

B: Hello, may I speak to Capt. Smith?

A: This is Capt. Smith speaking.

B: Capt. Smith, I want to introduce myself.  
I'm John Martin.  
My father is Oscar Martin.  
He asked me to call you.  
Do you remember my father?

A: Of course, how is he?

B: Fine thank you.

A: Are you a pilot, too?

B: No, not yet.  
I hope to become one soon.  
I'll soon be a student pilot.  
I'm taking an English course now.

A: You must come out to see us.  
When will you be free?

B: Saturday night, sir.

A: Would you like to have dinner with us?

B: Why yes. Thank you very much.

A: I'll pick you up.  
Which building are you in?

B: I'm in the building next to the library.

A: At six-thirty?

B: Yes, sir. I'll be ready.

Now listen to the conversation again and repeat it.

Note the use of may and might to express possibility in these sentences. Repeat the sentences when you hear them.

I may not go after all.  
I might not be able to get back.

Shirley might be here today.  
She may stay for a few hours.

Lt. Harris may not arrive on time.  
He may return tomorrow night.

We might finish this book tomorrow.  
We might get a new one Monday.

I may go swimming this afternoon.  
I might go to town tomorrow.

It might get cooler tonight.  
We might get some showers.

Do you think it might rain?  
It may, or it may not.

I may see Susie tomorrow afternoon.  
She might come with her sister.

Her parents may not be able to come.  
They may not be able to leave home.

We might have to wait for them.  
We might go to the movies.

Listen to this conversation about pay.

A: Did you sign the payroll yesterday?

B: No, I didn't.  
Do I have to sign it?

A: Yes, you do.  
You must sign it today.  
It's the last day.

B: But payday is not until Tuesday.

A: That's right.  
But you must sign it four days before.  
If you don't, you won't get your pay.

B: Oh, I see.  
I'd better go there right now.  
Now, when do I pay my bills?

A: You pay them when you get your money.

Now listen to the conversation again and repeat it.

Here is a conversation between two friends. Let's listen to it.

A: Do you have a date tonight?

B: Yes, I do.  
I finally got one.

A: What are your plans?

B: We might go to a movie.  
That depends on the weather.  
If it rains, we may not go.

A: It looks like rain.  
Why don't you go to the club?  
We're going there.

B: That's a good idea.  
We might see you there.

Now listen to the conversation again and repeat it.

Let's practice giving the order to pay something or somebody.

Listen and repeat.

the bill  
Pay the bill.

the check  
Pay the check.

him  
Pay him.

five dollars  
Pay five dollars.

**the cashier**  
**Pay the cashier.**

**the man**  
**Pay the man.**

**the clerk**  
**Pay the clerk.**

## OUTLINE AND STUDY OBJECTIVES

### Structures

#### Special Expressions:

at all

#### Modal Auxiliaries:

review

#### Grammar Drills and Exercises:

changing to questions

changing present to past tense

making negative statements

#### Expressions about Clothing

#### Quantity Words:

review

### Sound and Intonation

#### Consonants:

chart of unvoiced and voiced  
exercises:

/p/ and /b/

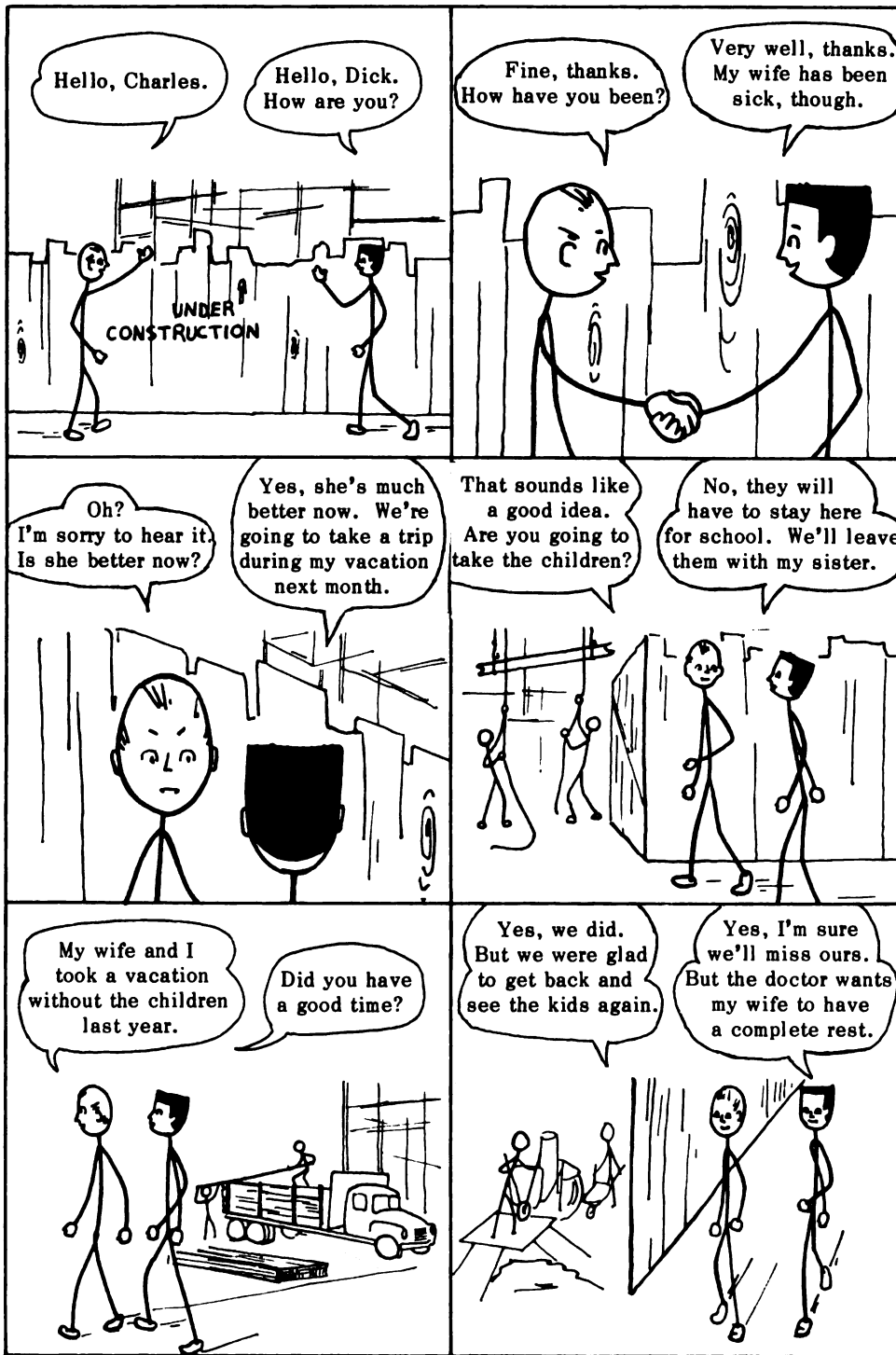
/t/ and /d/

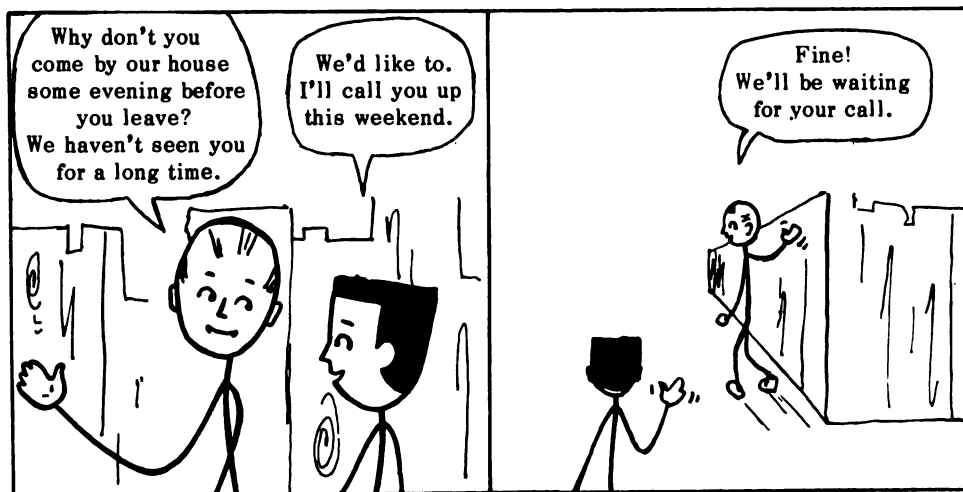
/k/ and /g/

/θ/ and /ð/

/b/ and /v/

CONVERSATION BETWEEN FRIENDS







## UNIT 1307

## CONVERSATION AND READING PRACTICES

Dialog

## Conversation Between Friends

- A: Hello, Charles.
- B: Hello, Dick. How are you?
- A: Fine, thanks. How have you been?
- B: Very well, thanks. My wife has been sick, though.
- A: Oh! I'm sorry to hear it. Is she better now?
- B: Yes, she's much better now.  
We're going to take a trip during my vacation next month.
- A: That sounds like a good idea.  
Are you going to take the children?
- B: No, they will have to stay here for school.  
We'll leave them with my sister.
- A: My wife and I took a vacation without the children last year.
- B: Did you have a good time?
- A: Yes, we did. But we were very glad to get back and see the kids again.
- B: Yes, I'm sure we'll miss ours.  
But the doctor wants my wife to have a complete rest.
- A: Why don't you come by our house some evening before you leave?  
We haven't seen you for a long time.
- B: We'd like to. I'll call you up this weekend.
- A: Fine! We'll be waiting for your call.

Vocabulary

call (n)  
complete  
have a good time

kid (child)  
rest (n)  
though

Vocabulary Practice

1. call (n)  
I waited until ten o'clock for your call.  
Did you receive a long distance call yesterday?  
Just give me a call if you have time.
2. complete (adj)  
This book is complete; nothing is missing.  
After you are sick you need complete rest.  
His work is not complete; he has more work to do.
3. have a good time  
Did you have a good time at the party last night?  
We had a good time on our vacation.  
I always have a good time on holidays.
4. kid (child)  
Many people call their children "kids."  
How old are your kids?  
I'll be glad to see my kids again.
5. rest (relaxation)  
After we are sick we need a good rest.  
Everyone often needs a complete rest from his work.  
I'm going to the mountains for a rest.
6. though  
I don't like to study. I do it though.  
Though we are taking a trip, the children must stay at home.  
My car is old; it runs well though.

Word Drill

1. trip  
a trip  
vacation  
our vacation  
on our vacation  
We're going to take a trip on our vacation.
2. children  
three children  
son  
a son  
daughters  
two daughters  
We have three children—a son and two daughters.
3. husband  
wife  
husband and wife  
A husband and wife often like to take vacation trips in California.

4.    **sorry**  
       **very sorry**  
       **sick**  
       **very sick**  
       **I'm very sorry to hear that you have been very sick.**
5.    **sounds**  
       **sounds like**  
       **sounds like a fine idea**  
       **That sounds like a fine idea.**
6.    **for**  
       **for two weeks**  
       **during**  
       **during the summer**  
       **We are going to take a trip together for two weeks during the summer.**
7.    **like**  
       **looks like**  
       **looks like her mother**  
       **My daughter looks like her mother.**
8.    **call**  
       **call up**  
       **call you up**  
       **We will call you up some weekend during the winter.**

### Drill on the Dialog

#### Remember the facts!

1.    **Who are the two men?**
2.    **Has Charles' wife been sick?**
3.    **Why are they going away on their vacation?**
4.    **Where will the children stay?**
5.    **What does the doctor want Charles' wife to do?**

Change the following to questions.

1.    **His wife has been sick.**
2.    **She's much better now.**
3.    **They will have to stay here for school.**

Change the following to negative sentences.

1.    **My wife and I took a vacation last year.**
2.    **That sounds like a good idea.**
3.    **I'll call you up this weekend.**
4.    **Is she better now?**
5.    **Are you going to take the kids?**
6.    **Did you have a good time?**

Special ExpressionAt All

1. I have no money.  
I have no money at all.
2. There is nothing in this box.  
There is nothing at all in this box.
3. Are you tired?  
No, not at all.
4. This book is not interesting.  
This book is not interesting at all.
5. Would you mind bringing me the book?  
No, not at all.
6. I don't understand this lesson.  
I don't understand this lesson at all.

Reading

When Mrs. Johnson was sick last month, she had to see the doctor almost every day. When she was very sick, the doctor had to come to the house. She wasn't able to get out of bed. She couldn't do her housework. Her husband and her children had to help her. The doctor wouldn't let her do any work at all.

She is getting better now. She is able to get out of bed, but she can't do any housework for a while. The doctor wants her to rest. She has to take medicine every day. In a few weeks she'll be able to work again. Next month, Mr. and Mrs. Johnson are going to take a trip. The children won't be able to go with their mother and father. They must go to school. They will have to stay with their aunt and uncle. Mrs. Johnson is looking forward to the trip. She'll be able to get a long rest. She'll be much better when she comes home.

Vocabulary

aunt	rest (v)
get out of	uncle
housework	while (n)
husband	

Vocabulary Practice

1. aunt  
The sister of my father or mother is my aunt.  
The wife of my uncle is also my aunt.  
Does your aunt live in this town?

2. get out of  
She is very sick. She can't get out of bed.  
I like to get out of the house when I can.  
Can you get out of class and go to town with me?
3. housework  
There is a lot of housework to do at home.  
Does your wife do her own housework?  
She can't do the housework when she isn't well.
4. husband  
Is her husband well?  
She is not married; she has no husband.  
The husband and wife are the parents of the children.
5. rest (v)  
If I am sick I can't work. I have to rest.  
We rest when we are not working.  
Do you rest well at night?
6. while (n)  
Have you been here a long while?  
I waited only a short while for him.  
After a while she called him on the telephone.
7. uncle  
The brother of my father or mother is my uncle.  
The husband of my aunt is also my uncle.  
My uncle and aunt don't live in the city.

#### Drill on the Dialog

1. I'm sorry to hear it.
2. She's much better now.
3. We're going to take a trip.
4. I'm sure we'll miss the children.
5. I'd like to take a vacation.
6. I'll call you up this weekend.
7. I'll be waiting for your call.
8. Are you going to take the children?
9. They will have to stay here for school.

**Dialog Participation (See page 190) Speak the part of Speaker "B".**

A: Hello, Charles.

B: \_\_\_\_\_

A: Fine, thanks. How have you been?

B: \_\_\_\_\_

A: Oh! I'm sorry to hear it. Is she better now?

B: \_\_\_\_\_

A: That sounds like a good idea. Are you going to take the children?

B: \_\_\_\_\_

A: My wife and I took a vacation without the children last year.

B: \_\_\_\_\_

A: Yes, we did. But we were very glad to get back and see the kids again.

B: \_\_\_\_\_

A: Why don't you come by our house some evening before you leave?  
We haven't seen you for a long time.

B: \_\_\_\_\_

A: Fine! We'll be waiting for your call.

**Practice these sentences stressing the indicated words.**

- |  |  |
|--|--|
| 1. I don't have any <b>books</b> .<br>I don't <b>háve</b> any books.                                   | 5. We both got a good <b>rést</b> .<br>We <b>both</b> got a good rest.                                       |
| 2. He arrived yesterday <b>mórníng</b> .<br>He arrived <b>yésterday</b> morning.                       | 6. The doctor told my wife to take a <b>vacátió</b> n.<br>The doctor <b>tóld</b> my wife to take a vacation. |
| 3. We're going on a <b>tríp</b> next <b>mónth</b> .<br>We're going on a <b>tríp</b> next month.        | 7. We're going to <b>míss</b> the <b>chíldren</b> .<br>We're going to <b>míss</b> the children.              |
| 4. We took a vacation without the <b>chíldren</b> .<br>We took a vacation <b>withóut</b> the children. |  |

**Pronunciation Drill**

little	listen	lesson	minute
middle	people	station	table
ticket	traffic	travel	student
second	problem	final	dentist
about	afraid	alone	again
arrive	across	against	arrange
away	around	along	among
apartment	address	ago	appear

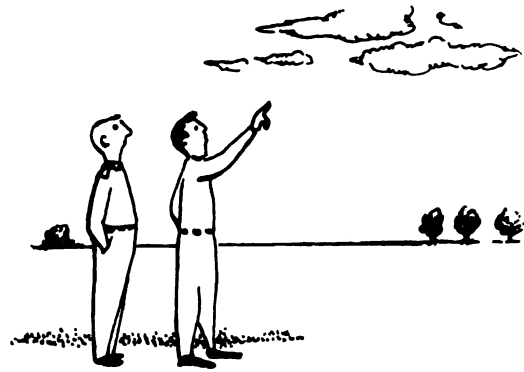
## EXPLANATION AND DRILL OF STRUCTURES

1. Review of Modals

## a. Summary of the uses of some modals

Do you think it might rain?

It may, or it may not; I don't know.  
With those clouds, it's possible.  
The way the weather has been the  
past few days, it should be raining.

**INSTRUCTOR'S NOTE:**

May and might plus the simple form of the verb are used to express future ideas of possibility.

May and might plus have plus the past participle of the verb are used to express past ideas of possibility.

Should and ought to plus the simple form of the verb are used to express future ideas of strong probability.

Should and ought to plus have plus the past participle of the verb are used to express unfulfilled expectation in past time.

Must is sometimes used to express certainty, logical necessity, or predictability.

If it doesn't rain, we may be able to go.  
Even if the weather is good, we may not go anyway.

We might have to stay at school and study.  
If we do it right the first time, we might not have to repeat.

I might have gone with you, but I had to wait for a letter.  
He may have telephoned while we were out.  
He may not have called at all.

The next plane should come in any minute now.  
It ought to be on the ground by 2:00.

We should have called you (but we didn't).  
He ought to have known the answer (but he didn't).

This must be the correct answer.  
I'm sure of it.

The report is not here.  
He must not have written it.

Their plane must have arrived by now.

b. Sentence practice with modals  
Notice the short questions and answers.

- |  |  |
|--|--|
| 1. I can go tomorrow.<br>Can you go, too?<br>No, you can't.                    | 11. He had to see the doctor.<br>Did she have to, also?<br>Yes, she did.   |
| 2. She won't leave tonight.<br>Will she leave with her?<br>No, she won't.      | 12. I will have to study tomorrow.<br>Will you study, too?<br>Yes, I will. |
| 3. They should study French.<br>Should we study it, too?<br>No, you shouldn't. | 13. She won't be able to come.<br>Will you be able to ?<br>No, I won't.    |
| 4. You must see the doctor soon.<br>Must I see him today?<br>Yes, you must.    | 14. He wasn't able to finish.<br>Were you able to?<br>Yes, I was.          |
| 5. She might come later.<br>Might he come with her?<br>Yes, he might.          | 15. I'm not able to go to school.<br>Are you able to go?<br>Yes, I am.     |
| 6. They couldn't go yesterday.<br>Could you go instead?<br>Yes, I could.       |  |
| 7. We shouldn't go to the movies.<br>Should you go, anyway?<br>Yes, I should.  |  |
| 8. I might not be on time.<br>Will you be very late?<br>Yes, I might.          |  |
| 9. He wouldn't help me.<br>Would you do it?<br>Yes, I would.                   |  |
| 10. We have to leave early.<br>Do you have to leave early?<br>Yes, I do.       |  |



## c. Grammar drills with modals

Use the modal should in the following sentences.

1. If you are sick, you \_\_\_\_\_ call a doctor.
2. We \_\_\_\_\_ be able to take a long vacation trip next year.
3. My wife and children \_\_\_\_\_ be at the station to meet me tomorrow.
4. His daughter \_\_\_\_\_ finish school next spring.
5. Mrs. Underhill's husband \_\_\_\_\_ take a new job in a different city.
6. School children \_\_\_\_\_ be in school five days a week.
7. My wife and I \_\_\_\_\_ visit our children during our vacation next year.
8. The weather \_\_\_\_\_ be very cold during the winter.
9. The plane \_\_\_\_\_ be a little late because of the rain.

Use the contracted forms of the modals: (couldn't, wouldn't, etc.)

1. My son could not visit me this year because his children were sick.
2. Mr. Johnson's wife will not be able to go with him.
3. Our son and daughter cannot get along together very well.
4. A husband should not forget to be polite to his wife.
5. If it is too late, I will not telephone you.
6. The students could not understand all the exercises.
7. John would not sell his car because he needed it.

Change the following to negative statements.

1. I have to take a business trip next week.
2. They were able to find a very good restaurant.
3. Miss Andrews will tell us about the next lesson.
4. The children should go to bed late.
5. Those farmers will sell their vegetables in the city.

## 2. Grammar Drills and Exercises

- a. Change the following to questions.
1. Mr. and Mrs. Rogers can take a vacation during the summer.
  2. The people who work in that office will leave at five o'clock.
  3. Those children should stop playing in the street.
  4. Doctors must always be ready to go out on a call.
  5. They said that the new books might be here tomorrow.
  6. The students had to take a long examination yesterday.
  7. The Quincy family is going to buy a new house.
  8. Robert and his father are able to work together on weekends.
- b. Change the following to the past tense.  
(Change the time expression in each sentence.)
1. We have to meet our friends at the train station tonight.
  2. The teacher will not help us with our homework today.
  3. I can't go to the movies tonight.
  4. The workers are not able to finish that building.
  5. Paul and his girl friend cannot go to the concert this weekend.
  6. I am not able to give an answer to that question today.
  7. The policemen have to work at night.

## 3. Reading Drill

- a. Repeat these sentences.
1. She had to see the doctor almost every day.
  2. The doctor had to come to the house.
  3. She wasn't able to get out of bed.
  4. She couldn't do her housework.
  5. Her husband and children had to help her.
  6. The doctor wouldn't let her do any work.
- b. Change the following to the past tense.
1. She is able to get out of bed.
  2. She cannot do any housework for a while.
  3. She has to take medicine every day.
  4. The children must go to school.
- c. Change the following to negative statements.
1. She had to see the doctor.
  2. The doctor had to come to the house.
  3. She has to take medicine every day.
- d. Answer questions about the reading.
1. When was Mrs. Johnson sick?
  2. How often did she have to see the doctor?
  3. Who had to help her?
  4. Who wouldn't let her work?
  5. What does the doctor want her to do?
  6. When will she be able to work again?
  7. When are Mr. and Mrs. Johnson going to take a trip?
  8. Where will the children stay?

4. Review of Structures

Notice the structures used in these constructions.

## a. Shopping

Clerk: May I help you?

Customer: Yes, please.  
I'd like to see a sport jacket.  
Dark gray.

Clerk: What size do you wear?

Customer: About size 42.

Clerk: Here's a 42, all wool.  
Try it on.

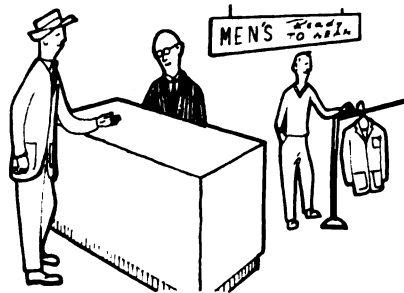
Customer: This looks good.  
How much is it?

Clerk: The regular price is \$85, but  
we have it on special this week  
for \$55, alterations free.

Customer: I'll take it; don't wrap it.  
I'll wear it.  
I need a white shirt, too.  
Size 16 1/2 - 32.

Clerk: Here you are, \$12 each.  
These collars are the latest style.

Customer: Let me have two, please.



Lady: I want two pairs of light-colored hose.

Clerk: What size, please?

Lady: My shoe size is 6AA;  
I think my stocking size is  
about 8 1/2.  
Medium length, please.

Clerk: Yes, ma'am; here you are.  
Anything else.

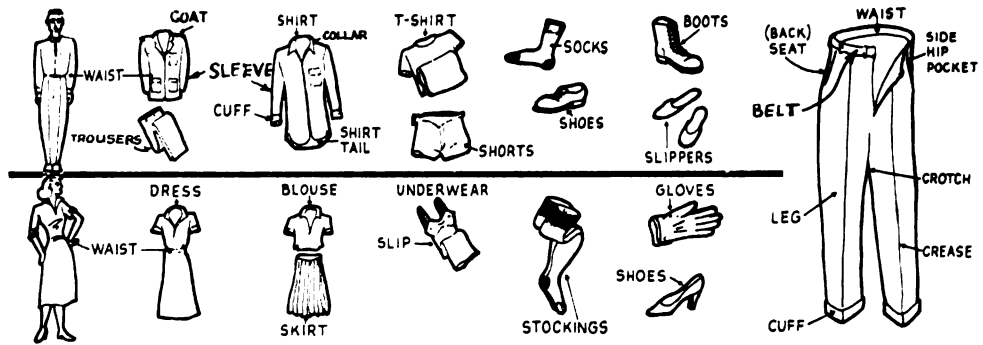
Lady: Where are the slips?

Clerk: On the next floor, in Ladies Lingerie.

Lady: Thank you. Wrap this for me.  
I'll take it with me.

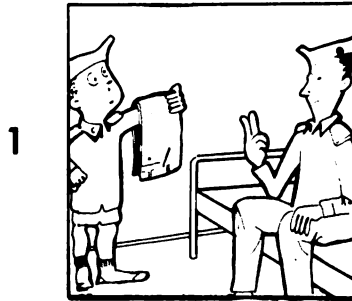


b. Vocabulary and expressions—clothes



I put on my uniform every day. I have it on now.  
 I take off my hat when I come inside.  
 These socks are worn out. Throw them away.

c. Read this conversation.



Hey, look! My trousers is torn!

That's not good English.  
 Why don't you learn the right way?



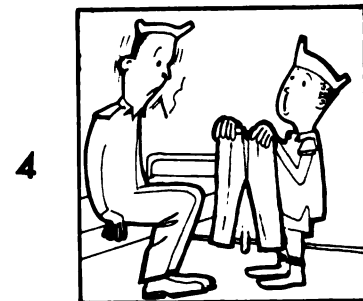
'My trousers is torn,'  
 is bad English?

Yes, it is. You only use IS  
 when you speak of one thing.  
 That's singular.



Well, look here. My trousers is  
 only one thing. It's singular.

Just a second! Trousers are used  
 as a pair, like two. When you speak  
 of more than one thing, you say ARE.  
 That's plural. Now, what are your  
 trousers—singular or plural?



Singular on top,  
 and plural on the bottom!

5. Review of Quantity Words - a few, many, a little, much, some, a lot of

**INSTRUCTOR'S NOTE:** A few and many are used with plural forms. A little and much are used only with mass nouns such as milk, coffee, bread. A lot of and some are used both with plural forms and mass nouns.

There are a few mountain peaks in Texas.

There are many mountain peaks in Colorado.

This small classroom has a few chairs.

This large classroom has many chairs.

He drank a little beer.

He didn't drink much beer. or

He didn't drink much.

He has had a little experience.

He hasn't had much experience.

It will help a little.

It won't help much.

He has watched a lot of maneuvers.

He has watched some maneuvers.

He buys a lot of gasoline.

## a. Many, much, a lot of

**INSTRUCTOR'S NOTE:** We usually use a lot of in affirmative sentences with both count and mass nouns. We use many with count nouns in negative and simple interrogative sentences. We use much with mass nouns in negative and simple interrogative sentences. If the question begins with a question word we may use a lot of in place of much or many. These are not hard-and-fast rules but are included to aid the beginning students in learning English.

Do you have much work to do?

Does she spend much money?

Yes, I have a lot of work to do.

Yes, she spends a lot of money.

No, she doesn't spend much money.

Are there many cars in the parking lot today?

No, there aren't many cars in the parking lot.

Yes, there are a lot of cars in the parking lot.

Where did you see a lot of cars yesterday?

## b. Some and any

**INSTRUCTOR'S NOTE:** We use any in questions and in negative statements.  
We can use some in questions and in affirmative statements.

Do you have any money?  
No, I don't have any money.  
Do you have some money?  
Yes, I have some money.

c. Certain expressions can be substituted for many and much.

<b>Many:</b>	a great number (of)	A great number of people were there.
	a large number (of)	There was a large number of examples.
	a good number (of)	A good number of people came.
<b>Much:</b>	a great quantity (of)	Jets use a great quantity of fuel.
	a large quantity (of)	There was not a large quantity there.
	a good deal (of)	It took a good deal of time.
	a great deal (of)	He spends a great deal of time working.
<b>Many, Much:</b>	a lot (of)	He certainly has a lot of friends.
	lots (of)	He also has lots of money.
	plenty (of)	It's happened plenty of times.

## TAPE 1307A

Listen to this conversation between two friends.

- A: Hello, Charles.
- B: Hello, Dick. How are you?
- A: Fine, thanks. How have you been?
- B: Very well, thanks.  
My wife has been sick, though.
- A: Oh! I'm sorry to hear it.  
Is she better now?
- B: Yes, she's much better now.  
I have my vacation next month.  
We're going to take a trip.
- A: That sounds like a good idea.  
Are you going to take the children?
- B: No, they have to go to school.  
We'll leave them with my sister.
- A: We took a vacation without the children last year.
- B: Did you have a good time?
- A: Yes, we did.  
But we were glad to get back.  
We missed the kids very much.
- B: Yes, I'm sure we'll miss ours.  
But my wife needs a complete rest.
- A: We'd like to see you before you leave.  
Why don't you come by the house some evening?  
We haven't seen you for a long time.
- B: We'd like to.  
I'll call you up this weekend.
- A: Fine! We'll be waiting for your call.

Now listen to the conversation again and repeat it.

Practice some of the vocabulary used in this conversation. Listen and repeat.

call

I'll wait for your call.  
Will you give me a call tomorrow?  
I received a long-distance call last night.

complete

This book is complete.  
I've been sick and need a complete rest.  
His work is not complete.

have a good time

Did you have a good time at the party?  
We had a good time on the trip.  
I always have a good time on holidays.

rest

After we were sick we needed a rest.  
We should often have a rest from work.  
I'm going to the lake for a rest.

though

My car is old. It runs good though.  
I'll go with you, though I should study.  
Though he is not well, he works hard.

Let's practice using much and many with nouns. Notice that we use much with words we can't count, and that we use many with words we can count.  
Listen and repeat.

I don't see much water.  
You don't see many cars.  
He doesn't use much oil.  
We don't use much gasoline.

We don't have much soda water.  
We don't have many cold drinks.  
He doesn't sell many buildings.  
We don't have much time.

She doesn't drink much water.  
They didn't drink many glasses of water.  
They don't want much food.  
They don't have many kinds of food.

She doesn't drink much coffee.  
She doesn't pour many cups of coffee.  
Do you read many books?  
Does he teach many students?

We don't drink much milk.  
We don't serve many glasses of milk.  
They didn't buy many gallons of fuel.  
They don't use much fuel.



You will hear the names of some things you can see. When you hear them, make negative sentences in the past tense using many or much. Then repeat the correct responses.

**Examples:**      cars  
                  I didn't see many cars.  
                  I didn't see many cars.

books  
I didn't see many books.

houses  
I didn't see many houses.

milk  
I didn't see much milk.

coffee  
I didn't see much coffee.

Remember to make sentences in the past tense.

people  
I didn't see many people.

students  
I didn't see many students.

oil  
I didn't see much oil.

fuel  
I didn't see much fuel.

building  
I didn't see many buildings.

gasoline  
I didn't see much gasoline.

We use a lot of with both mass and count nouns. Notice its use in these sentences. Listen and repeat.

I saw a lot of water.  
 I saw a lot of glasses of water.  
 We saw a lot of oil.  
 We saw a lot of cans of oil.  
 He bought a lot of gasoline.  
 He bought a lot of cans of gasoline.  
 They have a lot of milk.  
 They have a lot of bottles of milk.  
 You drink a lot of coffee.  
 You drink a lot of cups of coffee.  
 There are a lot of cars here.  
 We saw a lot of people.  
 They have a lot of time to study.  
 I read a lot of books every year.  
 There's a lot of light in this room.

Let's practice some questions and answers with use to and used to. Listen and then repeat what you hear.

Did you use to play the piano?  
 No, I didn't use to play the piano.

Did John use to help Mary study?  
 Yes, he used to help her.

Did Nick use to call Betty often?  
 Yes, he used to call her every day.

Did Dr. Wakeman use to get many calls at night?  
 Yes, he used to, and still does.

Where did your parents use to live?  
 They used to live in the city.

What did they use to do in their free time?  
 They used to go to movies.

Did they use to take you with them?  
 No, they used to leave us at home.

## TAPE 1307B

NOTE: The instructions in parentheses are included for the instructor and will not be recorded.

(Note: The following pairs of consonants are formed exactly alike. However, the vocal chords do not vibrate in unvoiced sounds. They do vibrate in voiced sounds.)

(Unvoiced)

/p/ /t/ /k/ /f/ /θ/ /s/ /š/ /č/ /h/

---

/b/ /d/ /g/ /v/ /ð/ /z/ /ž/ /j/ \* /w/ /r/ /l/ /m/ /n/ /ŋ/ /y/

(Voiced)

(Note: These words are for pronunciation practice only.  
You need not learn them now.)

Let's practice the consonant pair: /p/ /b/.

(Place lips firmly together and take a deep breath.)

Repeat.

/p/	pen	/b/	Ben
/p/	pin	/b/	bin
/p/	pan	/b/	ban
/p/	pole	/b/	bowl
/p/	Pete	/b/	beat
/p/	pit	/b/	bit

Be careful with the next very important pair /t/, /d/.

(The tip of the tongue must touch the roof of the mouth just above the teeth.  
Do not touch the teeth. Take a deep breath.)

Repeat.

/t/	tin	/d/	din
/t/	ten	/d/	den
/t/	tan	/d/	Dan
/t/	tune	/d/	dune
/t/	ton	/d/	done
/t/	time	/d/	dime

Now let's practice /k/ /g/.

/k/	came	/g/	game
/k/	could	/g/	good
/k/	come	/g/	gum
/k/	coal	/g/	goal
/k/	cot	/g/	got
/k/	duck	/g/	dug
/k/	luck	/g/	lug

Now be careful with the pair /f/ /v/.

(Place the upper teeth on lower lip. Take a deep breath and vibrate the lower lip.)

Repeat what you hear.

/f/	fan	/v/	van
/f/	fail	/v/	veil
/f/	fat	/v/	vat
/f/	fine	/v/	vine
/f/	file	/v/	vile
/f/	fault	/v/	vault
/f/	life	/v/	live

Listen to this conversation in a clothing store.

Clerk: May I help you?

Customer: Yes, please.  
I'd like to see a sports jacket.  
I prefer dark gray.

Clerk: What size do you wear?

Customer: About size 42.

Clerk: Here's a 42, all wool.  
Try it on.

Customer: This looks good.  
How much is it?

Clerk: The regular price is \$85.  
This week it is on special for \$55.  
Alterations are free.

Customer: I'll take it.  
Don't wrap it.  
I'll wear it.  
I need a white shirt, too.  
My size is 16 1/2 - 32 sleeve length.

Clerk: Here you are, \$12 each.  
These collars are the latest style.

Customer: Let me have two please.

Listen to the conversation again and repeat it.

Notice the verb phrases in the following questions and answers.  
Listen to the sentences and then repeat them.

Did you use to speak French?  
No, I didn't use to speak it.

Do you like to eat fruit?  
Yes, we like to eat it very much.

Does she need to buy toothpaste?  
No, she doesn't need to buy it.

Do you have to see the dentist?  
No, I don't have to see him.  
But I intend to see him.

Does Frank want to visit his parents?  
No, he doesn't want to visit them this year.

How many years does he intend to work?  
He intends to work ten more years.

When did Henry expect to buy a car?  
He expected to get one last year.

Do you hope to go to the mountains soon?  
We hope to go there next month.

Why didn't you want to go to New York?  
We wanted to go somewhere else.

Where do you expect to have a better time?  
We expect to have a better time on the coast.

Let's practice changing the tenses of some sentences. You will hear some sentences in the past tense. Put them in the present tense. Then repeat the correct response.

Example: Past Tense - She had to see the doctor.  
Present Tense - She has to see the doctor.  
- She has to see the doctor.

The doctor had to come here.

The doctor has to come here.

She wasn't able to work at home.

She isn't able to work at home.

They helped her every day.

They help her every day.

He was able to work hard.

He is able to work hard.

The people left at five o'clock.

The people leave at five o'clock.

We bought a new car every year.

We buy a new car every year.

He let me read his letters.

He lets me read his letters.

We came to work early.

We come to work early.

He took medicine every day.

He takes medicine every day.

They went to the concert every week.

They go to the concert every week.

Here are some sentences based on the reading in this lesson.  
Listen to them and repeat them.

Mrs. Johnson was sick last month.

She had to see the doctor almost daily.

The doctor often came to the house.

She was too sick to get up.

She couldn't do any work at all.

The husband and children did all the work.

The doctor wouldn't let her do anything.

She's getting better now.

She's able to get up.

She still can't do any work.

The doctor wants her to rest.

She must take medicine every day.

She can work again in a few weeks.

Mr. and Mrs. Johnson will take a trip soon.

The children have to stay at home.

They must attend school.

They'll stay with their aunt and uncle.

Mrs. Johnson is looking forward to the trip.

She'll be able to get a complete rest.

Let's practice short sentences using modals. Notice the short question and answer structures.

I can go tomorrow.

Can you go, too?

No, I can't.

She will leave tonight.

Will he leave with her?

No, he won't.

They should study English.

Should we study it, too?

Yes, you should.

You must see a doctor soon.

Must I see him today?

Yes, you must.

They couldn't go yesterday.

Could you go instead?

Yes, I could.

We shouldn't go to the movies.

Should you go, anyway?

Yes, I should.

He wouldn't help me.

Would you do it?

Yes, I would.

I will have to study tomorrow.

Will you study, too?

Yes, I will.

He can't finish it.

Can you do it?

Yes, I can.

They should leave early.

Should we leave early, too?

No, you shouldn't.



## TAPE 1307C

**NOTE:** The instructions in parentheses are included for the instructor and will not be recorded. Also, it is not necessary to learn the words in the pronunciation drills. They are for practice only.

Let's practice the th sound.

(Take a deep breath, place tongue between teeth. Expel air and then vibrate tongue against the teeth /θ θ θ θ/ and /ð ð ð ð/.)

Let's take the unvoiced th first.

Repeat everything.

/θ/	thin	/θ/	wreath
/θ/	thought	/θ/	thank you
/θ/	with	/θ/	bath
/θ/	thimble	/θ/	theater
/θ/	Thursday	/θ/	teeth
/θ/	thick	/θ/	lath

Now practice the voiced th.

Repeat everything.

/ð/	this	/ð/	those
/ð/	these	/ð/	mouth
/ð/	than	/ð/	that
/ð/	them	/ð/	lather
/ð/	those	/ð/	weather
/ð/	theirs	/ð/	wither
/ð/	there	/ð/	rather
/ð/	lathe		

Now practice the two sounds together. Repeat everything.

/θ/	breath	/ð/	breathing
/θ/	ether	/ð/	either
/θ/	teeth	/ð/	teething
/θ/	mouth	/ð/	mouthing
/θ/	thigh	/ð/	thy
/θ/	sheath	/ð/	sheathing
/θ/	wreath	/ð/	wreathing

Now practice some words often pronounced incorrectly. Repeat everything.

/t/	tank	/d/	dank	/θ/	thank	/s/	sank
/t/	stick	/d/	Dick	/θ/	thick	/s/	sick
/t/	toes	/d/	doze	/ð/	those	/s/	sews
/t/	team	/d/	deem	/θ/	theme	/s/	seam
/t/	tin	/d/	din	/θ/	thin	/s/	sin
/t/	temple	/d/	dimple	/θ/	thimble	/s/	symbol
/t/	seat	/d/	seed	/ð/	seethe	/z/	sieze

Now let's practice /b/ and /v/, two distinct sounds in English. We must not interchange them. Repeat everything.

/b/	ban	/v/	van
/b/	boat	/v/	vote
/b/	best	/v/	vest
/b/	beer	/v/	veer
/b/	bury	/v/	very
/b/	robe	/v/	rove
/b/	cab	/v/	calve

Listen to the conversation about buying clothes in a department store.

- A: I need to buy some new clothes.  
I need several things.  
Where can I buy all the things I need?
- B: You should go to a department store.  
In a department store you can buy everything.  
But your clothes look good.  
Do you need many things?
- A: My clothes are still pretty good.  
But I want something new.  
New clothes make you feel good.
- B: Yes, that's true.  
I always feel good in a new suit.  
Are you getting a new suit?
- A: Yes, I want a new suit for summer.
- B: Well, for summer you want a lightweight suit.  
We wear medium weight suits in spring.  
In winter we need heavier suits.  
But in warm countries we wear light suits all year.
- A: I also need some shoes.  
Where can I get them?
- B: Go to the shoe department.  
You can get any kind you want.
- A: Can I get shirts and socks here, too?
- B: Yes, just go to the right department.

Now listen to the conversation again and repeat it.

Here are some questions and answers based on this conversation.  
Listen to them and repeat them.

Can I buy all my clothes in one store?  
We can buy many things in a department store.

Why do we like to wear new clothes?  
They make us feel better.

What kind of suit is best in summer?  
In summer a lightweight suit is best.

When do we wear medium weight suits?  
We wear them in the fall and spring.

Do we ever wear heavy suits?  
Yes, in winter we wear heavy suits.

What would we usually wear in warm countries?  
We would usually wear light suits there.

Where do I buy shoes?  
You can buy shoes in the shoe department.

In which department do I buy socks?  
The socks are usually in the shoe department.

Do I buy shirts there too?  
No, the shirts are in another department.

Here is another conversation about clothes. Listen to it.

A: I find the sizes of American clothes confusing.  
Would you explain them to me?

B: What clothing are you thinking about?

A: This suit is size 40, long.  
What does that mean?

B: The 40 is the chest size in inches.  
The word long refers to the length of the coat.

A: How do I ask for shoes?  
These sizes don't mean anything to me.

B: Here is a pair of shoes size 7A.  
The number shows the length of the shoes.  
Sizes 7 or 8 are small shoes.  
A large shoe would be 12 or 14.  
Letters show how wide the shoe is.  
Size A is a narrow shoe.  
Size D would be a wide shoe.

A: I also need a new shirt.  
These sizes are confusing too.  
This one says size 15 1/2 - 33.

B: The 15 1/2 is the size of the collar.  
It is 15 1/2 inches around the neck.  
The 33 is the length of the sleeve.

A: The size of these trousers is 31 - 30.  
What do these numbers mean?

B: The first one tells us the inches around the waist.  
The second one tells us the length of the legs.

A: Thanks. That helps a lot.

Now listen to the conversation again and repeat it.

To practice the vocabulary we used in this conversation we'll repeat these sentences.

Sizes of clothes are usually stated in inches.

We make long suits for tall men.

Most men wear medium suits.

Short men wear short suits.

Mary wears size 5A shoes.

She has small feet.

Her feet are also narrow.

Henry wears size 14D shoes.

His feet are very long.

They are also wide.

How large around the waist are Henry's trousers?

They are 33 inches.

The legs of his trousers are 35 inches long.

Henry is a tall man.

He needs a long suit.

His shirt size is 16 - 35.

The collar is 16 inches.

The sleeves are 35 inches long.

Henry is tall and large.

He is not fat.

## OUTLINE AND STUDY OBJECTIVES

Structures

## Adjectives and Adverbs:

formation of adverbs

uses

sentence structure with adverbs

irregular comparative and  
superlative forms

drills in usage

## Special Expressions:

had better

## Colors

Sound and Intonation

## Consonants:

exercises:

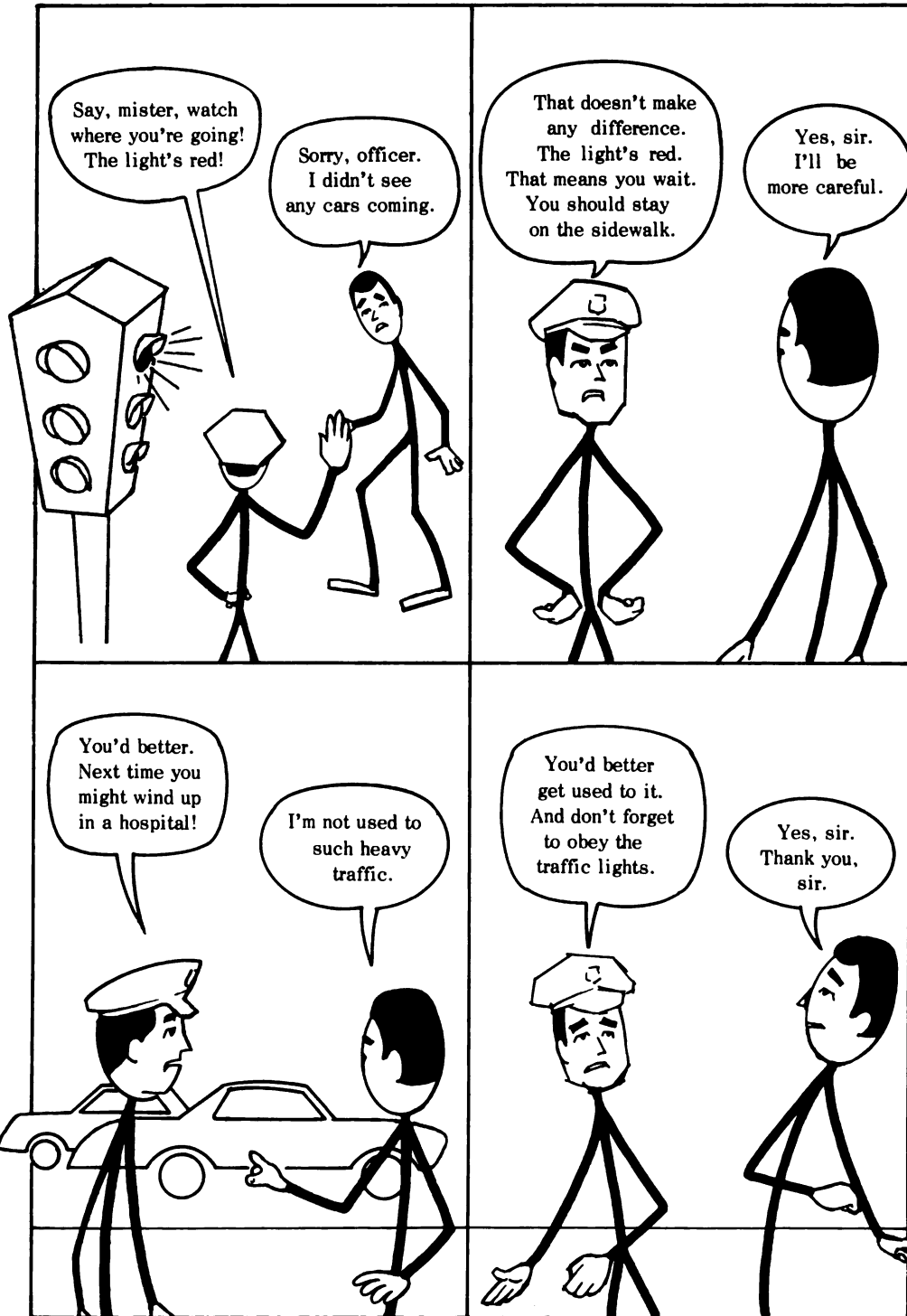
/s/ and /z/

/s/ and /š/

/ž/

/č/ and /j/

TRAFFIC SIGNALS



## UNIT 1308

## CONVERSATION AND READING PRACTICES

Dialog

## Traffic Signals

- A: Say, mister, watch where you're going!  
The light's red!
- B: Sorry, officer.  
I didn't see any cars coming.
- A: That doesn't make any difference. The light's red.  
That means you wait. You should stay on the sidewalk.
- B: Yes, sir.  
I'll be more careful.
- A: You'd better.  
Next time you might wind up in a hospital!
- B: I'm not used to such heavy traffic.
- A: You'd better get used to it.  
And don't forget to obey the traffic lights.
- B: Yes, sir.  
Thank you, sir.

Vocabulary

difference	mister
heavy	obey
heavy (traffic)	sidewalk
hospital	wind up (v)
mean (v)	

Vocabulary Practice

1. difference  
The difference between two and four is two.  
I may go or I may not. It doesn't make any difference to me.  
Does it make any difference to you where I go?



2. heavy  
Most metals are heavy, but a few are light.  
The box was too heavy to pick up.  
His suitcase is very heavy.
3. heavy (traffic)  
This is a busy street. The traffic is heavy.  
The reason they were late was the heavy traffic.  
Traffic is usually heavy in the morning and in the evening.
4. hospital  
When we are sick we go to the hospital.  
How long were you in the hospital?  
After the accident he went to the hospital.
5. mean (v)  
What does this word mean?  
When I tell you to study, I mean it.  
He always means what he says.
6. mister (Mr.)  
Mister, where are you going?  
You can't do that, mister!  
Mr. Brown is a friend of mine.
7. obey  
We should obey all laws.  
I do what my instructor says. I obey him.  
Do you obey all traffic signs?
8. sidewalk  
You should never drive on the sidewalk.  
People should walk on the sidewalk.  
You should always walk on the sidewalk; it is dangerous to walk in the street.
9. wind up (v)  
You'll wind up in the hospital if you aren't careful.  
Where did you wind up last Saturday?

### Dialog Drill

Answer questions about the dialog.

1. What color is the light?
2. Did he see any cars coming?
3. What does the red light mean?
4. Will he be more careful?
5. What might happen if he is not careful?
6. Is he used to such heavy traffic?
7. What did the policeman tell the man?

Reading

There is a lot of traffic in cities in the United States. There are many cars on the streets. Most cities have very strict traffic laws. There are traffic lights or stop signs on most streets with heavy traffic. Cars, buses, and streetcars must obey the traffic lights. The people who walk must obey the traffic lights. It is very dangerous to walk against the red light. Accidents hurt many people because they do not obey the traffic laws.

We also regulate parking in most cities. We don't park cars in certain places. We must not park them in places marked "NO PARKING." Traffic is a problem of city life. It is very complicated. It is important for everyone to obey the traffic laws.

Vocabulary

against	hurt
because	law
complicate	regulate
complicated	stop sign
dangerous	strict
life	

Vocabulary Practice

1. against  
We shouldn't do things against the law.  
Did you do anything against him?  
If you are for me, you are not against me.
2. because  
I study because I want to learn.  
He had an accident because he drove too fast.  
Did you write the letter because you had to?
3. complicate/complicated  
So many traffic laws complicate driving in the city.  
Many problems in mathematics are complicated.  
Simple stories are easy to read; complicated ones are difficult.
4. dangerous  
Driving fast is dangerous; you may have an accident.  
It is dangerous to walk across the street against the light.  
This is a dangerous road; you should drive carefully.
5. life  
He lost his life in the traffic accident.  
I find life here very interesting.  
Do you expect to live a long life?
6. hurt  
They were hurt in the accident.  
Were you hurt in the accident last week?  
No, I wasn't hurt. I didn't have an accident.

7. law  
We make laws to help the people.  
You should always obey the laws.  
Do you know all the traffic laws?
8. regulate  
The traffic lights regulate traffic.  
We use laws to regulate our lives.  
How do they regulate traffic in your hometown?
9. stop signs  
We often see stop signs on important roads.  
You should always stop for stop signs.  
He went through a stop sign and had an accident.
10. strict  
Traffic laws must be strict to protect us.  
My instructor is strict; I must do everything he says.  
Are the police in this city strict?

### Word Drill

1. cars  
many cars  
city  
city streets  
on city streets  
There are many cars on city streets.
2. traffic  
traffic lights  
traffic laws  
Most cities have traffic lights and traffic laws.
3. stop  
stop signs  
stop lights  
We must obey stop signs and stop lights.
4. against  
go against  
dangerous  
it is dangerous  
It's dangerous to go against the traffic lights.
5. red  
red lights  
stop  
stop lights  
The red lights are stop lights.
6. walk  
who walk  
the people who walk  
The people who walk must obey the traffic lights.

7. life  
city life  
complicated  
very complicated  
City life is very complicated.
8. hurt  
are hurt  
many people are hurt  
Many people are hurt in traffic accidents.
9. cars  
cannot be parked  
in certain places  
Cars cannot be parked in certain places.
10. problem  
a problem  
a problem of modern city life  
Traffic is a problem of modern city life everywhere.

Repeat the reading again.

Answer the following questions.

1. Are there many, or a few cars on the streets?
2. Do many cities, or a few cities have strict traffic laws?
3. Are people hurt because they obey the traffic laws, or because they do not obey them?
4. Can cars be parked everywhere, or just in special places?
5. Is it important to obey the laws, or to forget them?

## EXPLANATION AND DRILL OF STRUCTURES

1. Adjectives and Adverbs

**INSTRUCTOR'S NOTE:** Adjectives modify nouns. They tell how many, what kind, or which one. They generally occur before the noun they modify or after certain verbs (Unit 1301).

Adverbs modify verbs, adjectives, and other adverbs. They answer the questions how, when, where, under what conditions, or in what manner. Adverbs that modify verbs generally come after the verb.

We form many adverbs by adding -ly to the adjective form.

slow - slowly

quick - quickly

Some adjectives ending in -y change the -y to i before you add the -ly.

easy - easily

busy - busily

Many adverbs have no corresponding adjective form.

ever - never

Some words may be used both as adjectives or as adverbs.

hard - This is a hard lesson.  
He works hard.

late - He ate a late supper.  
He came in late.

2. Adjectives and the Formation of AdverbsAdjective quick

He is quick.  
He seems quick.  
He looks quick.

Adverb quickly

He runs quickly.  
He talks quickly.  
He works quickly.  
He writes quickly.

Adjective happy

She is happy  
She seems happy.  
She looks happy.  
She feels happy.

Adverb happily

She talks happily.  
She smiles happily.  
She laughs happily.  
She works happily.

Adjective glad

They are glad.  
They seem glad.  
They look glad.  
They feel glad.

Adverb gladly

They work gladly.  
They study gladly.  
They learn gladly.  
They finish gladly.

**Adjective careful**

We are careful.  
 We seem careful.  
 We become careful.

**Adverb carefully**

We study carefully.  
 We work carefully.  
 We practice carefully.

**Adjective good**

It is good.  
 It seems good.  
 It looks good.  
 It becomes good.

**Adverb well**

It works well.  
 It runs well.  
 It drives well.  
 It writes well.

**3. Use of Adjectives and Adverbs**

Notice the use of adjectives and adverbs in these paragraphs.

- a. Lt. Jones is a good pilot. He flies well. He handles his plane efficiently and well. He's very patient. When he instructs the students, he answers their questions cheerfully. He's a rapid speaker, but he always explains slowly and carefully.

He's a careful worker.  
 He gives a cheerful answer.  
 He's a rapid talker.

He works carefully.  
 He answers cheerfully.  
 He talks rapidly.

- b. Lt. Jones is a hard worker. He works hard every day. He has a small sports car and he drives very fast to work. Mrs. Jones is not a fast driver. She's a slow and careful driver. She takes her time when she drives. She usually arrives late.

He's a hard worker.  
 He's a fast driver.

He works hard.  
 He drives fast.

- c. Lt. Jones gets up early every day, but Mrs. Jones likes to sleep late. On Sundays and holidays both the Joneses are late sleepers. They get up late. The Joneses like to have fun at parties. They are both good dancers. They dance well.

She's a good dancer.  
 They are late sleepers.

She dances well.  
 They sleep late.

**4. Sentence Structure with Adverbs**

**INSTRUCTOR'S NOTE:** The adverbial modifier usually follows a subject-verb (object) construction. However, some adverbs of frequency usually come before the main verb (Unit 1202).

- a. Lt. Jones drives fast.  
 He always comes on time.  
 He is always on time.

Mrs. Jones drives slowly.  
 She never comes on time.  
 She is never on time.

<u>Subject</u>	<u>Verb</u>	<u>Object</u>	<u>Adverb</u>	
Lt. Jones	speaks	English	well.	(How?)
He	bought	a book	yesterday.	(When?)
He	smokes	a pipe	constantly.	(Frequency?)
Let's	read	the sign	over the door.	(Where?)

- b. When there are several adverb modifiers, the pattern is:

<u>Subject</u>	<u>Verb</u>	<u>Object</u>	<u>Adverbs</u>			
			<u>Place</u>	<u>Manner</u>	<u>Frequency</u>	<u>Time</u>
I	saw	them	downtown		several times	yesterday.
They	came		here	by plane	twice	last year.

### 5. Irregular Comparative and Superlative Forms of a few Adjectives and Adverbs

	<u>Adjectives</u>			<u>Adverbs</u>		
good	better	best		well	better	best
well	better		--(health)	--	--	--
bad	worse	worst		badly	worse	worst
much	more	most		much	more	most
many						
little	less	least		--	less	least
far	farther	farthest		far	farther	farthest
--	further	furthest		--	further	furthest

### 6. Grammar Drills in Adjective and Adverb Usage

- a. Repeat the following adjectives and adverbs:

<u>Adjectives</u>	<u>Adverbs</u>	<u>Adjectives</u>	<u>Adverbs</u>
quick	quickly	bad	badly
slow	slowly	soft	softly
glad	gladly	loud	loudly
happy	happily	early	early
careful	carefully	late	late
correct	correctly	hard	hard
nice	nicely	fast	fast
busy	busily	good	well

Fill in the blanks with the adverbial forms of the adjectives in parentheses.

1. She drives very \_\_\_\_\_ (fast).
2. He walks \_\_\_\_\_ (slow).
3. He did the work \_\_\_\_\_ (careful).
4. He speaks very \_\_\_\_\_ (fast).
5. She prepares her lessons \_\_\_\_\_ (careless).
6. She speaks English \_\_\_\_\_ (good).
7. We arrived \_\_\_\_\_ (early).
8. He obeyed \_\_\_\_\_ (quick).

b. Supply the correct form of the adjective or adverb.

1. He is a \_\_\_\_\_ (fast) driver.
2. He drives \_\_\_\_\_ (fast).
3. This is an \_\_\_\_\_ (easy) lesson.
4. He learns \_\_\_\_\_ (easy).
5. This sentence is \_\_\_\_\_ (correct).
6. They all spoke \_\_\_\_\_ (correct).
7. This is a \_\_\_\_\_ (fast) car.
8. He drove \_\_\_\_\_ (fast).
9. He is always \_\_\_\_\_ (glad) to go.
10. He went \_\_\_\_\_ (glad).

c. Give the comparative forms of the words in parentheses.

Example: He drives \_\_\_\_\_ his brother. (careful)  
He drives more carefully than his brother.

1. They came \_\_\_\_\_ we. (early)
2. They got up \_\_\_\_\_ yesterday. (early)
3. He will arrive \_\_\_\_\_ his friends. (soon)
4. He stopped \_\_\_\_\_ the officer. (quick)
5. She speaks \_\_\_\_\_ anyone else. (well)
6. She worked \_\_\_\_\_ anyone else. (hard)
7. They'll drive \_\_\_\_\_ now. (careful)



## d. Choose the correct forms.

1. How (well, good) does he drive?
2. His English is very (good, well).
3. He does not drive as (careful, carefully) as she.
4. I (smoke, am smoking) a pack a day.
5. He spends (many, much) time studying.
6. This pencil is mine, but that one is (your, yours).
7. He sent (her, to her) a present.
8. He writes (correct, correctly) sentences.
9. I think it (rains, is raining).
10. He speaks (careful, carefully).

## e. Choose the correct forms in parentheses.

Example: After a rain, the earth always smells (sweet, sweetly).

1. Bud tasted the soup (careful, carefully).
2. At the seashore the air felt (cold, coldly), although the sun was shining (bright, brightly).
3. Bill felt (sad, sadly) because he did (bad, badly) on the exam.
4. The pilot landed his plane (quick, quickly) and (careful, carefully).
5. Don't speak (careless, carelessly) because it sounds (bad, badly).

7. Special Expressionsa. Had better

You had better study tonight.  
 She had better go home early.  
 We had better get some more paper.  
 He had better finish soon.  
 I had better not do it now.  
 We had better not go to New York.

b. 'D better

You'd better study tonight.  
 She'd better go home early.  
 We'd better get some more paper.  
 He'd better finish soon.  
 I'd better not do it now.  
 We'd better not go to New York.  
 They'd better not forget the homework.

8. Colors

- a. One day when Mrs. Jones was driving her car downtown, it stalled at the traffic light, and she had trouble starting it again. She tried again and again, but the motor didn't start.

Meanwhile the traffic signal kept changing--green, yellow, red, then green again. The drivers behind Mrs. Jones kept honking their horns.

Finally, a policeman walked over to Mrs. Jones. He pointed at the traffic light and said, "What's the matter ma'am? Don't we have any colors that you like?"

RED	—	means <u>stop</u> - danger
YELLOW	—	means <u>caution</u> - wait
GREEN	—	means <u>go</u>

- b. Learn these colors:

green	blue	red
yellow	orange	black
white	gray	brown

We use light, medium, or dark to describe colors:

The sky is light blue.

My pencil is dark red.

What colors can you name in the classroom?

What are the colors of your flag?

Vocabulary Practice

- behind  
John doesn't like to drive behind a bus.  
The building you are looking for is behind the bank.  
Does anyone sit behind you?
- point at  
Everyone was looking at the top floor of the building and pointing at the man outside the window.  
The policeman pointed at the stop sign and said, "You didn't stop."
- light  
In the daytime the sky is usually light blue.  
The child's hair is light brown.

## TAPE 1308A

Listen to the following conversation between a policeman and a pedestrian.

- A: Say, mister, watch where you're going.  
The light's red.
- B: Sorry, officer.  
I didn't see any cars.
- A: That doesn't make any difference.  
The light's red.  
That means you wait.  
You should stay on the sidewalk.
- B: Yes, sir. I'll be more careful.
- A: You'd better.  
Next time you might wind up in a hospital.
- B: I'm not used to such heavy traffic.
- A: You'd better get used to it.  
And don't forget to obey the traffic lights.
- B: Yes, sir. Thank you, sir.

Now listen to it again and repeat it.

Let's practice using the vocabulary introduced in this conversation.  
Repeat these sentences.

difference

The difference between six and two is four.  
Does it make any difference where I go?  
It doesn't make any difference to me.

heavy

In a busy street the traffic is heavy.  
Most metals are heavy.  
This pen writes too heavy.

hospital

When we are sick we go to the hospital.  
How long were you in the hospital?  
He went to the hospital after the accident.

mean

What does this verb mean?  
 When I tell you to study, I mean it.  
 He always means what he says.

mister

Mister, where are you going?  
 You can't do that, mister.  
 Mr. Brown is a friend of mine.

obey

We should obey all laws.  
 I do what my instructor says. I obey him.  
 Do you obey all traffic signs?

sidewalk

We should never drive on the sidewalk.  
 We walk on the sidewalk.  
 It is usually safe to walk on the sidewalk.

wind up

In town we wound up in the movies.  
 They might wind up in the hospital.  
 Where did you wind up Saturday night?

Here are some exercises using adjectives and adverbs. Notice the difference in the two forms. Repeat what you hear.

adjective quick

He is quick.  
 He seems quick.  
 He looks quick.

adverb quickly

He runs quickly.  
 He talks quickly.  
 He works quickly.  
 He writes quickly.

adjective happy

She is happy.  
 She seems happy.  
 She looks happy.  
 She becomes happy.

adverb happily

She talks happily.  
 She smiles happily.  
 She laughs happily.  
 She works happily.

adjective glad

They are glad.  
 They seem glad.  
 They look glad.  
 They become glad.

adverb gladly

They work gladly.  
 They study gladly.  
 They learn gladly.  
 They finish gladly.

adjective careful

We are careful.  
 We seem careful.  
 We look careful.  
 We become careful.

adverb carefully

We study carefully.  
 We work carefully.  
 We practice carefully.  
 We speak carefully.

Now let's practice making some comparatives. You will hear a sentence. You should then say the same sentence but make it comparative. Then repeat the correct response.

Example: My car is big.  
My car is bigger than yours.  
My car is bigger than yours.

My car is long.

My car is longer than yours.

My car is old.

My car is older than yours.

My book is small.

My book is smaller than yours.

Remember to change to the comparative.

My pencil is short.

My pencil is shorter than yours.

My book is good.

My book is better than yours.

My country is far away.

My country is farther away than yours.

My country is small.

My country is smaller than yours.

My country is large.

My country is larger than yours.

My tape is bad.

My tape is worse than yours.

We'll now practice some of the verbs in this lesson. You will hear a question. You should give an affirmative answer. Repeat the correct response.

Example: Do you obey traffic laws?  
Yes, I obey traffic laws.  
Yes, I obey traffic laws.

Does he obey traffic laws?

Yes, he obeys traffic laws.

Do they obey traffic laws?

Yes, they obey traffic laws.

Remember to give an affirmative answer.

Did you forget the instructions?

Yes, I forgot the instructions.

Did he obey the officer?

Yes, he obeyed the officer.

Did they get used to the traffic?

Yes, they got used to the traffic.

Are you watching the traffic light?

Yes, I'm watching the traffic light.

Is he being more careful?

Yes, he's being more careful.

In the following sentences notice the use of the adverbs. Repeat what you hear.

She drives very fast.

He prepares his lessons carelessly.

He walks slowly.

She speaks English well.

He felt a little better.

We arrived early.

He did the work carefully.

He obeyed quickly.

He speaks very fast.

She spoke loudly.

## TAPE 1308B

**NOTE:** The instructions in parentheses are included for the instructor and will not be recorded. Also, it is not necessary to learn the words in the pronunciation drills. They are for practice only.

The next pair of consonants /s/ and /z/ is very important.

(We not only use these sounds in words, but also to form the third person singular of verbs and the plural of nouns. Take a deep breath and repeat /s s s/ and /z z z.)

Repeat everything you hear.

/s/	Sue	/z/	zoo
/s/	loose	/z/	lose
/s/	seal	/z/	zeal
/s/	sink	/z/	zinc
/s/	sip	/z/	zip
/s/	lice	/z/	lies
/s/	talks	/z/	learns
/s/	walks	/z/	plays
/s/	waits	/z/	tells
/s/	bites	/z/	goes
/s/	bets	/z/	has
/s/	hopes	/z/	sees
/s/	books	/z/	boys
/s/	desks	/z/	tables
/s/	lights	/z/	walls
/s/	parents	/z/	doors
/s/	tapes	/z/	papers
/s/	waits	/z/	pins

Let's now practice the sound /š/ as compared with the sound /s/.

(Take a deep breath and sound /š š š š/.)

Repeat everything.

/s/	sun	/š/	shun
/s/	Sue	/š/	shoe
/s/	sewer	/š/	sure
/s/	sown	/š/	shone
/s/	sop	/š/	shop
/s/	same	/š/	shame
/s/	so	/š/	show
/s/	saw	/š/	Shaw

Now practice the /ž/ sound.

(This sound is produced as the /š/, but it is voiced.)

Repeat everything.

/ž/	measure	/ž/	vision
/ž/	treasure	/ž/	Asia
/ž/	pleasure	/ž/	excursion
/ž/	azure		

The next pair of consonants is /č/ and /j/.

(We form these sounds exactly alike, except that we voice /j/.)

Repeat everything.

/č/	cherry	/j/	Jerry
/č/	chain	/j/	Jane
/č/	chess	/j/	Jess
/č/	rich	/j/	ridge
/č/	britches	/j/	bridges



Listen to this conversation about the traffic problems in a large city in the United States.

A: It is difficult to move around in a city.  
The traffic is so heavy.  
There are so many cars in the streets.

B: Yes, cities have to have strict traffic laws.  
Traffic lights are on most busy corners.  
There are many stop signs on the main streets.  
Cars and buses obey the traffic lights and stop signs.

A: Don't the people who walk obey the lights?

B: Yes, it is dangerous to walk against the red lights.  
Some people do not obey the traffic laws.  
Many of these people are hurt in accidents.

A: It is also difficult to park in town.

B: Yes, that is regulated, too.  
Some places are marked "NO PARKING."  
You can never park in these places.  
In most places you can't park very long.

A: Yes, traffic is a problem in a big city.  
It is complicated.  
It is important to obey the traffic laws.

Now listen to the conversation again and repeat it.

Practice some of the vocabulary we introduced in this conversation.  
Listen and repeat.

against

I put the table against the wall.  
Don't do anything against the law!  
Are you for me or against me?

complicate

Heavy traffic in the city complicates driving.  
Many mathematics questions are complicated.  
Complicated books are difficult to read.

dangerous

Driving fast is dangerous.  
It is dangerous to walk against the light.  
Drive carefully; the road is dangerous.

hurt

They were hurt in the accident.  
Were you hurt in a fall last week?  
No, I wasn't hurt. I didn't fall.

law

We make laws to help people.  
 You should always obey the laws.  
 Do you know all the traffic laws?

regulate

The traffic lights regulate traffic.  
 We use laws to regulate our lives.  
 How do they regulate traffic in your hometown?

stop signs

We often see stop signs on important roads.  
 They always stop for stop signs.  
 He went through the stop sign and had an accident.

strict

Laws must be strict to protect us.  
 My instructor is strict; I do what he says.  
 Are the police in this city strict?

We have just heard and repeated a conversation about traffic. Here are some questions based on this conversation. Answer the questions. Then repeat the correct response.

Example:     Is there a lot of traffic in the United States?  
               Yes, there's a lot of traffic in the United States.  
               Yes, there's a lot of traffic in the United States.

Do most cities have strict traffic laws?

Yes, most cities have strict traffic laws.

Do cars have to obey traffic lights?

Yes, cars have to obey traffic lights.

Do buses have to obey traffic lights?

Yes, buses have to obey traffic lights.

Remember to answer the question.

Do people have to obey traffic lights?

Yes, people have to obey traffic lights.

Is it safe to walk against a red light?

No, it isn't safe to walk against a red light.

Is it dangerous to walk against a red light?

Yes, it is dangerous to walk against a red light.

Do we regulate parking?

Yes, we regulate parking.

Can we park cars by a "NO PARKING" sign?

No, we cannot park cars by a "NO PARKING" sign.

Is traffic a problem of city life?

Yes, traffic is a problem of city life.

Is it important to obey the traffic laws?

Yes, it is important to obey the traffic laws.

Here are some statements about traffic signs. Repeat the sentences.

We want to be safe drivers.  
Then we must understand traffic signs.  
Each sign has something to say.  
You should always read the message.  
If you don't you may get killed or hurt.

One sign says "STOP."  
This sign says to stop the car.  
Then you should look right and left.  
When it is safe, you go on.  
Another sign says "SCHOOL."  
This means you are coming to a school.

You go 20 miles per hour.  
The next sign says "ONE WAY."  
The traffic can go only in one direction.  
An arrow shows the way traffic should go.  
Here is a sign reading "MEN WORKING."  
Where men are working we slow down.  
We also drive carefully.

## TAPE 1308C

Listen to this conversation on driving.

- A: Look out!  
Watch that curve ahead!
- B: Boy, we almost had an accident.
- A: You almost missed the curve.  
Jim, slow down.  
Don't drive so fast.
- B: Whew, that truck almost hit us.
- A: You almost hit him.  
You went through the stop sign.  
You're still driving too fast.
- B: I didn't see the sign.  
But I'll slow down.
- A: Be careful!  
Don't put on the brakes too fast.  
The car might turn over.

Now listen to the conversation again and repeat it.

Here are some questions and answers about road signs. Listen and repeat.

The driver sees a stop sign.  
What should he do?  
He should stop the car.  
Then he should look right and left.  
When it is safe he should go on.

The next sign has the word "SCHOOL."  
What does this mean?  
It means we're coming to a school.  
We should slow down.  
We usually drive 20 miles an hour past schools.  
Sometimes we see school buses stopped on the road.  
Students are getting on or getting off.  
Then we must stop the car.

On the next street we see an arrow.  
 On the arrow are the words "ONE WAY."  
 What does this sign tell us?  
 All the traffic goes in one direction.  
 The arrow points the direction for the traffic.

Sometimes we see people working in the street.  
 Here we see the sign "MEN WORKING."  
 What do we do when we see this sign?  
 We slow the car down.  
 We watch for the men.  
 We drive carefully past them.

Now you will hear some affirmative statements. You should change the statements to negative statements. Then repeat the correct response.

Example:     There is a lot of traffic.  
               There is not a lot of traffic.  
               There is not a lot of traffic.

There are many cars.

There are not many cars.

You should walk when the light is red.

You should not walk when the light is red.

Remember to change to the negative.

You must drive fast.

You must not drive fast.

You may park by "NO PARKING" signs.

You may not park by "NO PARKING" signs.

We should drive both ways on "ONE-WAY" streets.

We should not drive both ways on "ONE-WAY" streets.

You should drive fast around curves.

You should not drive fast around curves.

Let's practice some sentences using the different words for colors.  
Listen and repeat what you hear.

Mr. Jones drives a blue car.  
He had to stop for the red traffic light.  
The light turned green and he drove on.  
We drive very carefully when the light is yellow.  
He wears white shirts.  
His suit is dark brown.  
Miss Moore has red hair.  
I wear light gray suits in the summer.  
He has an orange tie.  
The sky looks black at night.  
It is blue during the day.  
Some clouds are white.  
Other clouds are gray or black.  
In summer the grass is green.  
It gets brown in the winter.  
There are many yellow flowers in the spring.  
Many people like red ties.  
We see many red roses in the summer.  
My coat is light brown.  
She has a dark blue dress.  
They like medium dark colors.

Here are some sentences using different forms of adjectives and adverbs. Notice the use of the comparative and superlative forms. Listen and repeat.

He swims very well.  
He swims better than I.  
He swims the best of all of us.

Tom's English is good.  
Mary's English is better.  
Bob's English is the best.

They spend much time studying.  
We spend more time studying.  
Those students spend the most time studying.

She speaks carefully.  
She speaks more carefully than I.  
The teacher speaks the most carefully of all.

In the fall the air is cold.  
The air is colder in the fall than in summer.  
In winter the air is the coldest.

We felt bad yesterday.  
We feel worse today.  
We felt the worst last week.

He did badly on his exam.  
 John did worse on the first test.  
 I did the worst of all on my second test.

We came early.  
 They came earlier than we.  
 My friends came earliest of all.

She drives very fast.  
 He drives faster than she.  
 I drive the fastest of all.

These students are always busy.  
 They are busier than we are.  
 The drivers are the busiest workers.

Practice some sentences using the progressive verb phrase in the different tenses.  
 Repeat the sentences.

I'll be driving to town tomorrow.  
 I'm driving to town this afternoon.  
 I was driving to town last night.  
 I have been driving to town every day.

They'll be studying all day.  
 They are studying now.  
 They were studying last night.  
 They have been studying a long time.

We'll be living here for two years.  
 We're living here now.  
 We were living here last year.  
 We have been living here two years.

She'll be walking to class with him.  
 She's walking to the movie with him.  
 She was walking near the building.  
 She has often been walking with him.

He'll be instructing the students tomorrow.  
 He's instructing the students now.  
 He was instructing the students yesterday.  
 He has been instructing us for a long time.

They are going to be working all day.  
 They are working today.  
 They were working yesterday.  
 They have been working since Friday.

Here are some sentences with the special expression had better.  
Listen to them and repeat them.

You'd better study tonight.  
You'd better not get home late.  
When had he better finish it?  
He'd better finish it tomorrow.  
We'd better not do it now.  
We had better get some more gasoline.  
They had better not stay away long.  
You'd better go to New York.  
Where had we better go?  
We had better not go East.



## OUTLINE AND STUDY OBJECTIVES

Structures

Shortened Attached Questions and Answers

Intensive Verb Phrase (Do, Does, Did)

Drill with Prepositions

Sound and Intonation

Consonants:

exercises:

/l/ and /r/

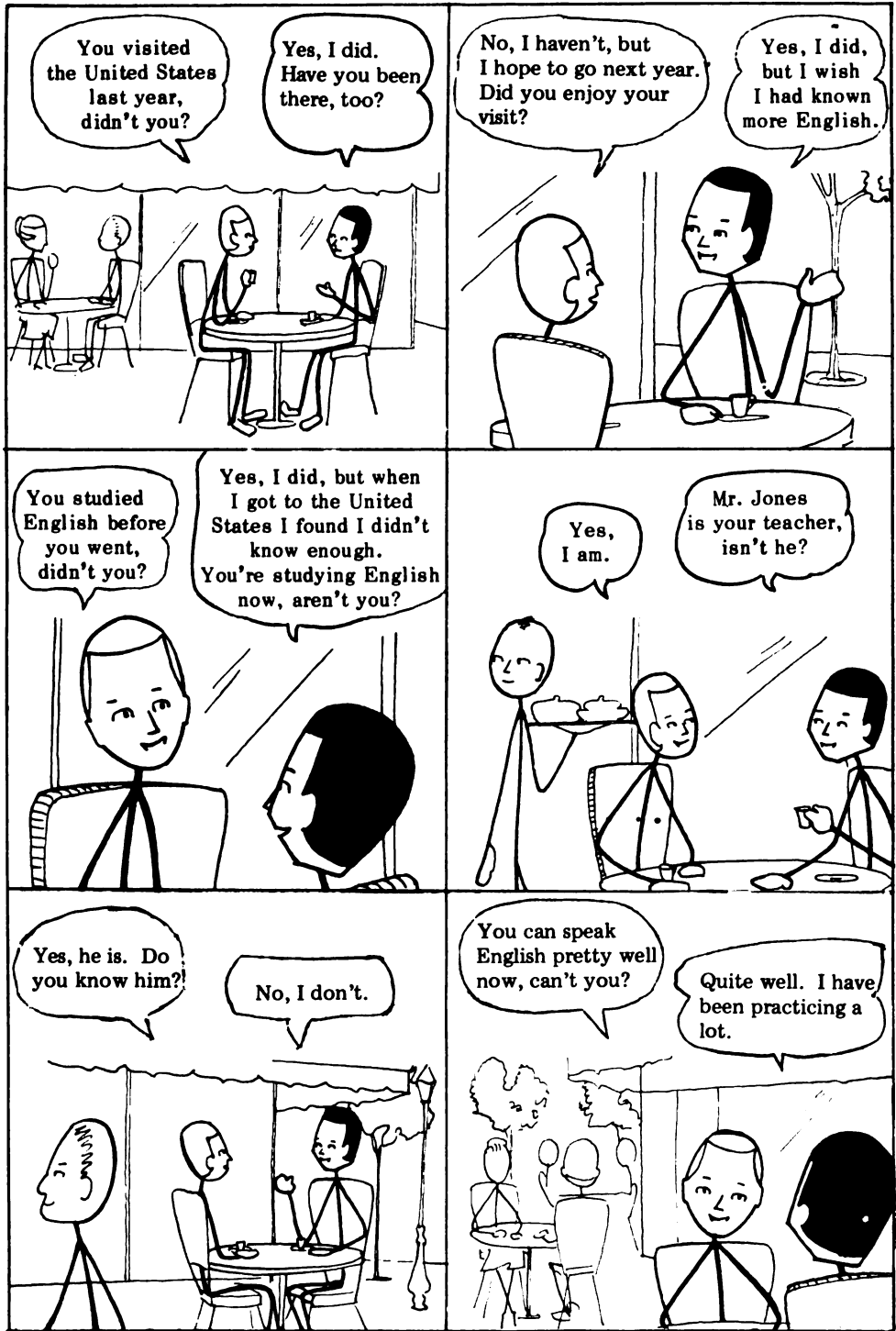
/m/ and /n/

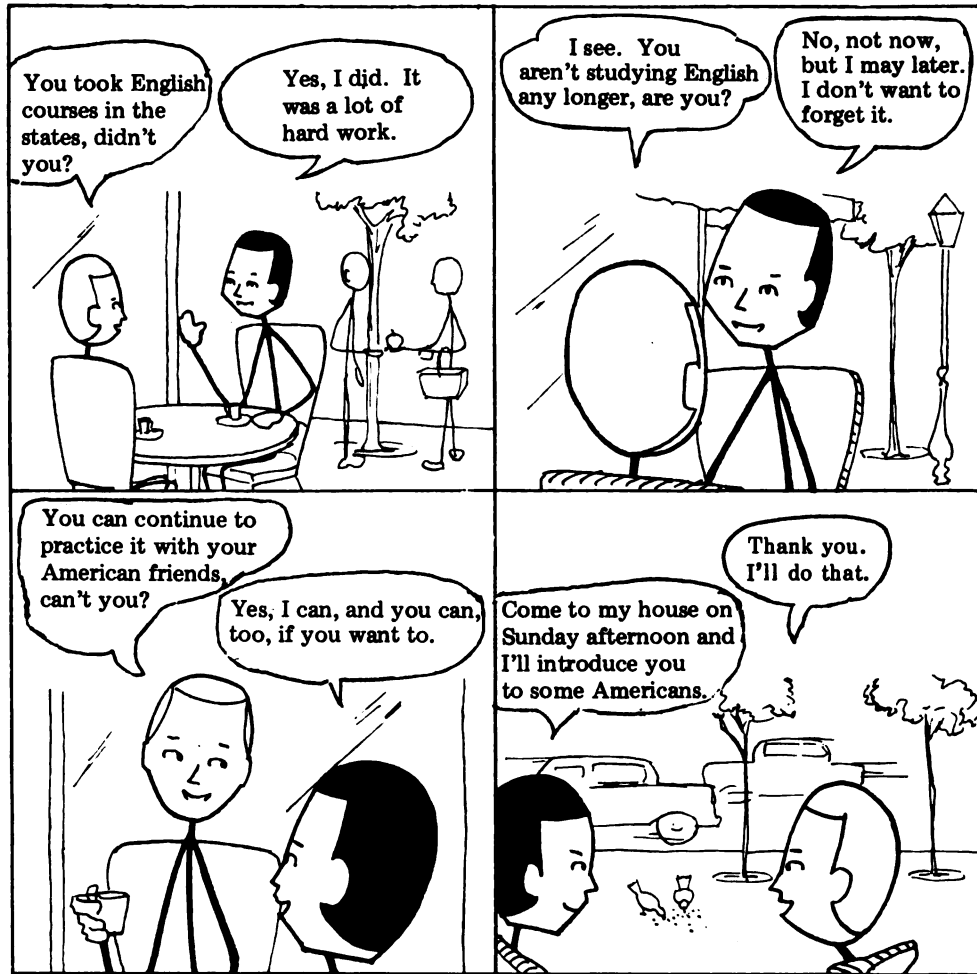
/v/ and /w/

/j/ and /y/

/ŋ/

LEARNING ENGLISH





## UNIT 1309

## CONVERSATION AND READING PRACTICES

Dialog

## Learning English

A: You visited the United States last year, didn't you?

B: Yes, I did. Have you been there?

A: No, I haven't, but I hope to go next year. Did you enjoy your visit?

B: Yes, I did, but I wish I had known more English.

A: You studied English before you went, didn't you?

B: Yes, I did, but when I got to the United States I found I didn't know enough. You're studying English now, aren't you?

A: Yes, I am.

B: Mr. Jones is your teacher, isn't he?

A: Yes, he is. Do you know him?

B: No, I don't.

A: You can speak English pretty well now, can't you?

B: Quite well. I have been practicing a lot.

A: You took English courses in the States, didn't you?

B: Yes, I did. It was a lot of hard work.

A: I see. You aren't studying English any longer, are you?

B: No, not now, but I may later. I don't want to forget it.

A: You can continue to practice it with your American friends, can't you?

B: Yes, I can, and you can, too, if you want to. Come to my house on Sunday afternoon and I'll introduce you to some Americans.

A: Thank you, I'll do that.

Reading

## THE CONSTITUTION OF THE UNITED STATES

The United States is a young country. It's only a little more than 200 years old. Until 1776 the country belonged to England. There were no states then, just colonies. Most of the people living in the colonies were from England, Holland, and France. Then, in 1776 the leaders of the colonies met and wrote the Declaration of Independence. All of the 13 colonies accepted the Declaration of Independence.

After many years of fighting, the colonies got their independence. The 13 colonies then became known as states. The name of the new nation was the United States of America.

In 1787 the leaders of the 13 states met to write laws for the new nation. In 1789 the Constitution, the basic laws of the country, was completed and approved by the states. These laws are the most important in the country. The basic idea of the Constitution is that the authority to govern comes from the people and not from kings or presidents. The people give the power to govern to the government by choosing leaders to represent them.

A few years after the Constitution was approved, the first ten amendments, sometimes called the Bill of Rights, were written and accepted. These amendments protect people's property, and the right of the people to freedom of religion, freedom of speech, freedom of newspapers and so on.

These ten amendments were approved by three-fourths of the states in 1791. Since then, other changes to the Constitution have been made. The 26th amendment was approved in 1971.

Vocabulary

accept	constitution	power
amendment	freedom	president
approve	govern	property
authority	government	protect
belong	independence	religion
Bill of Rights	independent	represent
change (n)	king	right (n)
colony	leader	speech
complete	nation	state

Vocabulary Practice

1. accept  
The Declaration of Independence was accepted by the colonies in 1776.  
Mrs. Keystone accepted the books for her husband.
  
2. amendment  
We often make amendments to our laws.  
Would you like to add some amendments to the regulations?  
I didn't like the amendments they made.
  
3. approve  
Before you pay for the book, Mr. Bentley has to approve it.  
The people must approve all amendments to the Constitution.
  
4. authority  
The Lieutenant did what the Captain said, because the Captain had authority over him.  
The police have authority to carry out the laws.  
The laws give some people authority over others.
  
5. belong  
This book belongs to me; it is mine.  
Does that car belong to you? Is it yours?  
These things belong to the people.
  
6. Bill of Rights  
The Bill of Rights is very important to us.  
The Bill of Rights states the things the government may not take away from the people.  
Have you ever read the Bill of Rights?
  
7. change (n)  
The amendments are changes to the laws.  
They made some changes in these books.  
There are a lot of changes in this city because it is growing.
  
8. colony  
The United States started as colonies of England.  
There aren't many colonies left today.  
A colony usually does not govern itself.

9. complete  
Susan completed all of her language courses in three years.  
Tom completed his flying training last month; it took about two years.  
It took them four years to complete this movie.
10. constitution  
A constitution is a statement of basic laws.  
The government gets its authority from the Constitution.  
A good constitution is important to the people of a country.
11. freedom  
The laws of the country give the people freedom.  
We must learn how to use our freedom.  
People have not always enjoyed freedom.
12. govern  
The president's authority to govern comes from the people.  
The person who governs the state is a governor.
13. government  
The President is head of the U.S. Government.  
Some governments get their authority from the people.
14. independence  
The United States has had independence for more than two hundred years.  
The U.S. war for independence lasted eight years.  
Real independence is hard to get and hard to keep.
15. independent  
Most countries are now independent.  
If we govern ourselves, we are independent.  
No people today are completely independent.
16. king  
Many countries have kings instead of presidents.  
The king governs the country.  
Does your country have a king?
17. leader  
Most people follow the leaders of their country.  
He is the leader in his class.

18. nation  
There are many nations in the world today.  
Some nations are large and others are small.  
A nation usually has its own government.
19. power  
The government gets its power from the Constitution.  
The people in the government have power to govern the people.  
Power is dangerous if the leaders do not use it correctly.
20. president  
The President is head of the U.S. Government.  
Does your country have a president?  
The Constitution states the powers of the President.
21. property  
What I own is my property.  
These books and pencils are my property.  
Is that car his property?
22. protect  
The Constitution protects the people.  
The Armed Forces protect the country.  
Warm clothes protect me from the cold weather.
23. religion  
People have many different religions.  
What are the main religions in your country?  
The Constitution lets us have the religion we want.
24. represent  
We represent our own country when we are in another country.  
The leaders represent the people in the government.  
Who represents you in your government?
25. right (n)  
The Constitution gives us many basic rights.  
I have the right to own property.  
We should use our rights carefully.



26. speech  
 Free speech lets us say what we want to.  
 Our speech is what we say.  
 The speaker gave a good speech yesterday.
27. state  
 There are 50 states in the United States.  
 He lives in the biggest and newest state.  
 What's the name of the biggest and newest state in the United States?

### Pattern Practice

1. next year  
 I hope to go next year  
 No, I haven't, but I hope to go next year.
2. didn't you  
 you went, didn't you  
 You studied English before you went, didn't you?
3. in the United States  
 I learned a lot of English in the United States.
4. later  
 I may later  
 I don't now, but I may later.
5. isn't it  
 hard to learn, isn't it  
 But English is hard to learn, isn't it?
6. of the United States  
 the basic law of the United States  
 It is now the basic law of the United States.
7. to the government  
 the powers to the government  
 The people give the powers to the government.

## EXPLANATION AND DRILL OF STRUCTURES

1. Short Attached Questions and Answers

**INSTRUCTOR'S NOTE:** We often use short attached questions and answers in conversation. If a statement is in the affirmative, then the "attached question" is in the negative. If a statement is negative, the "attached question" is affirmative.

a. With the verb be

- |  |                  |
|--|------------------|
| 1. You're Mary's brother, aren't you?  | Yes, I am.       |
| 2. He was a good student, wasn't he?   | Yes, he was.     |
| 3. We're late today, aren't we?        | Yes, we are.     |
| 4. They're good friends, aren't they?  | Yes, they are.   |
| 5. You aren't Mary's brother, are you? | No, I'm not.     |
| 6. He isn't a good student, is he?     | No, he isn't.    |
| 7. We were late yesterday, weren't we? | Yes, we were.    |
| 8. They aren't good friends, are they? | No, they aren't. |

b. With the verb have

- |   |                  |
|---|------------------|
| 1. You have a book, don't you?              | Yes, I do.       |
| 2. We have class today, don't we?           | Yes, we do.      |
| 3. He has a new car, doesn't he?            | Yes, he does.    |
| 4. You don't have a book, do you?           | No, I don't.     |
| 5. We don't have class today, do we?        | No, we don't.    |
| 6. They didn't have two children, did they? | No, they didn't. |
| 7. He doesn't have a new car, does he?      | No, he doesn't.  |

c. With main verbs other than have and be

- |   |                  |
|---|------------------|
| 1. You study hard, don't you?                       | Yes, I do.       |
| 2. We come here every day, don't we?                | Yes, we do.      |
| 3. They like to go to the movies, don't they?       | Yes, they do.    |
| 4. She goes to work at 9:00, doesn't she?           | Yes, she does.   |
| 5. You don't study hard, do you?                    | No, I don't.     |
| 6. We don't come here every day, do we?             | No, we don't.    |
| 7. They don't like to go to the movies,<br>do they? | No, they don't.  |
| 8. She doesn't go to work at 9:00, does she?        | No, she doesn't. |

## d. With modals

- |   |                                  |
|---|----------------------------------|
| 1. You can swim, can't you?                 | Sure, I can.                     |
| 2. We'll see you tomorrow, won't we?        | Yes, you will.                   |
| 3. They should go home now, shouldn't they? | Yes, they should.                |
| 4. He could go with us, couldn't he?        | Yes, he could.                   |
| 5. You can't swim, can you?                 | No, I can't.                     |
| 6. We won't see you tomorrow, will we?      | No, you won't. I'm sorry.        |
| 7. They shouldn't go home now, should they? | No, they shouldn't.              |
| 8. He couldn't go with us, could he?        | No, he couldn't. He had to work. |

## e. Exercise with attached questions and short answers.

Add the correct attached questions to these statements.

- |  |                |
|--|----------------|
| 1. You're Mary's brother, _____ ?                | Yes, _____.    |
| 2. They're good students, _____ ?                | Yes, _____.    |
| 3. We're late today, _____ ?                     | Yes, we _____. |
| 4. They weren't here yesterday, _____ ?          | No, _____.     |
| 5. He isn't an American, _____ ?                 | No, _____.     |
| 6. He has a book, _____ ?                        | Yes, _____.    |
| 7. He doesn't have a new car, _____ ?            | _____.         |
| 8. You don't have a watch, _____ ?               | _____.         |
| 9. We have enough money, _____ ?                 | _____.         |
| 10. They already have their tickets, _____ ?     | _____.         |
| 11. You study hard, _____ ?                      | _____.         |
| 12. He comes here every day, _____ ?             | _____.         |
| 13. They don't like to go to the movies, _____ ? | _____.         |
| 14. We have an English class today, _____ ?      | _____.         |
| 15. She visited here last year, _____ ?          | _____.         |
| 16. She speaks English well, _____ ?             | _____.         |
| 17. He went home early, _____ ?                  | _____.         |
| 18. They left at two o'clock, _____ ?            | _____.         |
| 19. She mailed the letter, _____ ?               | _____.         |
| 20. They leave early tomorrow, _____ ?           | _____.         |
| 21. Many students came, _____ ?                  | _____.         |
| 22. You can go with us, _____ ?                  | _____.         |
| 23. He should study tonight, _____ ?             | _____.         |
| 24. It won't rain tomorrow, _____ ?              | _____.         |
| 25. We can't finish by tomorrow, _____ ?         | _____.         |
| 26. We'll see you soon, _____ ?                  | _____.         |

2. The Intensive Verb Phrase with do, does, or did

**INSTRUCTOR'S NOTE:** We form the intensive verb phrase with do, does, or did and the simple form of the main verb. In sentences with the verb be or with the auxiliary verbs and modals we use intonation to add emphasis to the sentence.

**Example:** He does read English well.  
I did call you last night, but you weren't home.

a. Complete these sentences with intensive verb phrases, using the correct verb form and intonation.

1. study  
I \_\_\_\_\_ hard.
2. come  
He \_\_\_\_\_ here every day.
3. know  
We \_\_\_\_\_ this lesson.
4. have  
She \_\_\_\_\_ a book.
5. see  
They \_\_\_\_\_ her often.

b. Change these statements to the emphatic or intensive form.

1. I see him.
2. She knows Mary.
3. They often go there.
4. They met Mr. Jones last year.
5. The United States has a constitution.
6. We study our lesson.
7. I say "Hello."
8. You told him to come back.

3. Drill with Prepositions

Place the correct preposition in the blanks.

1. What kind \_\_\_\_\_ music do you like?
2. How many cups \_\_\_\_\_ coffee do you drink?
3. How many months are there \_\_\_\_\_ a year?
4. He left \_\_\_\_\_ time.
5. He arrived \_\_\_\_\_ plane.
6. He was absent \_\_\_\_\_ class.
7. He goes to school \_\_\_\_\_ bus.
8. Does he eat eggs \_\_\_\_\_ breakfast?
9. Is he sitting \_\_\_\_\_ the sofa?
10. Will he come \_\_\_\_\_ the morning?
11. January comes \_\_\_\_\_ March.
12. May comes \_\_\_\_\_ April.
13. Eat your soup \_\_\_\_\_ a spoon.
14. She saw him \_\_\_\_\_ noon.
15. What did you have \_\_\_\_\_ lunch?
16. Monday is the first day \_\_\_\_\_ the week.
17. She came \_\_\_\_\_ the room.
18. There aren't many students \_\_\_\_\_ your group.
19. His pencil is \_\_\_\_\_ the table.
20. The bird flew \_\_\_\_\_ the trees.

## TAPE 1309A

Listen to this conversation about learning English.

A: You visited the United States last year, didn't you?

B: Yes, I did. Have you been there?

A: No, I haven't, but I hope to go next year. Did you enjoy your visit?

B: Yes, I did, but I wish I had known more English.

A: You studied English before you went, didn't you?

B: Yes, I did, but when I got to the United States I found I didn't know enough. You're studying English now, aren't you?

A: Yes, I am.

B: Mr. Jones is your teacher, isn't he?

A: Yes, he is. Do you know him?

B: No, I don't.

A: You can speak English pretty well now, can't you?

B: Quite well. I have been practicing a lot.

A: You took English courses in the States, didn't you?

B: Yes, I did. It was a lot of hard work.

A: I see. You aren't studying English any longer, are you?

B: No, not now, but I may later. I don't want to forget it.

A: You can continue to practice it with your American friends, can't you?

B: Yes, I can, and you can, too, if you want to. Come to my house on Sunday afternoon and I'll introduce you to some Americans.

A: Thank you, I'll do that.

Listen to the conversation again and repeat it.

Here are some sentences with shortened attached questions with the verb be. Note that the voice does not rise at the end of the question. Repeat these questions and answers.

You're Mary's sister, aren't you?  
Yes, I am.

He's a good student, isn't he?  
Yes, he is.

They're good friends, aren't they?  
Yes, they are.

John is studying hard today, isn't he?  
Yes, he is.

Robert is going to the city, isn't he?  
Yes, he is.

Alice was having a good time, wasn't she?  
Yes, she certainly was.

The students were speaking well, weren't they?  
Yes, they were.

They're used to the food now, aren't they?  
Yes, they are.

They're getting used to speaking English, aren't they?  
Yes, they are.

He's not Mary's father, is he?  
No, he isn't.

She isn't sleepy, is she?  
No, she isn't. She's sick.

They aren't very big classes, are they?  
No, they aren't.

The students aren't having class today, are they?  
No, they aren't. It's a holiday.

You're not going to leave soon, are you?  
No, I'm not.

They weren't listening to the tape, were they?  
No, they weren't.

John wasn't doing well in class, was he?  
No, he wasn't.

Here are some more sentences with attached questions with be. When you hear them answer the questions, then repeat the correct responses.

Example: He's a good teacher, isn't he?  
Yes, he is.  
Yes, he is.

English is not hard to learn, is it?  
No, it isn't.  
No, it isn't.

The United States is a new country, isn't it?

Yes, it is.

Mr. Jones is your teacher, isn't he?

Yes, he is.

He was in New York last year, wasn't he?

Yes, he was.

Remember to answer the questions.

You are still studying English, aren't you?

Yes, I am.

You were with him yesterday, weren't you?

Yes, I was.

He isn't living here now, is he?

No, he isn't.



He isn't a fast driver, is he?

No, he isn't.

They weren't in the mountains, were they?

No, they weren't.

We use the verb forms do, does, or did to add emphasis to a sentence. Notice the use of these intensive words in these sentences. Repeat the sentences.

I saw him yesterday.

I did see him yesterday.

She knows Alice very well.

She does know Alice very well.

Did they often go there?

Yes, they did often go there.

We study our lessons every day.

We do study our lessons every day.

They met him last year.

They did meet him last year.

You told him to come back.

You did tell him to come back.

He said "Hello" to her.

He did say "Hello" to her.

Did he write the letter with a pen?

Yes, he did write the letter with a pen.

Do you drink coffee every morning?

Yes, I do drink coffee every morning.

You should leave on time.

I do leave on time.

In the following sentences notice the use of the prepositions. Repeat the sentences.

What kind of dessert do you like?

I had a glass of milk for breakfast.

There are seven days in a week.

We'll leave home on time.

Did he arrive by plane?  
The students were absent from class.  
We travel to work by car.  
They eat meat and vegetables for dinner.  
I was sitting on the chair.  
Will you come in the morning?  
Monday comes before Tuesday.  
Friday comes after Thursday.  
We should eat soup with a spoon.  
I'll see you at noon.  
What did you have for lunch?  
Saturday is the last day of the week.  
She came into the room.  
There aren't many people in your group.  
The pencil is on the table.  
The bird flew into the trees.  
We walked through the forest.

Listen to this conversation at a dance.

A: May I have this dance?

B: I'm sorry, it's taken.

A: Could I have the next one?

B: Oh, I'm sorry.  
It's promised too.  
You can have the third dance.

A: Thank you very much.  
You are a wonderful dancer.  
Everyone wants to dance with you.

B: Thank you.  
Please excuse me.  
Here comes my partner.

Now listen to the conversation again and repeat it.

## TAPE 1309B

**NOTE:** The instructions in parentheses are included for the instructor and will not be recorded. Also, it is not necessary to learn all the words in the pronunciation drills. They are for practice only.

The next sound we'll practice is /l/.

(Keep the tongue tip touching the same place as for /t/ and /d/.  
Hold the tongue there and say /l/ and /llll/.)

Repeat everything.

/l/	little	/l/	loon
/l/	lazy	/l/	Lucy
/l/	loud	/l/	late
/l/	lend	/l/	light
		/l/	middle
		/l/	riddle
		/l/	roll

Now let's practice the American /r/.

(The tongue position is similar to that for the /l/, but the tip must not touch the teeth. Begin to form an /l/ and then hold back the tongue and widen it. The edges may touch the sides of teeth. It's a very soft sound.)

Repeat.

/r/	run	/r/	rum
/r/	wrote	/r/	Ruth
/r/	ready	/r/	rush
/r/	carry	/r/	repeat

Next we will practice the two sounds /l/ and /r/ together. They cause difficulty at times.

Repeat everything.

/l/	loom	/r/	room
/l/	light	/r/	right
/l/	load	/r/	road
/l/	limb	/r/	rim
/l/	lose	/r/	ruse
/l/	loam	/r/	roam
/l/	lend	/r/	rend
/l/	late	/r/	rate
/l/	meal	/r/	mere
/l/	seal	/r/	sear
/l/	deal	/r/	deer

The next two consonants are /m/ and /n/.

(These are nasal and the tongue is relaxed. Close the mouth for /m/ and open the mouth for /n/. The tongue may touch the roof of the mouth for /n/ as for /t/, /d/, and /l/. Practice /m m m m/ and /n n n n/.)

Repeat.

/m/	man	/n/	nan
/m/	meat	/n/	neat
/m/	moat	/n/	note
/m/	moose	/n/	noose
/m/	Mel	/n/	Nell
/m/	Minnie	/n/	ninnie

Now we'll practice two sounds beginning students often confuse, /v/ and /w/.

(Remember that we produce /v/ with the upper teeth on the lower lips and /w/ with rounded lips and a smile.)

Repeat everything.

/v/	vet	/w/	wet
/v/	vest	/w/	west
/v/	vail	/w/	wail
/v/	V	/w/	we
/v/	vie	/w/	Y
/v/	vine	/w/	wine
/v/	vent	/w/	went
/v/	vane	/w/	wane

Let's practice the /j/ and /y/ sounds.

(The American sound for the letter y is really a combination of three sounds /iye/ as in yes, yet, and yellow. Do not confuse this sound with /j/.)

Repeat.

/j/	jet	/y/	yet
/j/	John	/y/	yon
/j/	Jess	/y/	yes
/j/	Jello	/y/	yellow
/j/	jell	/y/	yell
/j/	juice	/y/	use
/j/	jams	/y/	yams
/j/	jeer	/y/	year

The last consonant we will practice is the nasal /ŋ/.

(This sound never begins a word. It is the sound of the letters ng in ing.)

Repeat.

/ŋ/	thing
/ŋ/	song
/ŋ/	sing
/ŋ/	buying
/ŋ/	writing
/ŋ/	speaking
/ŋ/	thinking
/ŋ/	thanking
/ŋ/	singing
/ŋ/	bringing

Here are some short, attached questions with the auxiliary verbs do, does, or did.  
Listen to these questions and answers and repeat them.

Robert always studies very hard, doesn't he?

Yes, he does.

Mary has pretty clothes, doesn't she?

Yes, she surely does.

The students try to learn fast, don't they?

Yes, they do.

Robert enjoyed himself very much, didn't he?

Yes, he did.

He had a good time.

The boys used to go swimming, didn't they?

Yes, they did.

You used to speak English, didn't you?

Yes, I did.

John did his homework early, didn't he?

Yes, he did.

He wanted to go downtown.

Mary doesn't often write you, does she?

No, she doesn't.

She is very busy.

Charles doesn't have a car, does he?

No, he doesn't.

But he does own his house.

The instructor doesn't teach grammar, does he?

No, he doesn't.

He teaches word order.

Helen didn't enjoy herself last night, did she?

No, she didn't.

She went home early.

Jim doesn't speak two languages, does he?

No, he doesn't.

But he wants to learn a new one.

Now, let's practice some different structural patterns. Repeat everything.

It's necessary.  
 It's necessary to learn.  
 It's necessary to learn English.  
 It's necessary to learn English well.  
 It's necessary to learn English well enough to use it.

It's expensive.  
 It's very expensive.  
 It's too expensive for me.  
 It's too expensive for me to buy.

It's cheap.  
 It's cheap enough for me.  
 It's cheap to travel by bus.  
 It's cheap for me to travel by bus.

It's important.  
 It's important to pronounce well.  
 It's important to pronounce English well.  
 It's important for you to pronounce English well.

Here are some questions and answers. Repeat them when you hear them.

What are you doing?  
 I'm writing a letter.

Who are you writing it to?  
 I'm writing to my family.

How long does it take to get there?  
 It takes three days by air.

What are you telling your family?  
 I'm telling them about my trip.

Did you have an interesting trip?  
 Yes, we had a good trip over the ocean.

How long will you be here?  
 I'll be here three months.



## TAPE 1309C

Listen to this conversation about the United States.

- A: When I visit another country,  
I like to know something about it.  
I have just arrived in the United States.  
Its history and government interest me.
- B: It is not an old country.  
People started to come from Europe about 450 years ago.  
Most of these people were English.  
Soon there were 13 English Colonies.  
July 4, 1776, marked the beginning of the United States.  
Then the colonies declared their independence.
- A: Was it easy to gain independence?
- B: No, the war for independence lasted eight years.  
The 13 colonies now became 13 states.  
They tried many ways to form a government.  
At last they wrote a constitution.  
They also formed a republic.
- A: Were there many republics in the world then?
- B: Only a few small ones.
- A: What is the purpose of the Constitution?
- B: It tells the government what it can do.  
It also says what it can't do.
- A: What is the basic idea of the Constitution?
- B: The idea is that power comes from the people.  
The government has such power as the people give it.
- A: Does the Constitution state the rights of the people?
- B: Yes, the Constitution states certain rights.  
No one can take these rights away from the people.
- A: What are some of those rights?
- B: They are freedom of speech, press, and religion.  
We can also meet together and have arms.  
The Constitution also protects our lives and property.

Now listen to the conversation again and repeat it.

Now practice some of the vocabulary in this conversation. Repeat what you hear.

arms (weapons)

We may have arms in our homes.  
We must not be careless with arms.  
There are many different kinds of arms.

colony

The United States were formerly colonies of England.  
There aren't many colonies left today.  
A colony usually does not govern itself.

constitution

A constitution is a statement of basic laws.  
The government gets its power from the Constitution.  
The people of a country need a good constitution.

declare

They declared themselves free on July 4, 1776.  
The government declared war the next day.  
Did you declare your plans to leave?

freedom

The laws give the people freedom.  
We must learn how to use freedom.  
People do not always enjoy freedom.

government

Each city and state has its own government.  
What kind of government do you have at home?  
The President is head of the U. S. Government.

independence

The war for independence lasted eight years.  
Independence is hard to get and hard to keep.  
Most countries now have independence.

power

The government gets power from the Constitution.  
We must use power carefully.  
The government should use its power for the people.

property

What I own is my property.  
These books are my property.  
Is that car his property?

protect

The Constitution protects the people.  
The Armed Forces protect the country.  
Warm clothes protect me from the cold.

republic

There are many republics in the world now.  
 Most republics are new.  
 In a republic power comes from the people.

right

The Constitution gives us many rights.  
 I have the right to own property.  
 We should use our rights carefully.

We sometimes use have as an auxiliary verb in short attached questions and their answers. Listen to these questions. Then give short answers to the questions. Next, repeat the correct response. Then you will hear a longer answer. Repeat this.

Example: He has already left, hasn't he?  
 Yes, he has.  
 Yes, he has.  
 He left 30 minutes ago.

They have already finished the test, haven't they?

Yes, they have.  
 They finished an hour ago.

John had already finished when you arrived, hadn't he?

Yes, he had.  
 He was eating dinner.

We had already seen the picture, hadn't we?

Yes, we had.  
 We saw it last year.

Jerry hasn't left yet, has he?

No, he hasn't.  
 He'll be here an hour yet.

They haven't written their homework yet, have they?

No, they haven't.  
 They'll write it tonight though.

Bob hasn't painted his car, has he?

No, he hasn't.  
He's going to paint it next week.

You haven't seen the picture before, have you?

No, I haven't.  
I'm going to see it tonight.

Here are some sentences with short attached questions using modal auxiliaries.  
Listen to these questions and answers. Repeat them.

We'll meet again tomorrow, won't we?  
Yes, we will.

We should study harder, shouldn't we?  
Yes, we should.

Betty might take a trip soon, mightn't she?  
Yes, she might.

He must learn English well, mustn't he?  
Yes, he must.

We wouldn't go swimming in the winter, would we?  
No, we wouldn't.

You couldn't come back later, could you?  
No, I couldn't.

John won't take a trip this week, will he?  
No, he won't.  
He plans to go next month, though.

We shouldn't go there today, should we?  
No, you shouldn't.  
You should wait until Saturday.

She can't go at all, can she?  
No, she can't.  
She has to do something else.

John couldn't make it, could he?  
No, he couldn't.  
He had to study.

Here are some more sentences with attached questions with do, does, or did.  
When you hear them answer the questions. Then repeat the correct responses.

Examples: You like to travel, don't you?  
Yes, I do.  
Yes, I do.  
You don't like to drive, do you?  
No, I don't.  
No, I don't.

He brought the money, didn't he?

Yes, he did.

They understand you, don't they?

Yes, they do.

We told you the story, didn't we?

Yes, you did.

Remember to answer the questions.

Bob spent all his money, didn't he?

Yes, he did.

You had an interesting trip, didn't you?

Yes, I did.

They saw many mountains, didn't they?

Yes, they did.

He flew to Chicago, didn't he?

Yes, he did.

He didn't want to drive, did he?

No, he didn't.

We wrote them a letter, didn't we?

Yes, we did.

She came back later, didn't she?

Yes, she did.

## OUTLINE AND STUDY OBJECTIVES

Structures

## Study of Special Verbs:

say  
tell  
make  
do  
have  
get

Emphatic: do/does/did

Sound and Intonation

Vowels: review

Diphthongs: review

## UNIT 1310

## CONVERSATION AND READING PRACTICES

Dialog

## In a Barbershop

Barber: Who's next?

Frank: I am.

Barber: All right--over here, sir. How are you today?

Frank: Fine, thanks.

Barber: How do you want your hair cut?

Frank: Don't make it too short. I just want a trim.

Barber: Yes, sir. I'll use the scissors. Do you always part your hair on the left?

Frank: Yes, I do.

- - - -

Frank: That looks good. It's not too short. It's just right. How much do I owe you?

Barber: That'll be three dollars and fifty cents.

Frank: Here's four dollars. Keep the change.

Barber: Thank you very much. Come back to see us.

Vocabulary

all right

part (v)

come back

scissors

haircut

Vocabulary Practice

1. all right  
All right, you can come in now.  
Everything will soon be all right.  
Is your family all right?
  
2. come back  
Come back to see us.  
Will he come back to the school?  
My friend came back home after a long time.
  
3. haircut  
When I have my hair cut, I get a haircut.  
His hair is too long, he needs a haircut.  
Do you like my haircut?
  
4. part (v)  
He parts his hair on the right side.  
The friends parted when they finished school.  
Many people soon part with their money.
  
5. scissors  
The barber uses scissors to cut hair.  
I usually use the old pair of scissors to cut paper.  
Be careful! Scissors can be dangerous.

Reading

## Public Transportation

Buses and streetcars usually provide the public transportation in cities in the United States. Most cities now use buses but some still have streetcars. A few of the larger cities also have subways. Buses and streetcars have regular routes and they stop regularly every two or three blocks. The fare is usually about forty or fifty cents. In some cities one company owns the entire transportation system. Other cities have several transportation systems owned by several companies. Some cities own and operate their own transportation systems.

Buses are like very large automobiles. Streetcars go on tracks and use electricity. Subway trains run underground. They are usually faster than buses or streetcars.

In most cities, the passengers put their fare into the fare box close to the door when they get on. Sometimes passengers have to change buses or streetcars to get where they are going. Then they get a transfer. This is a ticket that can be used to get on another bus or streetcar without paying another fare. In some cities there is no charge for a transfer. In other cities a person must pay a few cents for a transfer.



Vocabulary

electricity  
entire  
operate  
own

run  
subway  
system  
tracks

transfer  
transportation  
underground  
without

Vocabulary Practices

1. electricity  
We use electricity to light our houses.  
The streetcars run on electricity.  
In many countries people use water to make electricity.
2. entire  
The people in the entire country speak English.  
We stayed the entire time in New York.  
The entire school is taking a trip to the city hall.
3. operate  
My parents used to operate a small restaurant near the train station.  
Sometimes, cities operate public transportation systems.
4. own  
The company owns the transportation system.  
They don't own their house. They're still paying for it.  
He doesn't own a car or a bicycle; he walks or rides the bus.
5. run  
The streetcar runs on tracks.  
He knows how to run the machine.  
Does this car run well?
6. subway  
Subway trains run underground.  
Subway trains are usually very fast.  
Only very large cities have subways.
7. system  
The transportation system in this city is good.  
We have a good system of roads in the U.S.  
How large is the railroad system in this country?
8. tracks  
Railroad trains run on tracks.  
Buses do not need tracks.  
When we walk in the woods we leave tracks.
9. transfer  
I need a transfer to get on another bus.  
If I have a transfer, I can get on that bus without paying.  
Did you get a transfer from the bus driver?
10. transportation  
Public transportation in large cities is usually good.  
Public transportation in small towns is often not good at all.

11. underground  
The subway trains run underground, not on the ground.  
Many people work underground.  
Would you like to work underground?
12. without  
You can't ride on a bus without paying or showing a transfer.  
The new student came to class without a book, notebook, or pen.  
People cannot live without water.

### Pattern Practice

1. in the United States  
in cities in the United States  
public transportation in cities in the United States  
Buses and streetcars usually provide public transportation in cities in the United States.
2. streetcars  
some still have streetcars  
Most cities now use buses but some still have streetcars.
3. their own transportation systems  
cities own and operate their own transportation systems  
Some cities own and operate their own transportation systems.
4. underground  
trains run underground  
Subway trains run underground.
5. for a transfer  
there is no charge for a transfer  
In this city there is no charge for a transfer.
6. a transfer  
he gets a transfer  
Then he gets a transfer.
7. another bus  
get on another bus  
He can get on another bus.
8. for a ticket  
pay a few cents for a ticket  
A person must pay a few cents for a ticket.

### Reading

This is a telephone conversation with someone at the fire department.

"Fire! Fire!"

"Where is it?"

"My house!"

"I mean the location of the fire."

"My kitchen."

"Yes, but how can we get to your place?"

"You have the fire engines, don't you?"

## EXPLANATION AND DRILL OF STRUCTURES

1. Special Study of the Verbs say, tell, make, do, have, and get

## a. SAY

We use say with direct quotations.

1. He said, "Hello."
2. She always says, "Good morning."

You say something to someone.

1. I said good-bye to the teacher.
2. She always says good-bye to me.

## b. TELL

You tell someone something.

1. He told me his name.
2. She is telling Mary the news.
3. Please tell me what the teacher said.
4. I forgot to tell George about that telephone call.

We use tell in some common expressions:

tell the time  
 tell the truth  
 tell a lie  
 tell a story  
 tell a secret

1. Can you tell me the time?
2. Do you think he was telling the truth?
3. He never tells lies.
4. Jack told a good story last night at the party.
5. She told me a secret.

## c. MAKE

Notice the meanings of make in the sentences below.

1. How does he make his living?
2. How much money does he make?
3. We decided to cook outside, so we made a fire.
4. The president is going to make a speech.
5. This isn't my coat. I must have made a mistake.
6. He is very shy, and he doesn't make friends easily.
7. Do you make your own bed, or does the maid do it?
8. It doesn't make any difference to me which television program we watch.
9. I'm making an effort to learn English.
10. If you'll wait a minute, I'll make some coffee.

Make means cause to or force to when a noun or a pronoun and a verb follow it. Notice that the verb which follows make in this construction is in its simple form.

1. My father always made me study.
2. The teacher is making us review this lesson.
3. The policeman made the reckless driver come with him to the police station.
4. The mother made the child stop crying.

There is a similar construction with make, a noun or pronoun and an adjective.

1. Traffic was very slow, and it made us late.
2. This warm weather makes me sleepy.
3. All this exercise had made him very tired.
4. Drinking too much coffee will make you nervous.
5. Something she ate made her sick.

#### d. DO

You already know the use of do as an auxiliary verb. We use it as a main verb usually to express general activity or performance.

Examples: The students do the exercise.  
I do the assignment.  
The instructor does the explaining.  
You do the work.  
What are you doing?  
He's doing very well with his business.

We often use do with the noun work and with related words:

1. What kind of work does he do?
2. I have so much work to do that I don't know where to begin.
3. Have you done your homework yet?
4. We have to do our English lesson.

Notice the use of do in the following special expressions:

1. She has made the beds, and she has done the dishes.
2. I asked him to do me a favor.
3. Do you have many errands to do?

Note: Since do is both a full verb and an auxiliary, it can occur twice in a question or a negative statement.

	<u>Auxiliary</u>		<u>Main Verb</u>
	Does	he	fly?
	Does	he	do this kind of work?
How	do	you	do?
What	do	you	do for a living?
When	do	they	do their flying?
Where	does	she	do her work?
He	doesn't		do it correctly.
We	don't		do classwork on weekends.

Repeat these sentences with do.

1. Students do homework.  
(They prepare their homework.)
2. She does the housework and I do the dishes.  
(I wash the dishes.)
3. I do my lessons at night.  
(I prepare my lessons at night.)
4. What are you doing?  
I'm doing my homework.
5. How is he doing?  
He's doing fine.
6. Will you do me a favor?  
Yes, certainly.
7. Will you please do something for me?  
I'll do anything you say.
8. What do you want to do tonight?  
I don't have anything to do tonight.

Fill in the blanks with do or does.

Example: \_\_\_\_\_ you understand?  
Do you understand?

1. \_\_\_\_\_ the man know you?
2. \_\_\_\_\_ you know how to dance?
3. \_\_\_\_\_ they like coffee?
4. How \_\_\_\_\_ you pronounce this word?
5. \_\_\_\_\_ he go to the laboratory every night?
6. \_\_\_\_\_ the class begin on time?
7. \_\_\_\_\_ he speak English fluently? No, he \_\_\_\_\_.
8. \_\_\_\_\_ you have a match? Yes, I \_\_\_\_\_.
9. \_\_\_\_\_ he smoke cigars? Yes, he \_\_\_\_\_.
10. \_\_\_\_\_ they know how to fly? No, they \_\_\_\_\_ know how.

## e. HAVE

You already know the use of have as an auxiliary verb in the perfect verb phrase. As a main verb it usually expresses possession or ownership.

1. I have a pencil.
2. Does he have a book?
3. They have a nice house.
4. I have a pack of cigarettes.
5. He has some matches.
6. He has a pipe and a lighter.
7. He had a date.

Have is also used with meals and with the names of foods.

1. I always have breakfast at 7:30.
2. Have you had lunch yet?
3. They want to have dinner at a French restaurant.
4. Won't you have some coffee?
5. I'll have a cup of coffee and a piece of apple pie.

Have is used with a noun or pronoun and the simple form of the verb to express the idea of asking or causing to. It is not as strong as the similar expression with make.

1. We had the repair man fix our television.
2. I had the barber cut my hair short.
3. Mr. Jones had the secretary make two copies of the letter.
4. The teacher had the students listen to a tape recording.

There is a similar construction with have, a noun or pronoun, and the past participle of the verb.

1. You need to have your car washed.
2. We have the newspaper delivered.
3. I want to have this suit cleaned and pressed.
4. I see you've finally had your hair cut.
5. Where can I have my shoes fixed?

Repeat.

1. We have a lot of time.
2. He has a headache.
3. I have an appointment with the Captain.
4. We usually have fun at parties.
5. That plane has short wings.

Change the sentences above to the past tense.

## f. GET

You already know the use of get in, get used to, and some special expressions with get and an adverb ("two-word" verbs). Here are some other uses of the verb get. Notice its meaning in the sentences below.

1. I want to get some books from the library.
2. He has to get his watch at the repair shop this afternoon.
3. You need to get some new clothes.
4. Did we get any mail today?
5. They got to New York on Friday.

When get is followed by an adjective, it means "become."

1. Wear a raincoat, or you'll get wet.
2. He gets very tired by the end of the week.
3. The weather is getting cooler.
4. Mary has been sick, but she's getting better now.
5. I suddenly realized that she was getting old.

Get, like have can express the idea of "asking" or "causing to."

1. We got the repair man to fix our television.
2. I got the barber to cut my hair short.
3. Mr. Jones got the secretary to make two copies of the letter.
4. The teacher got the students to listen to a tape recording.

g. Fill in the blanks with the right form of one of these verbs: make, do, get, have, say, or tell.

1. I don't think he was \_\_\_\_\_ the truth.
2. She has \_\_\_\_\_ the beds, but she hasn't \_\_\_\_\_ the dishes.
3. I'm going to \_\_\_\_\_ my hair cut.
4. He has to \_\_\_\_\_ his suit at the cleaners.
5. What are you \_\_\_\_\_ ?
6. She \_\_\_\_\_ she'll be here tomorrow night.
7. We \_\_\_\_\_ good morning to the teacher.
8. We're \_\_\_\_\_ an effort to learn English.
9. I \_\_\_\_\_ Mary that I'd go with her.
10. What do you have to \_\_\_\_\_ downtown?
11. Would you \_\_\_\_\_ me a favor?
12. Could you \_\_\_\_\_ me the time?
13. I didn't have on a coat, so I \_\_\_\_\_ cold.
14. I think you will \_\_\_\_\_ lots of friends in the United States.
15. Have you \_\_\_\_\_ breakfast yet?

## 2. The Emphatic Do/Does/Did

Remember that do/does/did may be used in affirmative sentences to express emphasis or strong feeling.

Change the underlined verbs to the emphatic form.

Examples: He writes his lesson every day.  
He does write his lesson every day.

I met him yesterday.  
I did meet him yesterday.

1. He called last night.
2. She studies hard.
3. They made an appointment.
4. I don't like pie, but I like cake.
5. You spend a lot of money.
6. He sent a telegram.
7. He told me about it.
8. He went home early.
9. The letter came.
10. The light changed to red.



## TAPE 1310A

Listen to this conversation in a barbershop.

Barber: Who's next?

Frank: I am.

Barber: All right--over here, sir. How are you today?

Frank: Fine, thanks.

Barber: How do you want your hair cut?

Frank: Don't make it too short. I just want a trim.

Barber: Yes, sir. I'll use the scissors. Do you always part your hair on the left?

Frank: Yes, I do.

- - - -

Frank: That looks good. It's not too short. It's just right. How much do I owe you?

Barber: That'll be three dollars and fifty cents.

Frank: Here's four dollars. Keep the change.

Barber: Thank you very much. Come back to see us.

Now listen to the conversation again and repeat it.

Practice some of the vocabulary we use in this conversation. Listen and then repeat what you hear.

all right

All right, you can go now.

Everything will soon be all right.

How are your parents? Are they all right?

come back

Come back when you want a haircut.

Will he come back to school?

My brother came back home yesterday.

part

He parts his hair on the right side.  
 The friends parted when they finished school.  
 Many people soon part with their money.

scissors

The barber uses scissors to cut hair.  
 I usually use the old pair of scissors to cut paper.  
 Be careful! Scissors can be dangerous.

We often confuse the verbs say, tell, talk, and speak. Let's first practice using say. Listen to these sentences and repeat them.

He said, "Hello."  
 She always says, "Good morning."  
 He said, "What did the speaker say?"  
 Mr. Brown says, "You look nice this morning."  
 My watch says 6:30.  
 What time does your clock say?  
 We said good morning to the instructor.  
 He said nice things to her.  
 She said so.  
 They are saying kind things about her.  
 The instructor says we must be quiet.  
 Mrs. Brown said John was sick.

Next let's practice some sentences with tell. We usually use tell with an indirect object. Listen to these sentences and repeat them.

Please tell us a story.  
 The pilot told us about his experiences.  
 Tell me the time, please.  
 James told me about the accident.  
 He told me his name.  
 She is telling Mary the news.  
 Please tell me what the teacher said.  
 I told George about the telephone call.  
 Can you tell me the name of your friend?  
 Tell me how to make a fire.

In some common expressions we use tell without an indirect object. Notice these sentences. Listen to them and repeat them.

Can you tell one brand of cigarettes from another?  
 Can you tell time in English?  
 He was telling the truth.  
 They never tell lies.  
 My friends are always telling secrets.  
 Bob tells a story very well.  
 We should always tell the truth.  
 Good friends don't tell secrets about each other.  
 We listen when he tells a story.  
 Nobody believes a person who tells lies.

We use talk to refer to informal communication. Listen to these sentences and repeat them.

They talked about their country.  
 The students talked during the break.  
 Let's talk it over.  
 Mary talked to her friends about the picnic.  
 They talked on the phone a long time.  
 Susan is talking about her friends.  
 The students were talking about the lesson.  
 Are you talking about your experiences?  
 We enjoy talking with you.  
 Have you talked with your brothers recently?

We use speak to refer to formal communications. We also use it to state how we speak. Notice these sentences. Repeat them.

She spoke slowly.  
 Henry speaks in a high voice.  
 She never speaks to me.  
 Is someone speaking to me?  
 The teacher spoke to his students.  
 The speaker spoke on world affairs.  
 The professor spoke at the club last night.  
 I would like to speak to the doctor.  
 The President spoke on TV last week.  
 Will you speak to the Commander, please?

Listen to this conversation about asking for a date.

A: Did you call Betty?

B: Yes, I did.  
I phoned her last night.

A: Did you ask her for a date?

B: Well, yes, but she said, "No."  
She already has a date.

A: Why don't you call her tomorrow?  
Ask her again.

B: I'm going to.

Now listen to the conversation again and repeat it.

Here is an exercise using did in questions and answers. We answer the questions first with a short answer and then with a complete answer. Listen to these sentences and repeat them.

Did the students arrive early?  
Yes, they did.  
They arrived early.

Did they practice English?  
Yes, they did.  
They practiced English.

Did they repeat the sentences?  
Yes, they did.  
They repeated them.

Did they stay after class?  
No, they didn't.  
They didn't stay after class.

Did you decide to leave?  
Yes, I did.  
I decided to leave.

Did you go to town?  
No, I didn't.  
I didn't go to town.

Did you invite your roommate?  
Yes, I did.  
I invited my roommate.

Did he help you choose a car?  
Yes, he did.  
He helped me choose a car.

Did he go with you to the bank?  
No, he didn't.  
He didn't go with me to the bank.

Did you decide to take the bus?  
Yes, we did.  
We decided to take the bus.

Listen to this conversation about going to the movies.

A: Can you go to the movies today?  
It's a comedy.  
I think you'll enjoy it.

B: No, I can't go today.  
I have a lot of homework to do.  
I can go tomorrow.  
Will the same show be on?

A: Yes, it'll be on tomorrow.  
I can wait until then.  
What time shall we go?

B: How about after supper?  
Will that be all right with you?

A: That's O. K. with me.  
I'll wait for you in my room.

Now listen to the conversation again and repeat it.

## TAPE 1310B

**NOTE:** The instructions in parentheses are included for the instructor and will not be recorded. Also, it is not necessary to learn the words in the pronunciation drills. They are for practice only.

Let's now practice the vowels.

(First we'll take the front vowels, from a closed mouth to a wide-open position. Remember: These are stressed words. We raise our voice as we begin pronouncing and let it slide down on each stressed vowel as we pronounce it.)

First let's practice the vowel /i/.

(We pronounce /i/ with the lips drawn back and tense.)

Repeat.

/i/ meat

/i/ heat

/i/ beat

/i/ seat

/i/ feat

/i/ weed

/i/ feel

/i/ steel

The next vowel is the /ɪ/.

(This is a relaxed vowel.)

Repeat.

/ɪ/ mitt

/ɪ/ hit

/ɪ/ bit

/ɪ/ sit

/ɪ/ fit

/ɪ/ wit

/ɪ/ six

/ɪ/ busy

Now we come to /e/.

(This is a tense vowel and we draw the lips back.)

Repeat.

/e/      mate

/e/      bait

/e/      hate

/e/      wait

/e/      fate

/e/      fail

/e/      state

/e/      reign

Let's practice /ɛ/ next.

(/ɛ/ is a relaxed vowel.)

Repeat.

/ɛ/      met

/ɛ/      let

/ɛ/      bet

/ɛ/      set

/ɛ/      get

/ɛ/      wet

/ɛ/      left

/ɛ/      yes

Now we come to /æ/.

(/æ/ is a tense vowel. We draw the lips back, open the mouth well and hold the tongue like a dish.)

Repeat.

/æ/      mat

/æ/      hat

/æ/      rat

/æ/      sat

/æ/      bat

/æ/      fat

/æ/      class

/æ/      laugh

Now we'll practice the back vowels.

(We'll begin with the ones we pronounce with the mouth practically closed and move to the wide open position.)

The first one is /u/.

(We pronounce /u/ with the lips tense.)

Repeat.

/u/	tool	/u/	suit
/u/	loot	/u/	two
/u/	boot	/u/	blew
/u/	soup	/u/	June

Now we pronounce /ʊ/.

(We relax the lips.)

Repeat.

/ʊ/	look	/ʊ/	foot
/ʊ/	good	/ʊ/	book
/ʊ/	should	/ʊ/	hood
/ʊ/	would	/ʊ/	could

Next comes the vowel /o/.

(For the /o/ sound the lips are round and tense.)

Repeat.

/o/	moat	/o/	goat
/o/	boat	/o/	know
/o/	sowed	/o/	toe
/o/	rode	/o/	pole



Now we'll practice /ɔ/.

(We relax the lips to say the /ɔ/ sound.)

Repeat.

/ɔ/	brought	/ɔ/	coffee
/ɔ/	thought	/ɔ/	because
/ɔ/	caught	/ɔ/	talk
/ɔ/	taught	/ɔ/	walk

The last back vowel is /ɑ/.

(To say /ɑ/ we open the mouth farther and relax the lips.)

Repeat.

/ɑ/	far	/ɑ/	hot
/ɑ/	farmer	/ɑ/	starve
/ɑ/	heart	/ɑ/	start
/ɑ/	not	/ɑ/	hard

/ə/ is a middle vowel.

Repeat.

/ə/	but	/ə/	ma <u>ch</u> ine
/ə/	hu <u>sh</u>	/ə/	sh <u>u</u> t
/ə/	<u>a</u> fraid	/ə/	nu <u>m</u> ber
/ə/	so <u>n</u>	/ə/	cu <u>p</u>

There are three diphthongs. Now we'll practice them.

Repeat what you hear.

The first is /aɪ/:

/aɪ/	high	/aɪ/	right
/aɪ/	buy	/aɪ/	tie
/aɪ/	night	/aɪ/	my
/aɪ/	light	/aɪ/	write

The second is /ɔɪ/:

/ɔɪ/	oil	/ɔɪ/	annoy
/ɔɪ/	boy	/ɔɪ/	boil
/ɔɪ/	join	/ɔɪ/	joy
/ɔɪ/	point	/ɔɪ/	broil

The third is /aʊ/:

/aʊ/	now	/aʊ/	town
/aʊ/	how	/aʊ/	out
/aʊ/	hour	/aʊ/	allow
/aʊ/	sour	/aʊ/	mouth

We learned in lesson 1310 that make has many uses. Notice its use in these sentences.

Listen to them and repeat them.

He makes his living teaching English.  
 He doesn't make much money.  
 The Commander will make a speech tomorrow.  
 She made a mistake in that sentence.  
 We made a fire to cook our food.  
 Do you make friends easily?  
 That doesn't make any difference to me.  
 Wait a minute and I'll make some coffee.  
 My parents always made me study.  
 The teacher makes us review each lesson.  
 The policeman made the man drive slower.  
 The heavy traffic made us late.  
 Spring weather makes us sleepy.  
 So much exercise has made him tired.  
 Something they ate made them sick.

We are familiar with do as an auxiliary, but we also use it as a main verb.

Notice its use in these sentences.  
 Listen to them and then repeat them.

I did the assignment last night.  
 The instructor does the explaining.  
 I do the writing.  
 He does the work for me.  
 What are you going to do tomorrow?  
 What kind of work does he do?  
 I have a lot of work to do.  
 Have you done your homework yet?  
 They have to do their English lesson.  
 Have you done your work already?  
 He did me a favor yesterday.  
 We have many errands to do.  
 What do you do for a living?  
 We don't do classwork on holidays.  
 What do you want to do tonight?

Now let's practice some sentences using have. Notice how we use it.

Listen and repeat.

Do you have a pencil?  
 We have a large house.  
 He had a date with her last night.  
 They had a good time.  
 I have a headache today.  
 I have an appointment with the doctor.  
 We usually have fun on a trip.  
 We had a lot of trouble last time though.  
 They always have breakfast early.  
 I never have dinner in a restaurant.  
 Won't you have some coffee?  
 I want to have my car washed.  
 I had my hair cut last week.  
 Where can I have my shoes fixed?  
 Do you have the newspaper delivered?

Here are some sentences with get. Notice its meaning in them.

Listen to them and then repeat them.

I'll get some books from the library.  
 We get tired at the end of the day.  
 The weather will soon get warmer.  
 All of us are getting older.  
 She has been sick, but she's getting better now.  
 I'll get my shoes from the repair shop later.  
 Do you need to get a new shirt soon?  
 They got to New York on Friday.  
 The teacher got the student to study.  
 He got the repairman to fix his watch.

Listen carefully to these sentences.

John went to the barbershop.  
 He needed to have his hair cut.  
 He didn't want it cut short.  
 He parts his hair on the left side.  
 He owed the barber three dollars and fifty cents.  
 He gave the barber four dollars.

Now listen to these sentences again and repeat them.

Here are some questions based on these sentences. Answer these questions. Then repeat the correct responses.

For example, I will ask: Where did John go?  
You will answer: John went to the barbershop.  
Then I'll repeat: John went to the barbershop.

Why did John go to the barbershop?

He needed to have his hair cut.

How did he want it cut?

He didn't want it cut short.

Remember to answer my questions now.

Where does John part his hair?

He parts his hair on the left side.

How much did John owe the barber?

John owed him three dollars and fifty cents.

How much did John give the barber?

John gave the barber four dollars.

What did the barber do with the change?

He kept the change.

## TAPE 1310C

Listen to the following conversation about public transportation in the United States.

- A: Big cities always have traffic problems.  
Some have good public transportation systems.  
In others the systems are poor.  
How is public transportation in the United States?
- B: Buses and streetcars usually provide this transportation.  
Most cities have only buses.  
A few still have streetcars.  
Only the largest cities have subways.  
These run underground and are fast.  
Buses can go anywhere.  
The streetcars run on tracks.  
They use electricity.  
Both buses and streetcars have regular routes.  
They stop every two or three blocks.
- A: Is this transportation expensive?
- B: It is cheaper than driving your own car.  
The fare is about forty or fifty cents.
- A: Can I change buses if I need to?
- B: Yes, you may have to change buses sometimes.  
You can get a transfer.  
With this you can take another bus without paying.  
In some cities transfers are free.  
In others they cost a few cents.
- A: Do the cities own the transportation systems?
- B: Only a few do.  
Companies own most of the systems.  
In some cities there is only one company.  
In others there may be many companies.

Now listen to the conversation again and repeat it.

Now practice some of the vocabulary we used in this conversation.  
Repeat what you hear.

electricity

We use electricity to light our houses.  
The streetcars run on electricity.  
People often use water to make electricity.

run (operate)

Cars run on gasoline.  
 He knows how to run the machine.  
 Does this car run well?

subway

Subway trains run underground.  
 Subway trains are usually very fast.  
 Only very large cities have subways.

system

The transportation system in this city is good.  
 We have a good road system in the U. S.  
 How large is your railroad system?

tracks

Railroad trains run on tracks.  
 Buses do not need tracks.  
 When we walk in the sand we leave tracks.

transfer (noun)

I need a transfer to change buses.  
 There is no charge for a transfer here.  
 I have to transfer to another school.

underground

The subway trains run underground.  
 Many people work underground.  
 Do you like to work underground?

Let's practice some questions and answers using the special verbs we studied in this lesson. Repeat the sentences.

Did the food make you sick?  
 Yes, it made me sick.

Did John get the car repaired?  
 Yes, he had the brakes fixed.

Does the news make you angry?  
 Yes, it makes me angry.

What made the student leave?  
 The bad news made him leave.

Why do we like good food?  
 It makes us feel good.

What did you have the students do?  
 I had them write some sentences.

What did they get the teacher to do?  
 They got him to tell a story.

Does the heat make one feel bad?  
Too much heat makes one feel bad.

What did you have done to the car?  
We had the car washed.

Where did you get it done?  
We got it done at the filling station.

What did mother have the children do?  
She had the children study the lesson.

What did father get me to do?  
He got me to wash the car.

Who did the teacher get to speak?  
He got the student to speak.

What do you do on weekends?  
I usually do work around the house.

Will you do your studying now?  
Yes, I'll do it now.

Here are some questions and answers using forms of say and tell. Repeat them.

What did John say?  
He said he would go with us.

What is the man doing?  
He is saying his prayers.

What did he say?  
He said he couldn't go to the movie.

Where did he say he would meet us?  
He said to meet him at the library.

When did he say he could be there?  
He said he could be there by seven.

Who told you to come home early?  
Father told me to.

When did John tell Mary his plans?  
He told them to her last night.

Did Henry tell you to write him?  
Yes, he said to write him every week.

Did Robert tell you his problems?  
No, he didn't tell me his problems.



Who told the joke in class?  
A student told us the joke.

What does father tell us at night?  
He tells us stories at bedtime.

Who likes to tell jokes?  
Ralph likes to tell them.

What did she tell you?  
She told me to write often.

Listen to this conversation between some students.

- A: We're speaking better English now.  
We'll soon be able to say or read anything.
- B: Yes, we're not having any troubles in our studies.
- C: I'm looking forward to graduation.  
Then we can study our main subjects.
- B: Yes, we want to serve our country better.
- C: Does your country need your service?
- B: Yes, my country needs me very much.  
It wants us to improve ourselves.
- A: Will knowing English help your country?
- B: Yes, I can learn more in my training.
- C: How will that help your country?
- B: Improving ourselves improves our country.
- C: You are right.  
I hope you learn real fast.

Now listen to it again and repeat it.

## APPENDIX

<u>Part</u>		<u>Page</u>
I	The English Alphabet	308
II	American English Sounds	309
III	Principal Parts of Certain Irregular Verbs	313
IV	Patterns of Irregular Verbs	315
V	Examples of Conjugations	317
VI	Four Important Spelling Rules	320
VII	List of Contractions	323

Part I

## THE ENGLISH ALPHABET

	<u>Typescript</u>		<u>Italics</u>	<u>Longhand</u>	
	<u>Capital</u>	<u>Small</u>		<u>Capital</u>	<u>Small</u>
1.	A	a	<i>a</i>	A	a
2.	B	b	<i>b</i>	B	b
3.	C	c	<i>c</i>	C	c
4.	D	d	<i>d</i>	D	d
5.	E	e	<i>e</i>	E	e
6.	F	f	<i>f</i>	F	f
7.	G	g	<i>g</i>	G	g
8.	H	h	<i>h</i>	H	h
9.	I	i	<i>i</i>	I	i
10.	J	j	<i>j</i>	J	j
11.	K	k	<i>k</i>	K	k
12.	L	l	<i>l</i>	L	l
13.	M	m	<i>m</i>	M	m
14.	N	n	<i>n</i>	N	n
15.	O	o	<i>o</i>	O	o
16.	P	p	<i>p</i>	P	p
17.	Q	q	<i>q</i>	Q	q
18.	R	r	<i>r</i>	R	r
19.	S	s	<i>s</i>	S	s
20.	T	t	<i>t</i>	T	t
21.	U	u	<i>u</i>	U	u
22.	V	v	<i>v</i>	V	v
23.	W	w	<i>w</i>	W	w
24.	X	x	<i>x</i>	X	x
25.	Y	y	<i>y</i>	Y	y
26.	Z	z	<i>z</i>	Z	z

## AMERICAN ENGLISH SOUNDS

### Part II

English is not spelled phonetically. The same sound is spelled several different ways. For this reason it is helpful to assign separate symbols to each sound. The following system is a modified version of the IPA (International Phonetic Alphabet) system. Twenty-four (24) consonant symbols, eleven (11) vowel symbols, and three (3) symbols representing diphthongs are used to represent the significant sounds of American English.

These charts are only aids and not to be memorized. However, the students must be aware of the different sounds represented in these charts. They must be able to recognize and repeat them accurately.

## CONSONANT CHART

### Place of Articulation

Manner of Articulation	Place of Articulation																
	Lips		Lower Lip & Teeth		Tip of Tongue & Teeth		Tip of Tongue & Tooth Ridge		Blade of Tongue & Tooth Ridge		Middle or Front of Tongue & Hard Palate		Back of Tongue & Soft Palate		Glottis		
	u*	v*	u	v	u	v	u	v	u	v	u	v	u	v	u	v	
<b>Stops</b>	/p/ 1	/b/ 2						/t/ 3	/d/ 4					/k/ 5	/g/ 6		
<b>Nasals</b>		/m/ 7						/n/ 8						/ŋ/ 9			
<b>Lateral Glide</b>								/l/ 10									
<b>Fricatives</b>			/f/ 11	/v/ 12	/θ/ 13	/ð/ 14	/s/ 15	/z/ 16	/ʃ/ 17	/ʒ/ 18						/h/ 19	
<b>Affricates</b>									/tʃ/ 20	/dʒ/ 21							
<b>Glides</b>		/w/ 22						/r/ 23				/y/ 24					

\*Note: u and v are abbreviations for "unvoiced" and "voiced."

### EXAMPLES

- |   |  |  |
|---|--|--|
| 1. /p/ <u>past</u> , <u>stop</u>          | 9. /ŋ/ <u>learn</u> <u>ing</u> , <u>writ</u> <u>ing</u>                  | 17. /ʃ/ <u>she</u> , <u>shou</u> <u>ld</u>                             |
| 2. /b/ <u>be</u> , <u>bee</u> <u>n</u>    | 10. /l/ <u>sh</u> <u>al</u> <u>l</u> , <u>le</u> <u>ft</u>               | 18. /ʒ/ <u>me</u> <u>as</u> <u>ure</u> , <u>vi</u> <u>si</u> <u>on</u> |
| 3. /t/ <u>two</u> , <u>went</u>           | 11. /f/ <u>if</u> , <u>af</u> <u>ter</u>                                 | 19. /h/ <u>he</u> , <u>hi</u> <u>m</u>                                 |
| 4. /d/ <u>do</u> , <u>di</u> <u>d</u>     | 12. /v/ <u>vow</u> <u>els</u> , <u>voic</u> <u>ed</u>                    | 20. /tʃ/ <u>ch</u> <u>eck</u> , <u>ea</u> <u>ch</u>                    |
| 5. /k/ <u>can</u> , <u>can</u> ' <u>t</u> | 13. /θ/ <u>bo</u> <u>th</u> , <u>Thurs</u> <u>day</u>                    | 21. /dʒ/ <u>ri</u> <u>dge</u> , <u>ja</u> <u>w</u>                     |
| 6. /g/ <u>get</u> , <u>got</u>            | 14. /ð/ <u>the</u> , <u>the</u> <u>y</u>                                 | 22. /w/ <u>we</u> , <u>wi</u> <u>ll</u>                                |
| 7. /m/ <u>me</u> , <u>my</u>              | 15. /s/ <u>stop</u> <u>s</u> , <u>con</u> <u>son</u> <u>ant</u> <u>s</u> | 23. /r/ <u>run</u> , <u>ar</u> <u>ound</u>                             |
| 8. /n/ <u>no</u> , <u>no</u> <u>t</u>     | 16. /z/ <u>is</u> , <u>wa</u> <u>s</u>                                   | 24. /y/ <u>your</u> , <u>yo</u> <u>urs</u>                             |

## CONSONANTS

	<u>Symbols</u>	<u>Examples</u>
1.	p	past, stop, put, paper
2.	b	bed, baby, barber, lab
3.	t	take, water, sent, ten
4.	d	date, student, do, hard
5.	k	car, chemical, recorder, book
6.	g	gas, eggs, dog, cigar
7.	m	am, my, number, from
8.	n	no, line, find, noon
9.	ŋ	sing, long, wrong, rank
10.	l	well, laboratory, always, let
11.	f	farmer, affirmative, phrase, laugh
12.	v	very, give, live, seven
13.	θ	thank, Thursday, bath, north
14.	ð	the, this, these, weather, there
15.	s	see, this, lesson, tapes
16.	z	zero, rose, blows, dozen
17.	ʃ	ship, nation, should, push
18.	ʒ	pleasure, measure, usual
19.	h	have, he, how, hot
20.	ç	chair, teacher, picture, March
21.	ʝ	judge, bridge, page, July
22.	w	we, walk, wish, away, why
23.	r	read, course, for, write
24.	y	yes, you, yesterday, young

## VOWELS

<u>Symbols</u>	<u>Examples</u>
1. i	teach, meet, he, machine, chief
2. ɪ	sit, in, is, big
3. e	make, day, train, vein, steak
4. ɛ	met, let, said, bread
5. æ	cash, half, laugh, hand
6. a	far, farmer, heart, not, hot
7. ɔ	all, saw, bought, thought, taught
8. o	go, know, coat, toe, pole
9. u	good, should, would, book, took
10. ʊ	food, blue, blew, do, soup
11. ə	cup, enough, ago, son, sun
12. aɪ	I, tie, buy, my, write
13. ɔɪ	oil, boy, join, point
14. aʊ	now, town, mouth, out

Part III

## PRINCIPAL PARTS OF CERTAIN IRREGULAR VERBS

<u>Present</u>	<u>Past</u>	<u>Past Participle</u>	<u>Present</u>	<u>Past</u>	<u>Past Participle</u>
arise	arose	arisen	get	got	gotten (got)
awake	awoke	awakened	give	gave	given
			grind	ground	ground
be	was	been	grow	grew	grown
bear	bore	borne	hang	hung	hung
beat	beat	beaten	have	had	had
become	became	become	hear	heard	heard
begin	began	begun	hide	hid	hidden
bend	bent	bent	hit	hit	hit
bet	bet	bet	hold	held	held
bind	bound	bound	hurt	hurt	hurt
bid	bid	bid	keep	kept	kept
bite	bit	bitten	know	knew	known
bleed	bled	bled			
blow	blew	blown	lay	laid	laid
break	broke	broken	lead	led	led
bring	brought	brought	leave	left	left
build	built	built	lend	lent	lent
burst	burst	burst	let	let	let
buy	bought	bought	lie	lay	lain
			light	lit	lit (lighted)
cast	cast	cast	lose	lost	lost
catch	caught	caught	make	made	made
choose	chose	chosen	mean	meant	meant
come	came	come	meet	met	met
cost	cost	cost			
creep	crept	crept	pay	paid	paid
cut	cut	cut	put	put	put
deal	dealt	dealt			
dig	dug	dug	quit	quit	quit
do	did	done			
draw	drew	drawn	read	read	read
drink	drank	drunk	ride	rode	ridden
drive	drove	driven	ring	rang	rung
			rise	rose	risen
eat	ate	eaten	run	ran	run
fall	fell	fallen	say	said	said
feed	fed	fed	see	saw	seen
feel	felt	felt	seek	sought	sought
fight	fought	fought	shake	shook	shaken
find	found	found	sell	sold	sold
flee	fled	fled	send	sent	sent
fly	flew	flown	set	set	set
forget	forgot	forgotten			
forgive	forgave	forgiven			
freeze	froze	frozen			



## Irregular Verbs (Continued)

<u>Present</u>	<u>Past</u>	<u>Past Participle</u>
shed	shed	shed
shine	shone	shone
shoot	shot	shot
show	showed	shown
shrink	shrank	shrunk
shut	shut	shut
sing	sang	sung
sink	sank	sunk
sit	sat	sat
sleep	slept	slept
slide	slid	slid
slit	slit	slit
speak	spoke	spoken
spend	spent	spent
spin	spun	spun
split	split	split
spread	spread	spread
spring	sprang	sprung
stand	stood	stood
steal	stole	stolen
stick	stuck	stuck
sting	stung	stung
strike	struck	struck
string	strung	strung
swear	swore	sworn
sweep	swept	swept
swim	swam	swam
swing	swung	swung
take	took	taken
teach	taught	taught
tear	tore	torn
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake	woke-waked	woke-waked
wear	wore	worn
weave	wove	woven
weep	wept	wept
wet	wet	wet
win	won	won
wind	wound	wound
wring	wrung	wrung
write	wrote	written

Part IV

## PATTERNS OF IRREGULAR VERBS

1. Three Principal Parts the Same

hit	hit	hit	bid	bid	bid
quit	quit	quit	hurt	hurt	hurt
split	split	split	burst	burst	burst
bet	bet	bet	cost	cost	cost
let	let	let	shed	shed	shed
set	set	set	spread	spread	spread
put	put	put	cast	cast	cast
cut	cut	cut			
shut	shut	shut			

2. Last Two Principal Parts the Samea. Final Consonant Change Only

have	had	had
make	made	made
build	built	built
bend	bent	bent
spend	spent	spent
send	sent	sent

b. Vowel Change Only

meet	met	met
read	read	read
bleed	bled	bled
feed	fed	fed
lead	led	led
light	lit	lit
slide	slid	slid
sit	sat	sat
shoot	shot	shot
hold	held	held
win	won	won
shine	shone	shone
find	found	found
wind	wound	wound
bind	bound	bound
dig	dug	dug
stick	stuck	stuck
strike	struck	struck

## Irregular Verbs (Continued)

<u>Present</u>	<u>Past</u>	<u>Past Participle</u>
shed	shed	shed
shine	shone	shone
shoot	shot	shot
show	showed	shown
shrink	shrank	shrunk
shut	shut	shut
sing	sang	sung
sink	sank	sunk
sit	sat	sat
sleep	slept	slept
slide	slid	slid
slit	slit	slit
speak	spoke	spoken
spend	spent	spent
spin	spun	spun
split	split	split
spread	spread	spread
spring	sprang	sprung
stand	stood	stood
steal	stole	stolen
stick	stuck	stuck
sting	stung	stung
strike	struck	struck
string	strung	strung
swear	swore	sworn
sweep	swept	swept
swim	swam	swam
swing	swung	swung
take	took	taken
teach	taught	taught
tear	tore	torn
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake	woke-waked	woke-waked
wear	wore	worn
weave	wove	woven
weep	wept	wept
wet	wet	wet
win	won	won
wind	wound	wound
wring	wrung	wrung
write	wrote	written

Present Tense

we have been  
 you have been  
 they have been

Perfect Tense

we had been  
 you had been  
 they had been

Future Perfect Tense

have been	we will (shall) have been
we have been	you will have been
they have been	they will have been

Simple Form)Present Perfect Tense

I have walked	we have walked
you have walked	you have walked
he has walked	they have walked

Past Perfect Tense

I had walked	we had walked
you had walked	you had walked
he had walked	they had walked

Future Perfect Tense

I will (shall) walk	I will (shall) have walked	we will (shall) have walked
you will walk	you will have walked	you will have walked
they will walk	they will have walked	they will have walked

c. Vowel Change - Addition of -t or -d

sleep	slept	slept	mean	meant	meant
keep	kept	kept	leave	left	left
creep	crept	crept			
weep	wept	wept	flee	fled	fled
			tell	told	told
think	thought	thought	sell	sold	sold
teach	taught	taught			
buy	bought	bought	lose	lost	lost
catch	caught	caught			
fight	fought	fought	hear	heard	heard
seek	sought	sought	understand	understood	understood

3. Three Principal Parts Differ to Some Extenta. No Similarity

be	was	been
go	went	gone
do	did	done

b. Vowel Change - Addition of -n

arise	arose	arisen	ride	rode	ridden
drive	drove	driven	rise	rose	risen
fly	flew	flown			

c. Vowel Change - No -n

sing	sang	sung	swim	swam	swum
ring	rang	rung			
drink	drank	drunk	begin	began	begun

d. First and Third Vowels Similar

blow	blew	blown	run	ran	run
know	knew	known	come	came	come
grow	grew	grown			
throw	threw	thrown	eat	ate	eaten
			give	gave	given
			see	saw	seen
			draw	drew	drawn

e. Second and Third Vowels Similar

break	broke	broken	tear	tore	torn
speak	spoke	spoken	wear	wore	worn
choose	chose	chosen	swear	swore	sworn
steal	stole	stolen	bear	bore	born
			get	got	got (gotten)
			forget	forgot	forgotten

Part V

## EXAMPLES OF CONJUGATIONS

(These are examples of standard conjugations.)

Verb: To Be (Be: Simple Form)Present Tense

I am	we are
you are	you are
he, she, it is	they are

Present Perfect Tense

I have been	we have been
you have been	you have been
he has been	they have been

Past Tense

I was	we were
you were	you were
he was	they were

Past Perfect Tense

I had been	we had been
you had been	you had been
he had been	they had been

Future Tense

I will (shall) be	we will (shall) be
you will be	you will be
he will be	they will be

Future Perfect Tense

I will (shall) have been	we will (shall) have been
you will have been	you will have been
he will have been	they will have been

Verb: To Walk (Walk: Simple Form)Present Tense

I walk	we walk
you walk	you walk
he, she, it walks	they walk

Present Perfect Tense

I have walked	we have walked
you have walked	you have walked
he has walked	they have walked

Past Tense

I walked	we walked
you walked	you walked
he walked	they walked

Past Perfect Tense

I had walked	we had walked
you had walked	you had walked
he had walked	they had walked

Future Tense

I will (shall) walk	we will (shall) walk
you will walk	you will walk
he will walk	they will walk

Future Perfect Tense

I will (shall) have walked	we will (shall) have walked
you will have walked	you will have walked
he will have walked	they will have walked

Verb: To Walk (Progressive Form)Present Tense

I am walking	we are walking
you are walking	you are walking
he, she, it is walking	they are walking

Past Tense

I was walking	we were walking
you were walking	you were walking
he was walking	they were walking

Future Tense

I will (shall) be walking	we will (shall) be walking
you will be walking	you will be walking
he will be walking	they will be walking

Present Perfect Tense

I have been walking	we have been walking
you have been walking	you have been walking
he has been walking	they have been walking

Past Perfect Tense

I had been walking	we had been walking
you had been walking	you had been walking
he had been walking	they had been walking

Future Perfect Tense

I will (shall) have been walking	we will (shall) have been walking
you will have been walking	you will have been walking
he will have been walking	they will have been walking

Verb: To See (Passive Voice)Present Tense

I am seen	we are seen
you are seen	you are seen
he, she, it is seen	they are seen

Past Tense

I was seen  
 you were seen  
 he was seen

we were seen  
 you were seen  
 they were seen

Future Tense

I will (shall) be seen  
 you will be seen  
 he will be seen

we will (shall) be seen  
 you will be seen  
 they will be seen

Present Perfect Tense

I have been seen  
 you have been seen  
 he has been seen

we have been seen  
 you have been seen  
 they have been seen

Past Perfect Tense

I had been seen  
 you had been seen  
 he had been seen

we had been seen  
 you had been seen  
 they had been seen

Future Perfect Tense

I will (shall) have been seen  
 you will have been seen  
 he will have been seen

we will (shall) have been seen  
 you will have been seen  
 they will have been seen

Verb: To Be (Subjunctive Mood)

(occasionally used in conditional  
 or contrary-to-the fact situations)

Present Tense

(If) I be  
 (If) you be  
 (If) he, she, it be

(If) we be  
 (If) you be  
 (If) they be

Past Tense

(If) I were  
 (If) you were  
 (If) he, she, it were

(If) we were  
 (If) you were  
 (If) they were



Part VI

## FOUR IMPORTANT SPELLING RULES

There are four spelling rules which will help you spell thousands of words.

Rule 1. Words Ending in Silent -e.

**SHORT RULE**  
Before a vowel, drop the -e.  
Before a consonant, let it be.

When a word ends in silent -e, drop the -e before a suffix beginning with a vowel, but retain it before one beginning with a consonant.

Notice what happens to the final -e in the following words when a suffix is added.

close	closed	closing
take	taker	taking
arrange	arrangement	arranging

Rule 2. Final Consonants

C = Consonant  
V = Vowel

**SHORT RULE**  
Double one C after one V  
if it a<sup>c</sup>cented be.

When a word ends in a single consonant after a single vowel in an accented syllable, you double the consonant before a suffix beginning with a vowel.

Notice what happens in these words of one syllable:

stop	stopped	stopping	stopper
begin		beginning	beginner
help	helped	helping	helper

Now look at these words:

ship	shipped	shipping	shipment
------	---------	----------	----------

The same general rule applies to words of more than one syllable if the accent falls on the last syllable.

prefer <sup>'</sup>	preferred	preferring
refer	referred	referring

But look at these words:

prefer <sup>'</sup>	préferable <sup>'</sup>
refer	référence <sup>'</sup>

They end in a **single consonant with a single vowel before it** and are accented on the last syllable. But the final consonant is not doubled before the suffix even though it begins with a vowel.

Notice what happens to the accent in these words when the suffix is added; it is shifted forward. When the accent does not remain on the syllable, the final consonant is usually not doubled before a suffix.

The final consonant in any word is doubled before a suffix only under these conditions:

- a. The word must end in one consonant with one vowel before it.
- b. If the word has more than one syllable, the accent must be on the last syllable and remain on the same syllable.
- c. The suffix must begin with a vowel.

Rule 3. Final -y

**SHORT RULE**  
After a consonant, **-y becomes -i.**  
After a vowel, **-y stays -y.**

If a consonant comes before final -y, -y changes to -i before all suffixes except -ing.

If a vowel comes before -y, -y does not change.

Notice these words with a consonant before final -y:

carry	carried	carries	carrying
marry	married	marries	marrying
study	studied	studies	studying

Notice these words with a vowel before final -y:

delay	delayed	delays	delaying
journey	journeyed	journeys	journeying
employ	employed	employs	employing

Notice these exceptions:

day	daily	
lay	laid	lain
pay	paid	

Rule 4. ei and ie

## SHORT RULE

Write i before e except after c  
 or when sounded like /e/as in  
neighbor and weigh.

Notice these principal situations in which the ei - ie problem arises:

a. i before e (This covers most of the problem words.)

believe	piece
friend	niece

b. e before i after c

deceive	receipt
receive	ceiling

c. e before i when sounded like /e/

eight  
 neighbor  
 weigh

Notice these exceptions:

either	their	foreign
neither	seize	leisure

Part VII

## LIST OF CONTRACTIONS

aren't	(are not)
can't	(cannot)
couldn't	(could not)
didn't	(did not)
doesn't	(does not)
don't	(do not)
haven't	(have not)
he'll	(he will)
I'm	(I am)
I'll	(I will or I shall)
isn't	(is not)
it's	(it is)
let's	(let us)
mustn't	(must not)
shouldn't	(should not)
that's	(that is)
they're	(they are)
we'll	(we will or we shall)
we're	(we are)
what's	(what is)
won't	(will not)
we've	(we have)
who's	(who is)
wouldn't	(would not)
you'll	(you will)
you're	(you are)
you've	(you have)

## INDEX

- A/an, some, the, 162
- Able to, 100
- Adjectives, 226  
 predicate, 9  
 comparative, 42  
 superlative, 43  
 use of, 9, 45, 227  
 irregular comparison of, 44
- Adverbs, 226  
 formation of, 226  
 use of, 227  
 sentence structure with, 227  
 irregular comparison of, 228
- Alphabet, 308
- Also, too, either, 103
- Clothing, expressions about, 201
- Colors, 231
- Consonants  
 / r / and / l /, 55, 266, 267  
 / k / and / g /, 209  
 Voiced and Unvoiced, 208  
 / p / and / b /, 208  
 / t / and / d /, 209, 215  
 / f / and / v /, 209  
 / θ / and / ð /, 214, 215  
 / b / and / v /, 215  
 / s / and / z /, 236  
 / s / and / š /, 237  
 / ž / 237  
 / č / and / ĵ /, 237  
 / m / and / n /, 267  
 / v / and / w /, 268  
 / ĵ / and / y /, 268  
 / ŋ / 269
- Chart, 310
- Count nouns, 162, 166
- Diphthongs, review, 298
- Do, 284, 285, 288
- Either, also, too, 103
- Few  
 compared to little, 72
- Future tense  
 with be going to, 12, 99  
 review, 133
- Get, 287
- Going to, 12, 99
- Have, 286
- Have to, must, 13, 99
- Intensifiers, 169
- Intensive verb phrase, 259
- Little, few, 72
- Make, 283
- Mass nouns, special terms with, 162
- May, special exercises with, 41
- Measure, units of, 72-74
- Modal auxiliaries  
 review, 40, 196  
 may, special expressions with, 41  
 past tense, 131  
 must have to, 13
- Money, units of, 64  
 expressions of, 72, 74
- Must/have to, 13
- Nouns  
 count, 162  
 mass, 162  
 special terms with, 163
- Ought to, 41, 100
- Past tense of modals, 131
- Plural, mass count nouns, irregular, 166
- Prepositions  
 drill, 260

## Pronouns

possessive, 71, 72  
relative, 129

## Quantity

expressions of, 102  
review of words of, 202

Questions, shortened, attached and  
answers, 257

Say, 283

Some, the, a/an, 162

## Sound

voiced and unvoiced, 208  
system, 309

## Special expressions

right here, right there, 10  
right now, right over there, 10  
right over here, 10  
used to, be used to, get used to, 68-70  
get along with, 97  
rare, medium, well done, 156  
at all, 193  
had better ('d better), 230

Spelling rules, 320

Tell, 283

## Tense

future with be going to, 99  
future, review of, 133  
past of modal auxiliaries, 131

The, a/an, some, 162

Too,

compared to either and also, 103  
compared to very, 168

Usually, 70

## Verbs

conjugations of, 317  
contractions, 323  
intensive, 259  
irregular, parts, 313  
patterns, 315  
special: have to, want to, 99  
be going to, 99  
be able to, 100  
say, tell, make, do, have,  
get, 283-287

## Verbs (Cont'd)

tenses: future, with be going to, 99  
review of, 133  
past of modal auxiliaries, 131

Very, too, 168

Vowels, review, 294-297

Want to, 99