

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/	a <u>f</u> raid	/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

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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	
Stops	/p/ 1	/b/ 2						/t/ 3	/d/ 4					/k/ 5	/g/ 6		
Nasals		/m/ 7						/n/ 8						/ŋ/ 9			
Lateral Glide								/l/ 10									
Fricatives			/f/ 11	/v/ 12	/θ/ 13	/ð/ 14	/s/ 15	/z/ 16	/ʃ/ 17	/ʒ/ 18						/h/ 19	
Affricates									/tʃ/ 20	/dʒ/ 21							
Glides		/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>all</u> , <u>le</u> <u>ft</u> | 18. /ʒ/ <u>meas</u> <u>ure</u> , <u>vis</u> <u>ion</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>ca</u> <u>n'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.	tʃ	chair, teacher, picture, March
21.	dʒ	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			
bite	bit	bitten	keep	kept	kept
bleed	bled	bled	know	knew	known
blow	blew	blown			
break	broke	broken	lay	laid	laid
bring	brought	brought	lead	led	led
build	built	built	leave	left	left
burst	burst	burst	lend	lent	lent
buy	bought	bought	let	let	let
			lie	lay	lain
cast	cast	cast	light	lit	lit (lighted)
catch	caught	caught	lose	lost	lost
choose	chose	chosen			
come	came	come	make	made	made
cost	cost	cost	mean	meant	meant
creep	crept	crept	meet	met	met
cut	cut	cut			
deal	dealt	dealt	pay	paid	paid
dig	dug	dug	put	put	put
do	did	done			
draw	drew	drawn	quit	quit	quit
drink	drank	drunk			
drive	drove	driven	read	read	read
			ride	rode	ridden
eat	ate	eaten	ring	rang	rung
			rise	rose	risen
fall	fell	fallen	run	ran	run
feed	fed	fed			
feel	felt	felt	say	said	said
fight	fought	fought	see	saw	seen
find	found	found	seek	sought	sought
flee	fled	fled	shake	shook	shaken
fly	flew	flown	sell	sold	sold
forget	forgot	forgotten	send	sent	sent
forgive	forgave	forgiven	set	set	set
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 accented 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.

pre <u>fer</u> '	preferred	preferring
refer	referred	referring

But look at these words:

pre <u>fer</u> '	pre <u>fer</u> able
refer	re <u>fer</u> ence

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)

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