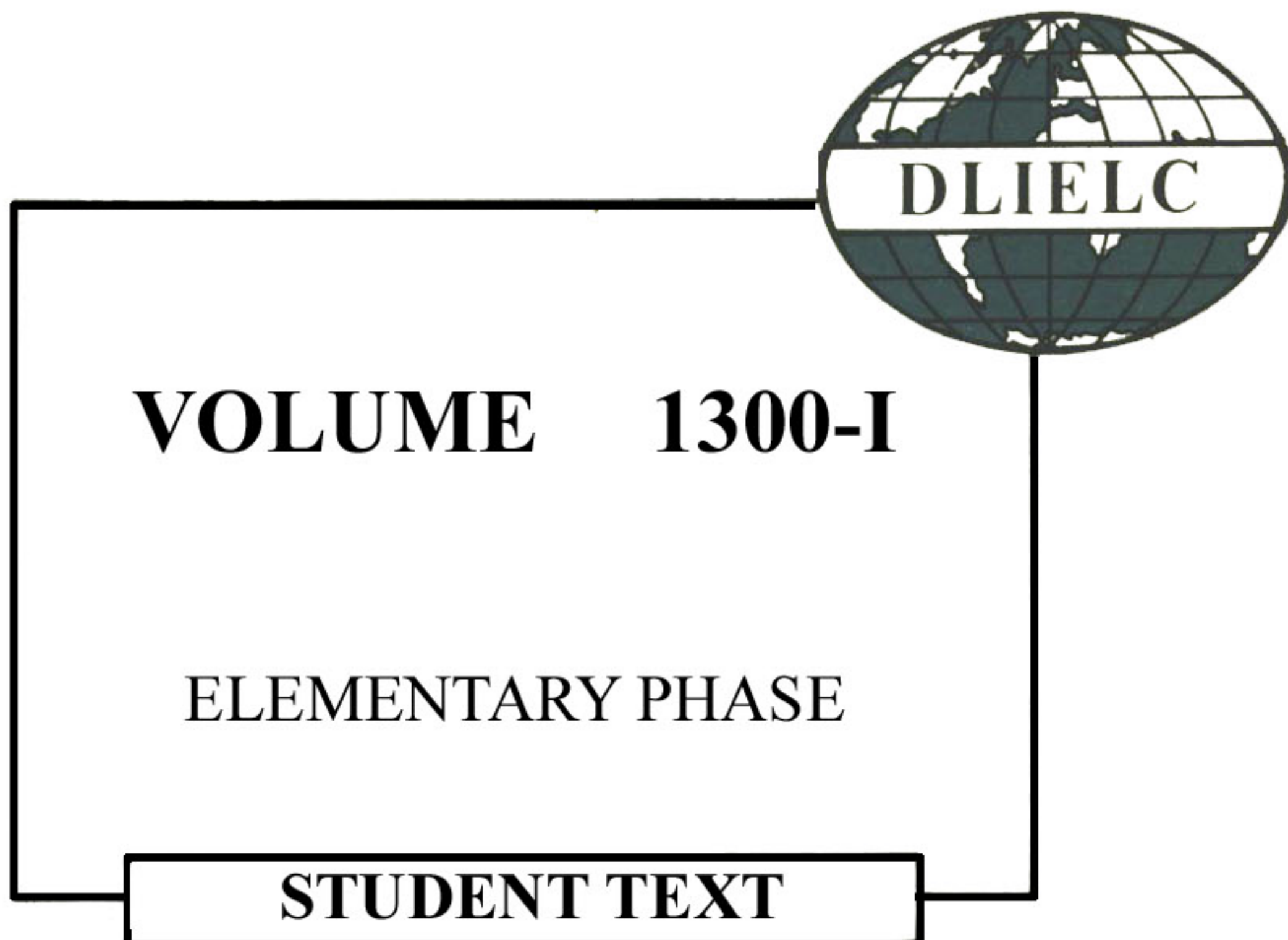




**Defense Language Institute**  
**English Language Center**  
Lackland Air Force Base, Texas

# AMERICAN LANGUAGE COURSE



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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.

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- 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

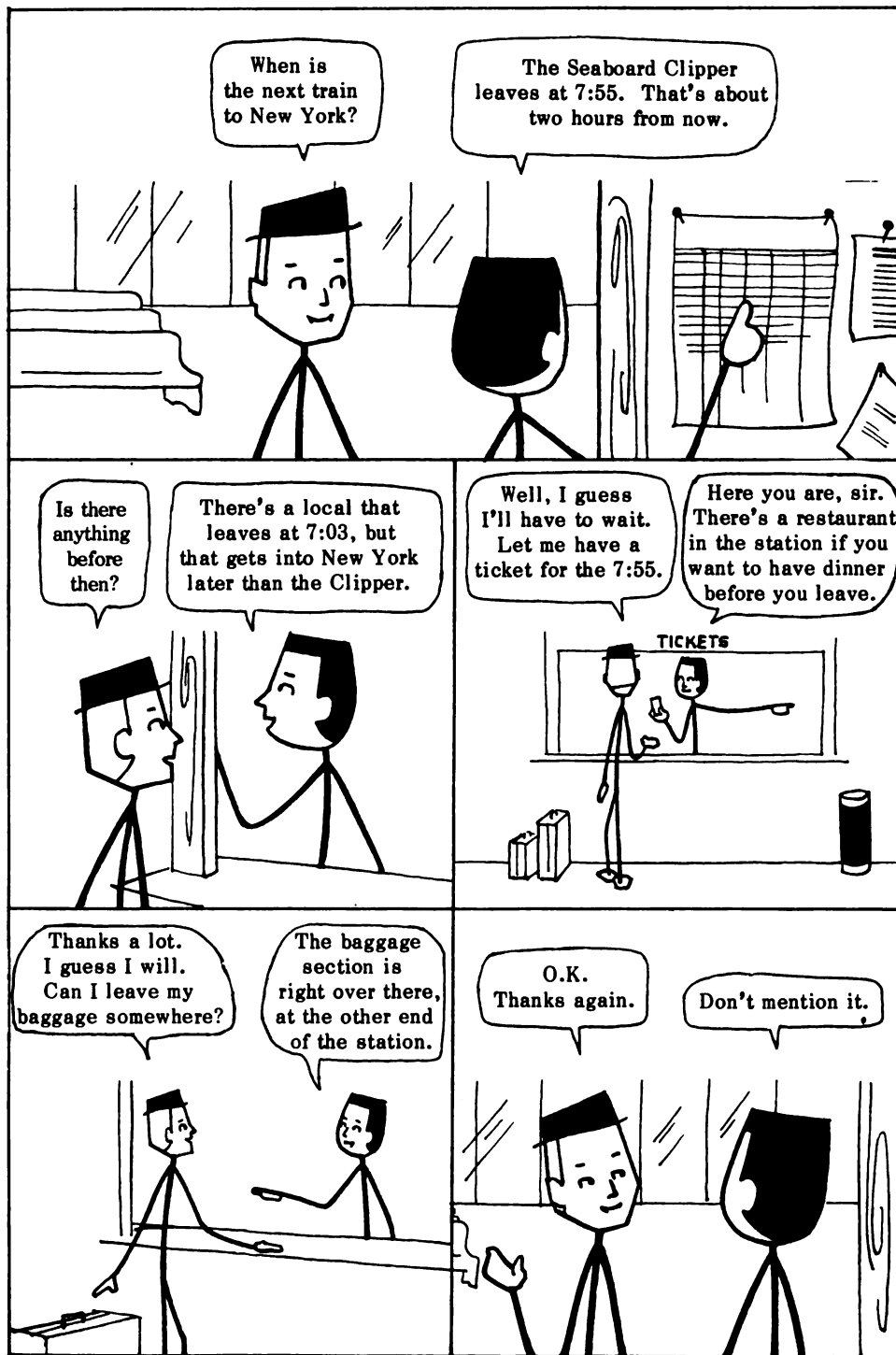
Formation of Questions and Answers:

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.**