



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

# **AMERICAN LANGUAGE COURSE**



**VOLUME 1100**

**ELEMENTARY PHASE**

**STUDENT TEXT**

## PREFACE

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

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

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

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## NOTES FOR THE INSTRUCTOR

### Introduction

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

### Objectives

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

### Methods of Presentation

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

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

### Prerecorded Tapes

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

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

### Student Workbook Assignments

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

## CONTENTS

<u>UNIT</u>	<u>PAGE</u>
1101	1
1102	41
1103	73
1104	99
1105	123
1106	149
1107	175
1108	203
1109	229
1110	253
Appendix	281
Index	299

# AMERICAN LANGUAGE COURSE

UNIT 1101

## OUTLINE AND STUDY OBJECTIVES

### Structures

Be - Present Tense

Simple Plurals

This/That: These/Those

Be - Contractions

Present Tense

Affirmative Questions

Short Affirmative Answers

Negative Statements

Contracted Negative Statements

Full and Contracted Forms

A/An

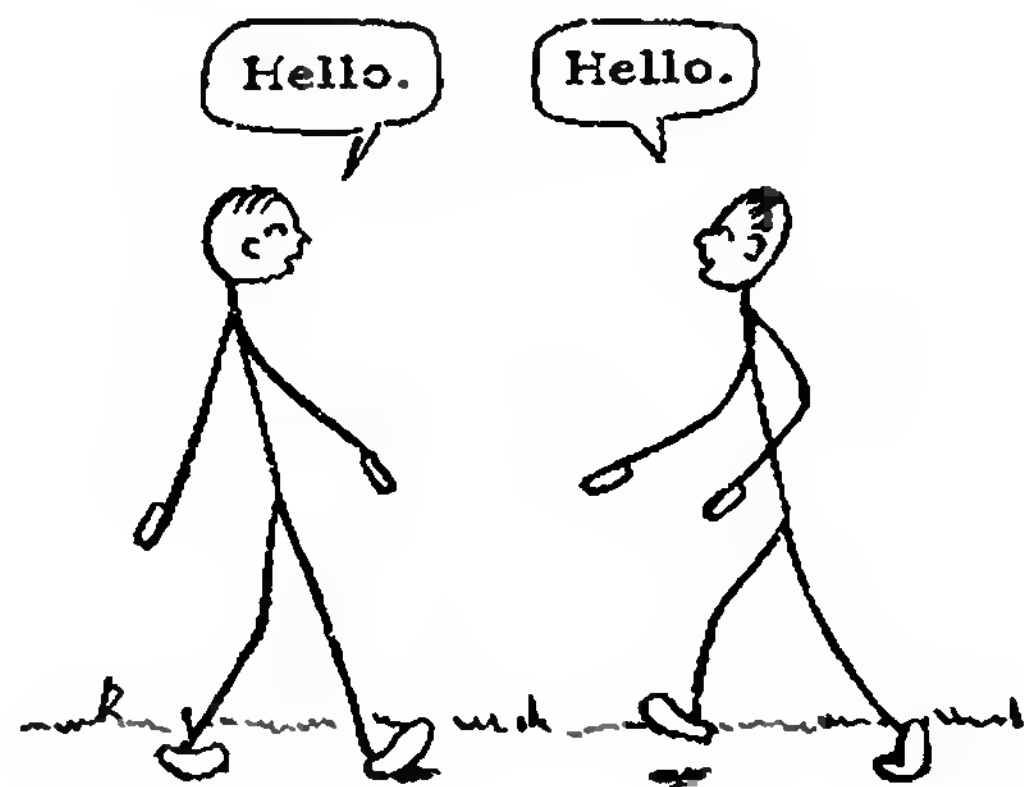
Who/What

### Sound and Intonation

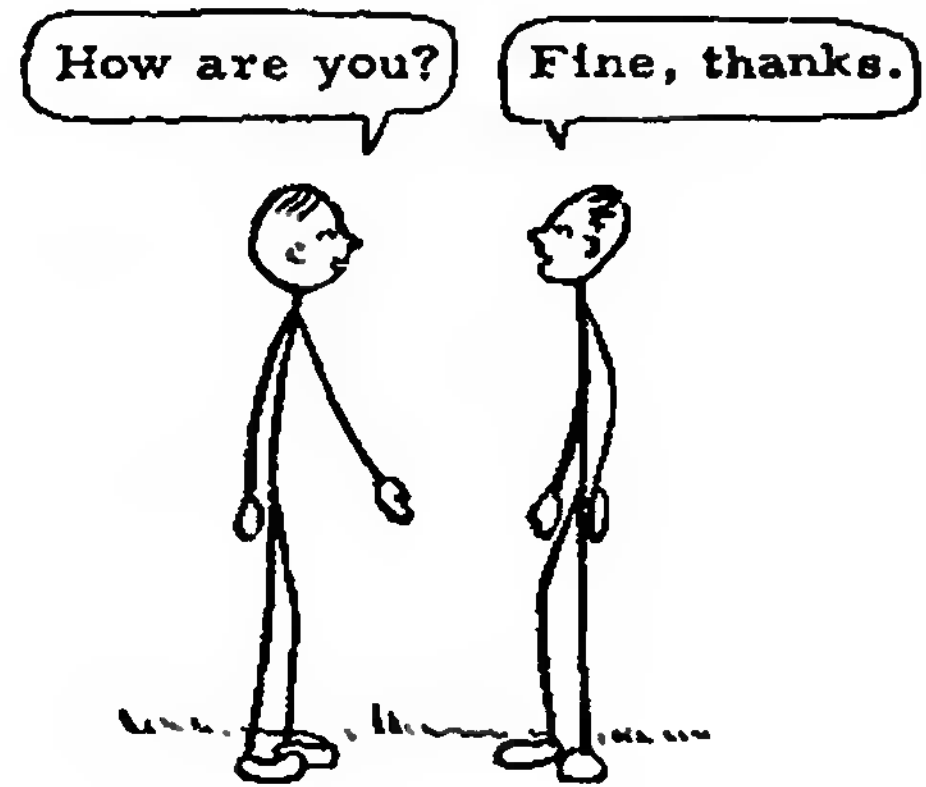
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## UNIT 1101

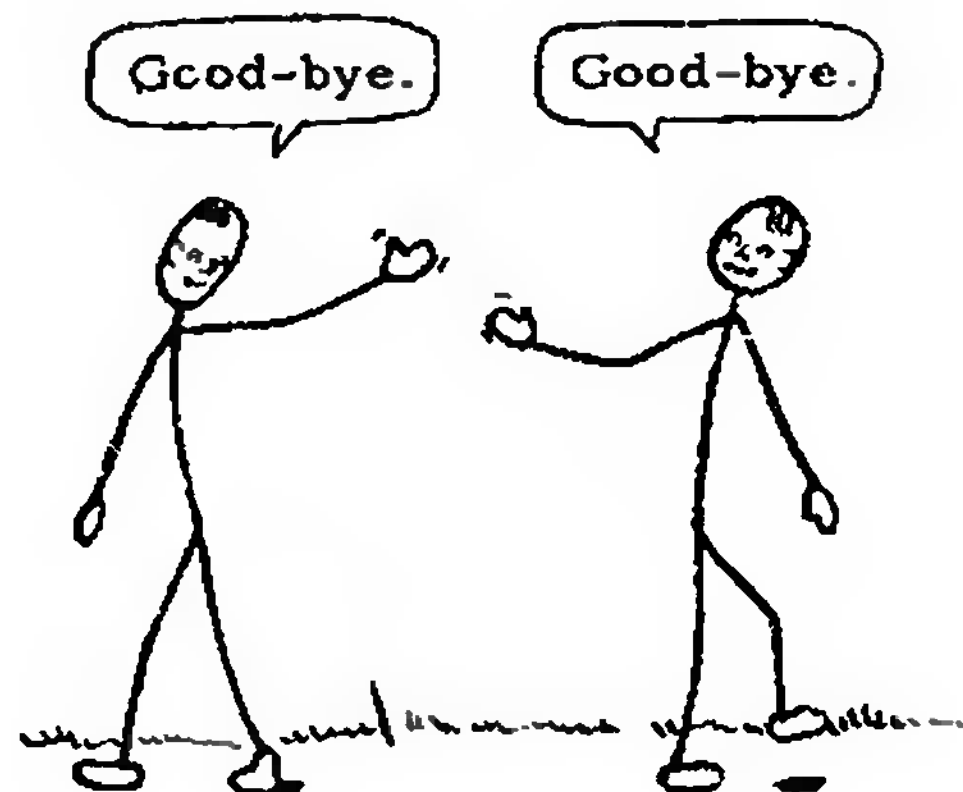
## CONVERSATION AND READING PRACTICES

Greetings

1.

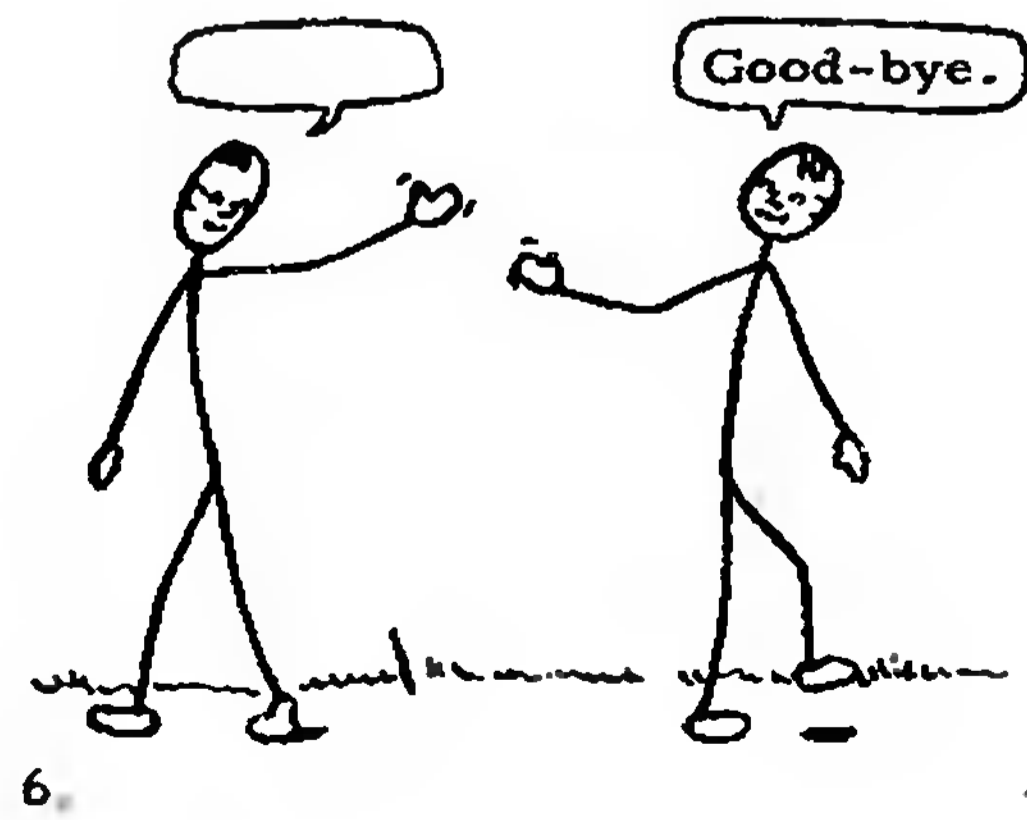
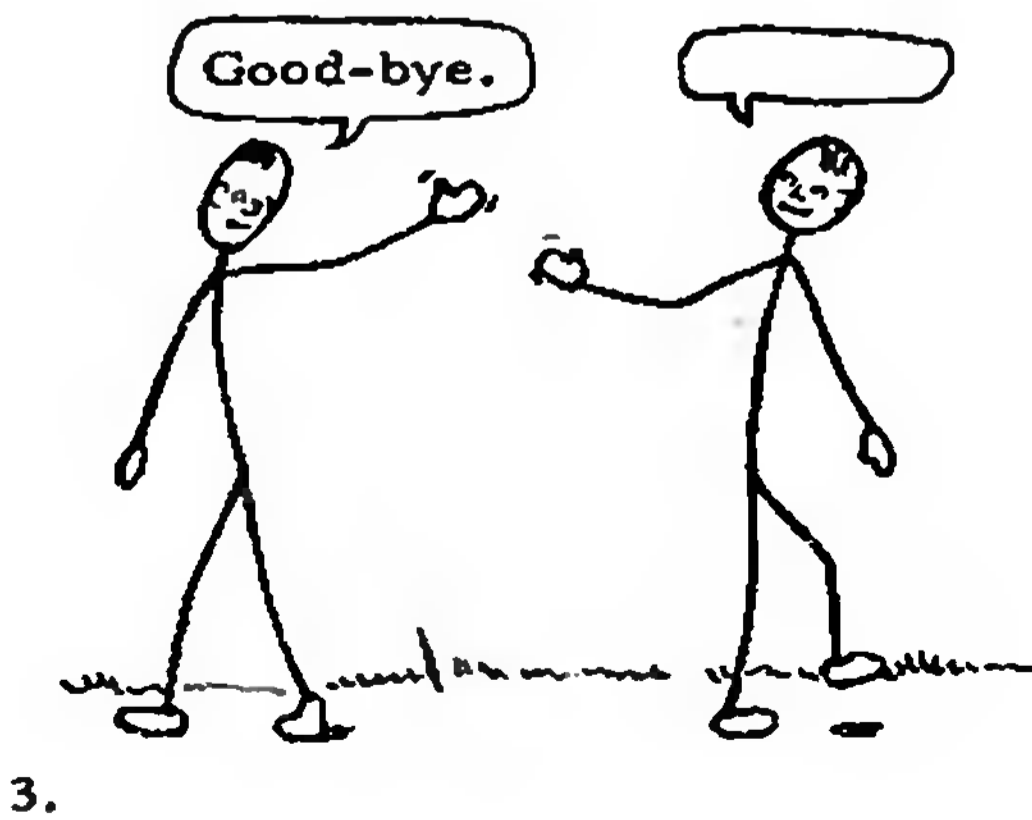
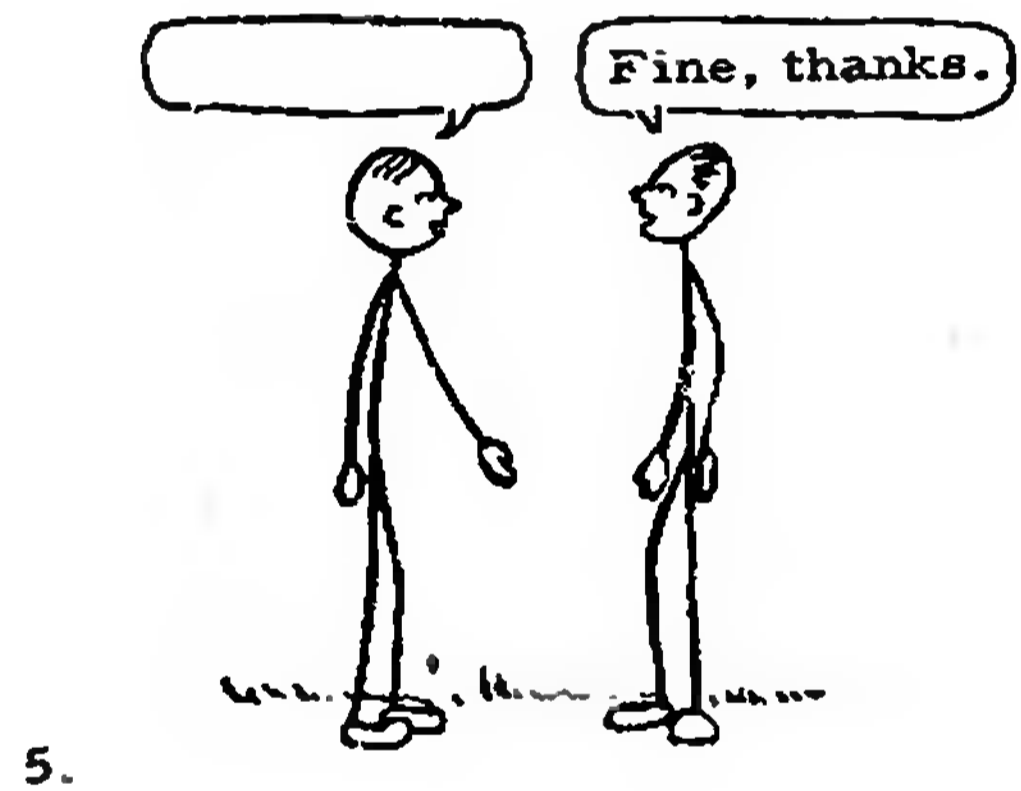
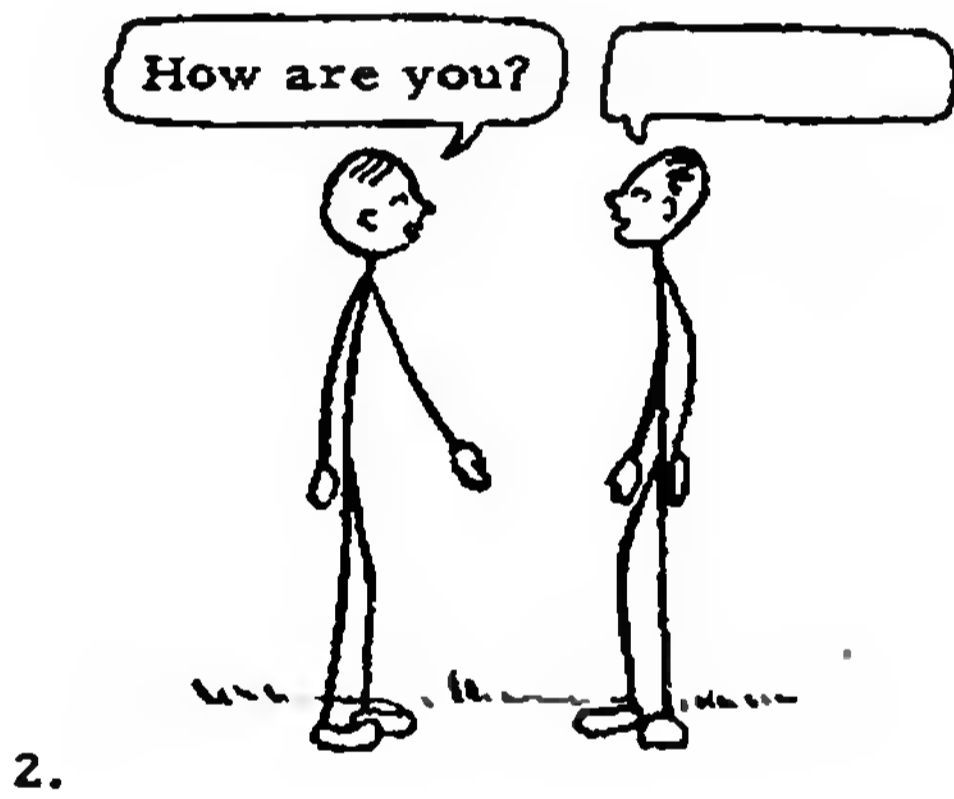
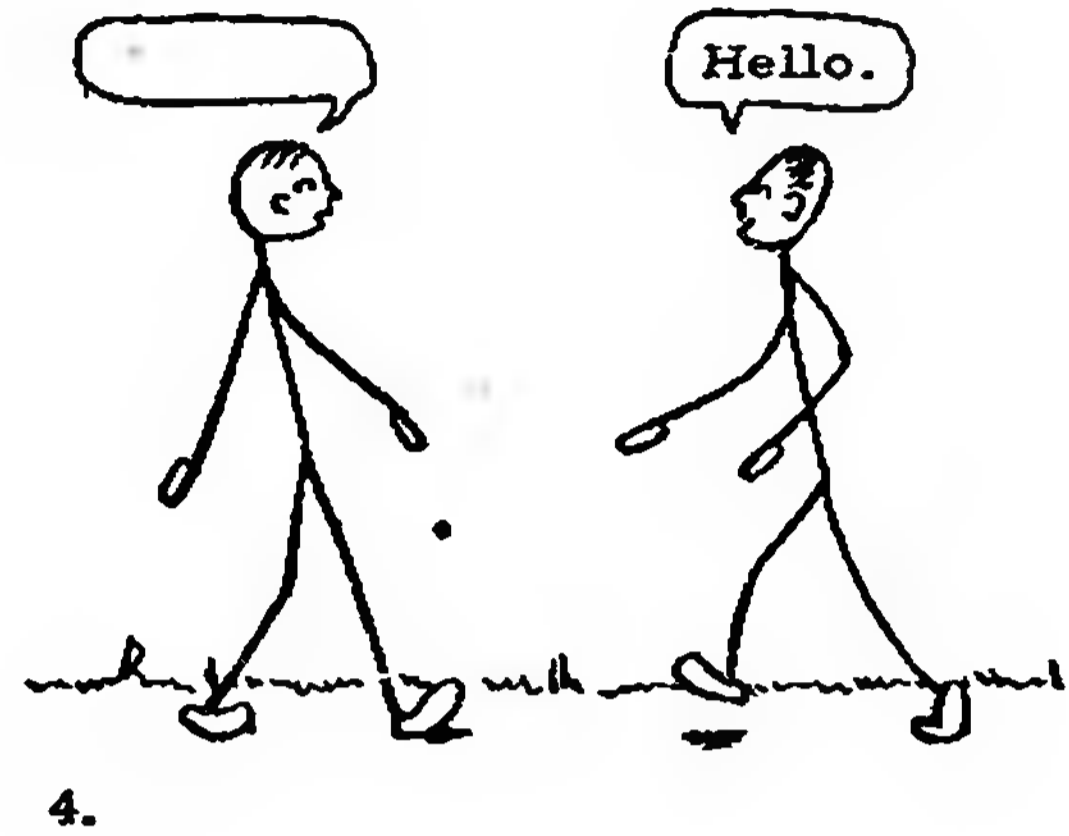
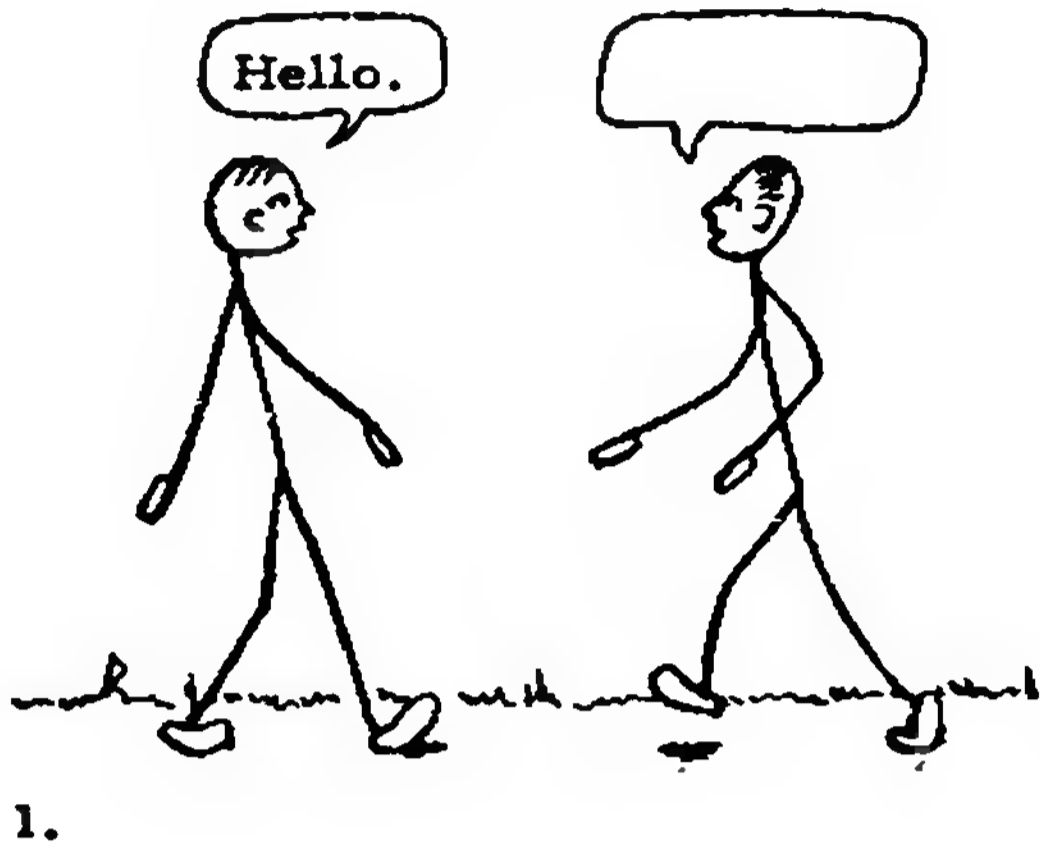


2.

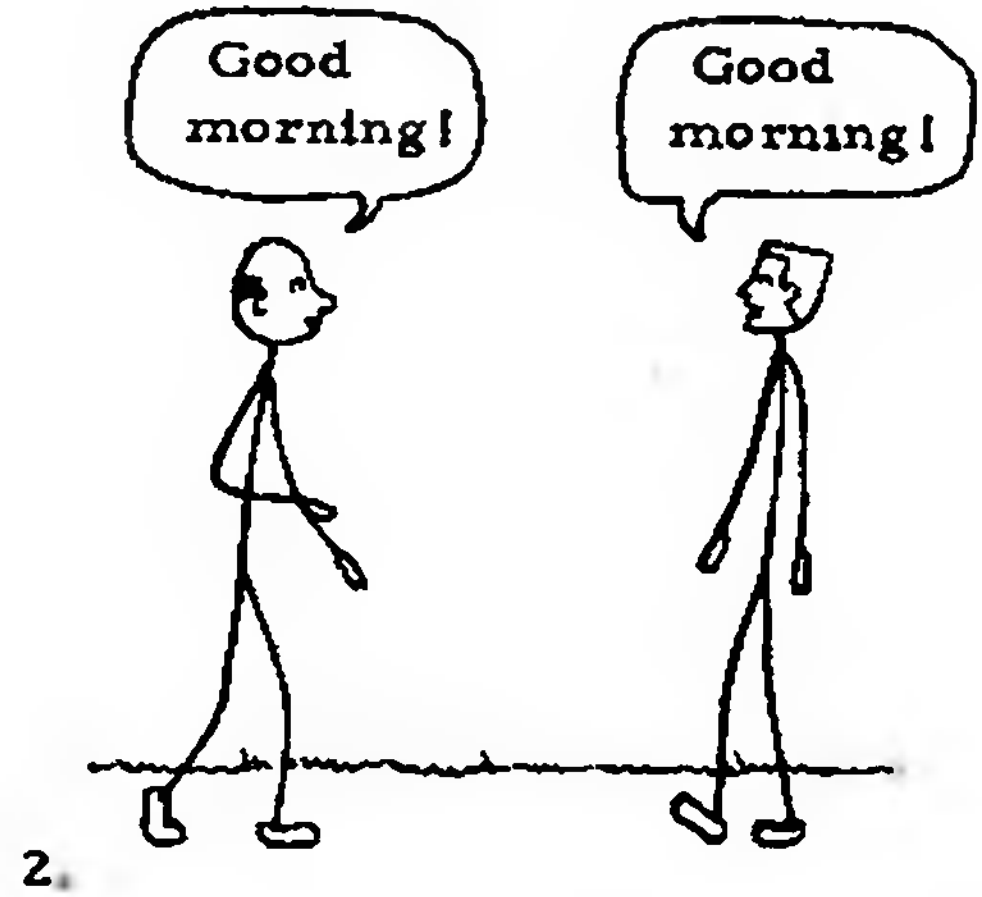
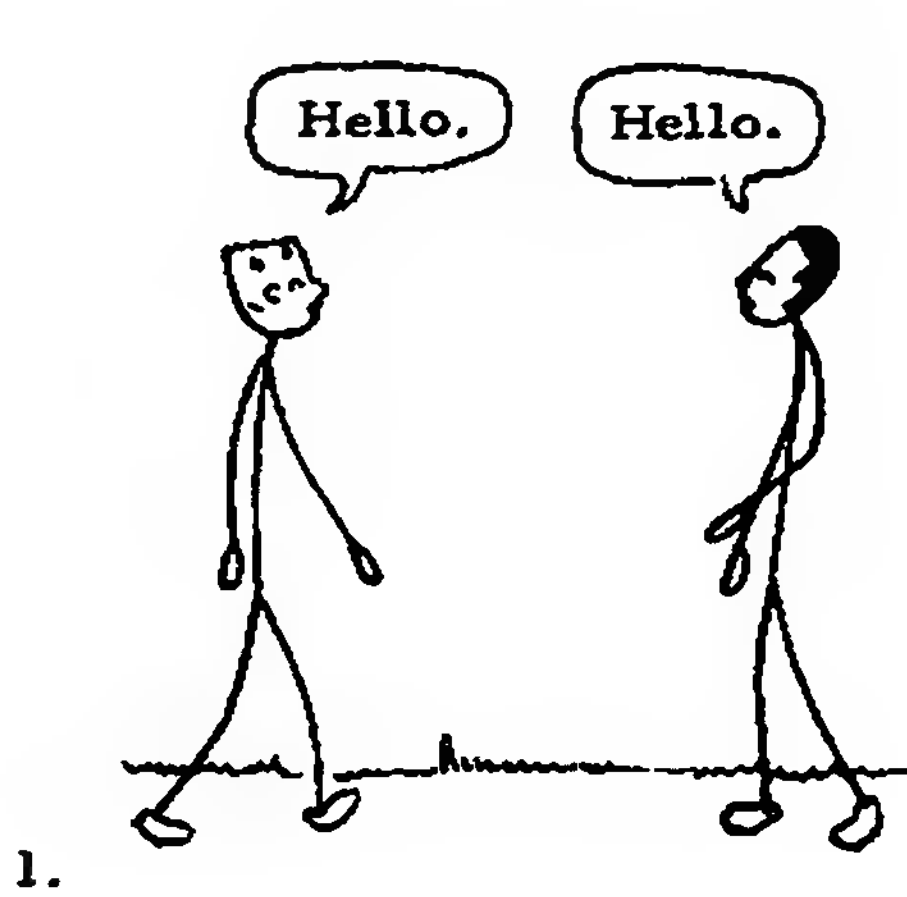


3.

Practice the conversation.

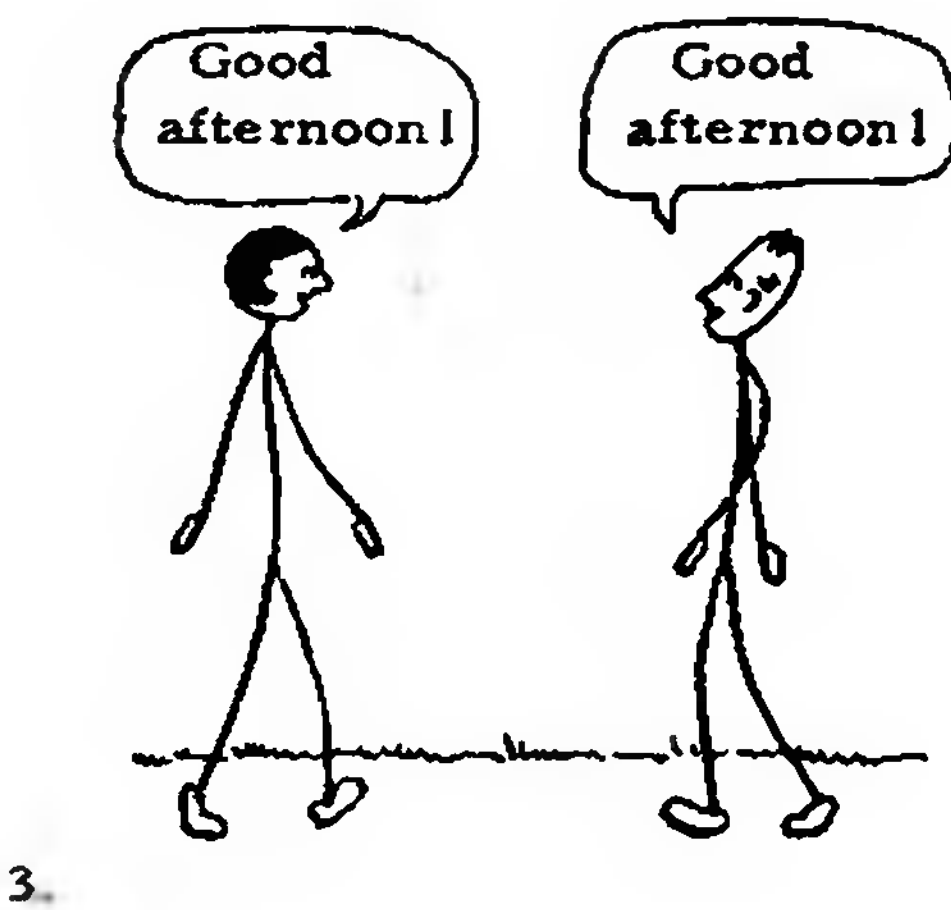


A. M.

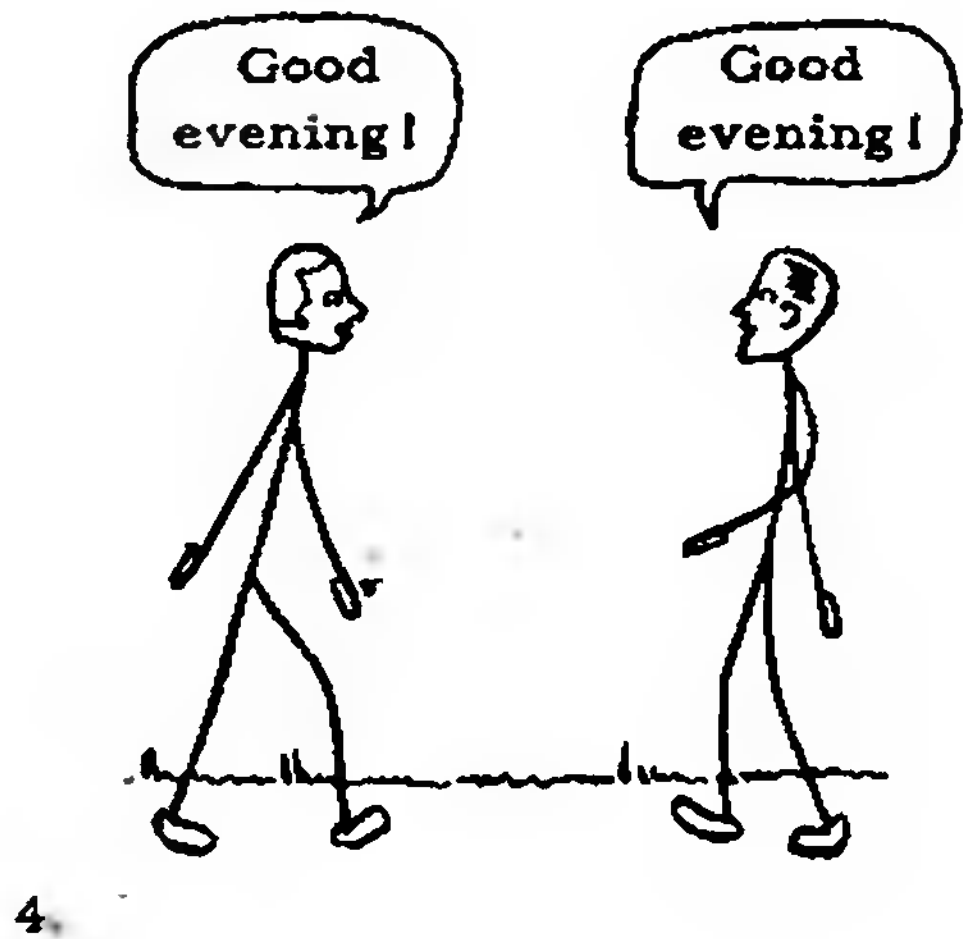


P. M.

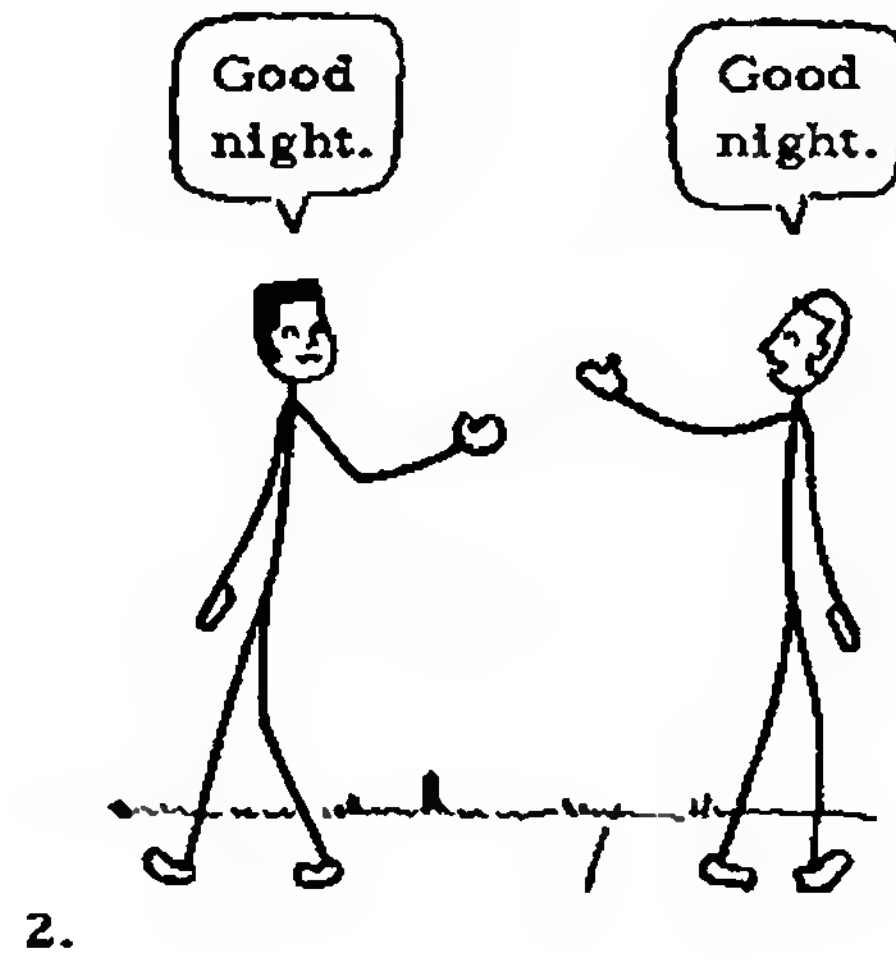
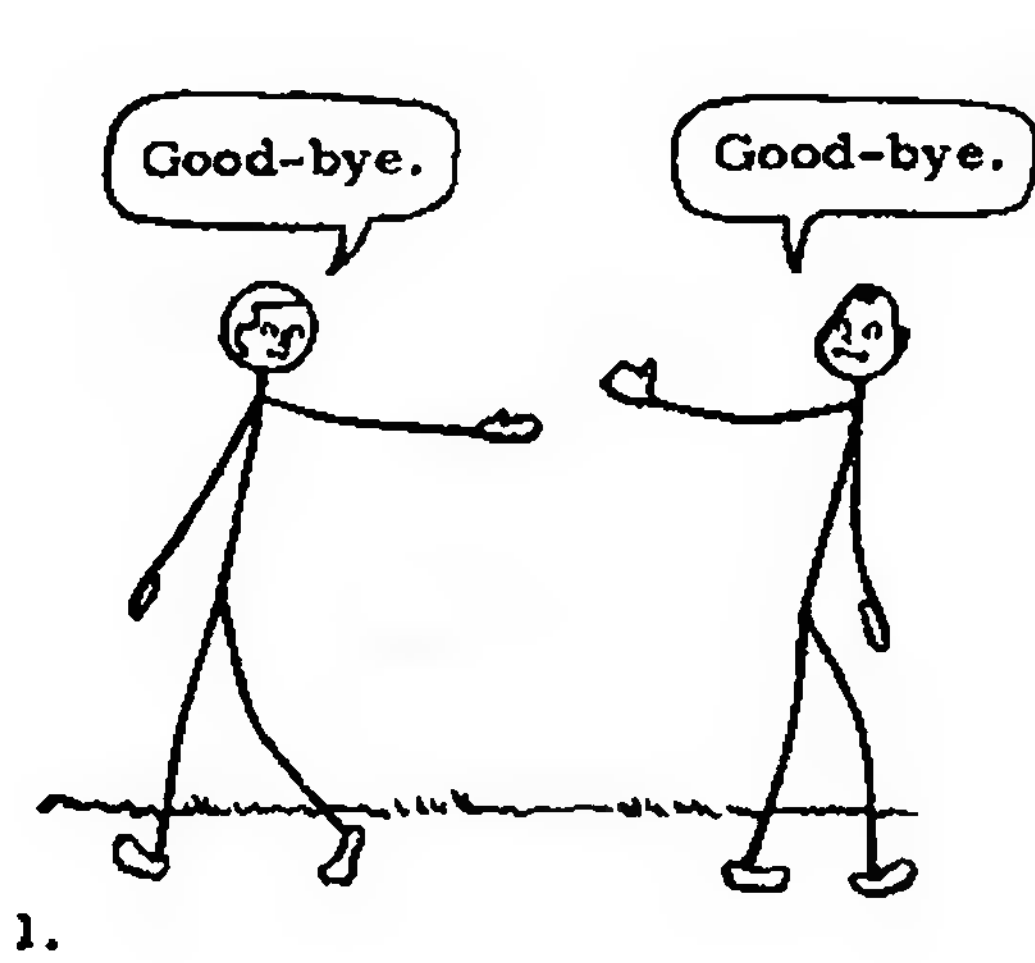
Between noon and six o'clock.



After six o'clock.



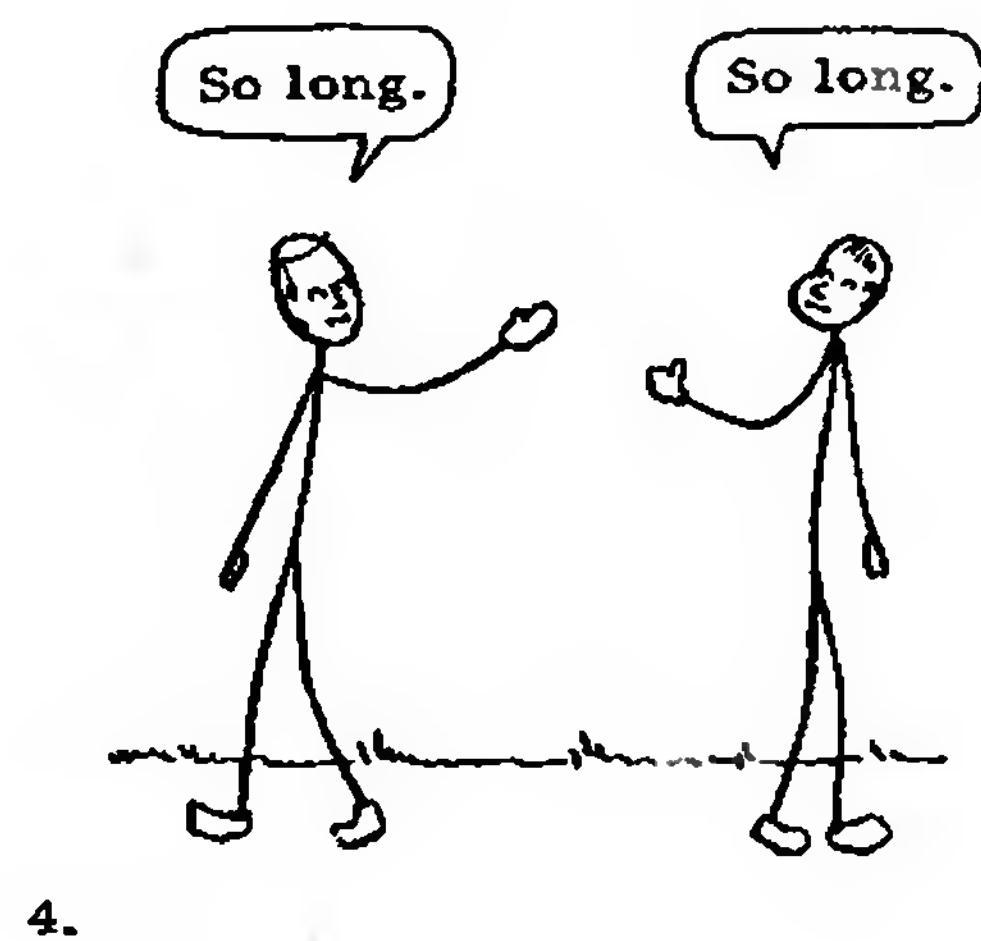
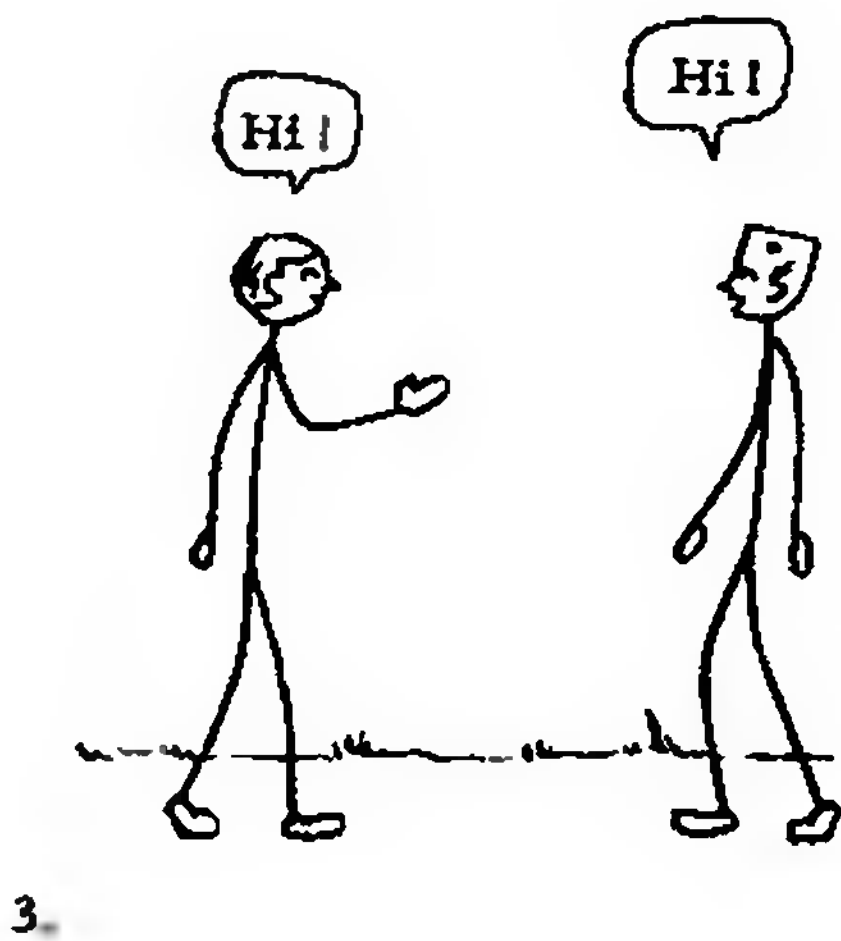
When parting at night

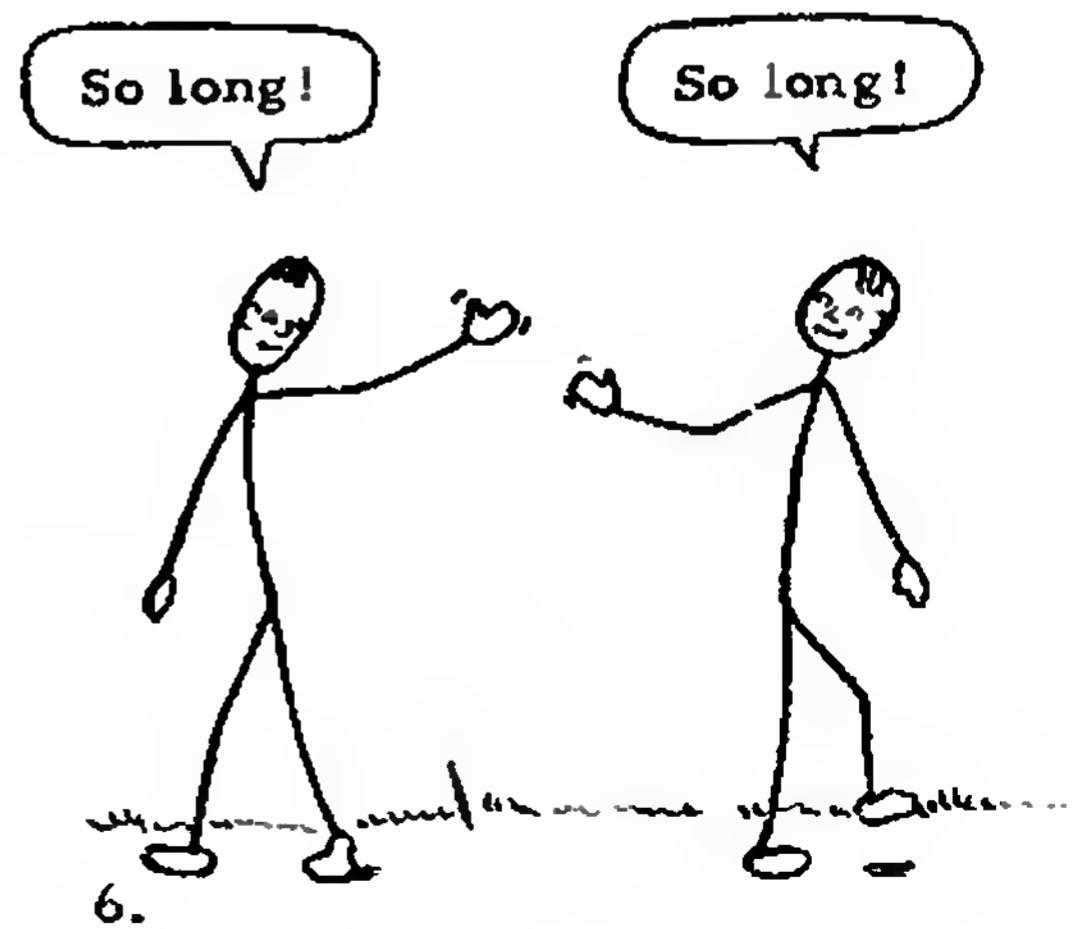
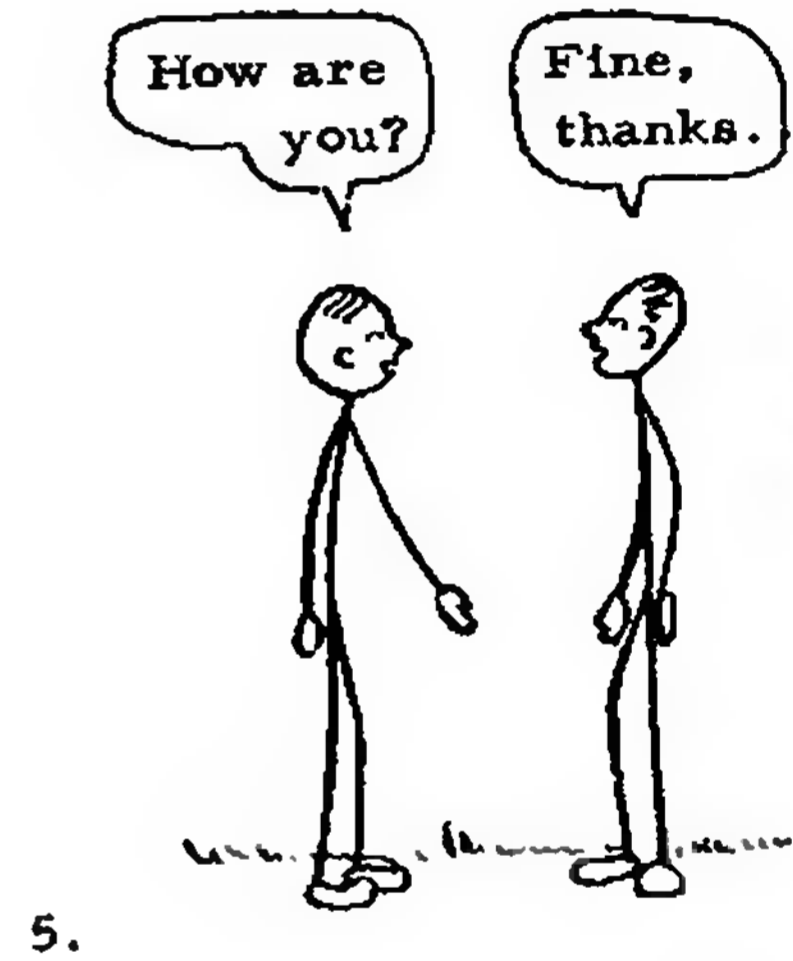
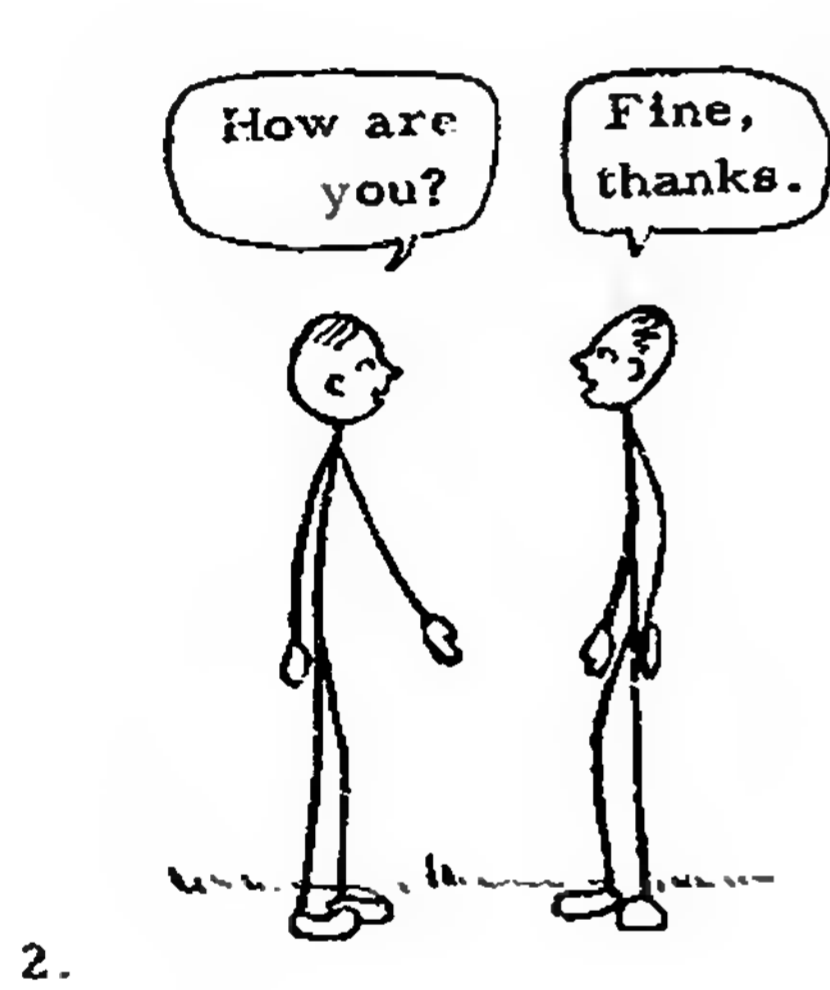
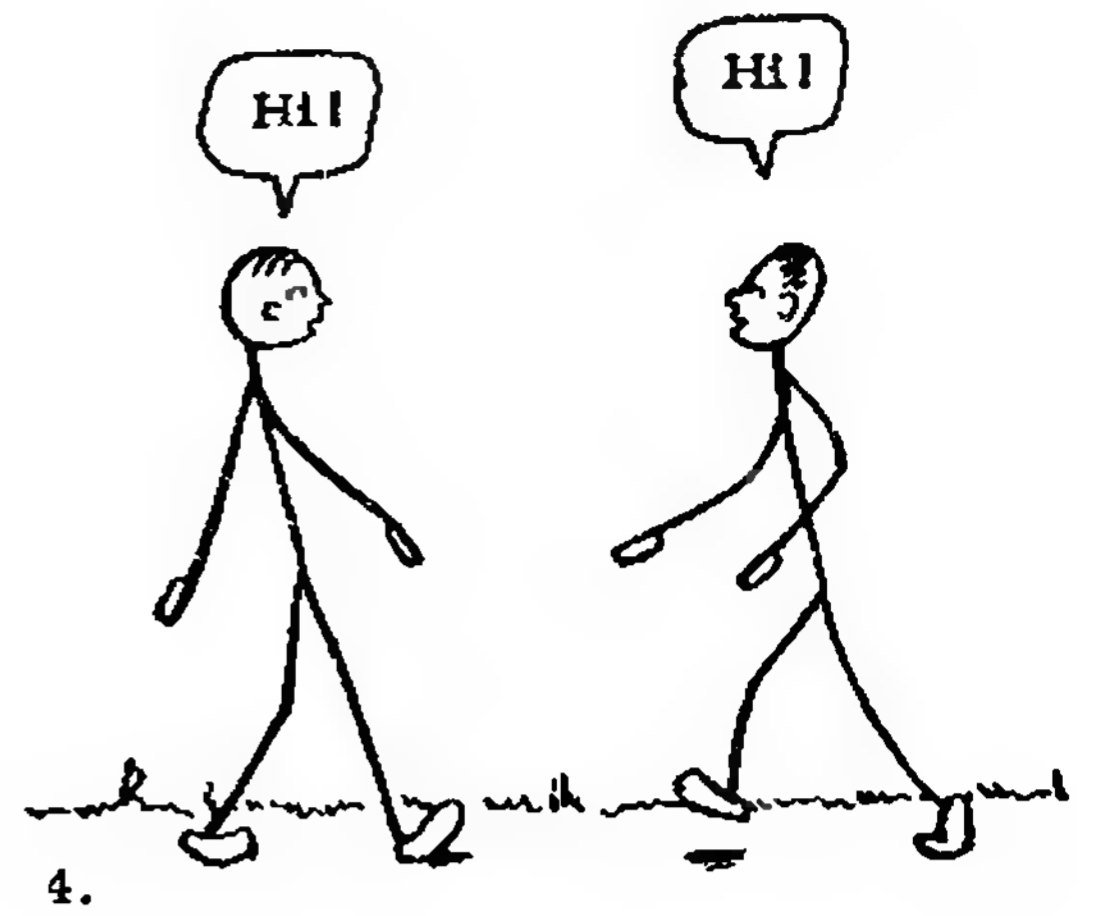
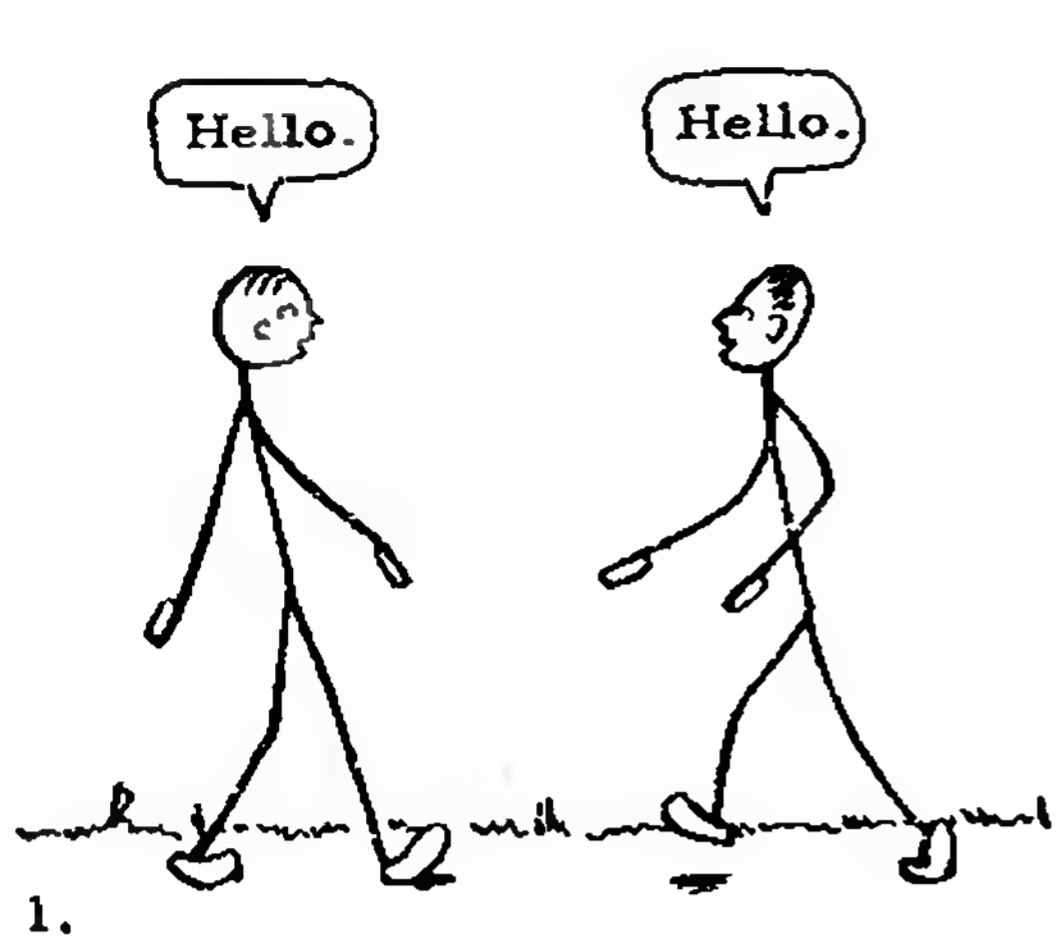


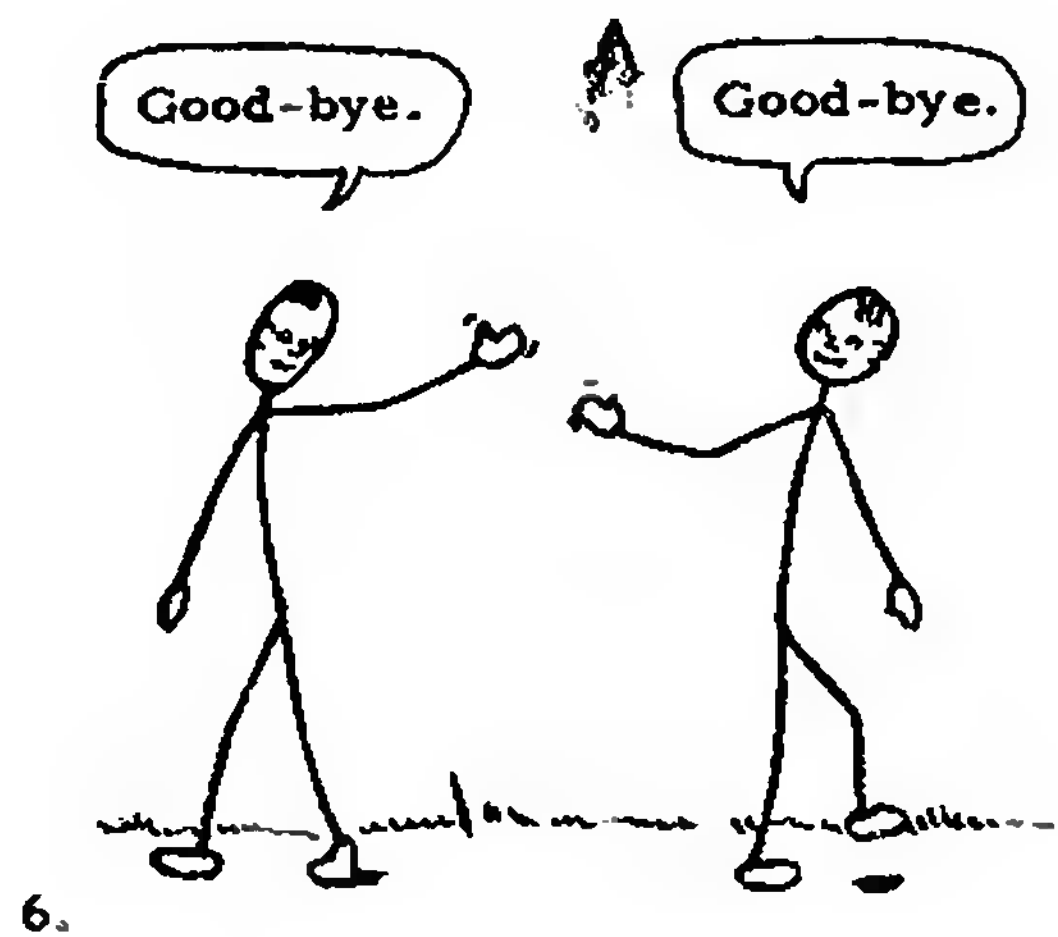
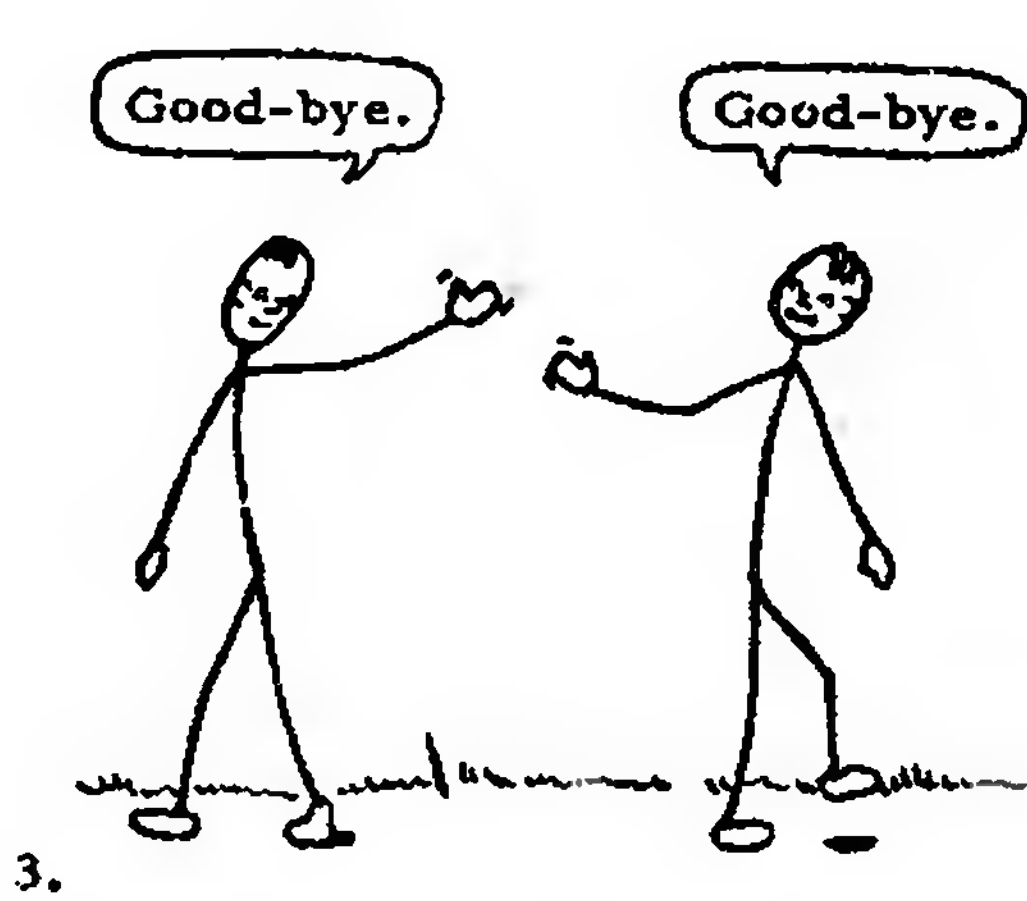
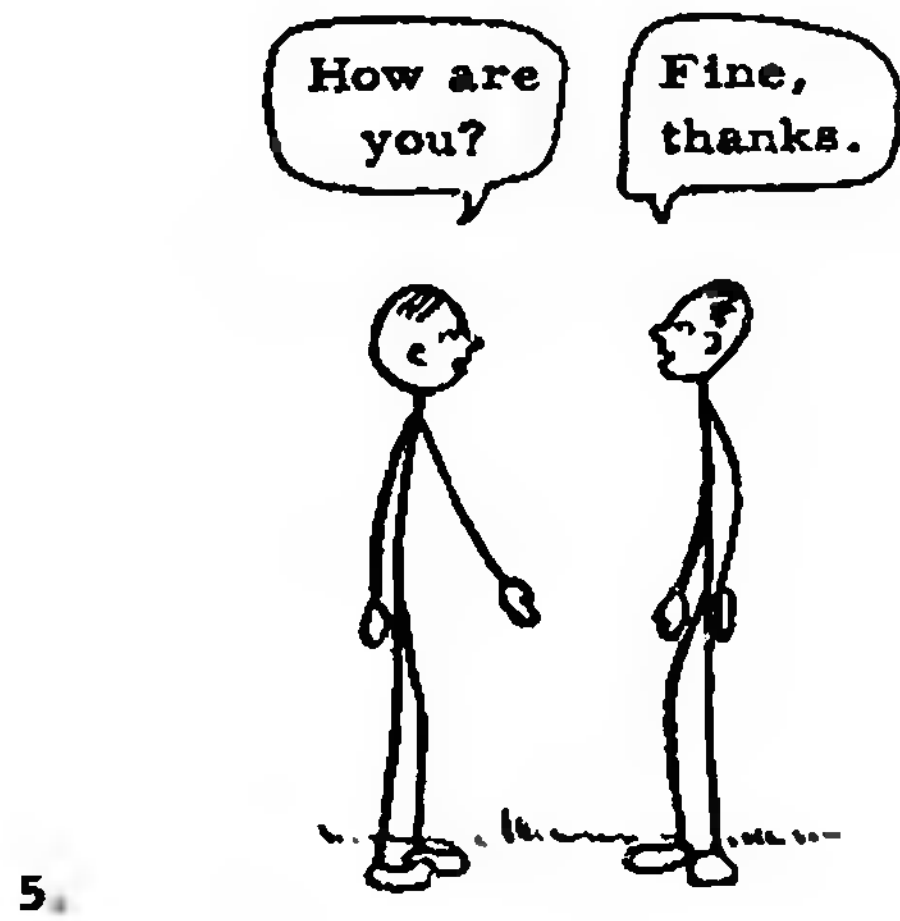
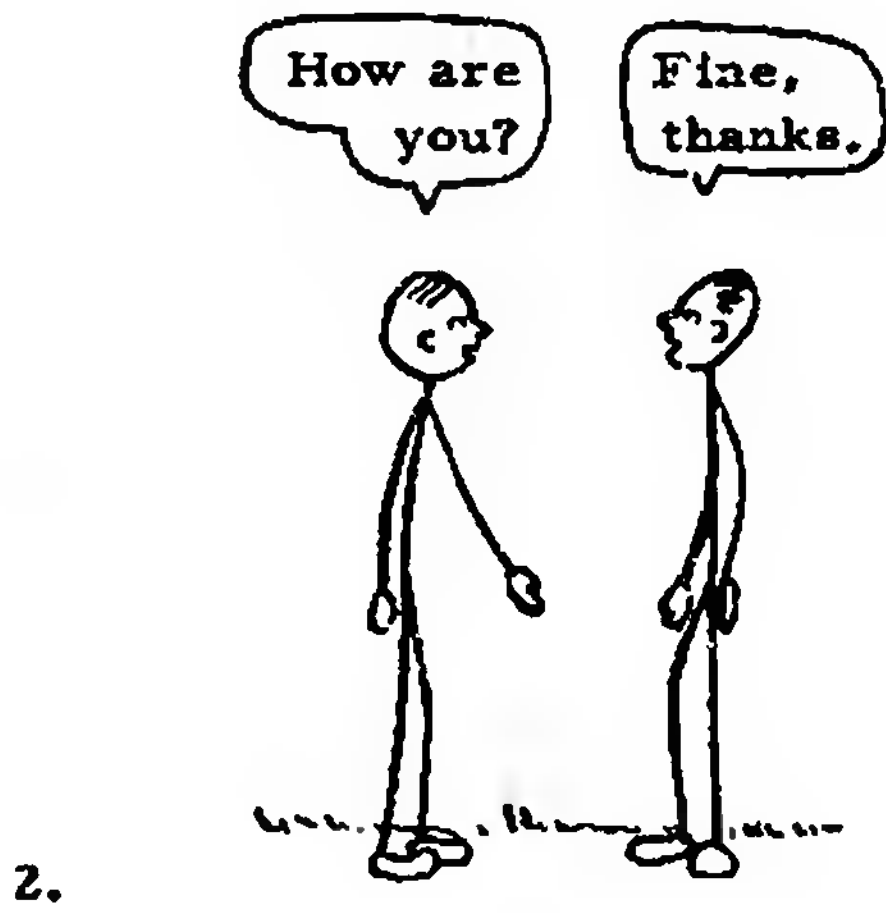
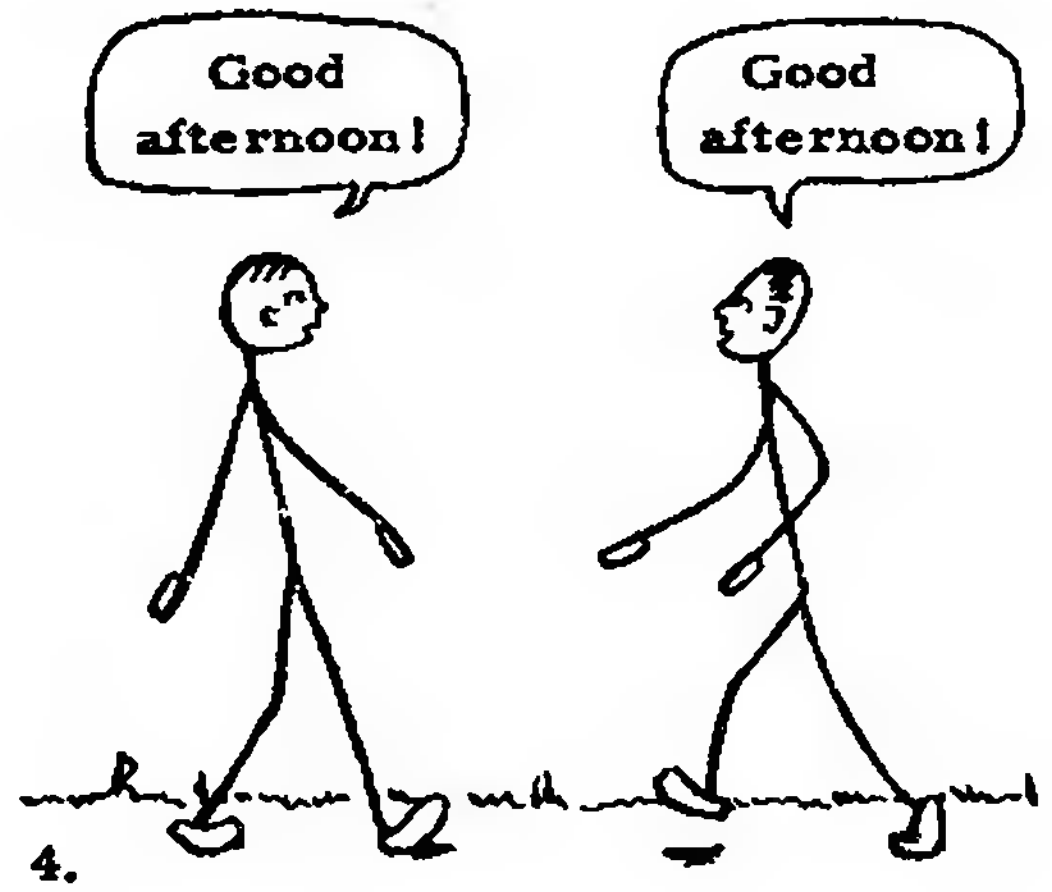
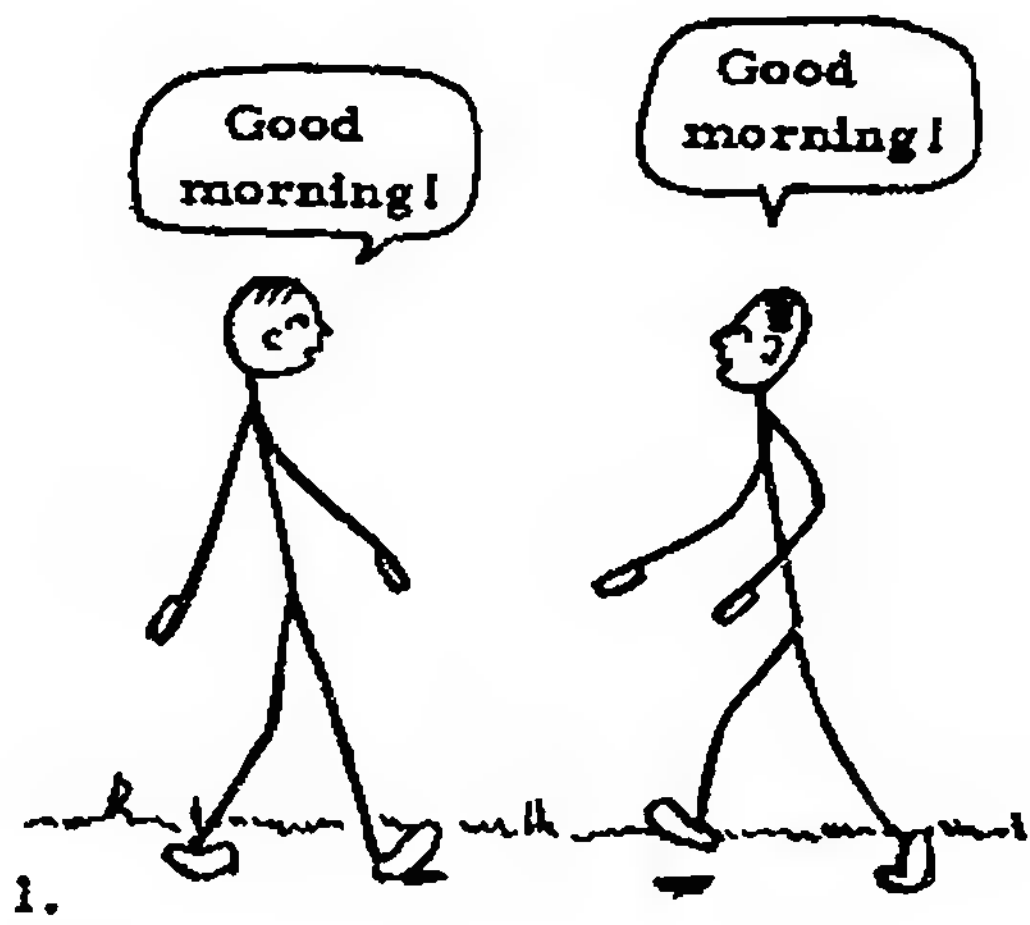
"Hi!" and "So long" are friendly and informal.

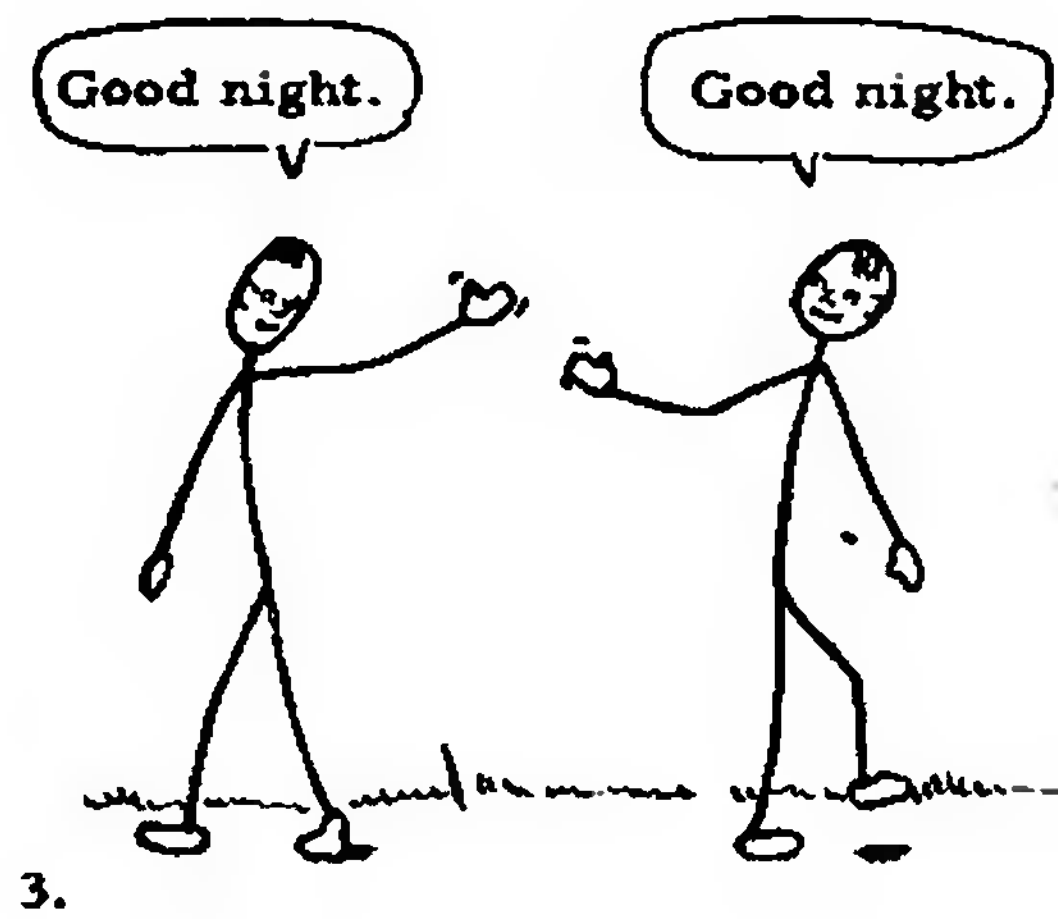
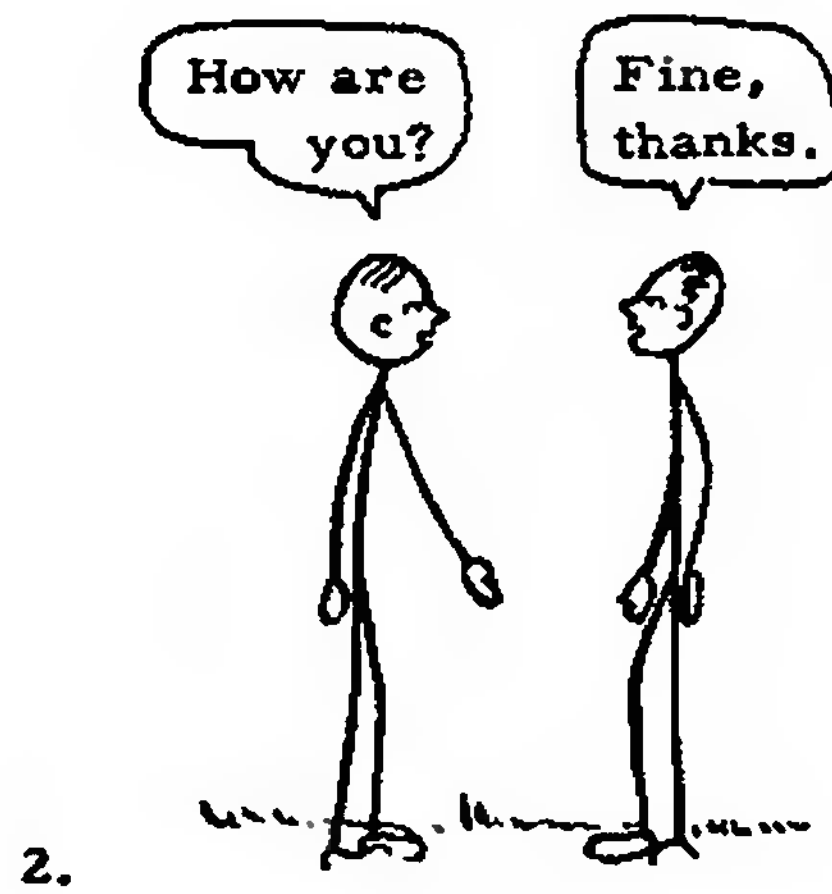
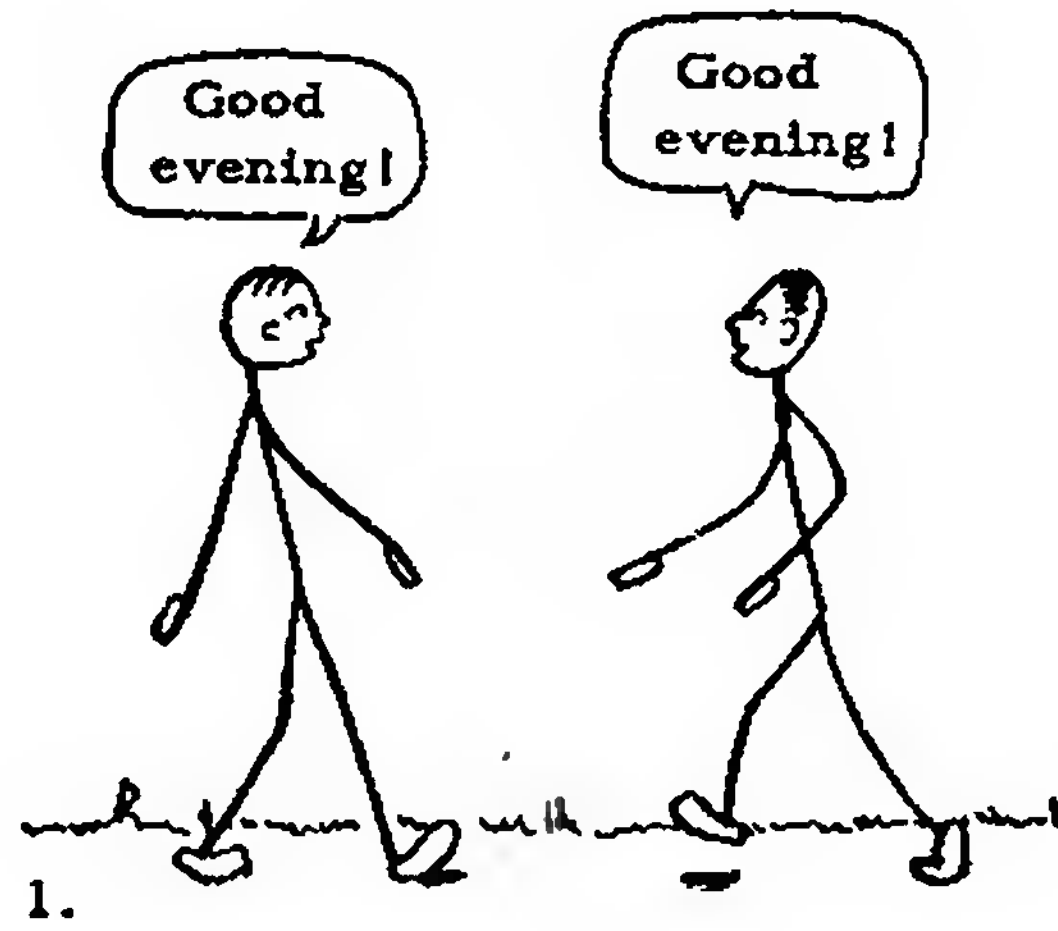
Hi! = Hello.

So long = Good-bye.









Practice the greetings.

1. Hello!

2. Good morning!

3. Good afternoon!

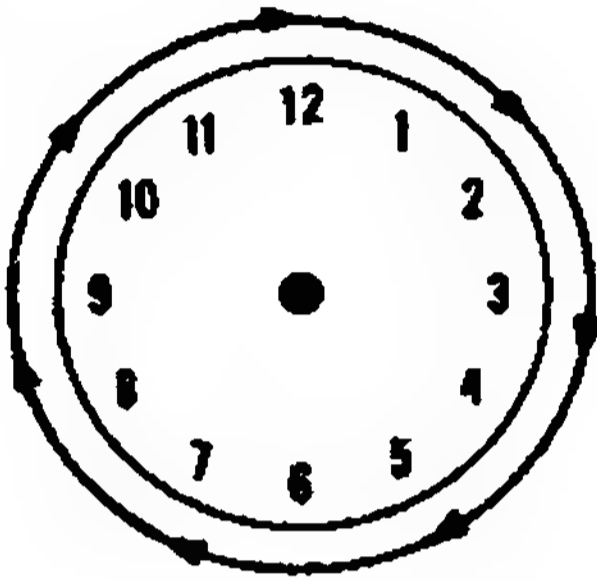
4. Good evening!

5. Hi!

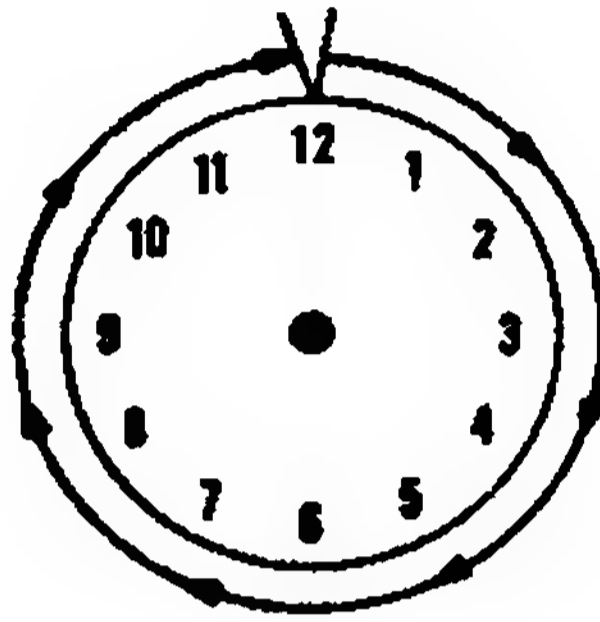
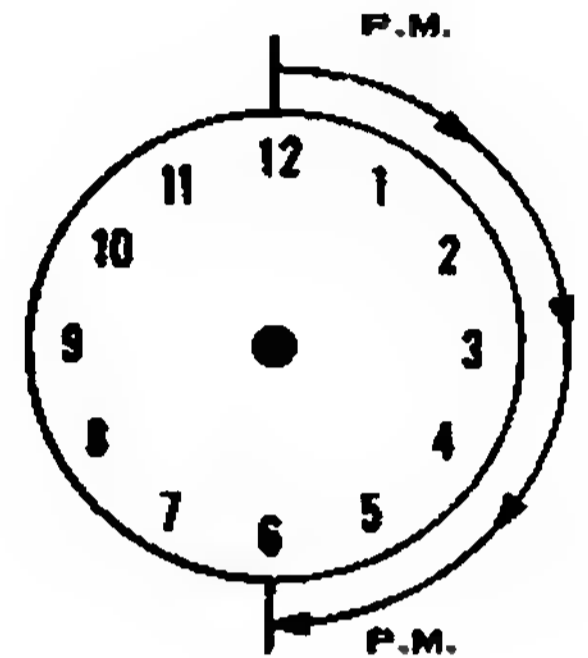
6. Good-bye!

7. Good night!

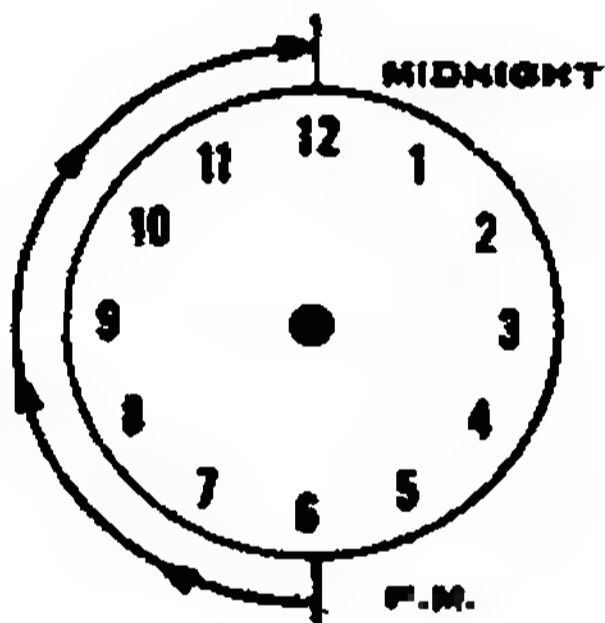
8. So long!



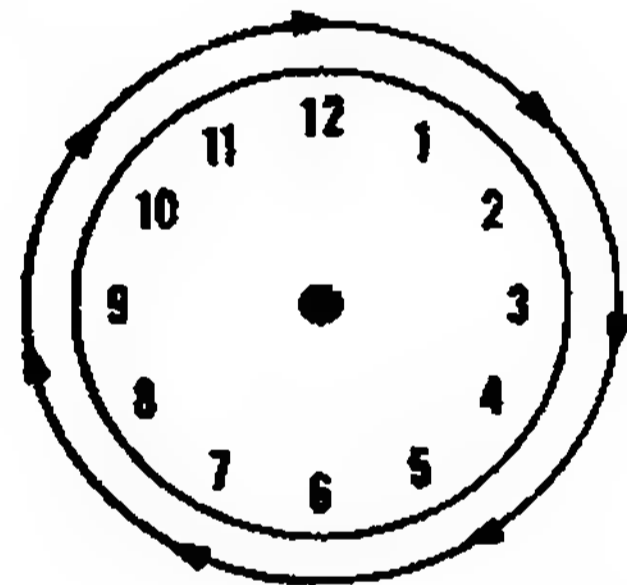
1. HELLO!

2. GOOD MORNING!  
Midnight to Noon

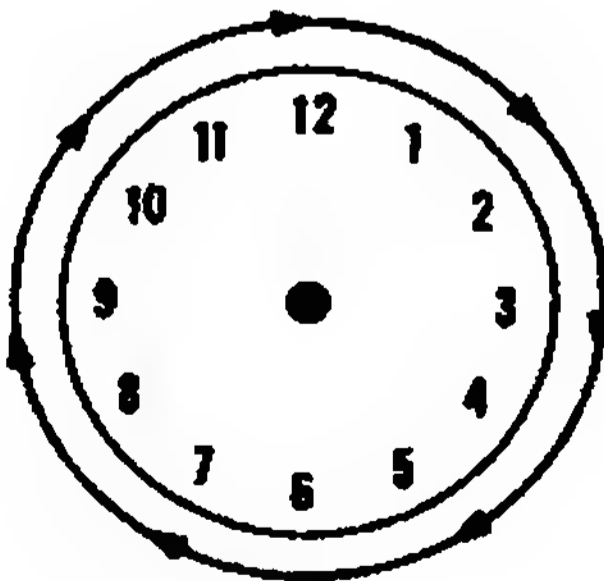
3. GOOD AFTERNOON!



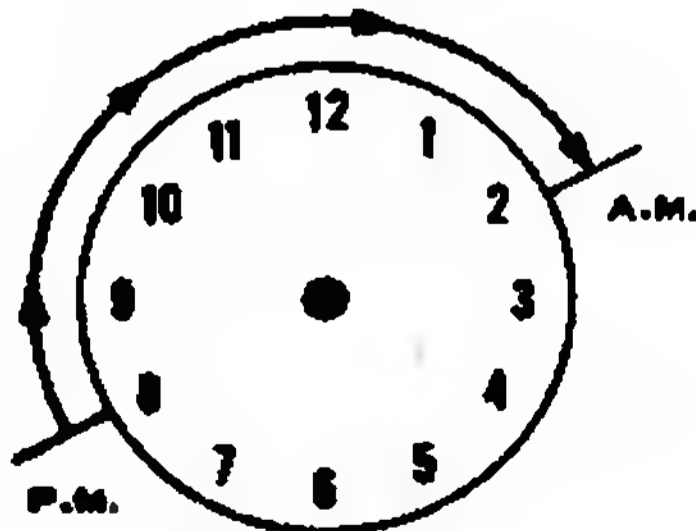
4. GOOD EVENING!



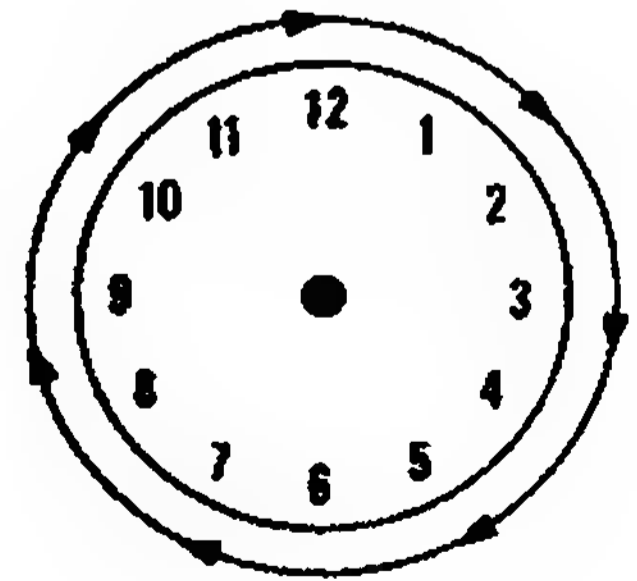
5. HI!



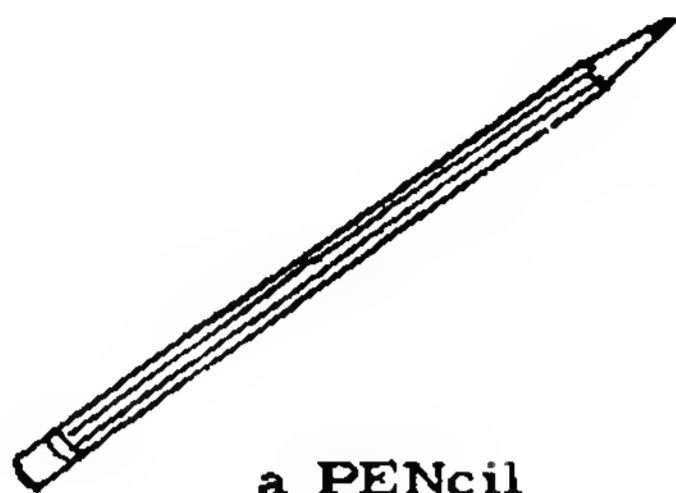
6. GOOD-BYE!



7. GOOD NIGHT!

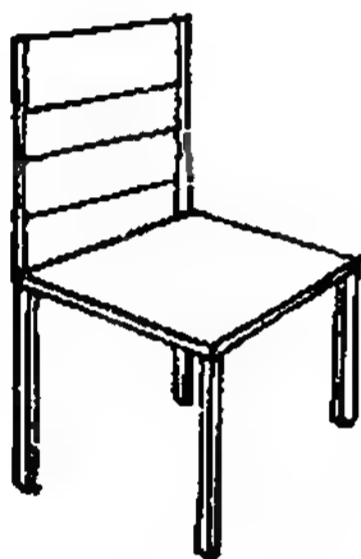


8. SO LONG!

Practice the vocabulary.

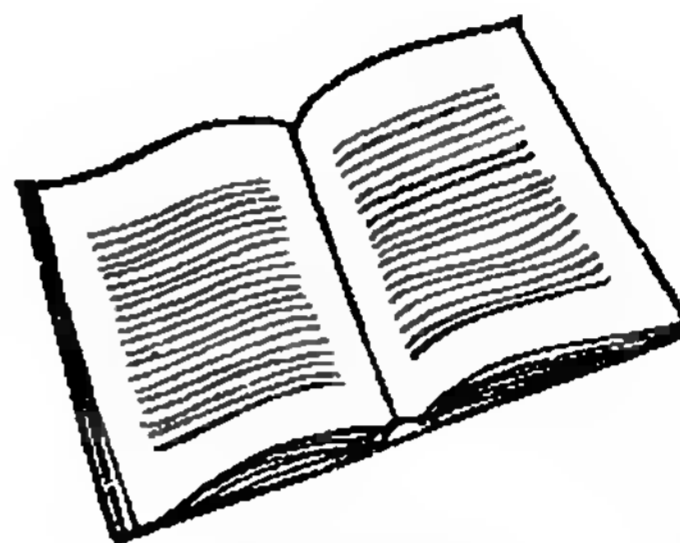
a PENcil  
/ə/

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



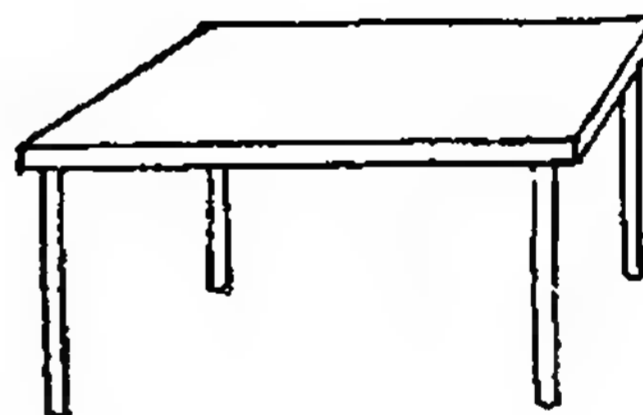
a CHAIR  
/ə/

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



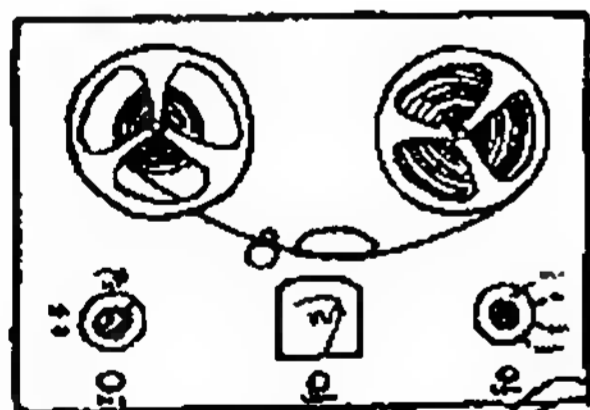
a BOOK  
/ə/

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



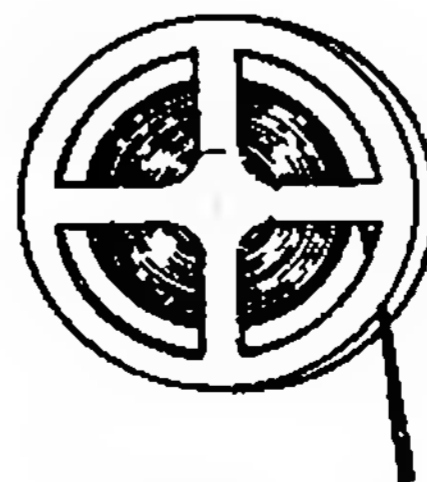
a Table  
/ə/

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



a reCORDER  
/ə/

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



a TAPE  
/ə/

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

Practice these questions and answers.

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

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



(What is this?)

What's this?



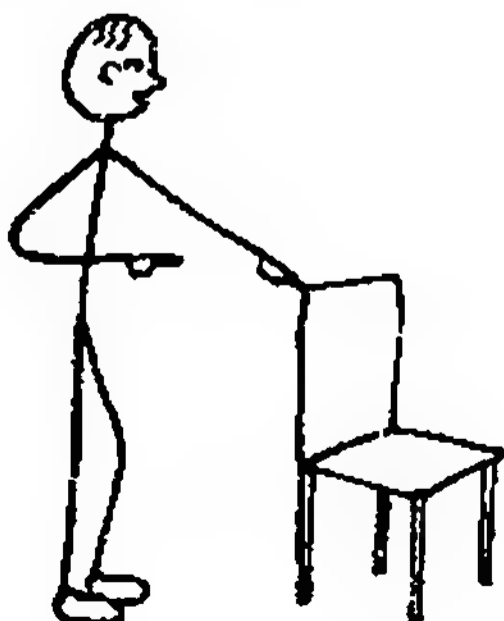
(That is a book.)

That's a book.



(What is this?)

What's this?



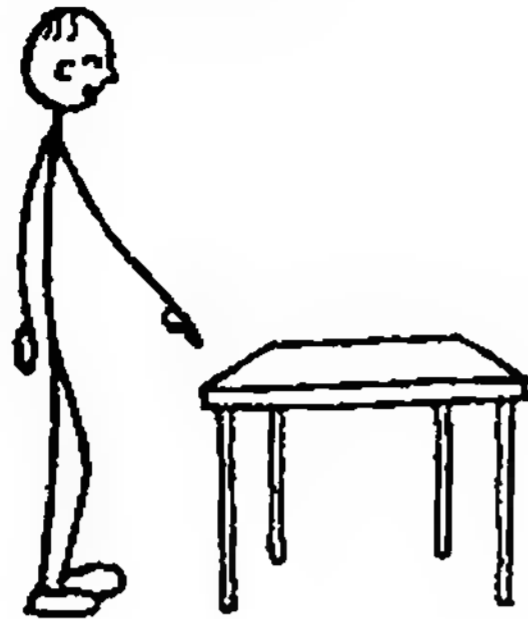
(That is a chair.)

That's a chair.



(What is this?)

What's this?



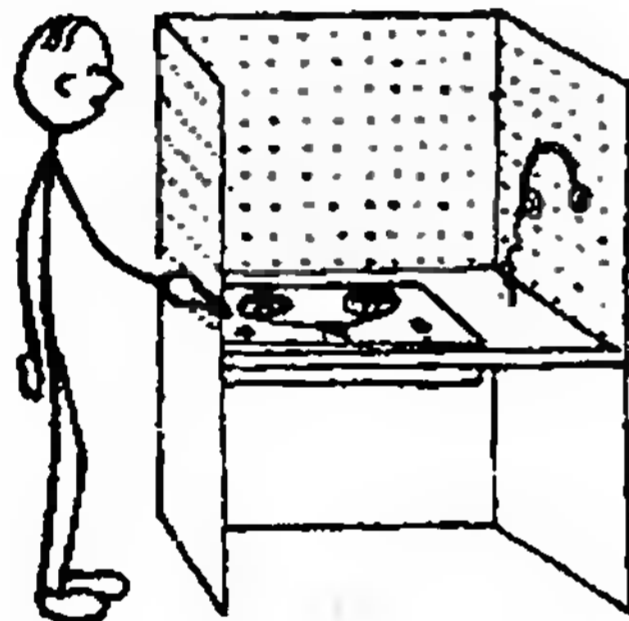
(That is a table.)

That's a table.



(What is this?)

What's this?



(That is a recorder.)

That's a recorder.



(What is this?)

What's this?



(That is a tape.)

That's a tape.



1. a pencil  
That's a pencil.

3. a chair  
That's a chair.

5. a recorder  
That's a recorder.

2. a book  
That's a book.

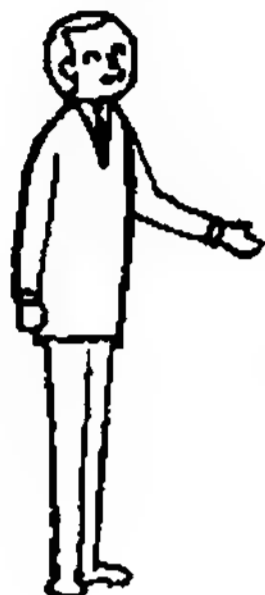
4. a table  
That's a table.

6. a tape  
That's a tape.

Practice these questions and answers.

(I am a student.)

What are you?

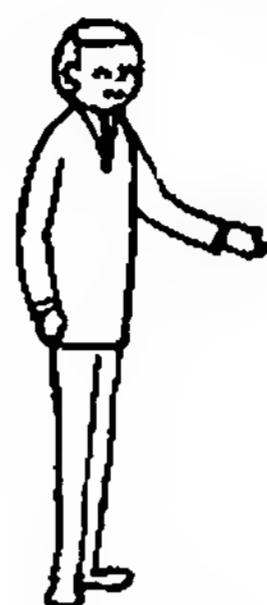


I'm a student.



(I am a teacher.)

What are you?



I'm a teacher.



(I am a pilot.)

What are you?



I'm a pilot.



(I am a mechanic.)

What are you?

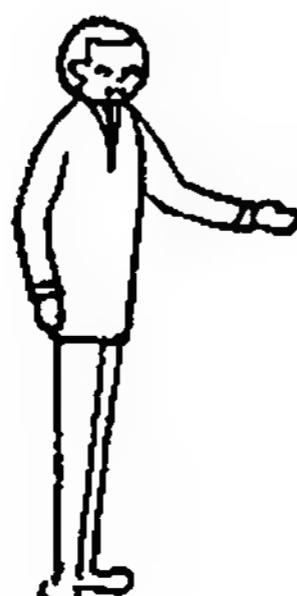


I'm a mechanic.



(I am a barber.)

What are you?



I'm a barber.



Practice the vocabulary.

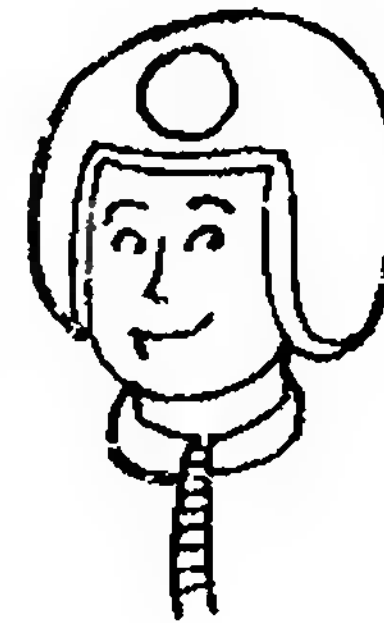
a student



a teacher



a pilot



a mechanic



a barber



## EXPLANATION OF FORMS OF STRUCTURES

1. Be - The Present Tense

The verb Be has these forms in the Present Tense.

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

Fill in the blanks with the correct form of Be.

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

2. Simple Plurals

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

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

a. Give the plural form of the following nouns.

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



b. There are a few irregular plurals.

Singular

man  
woman  
foot  
tooth  
child  
wife

Plural

men  
women  
feet  
teeth  
children  
wives

3. This/That : These/Those

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

Example: This is a pencil.  
These are pencils.

That is a book.  
Those are books.

a. Fill in the blanks with This or These:

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

b. Fill in the blanks with That or Those:

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

#### 4. Contractions

Use these short forms. They are called Contractions.

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

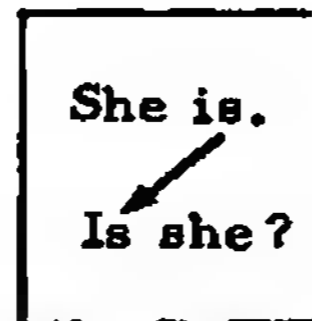
Repeat.

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

#### 5. Be - Present Tense - Affirmative Questions

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

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



Change to the affirmative question form.

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

6. Short Affirmative Answers

Answer these questions with short affirmative answers.

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

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

7. Drill on Be Forms

Be forms are used in speaking of:

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

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

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

To form the negative, place not after the verb.

Repeat.

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

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

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

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

Change to the contracted negative statement form.

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

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

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

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

a. Repeat.

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

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

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

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

b. Repeat the two contrasted negative statement patterns.

(1) Verb + Subject

I am not.  
I'm not.

You are not.  
You're not.

He is not.  
He's not.

She is not.  
She's not.

It is not.  
It's not

We are not.  
We're not.

You are not.  
You're not.

They are not.  
They're not.

(2) Verb + not

I am not.  
- - - -

You are not.  
You aren't.

He is not.  
He isn't.

She is not.  
She isn't.

It is not.  
It isn't.

We are not.  
We aren't.

You are not.  
You aren't.

They are not.  
They aren't.

c. Answer these questions. Use both negative patterns:

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

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

# 11. Be - Full and Contracted Forms

Repeat these forms.

## Affirmative Statement Forms

(Singular)

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

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

(Plural)

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

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

## Negative Statement Forms

(Singular)

I am not a student.

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

You are not a student.

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

He is not a student.

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

She is not a student.

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

It is not a room.

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

## (Plural)

We are not students.

1. We're not students.
2. We aren't students.

You are not students.

1. You're not students.
2. You aren't students.

They are not students

1. They're not students.
2. They aren't students.

They are not rooms.

1. They're not rooms.
2. They aren't rooms.

## Affirmative Question Forms

## (Singular)

Am I a student?

Are you a student?

Is he a student?

Is she a student?

Is it a room?

## (Plural)

Are we students?

Are you students?

Are they students?

Are they rooms?

12. A/An

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

Repeat.

a tape → شريط

a recorder → ديسكو

a pencil

a book

a table

an apple

an orange

an American

an officer -

an instructor

13. Who/What

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

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

What are you?  
I'm a student.

## TAPE 1101A

Repeat.

Hello.  
Hello.

How are you?  
Fine, thanks.

Good-bye.  
Good-bye.

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

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

What's this?  
What's that?

That is a pencil.  
That's a pencil.

This is a pencil.  
This is a pencil.

Review Exercise 1.Listen.

Hello.

Hello.

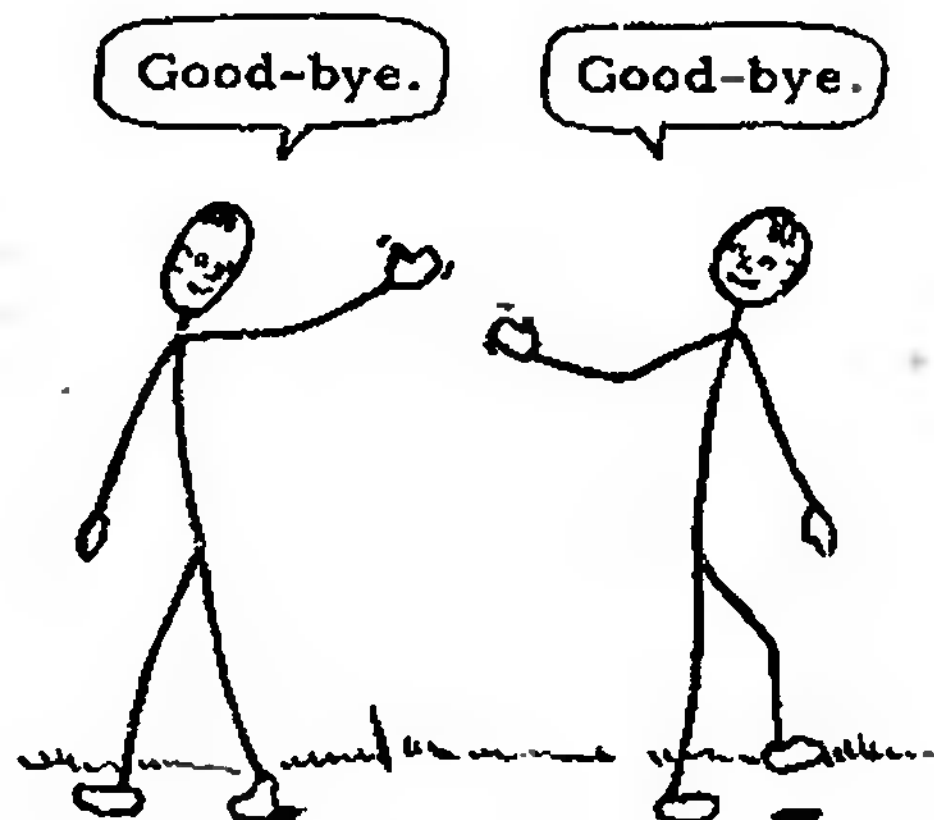
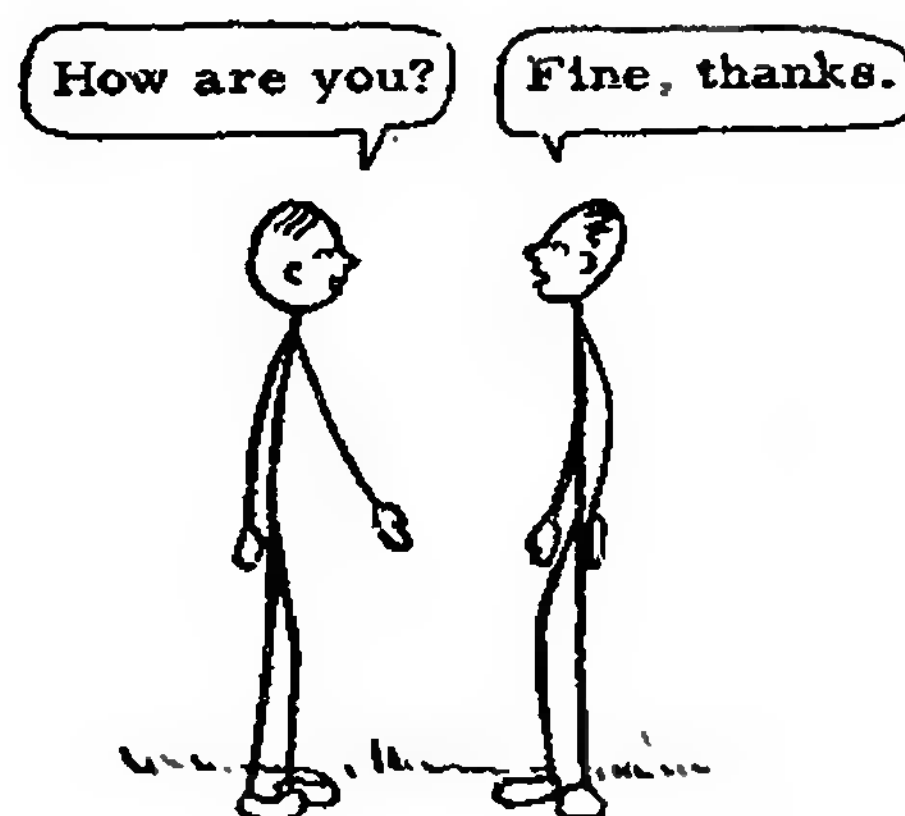
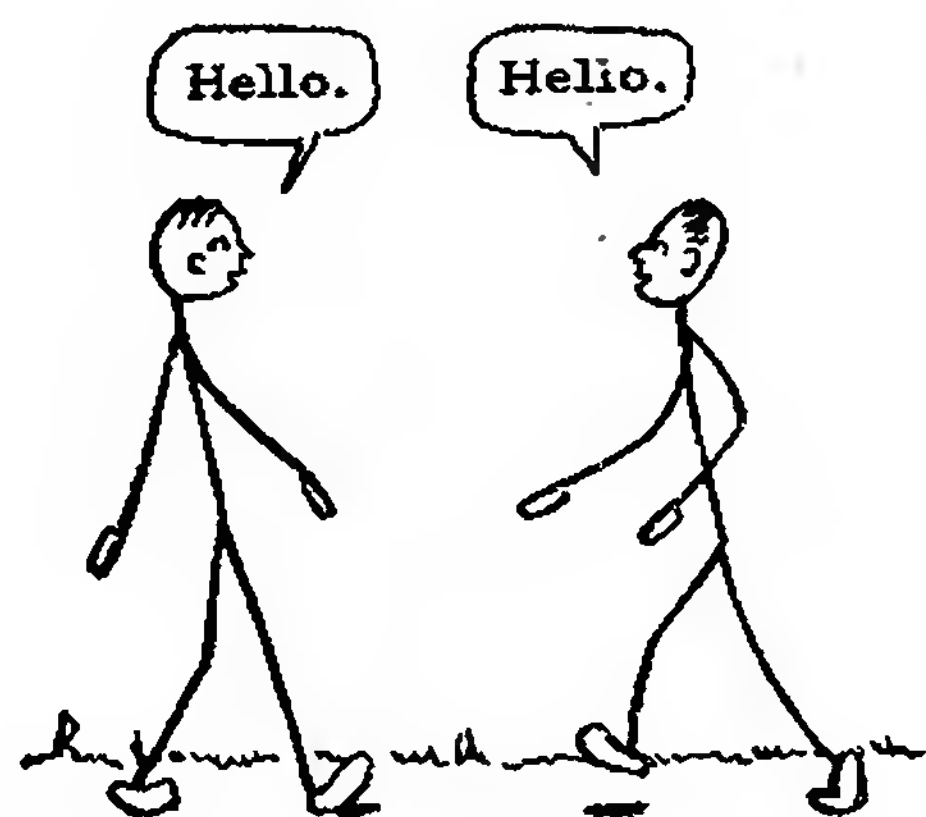
How are you?

Fine, thanks.

Good-bye.

Good-bye.

Now repeat everything you hear.



Review Exercise 2.Listen.

What's this?  
That's a pencil.

What's this?  
That's a book.

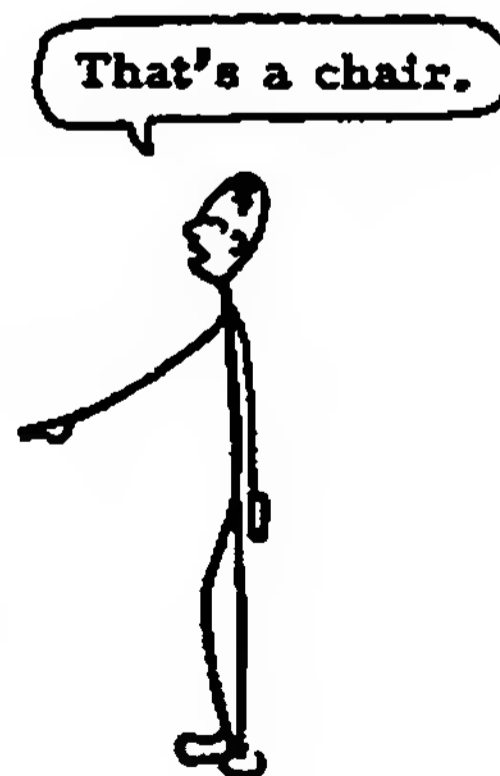
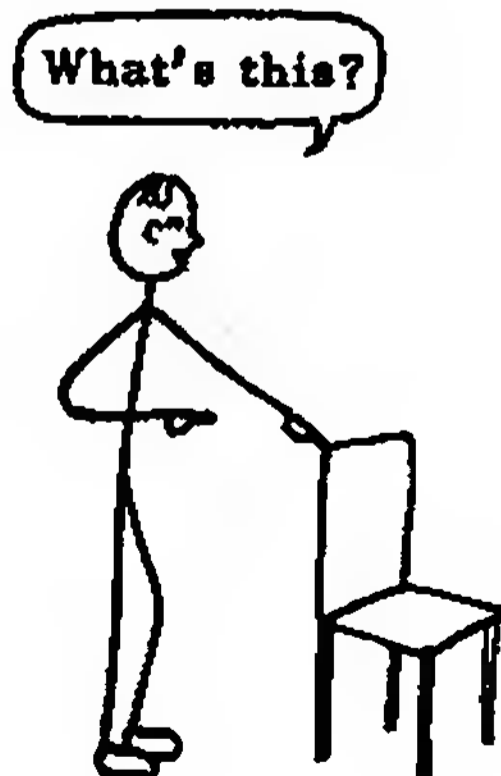
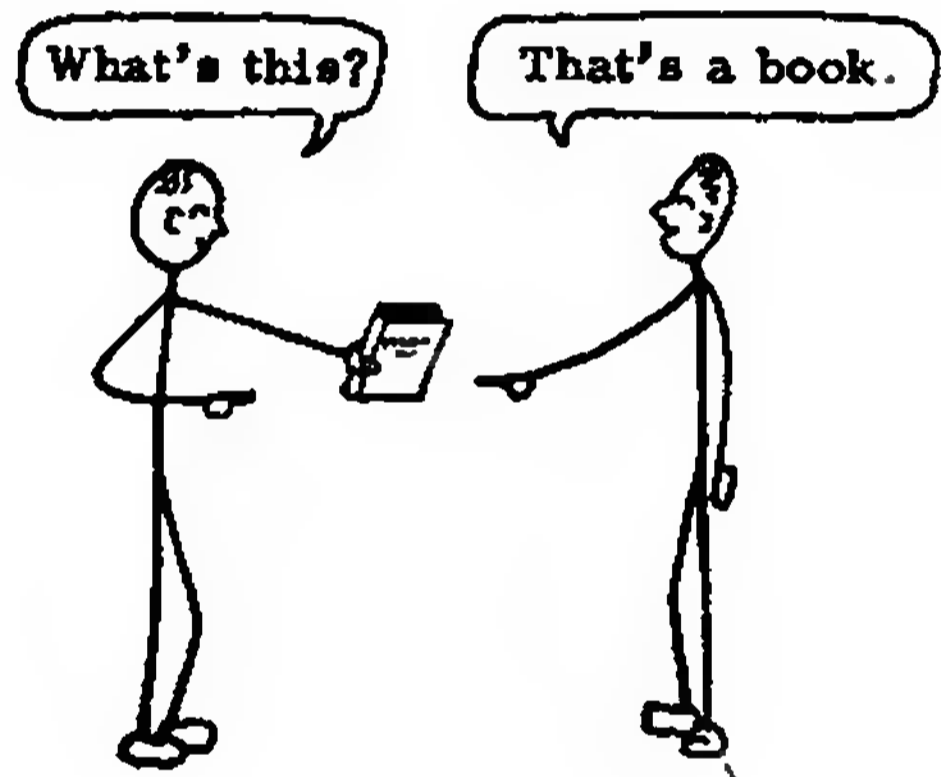
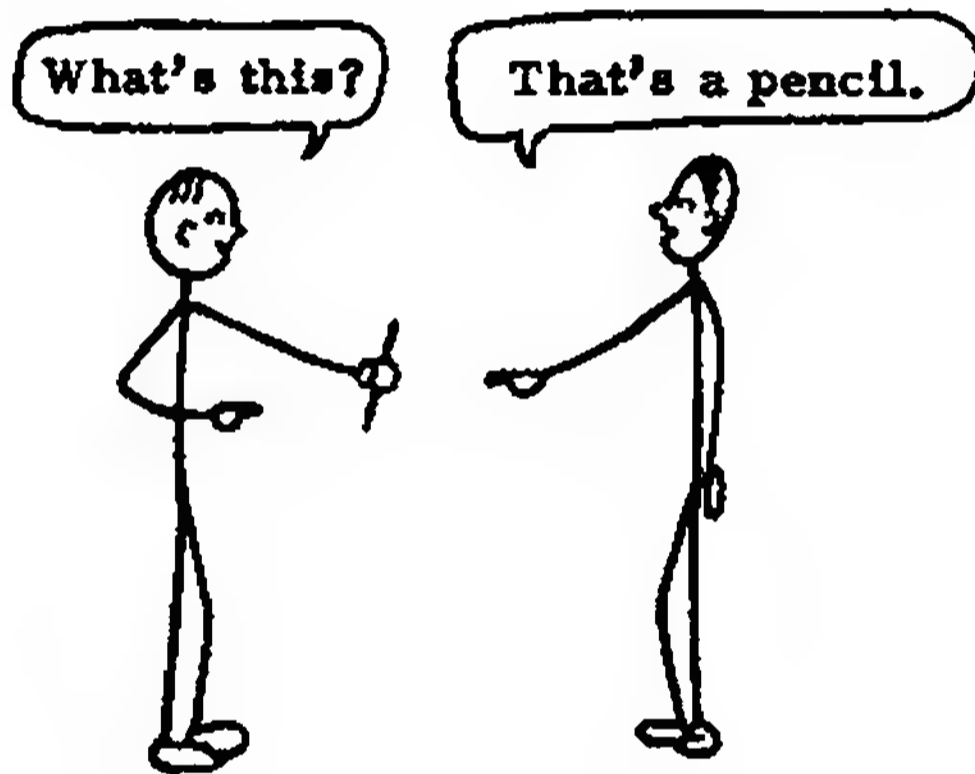
What's this?  
That's a chair.

What's this?  
That's a table.

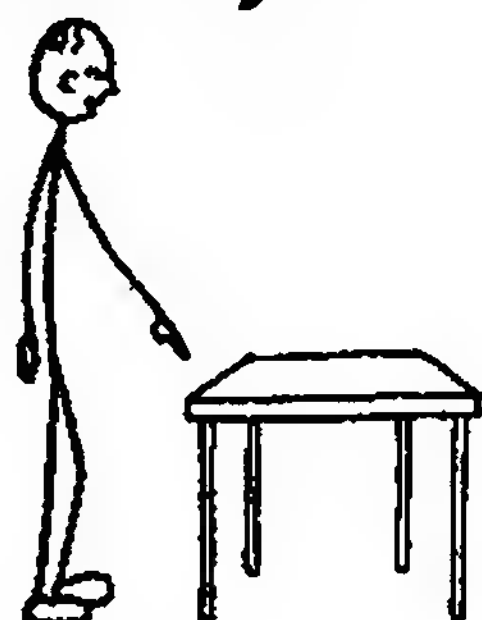
What's this?  
That's a recorder.

What's this?  
That's a tape.

Now repeat everything you hear.



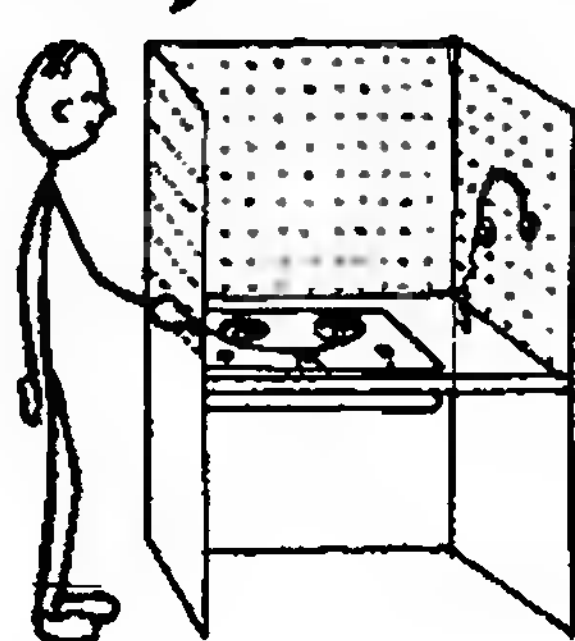
What's this?



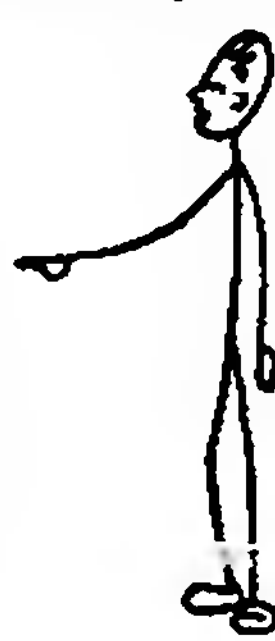
That's a table.



What's this?



That's a recorder.



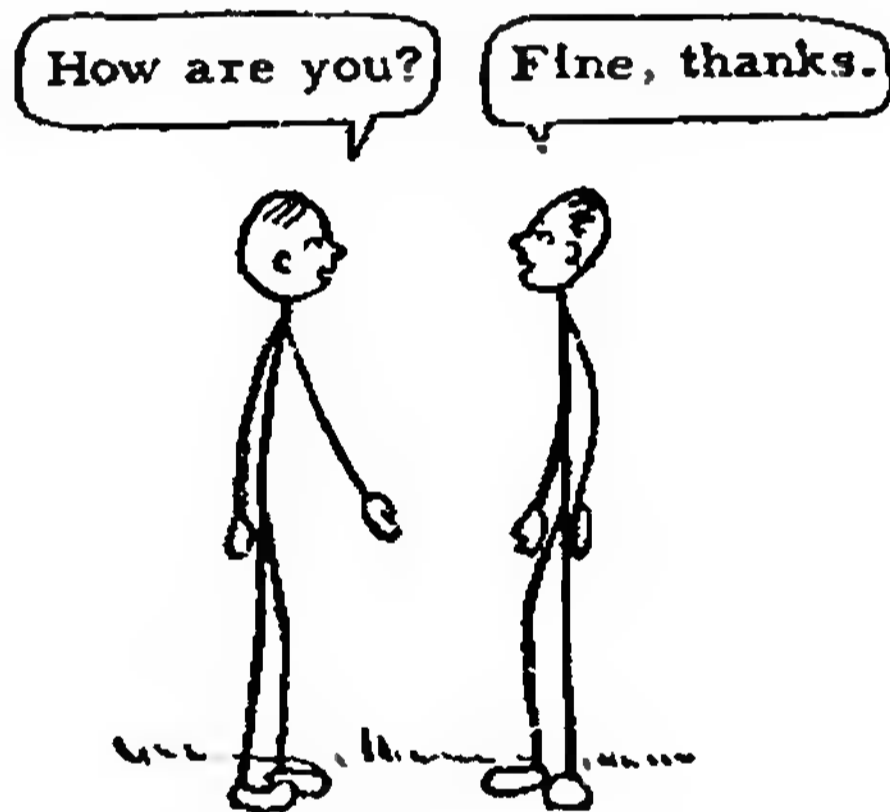
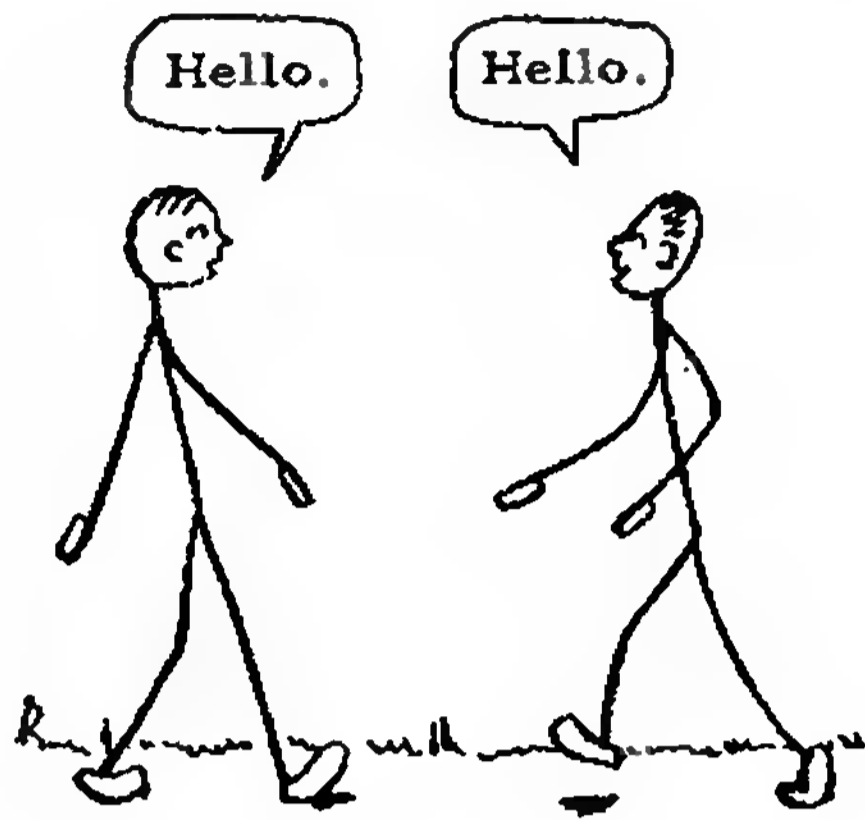
What's this?



That's a tape.

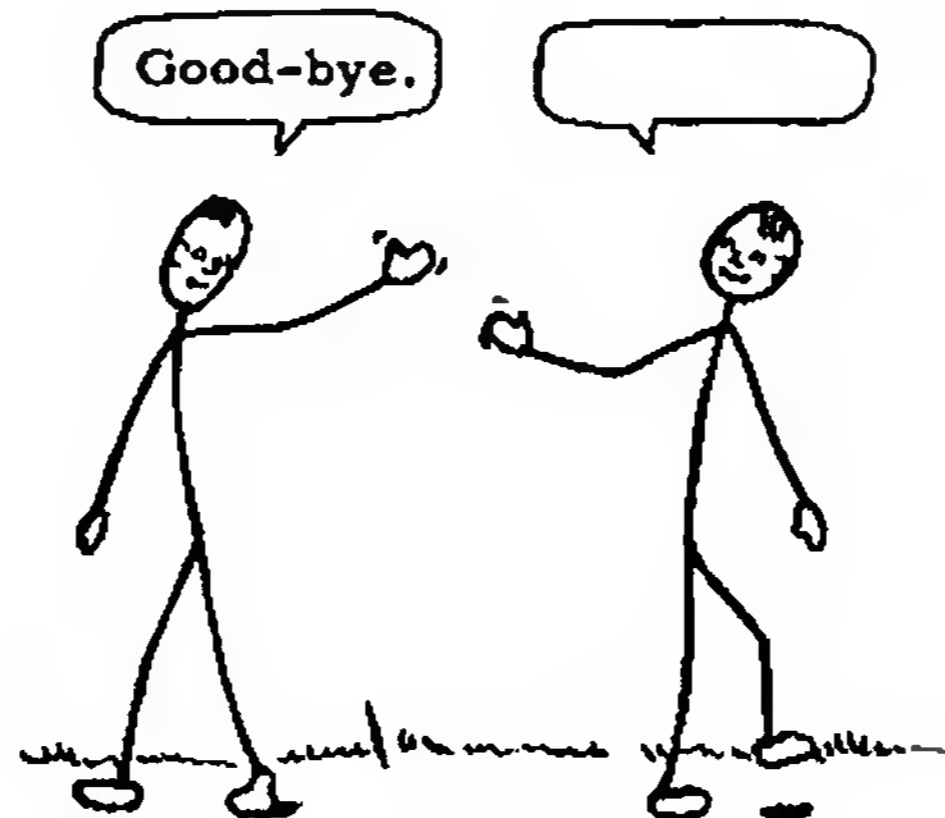
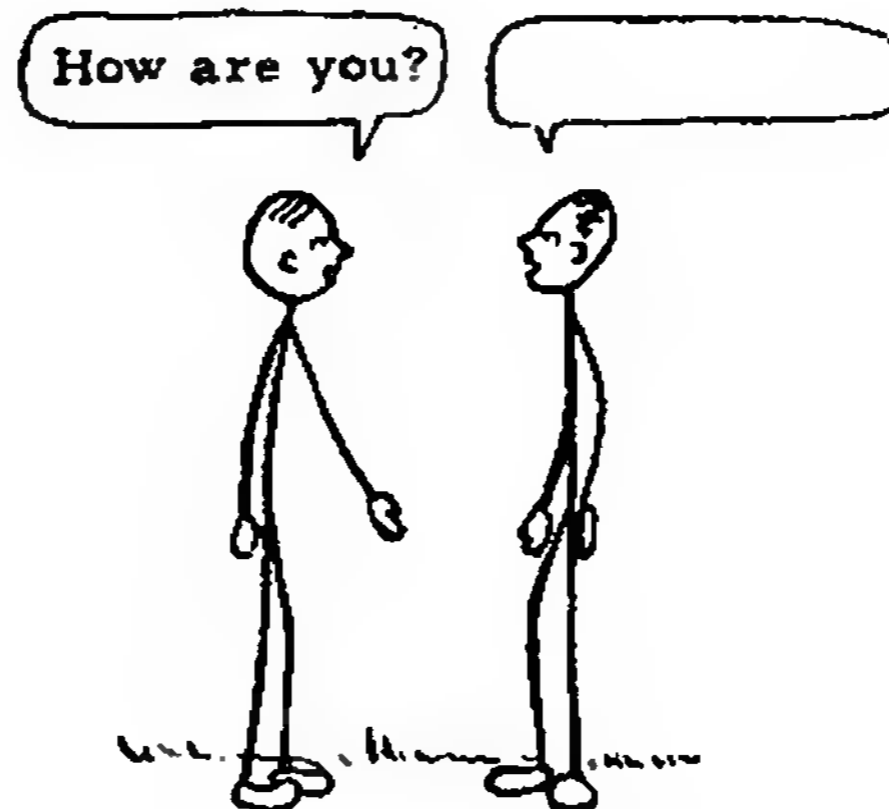
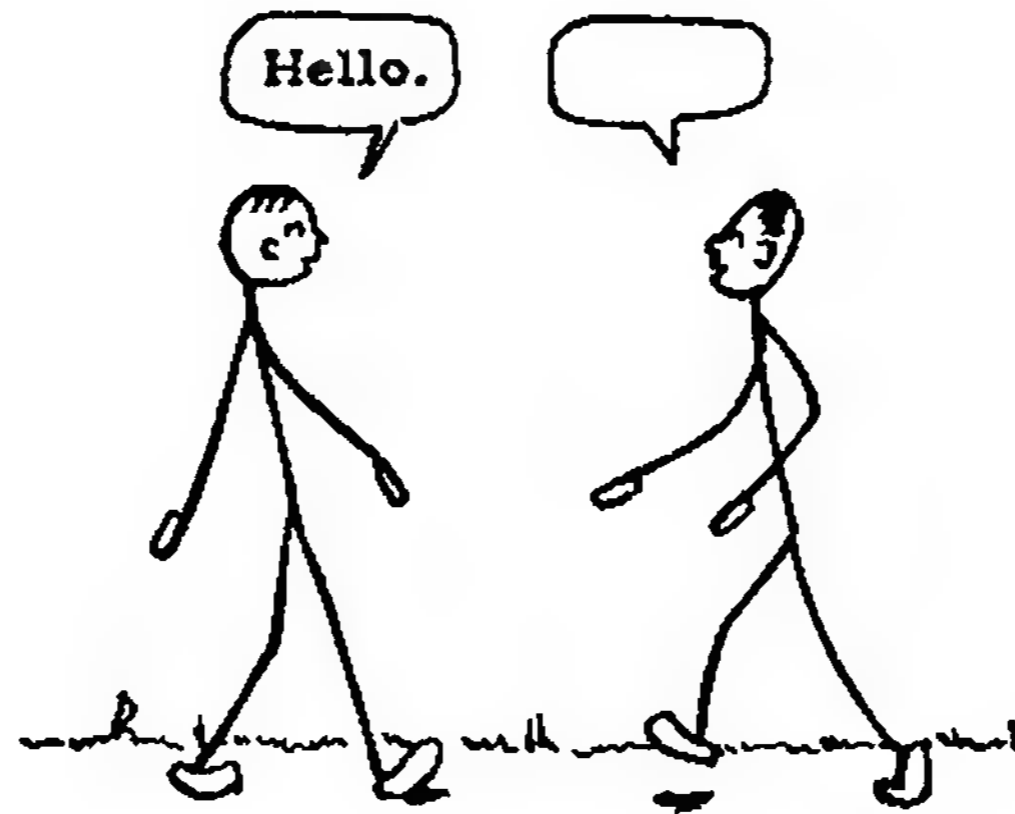


Listen and repeat everything you hear.



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

هلا



Listen and repeat everything you hear.

What's this?



That's a pencil.



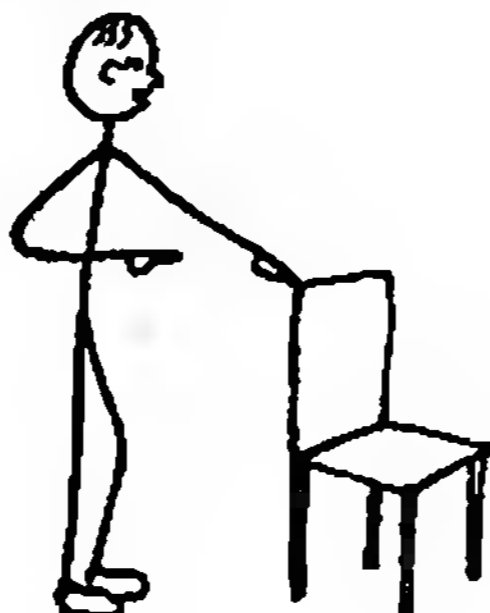
What's this?



That's a book.



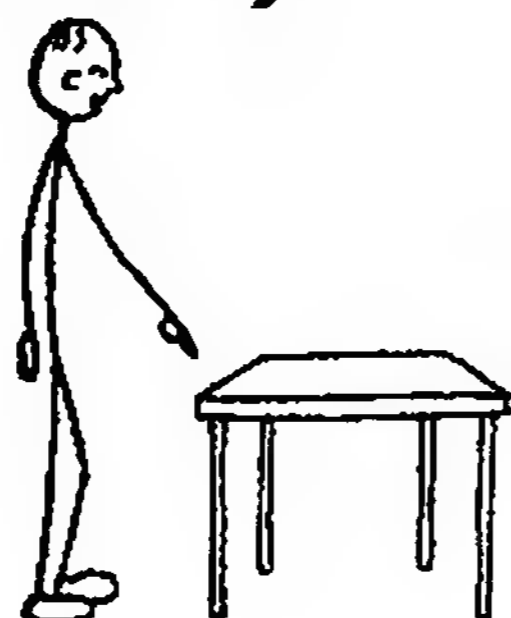
What's this?



That's a chair.



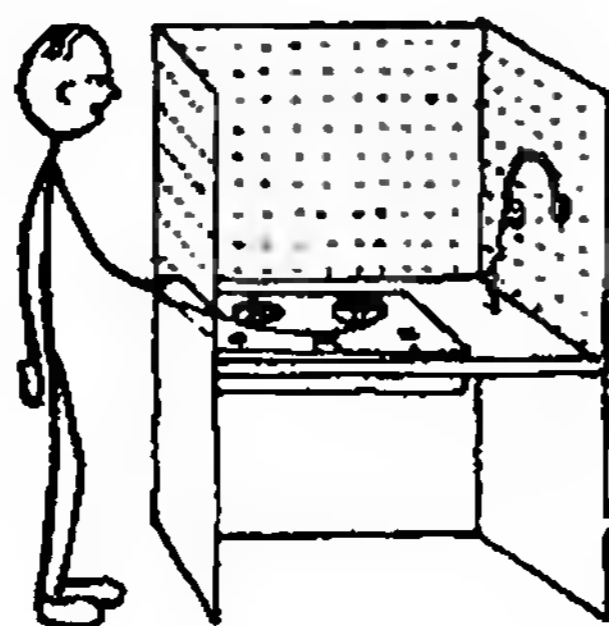
What's this?



That's a table.



What's this?



That's a recorder.



What's this?



That's a tape.



Record the answer to the question.

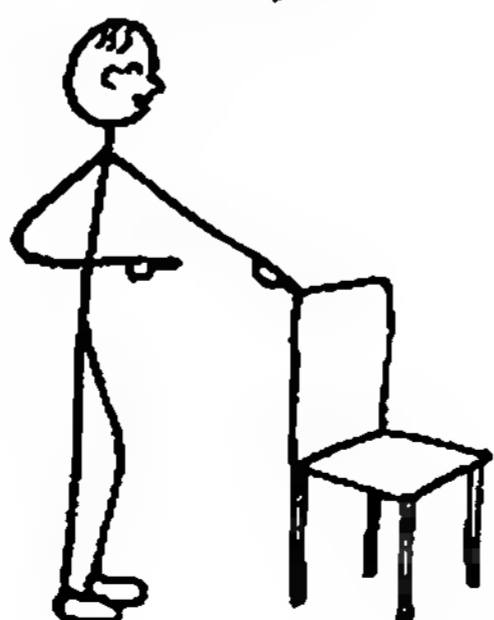
What's this?



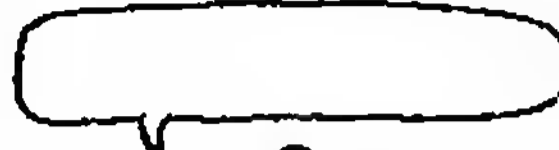
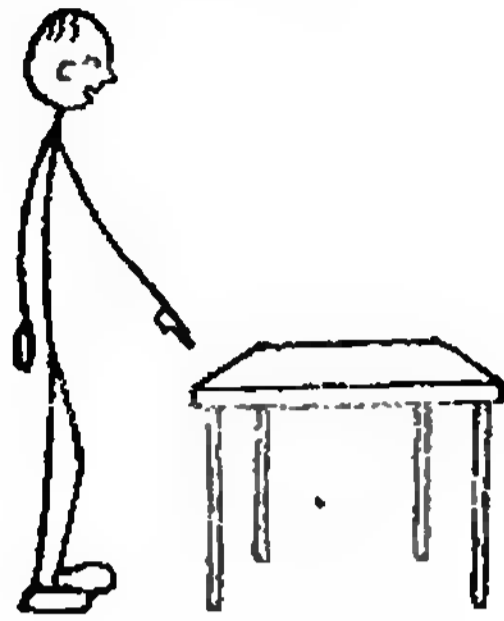
What's this?



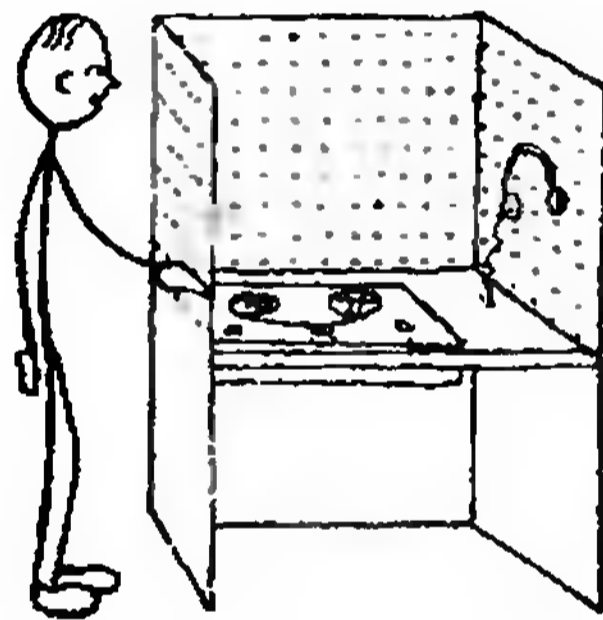
What's this?



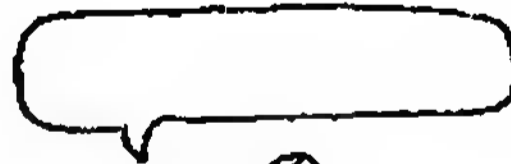
What's this?



What's this?



What's this?



## TAPE 1101B

Repeat everything you hear.

Hello.  
Hello.

Good morning.  
Good morning.

Good afternoon.  
Good afternoon.

Good evening.  
Good evening.

Good night.  
Good night.

Hi!  
Hi!

So long!  
So long!

Good-bye.  
Good-bye.

Good night.  
Good night.

How are you?  
Fine, thanks.

What are you?

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

a student  
a teacher  
a pilot  
a mechanic  
a barber

Exercise 1.Listen and repeat.

Hello.  
Hello.

How are you?  
Fine, thanks.

Good-bye.  
Good-bye.

Exercise 2.Listen and repeat.

Good morning.  
Good morning.

How are you?  
Fine, thanks.

Good-bye.  
Good-bye.

Exercise 3.Listen and repeat.

Good evening.  
Good evening.

How are you?  
Fine, thanks.

Good night.  
Good night.

Exercise 4.Listen and repeat.

Good afternoon.  
Good afternoon.

How are you?  
Fine, thanks.

Good-bye.  
Good-bye.

Exercise 5.Listen and repeat.

Hi!  
Hi!

How are you?  
Fine, thanks.

So long!  
So long!

Exercise 6.Listen and repeat.

Hello.  
Hi!

What are you?  
I'm a student.

Good-bye.  
So long.

Exercise 7.Listen and repeat.

Hello.  
Good morning.

What are you?  
I'm a teacher.

Good-bye.  
Good-bye.

Exercise 8.Listen and repeat.

Good evening.  
Good evening.

What are you?  
I'm a pilot.

Good night.  
Good night.

Exercise 9.Listen and repeat.

Hello.  
Good evening.

What are you?  
I'm a pilot.

Good night.  
Good night.

Exercise 10.Listen and repeat.

Hello.  
Hello.

What are you?  
I'm a barber.

How are you?  
Fine, thanks.

What's this?  
That's a pencil.

What's this?  
That's a book.

What's this?  
That's a table.

Good-bye.  
Good-bye.

Exercise 11.Listen and repeat.

Hello.  
Hello.

How are you?  
Fine, thanks.

Good-bye.  
Good-bye.

Now you record the response.

Hello.  
(Hello.)

How are you?  
(Fine, thanks.)

Good-bye.  
(Good-bye.)

Exercise 12.Listen and repeat.

Good morning.  
Good morning.

How are you?  
Fine, thanks.

Good-bye.  
Good-bye.

Now you record the response.

Good morning.  
(Good morning.)

How are you?  
(Fine, thanks.)

Good-bye.  
(Good-bye.)

Exercise 13.Listen and repeat.

Good evening.  
Good evening.

How are you?  
Fine, thanks.

Good night.  
Good night.

Now you record the response.

Good evening.  
(Good evening.)

How are you?  
(Fine, thanks.)

Good night.  
(Good night.)

Exercise 14.

Listen and repeat.

Good afternoon.  
Good afternoon.

How are you?  
Fine, thanks.

Good-bye.  
Good-bye.

Now you record the response.

Good afternoon.  
(Good afternoon.)

How are you?  
(Fine, thanks.)

Good-bye.  
(Good-bye.)

Exercise 15.

Listen and repeat.

Hi!  
Hi!

How are you?  
Fine, thanks.

Good-bye.  
Good-bye.

Now you record the response.

Hi!  
(Hi!)

How are you?  
(Fine, thanks.)

Good-bye.  
(Good-bye.)

Exercise 16.

Listen and repeat.

Hello.  
Hi!

What are you?  
I'm a student.

Good-bye.  
So long.

Now you record the response.

Hello.  
(Hi!)

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

Good-bye.  
(So long.)

Exercise 17.

Listen and repeat.

Hello.  
Good morning.

What are you?  
I'm a teacher.

Good-bye.  
Good-bye.

Now you record the response.

Hello.

(Good morning. )

What are you?

(I'm a teacher. )

Good-bye.

(Good-bye. )

Exercise 18.

Listen and repeat.

Good evening.

Good evening.

What are you?

I'm a pilot.

Good night.

Good night.

Now you record the response.

Good evening.

(Good evening. )

What are you?

(I'm a pilot. )

Good night.

(Good night. )

Exercise 19.

Listen and repeat.

Hello.

Good evening.

What are you?

I'm a mechanic.

Good night.

Good night.

Now you record the response.

Hello.

(Good evening. )

What are you?

(I'm a mechanic. )

Good night.

(Good night. )

Exercise 20.

Listen and repeat.

Hello.

Hello.

What are you?

I'm a barber.

How are you?

Fine, thanks.

What's this?

That's a pencil.

What's this?

That's a book.

What's this?

That's a table.

Good-bye.

Good-bye.

Now you record the response.

Hello.

(Hello. )

What are you?

(I'm a barber. )

How are you?

(Fine, thanks. )

What's this?

(That's a pencil. )

What's this?

(That's a book. )

What's this?

(That's a table. )

Good-bye.

(Good-bye. )

## TAPE 1101C

Listen to the following conversation.

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

-----

Repeat everything you hear.

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

-----

Repeat the following sentences.

This is a room.  
 That is a room.  
 This is a chair.  
 That is a chair.  
 These are books.  
 Those are books.  
 I am a student.  
 I'm not a student.  
 He is a teacher.  
 He isn't a teacher.  
 He is an officer.  
 He isn't an officer.  
 They are apples.  
 They aren't apples.  
 What's this?  
 That's a book.

What's that?  
 This is a book.

Is it hot?  
 It isn't hot.

Is it cold?  
 It isn't cold.

Is it new?  
 Yes, it's new.

Is it old?  
 Yes, it's old.

The book is red.  
 The books are red.

Is this a pencil?  
 Yes, it's a pencil.

Is this a chair?  
 Yes, it's a chair.

Are two and three five?  
 Yes, two and three are five.

Is it an orange?  
 Yes, it is.

Is it an apple?  
 No, it isn't.

Is she a teacher?  
 Are they teachers?



Repeat the following questions and answers.

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

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

Is it green?  
Yes, it's green.

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

Is that a clock?  
Yes, it is.

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

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

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

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

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

What is this?  
That's a book.

Who is she?  
She's Miss White.

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

Are they there?  
Yes, they're there.

What's that?  
That's a table.

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

Are one and two three?  
Yes.

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

Is this an apple?  
Yes, it is.

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

## SOUND AND INTONATION

Pronunciation Practice

Five vowel sounds of English are heard in many languages.

Listen.

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

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

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

Now repeat these sounds.

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

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

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

Now repeat these words.

Listen for the sound / i /.

he	he	he
she	she	she
we	we	we

Now repeat these words.

Listen for the sound / e /.

they	they	they
tape	tape	tape
late	late	late

Now repeat these words.

Listen for the sound / a /.

not	not	not
hot	hot	hot
clock	clock	clock

Now repeat these words.

Listen for the sound / o /.

no	no	no
old	old	old
cold	cold	cold

Now repeat these words.

Listen for the sound / u /.

who	who	who
two	two	two
noon	noon	noon

## AMERICAN LANGUAGE COURSE

## UNIT 1102

## OUTLINE AND STUDY OBJECTIVES

Structures

There is / There are

Definite Article - The

Numbers

Days of the Week

Months of the Year

What Time Is It?

Civilian Time

Military Time

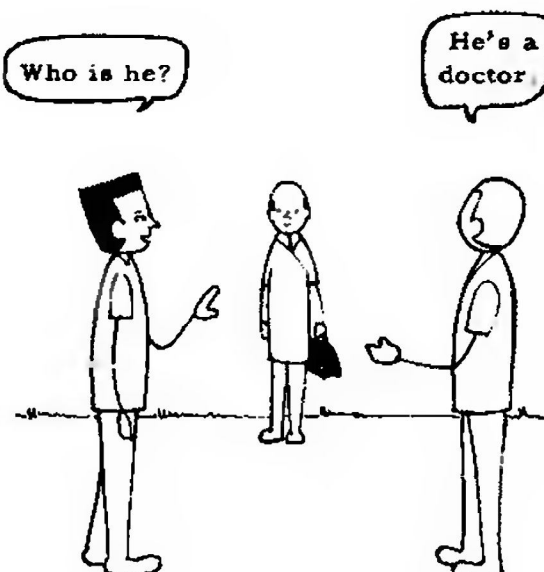
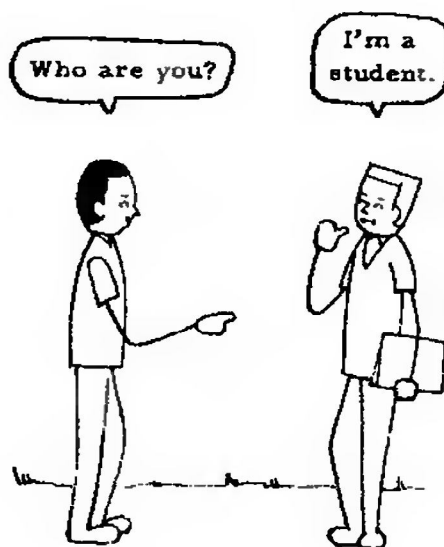
Sound and Intonation

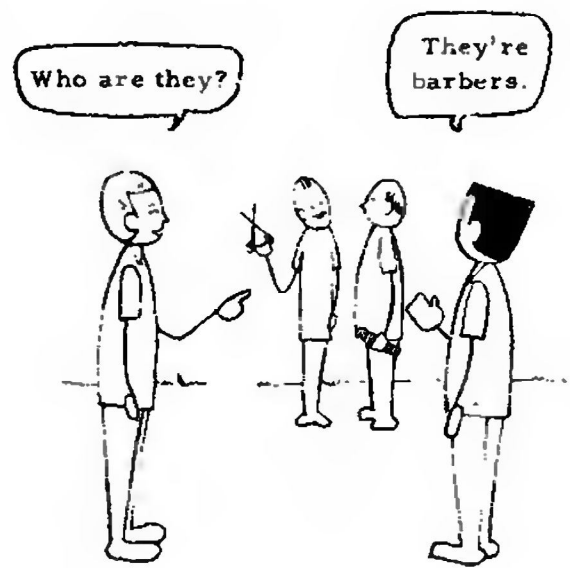
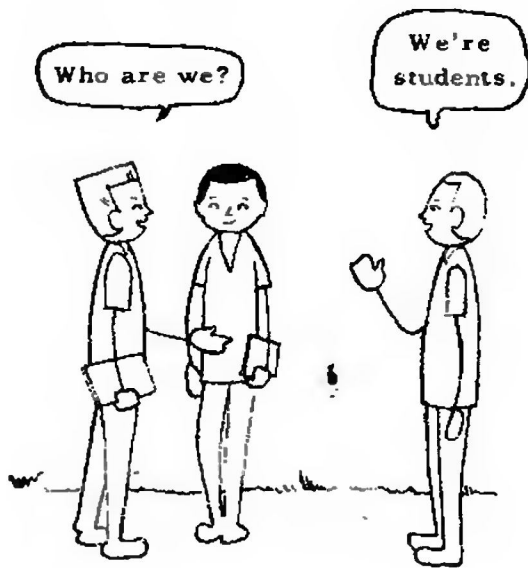
/ i , e , æ , ə /

## UNIT 1102

## CONVERSATION AND READING PRACTICES

Practice the questions and answers.





1. Who am I?

You're an instructor.

2. Who are you?

I'm a student.

3. Who is she?

She's a nurse.

4. Who is he?

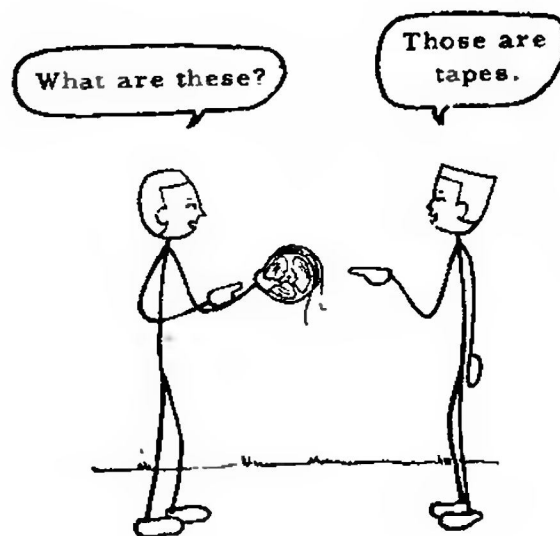
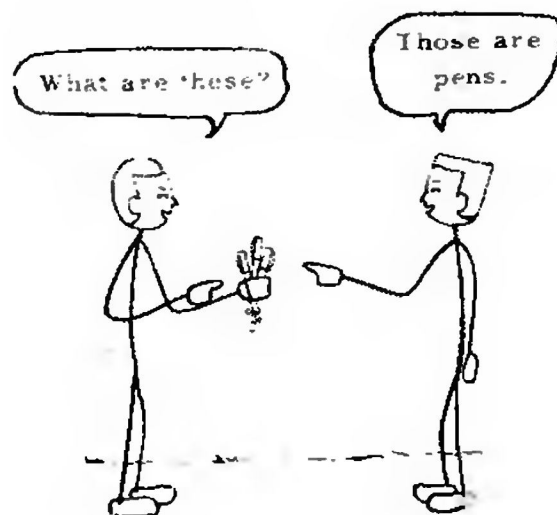
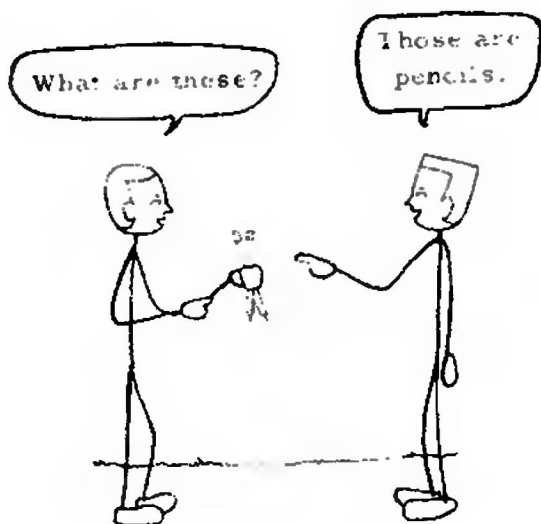
He's a doctor.

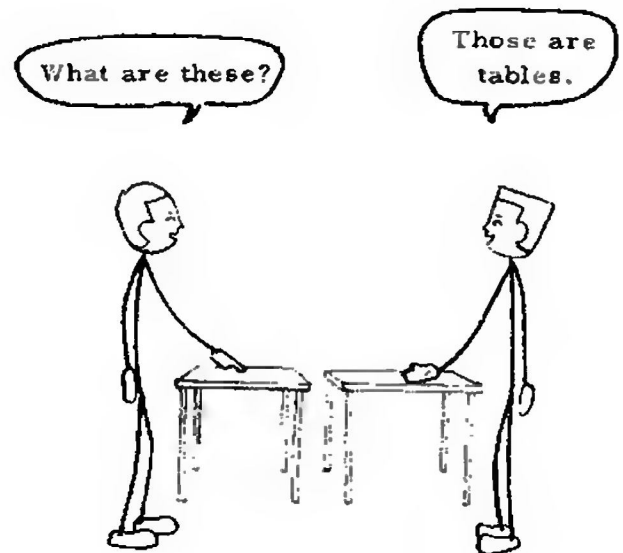
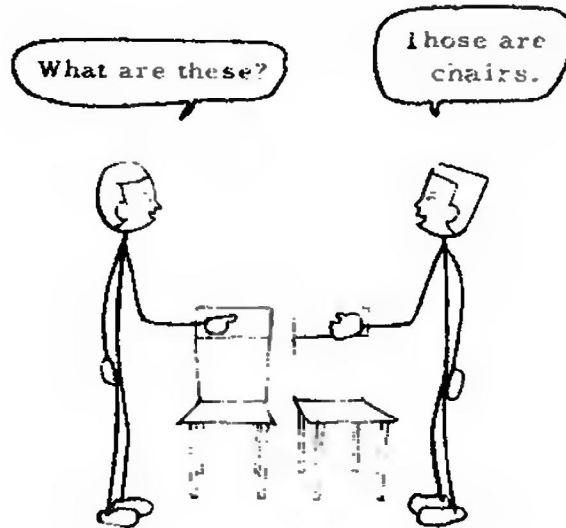
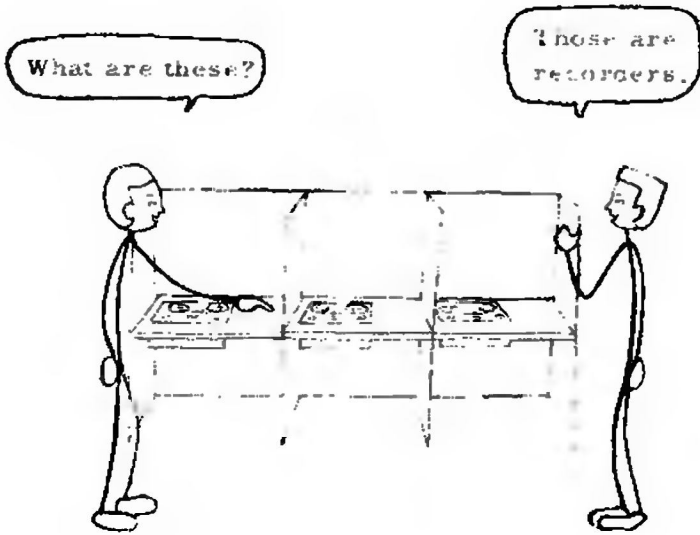
5. Who are we?

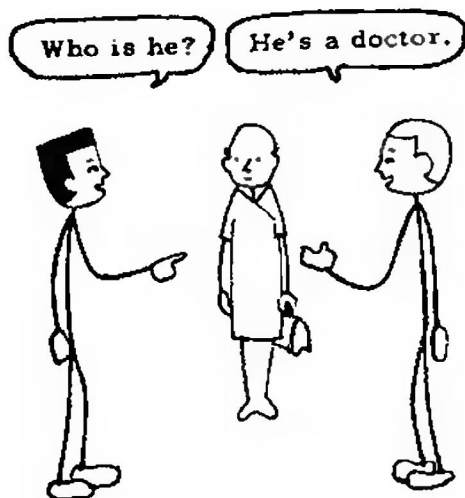
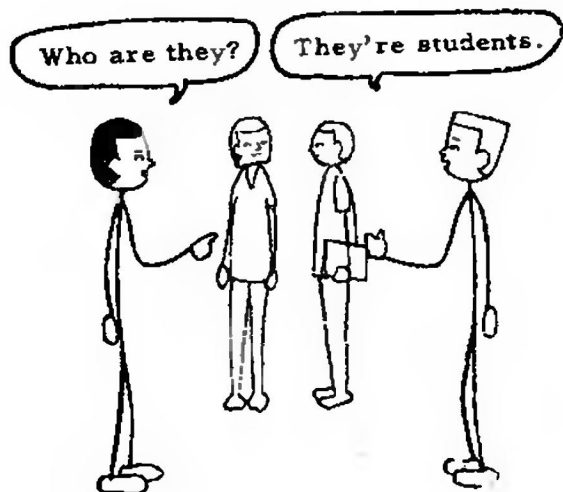
We're students.

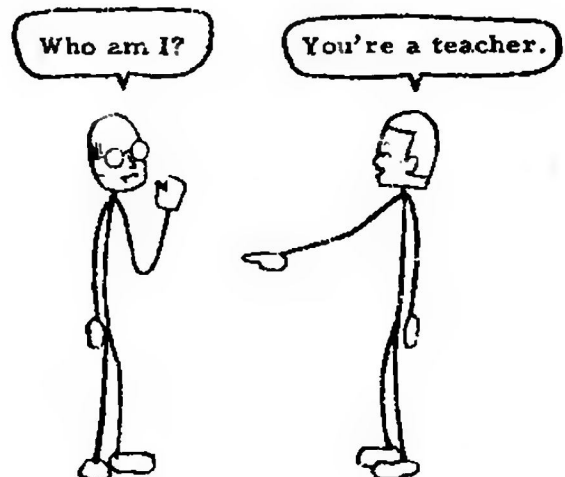
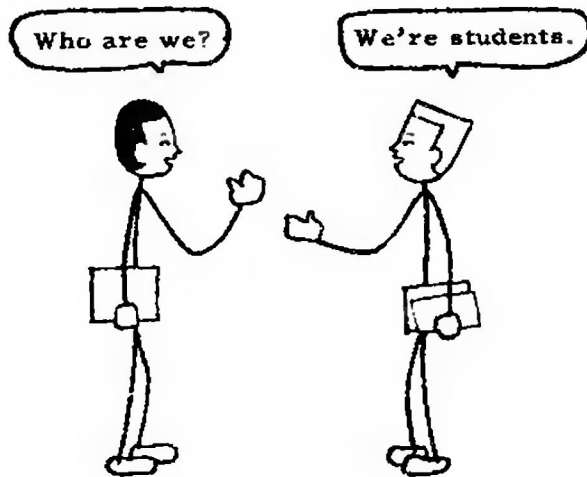
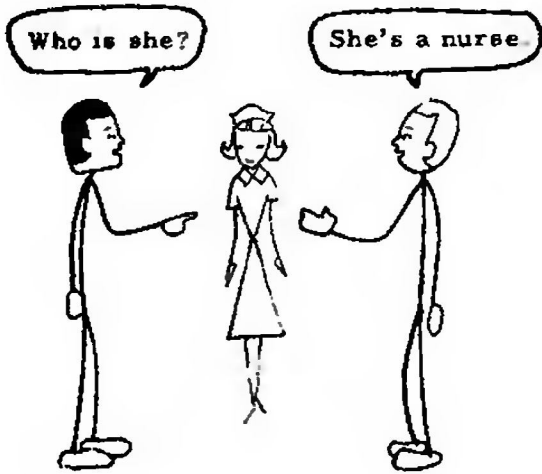
6. Who are they?

They're barbers.

WHAT



WHO



Plural Forms in EnglishSingular

pencil

pen

book

tape

recorder

chair

table

student

teacher

barber

pilot

mechanic

Plural

pencils

pens

books

tapes

recorders

chairs

tables

students

teachers

barbers

pilots

mechanics

Practice these Plural Forms.Singular

1. This is a pencil.
2. This is a pen.
3. This is a book.
4. This is a tape.
5. This is a recorder.
6. This is a chair.
7. This is a table.
8. He's a student.
9. She's a teacher.
10. He's a barber.
11. He's a pilot.
12. He's a mechanic.
13. He's a doctor.
14. She's a nurse.

Plural

These are pencils.  
 These are pens.  
 These are books.  
 These are tapes.  
 These are recorders.  
 These are chairs.  
 These are tables.  
 They are students.  
 They are teachers.  
 They are barbers.  
 They are pilots.  
 They are mechanics.  
 They are doctors.  
 They are nurses.

## Verb BE and its Contractions in English

Verb BE: AM, ARE, IS

- I am ..... = I'm a student.  
 You are ..... = You're a student.  
 We are ..... = We're students.  
 They are ..... = They're students.  
 He is ..... = He's a doctor.  
 She is ..... = She's a nurse.  
 It is ..... = It's a book.

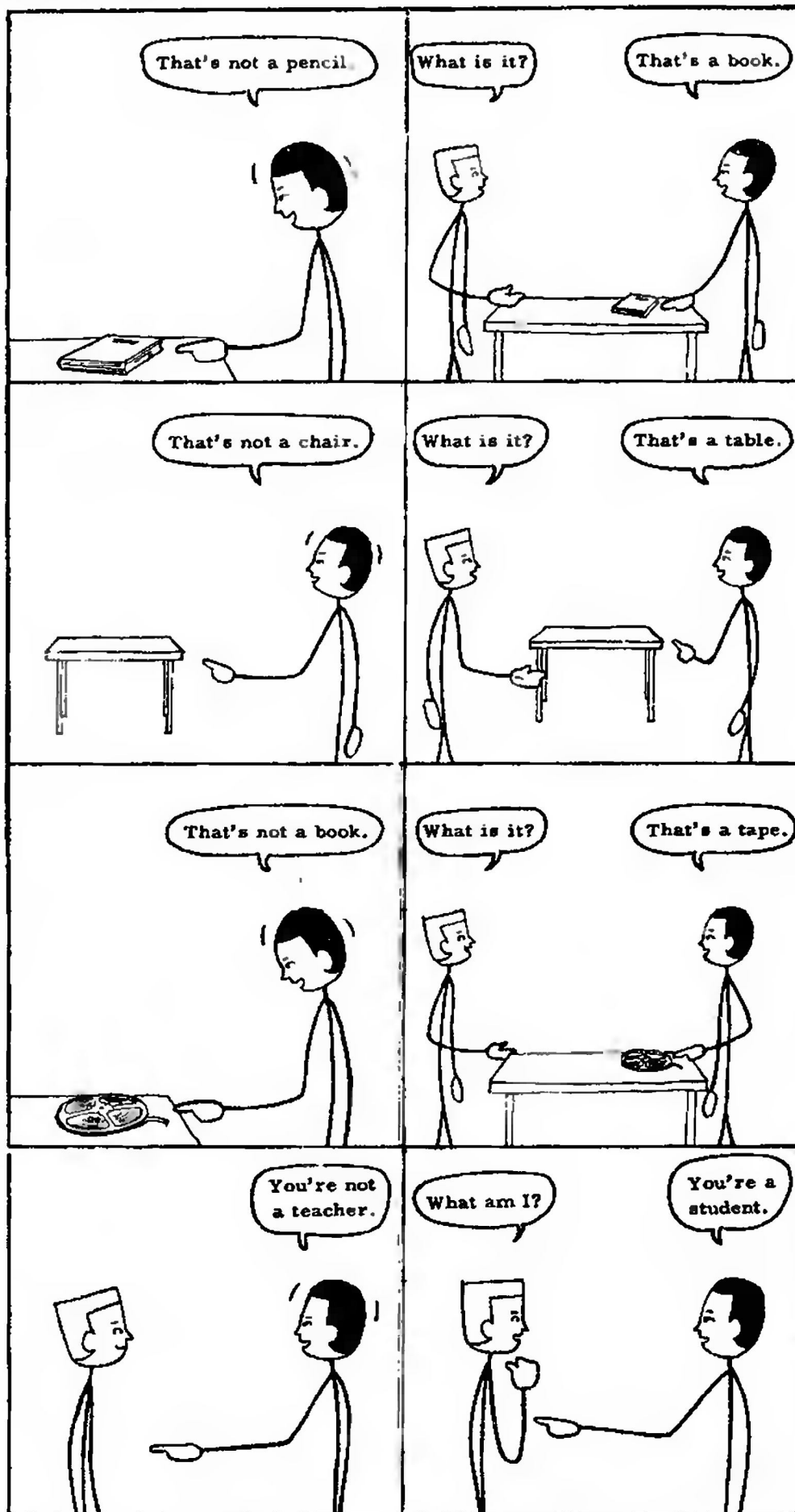
<u>Subject</u>		<u>Verb Forms</u>
I	- -	am
you, we, they	- -	are
he, she, it	- -	is

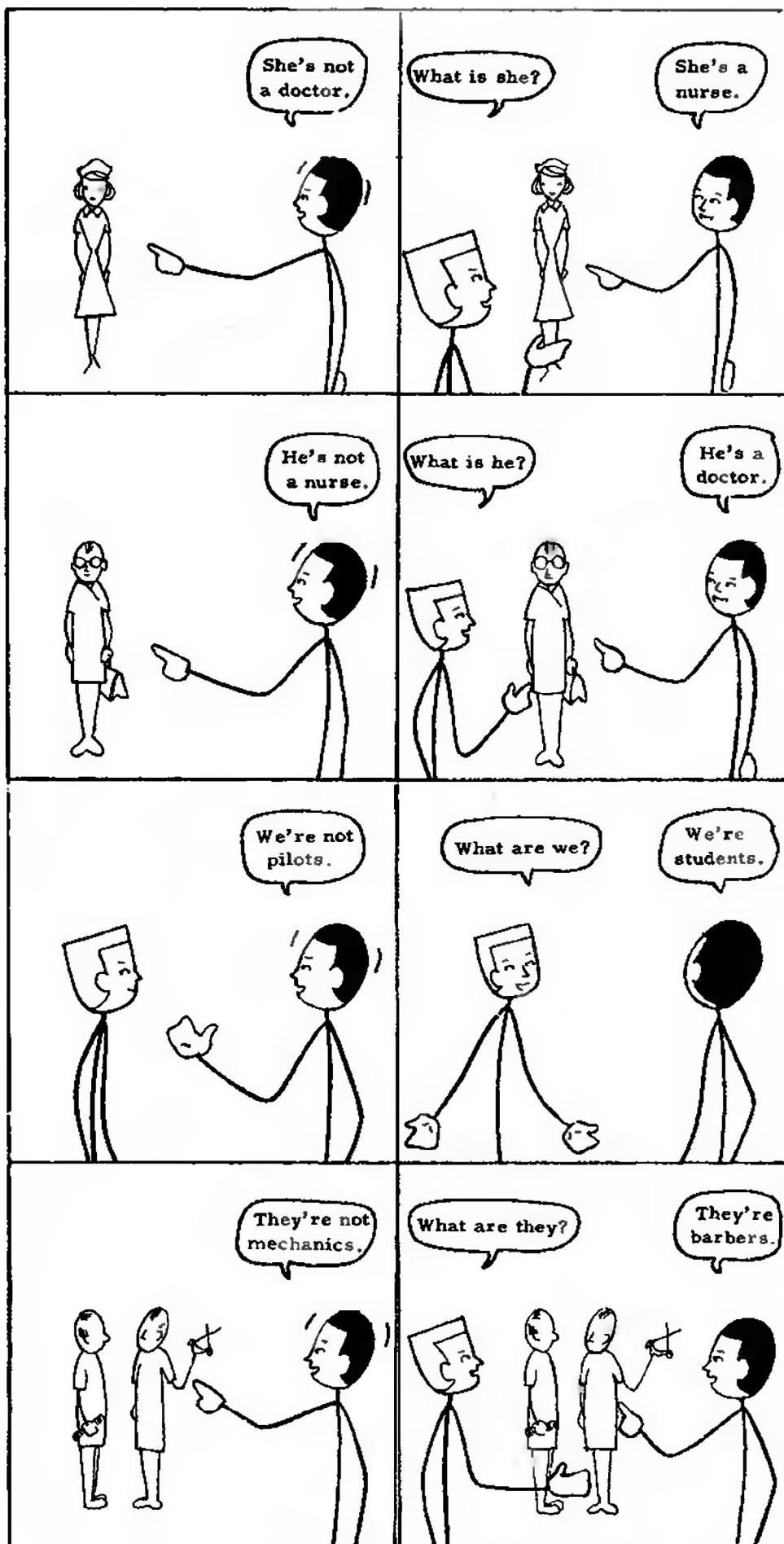
## WHAT

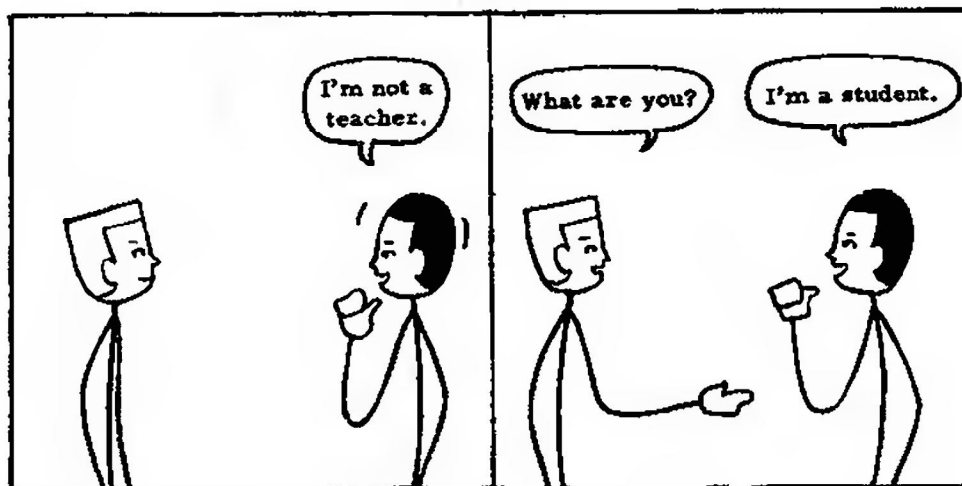
- |                    |                      |
|--------------------|----------------------|
| 1. What are these? | Those are pencils.   |
| 2. What are these? | Those are pens.      |
| 3. What are these? | Those are books.     |
| 4. What are these? | Those are tapes.     |
| 5. What are these? | Those are recorders. |
| 6. What are these? | Those are chairs.    |
| 7. What are these? | Those are tables.    |

## WHO

- |                          |                   |
|--------------------------|-------------------|
| 8. <u>Who are they?</u>  | They're students. |
| 9. <u>Who are they?</u>  | They're teachers. |
| 10. <u>Who are they?</u> | They're barbers.  |
| 11. <u>Who is he?</u>    | He's a doctor.    |
| 12. <u>Who is she?</u>   | She's a nurse.    |
| 13. <u>Who are we?</u>   | We're students.   |
| 14. <u>Who am I?</u>     | You're a teacher. |

Practice the conversations.





Repeat.

1. That's not a pencil.
2. That's not a chair.
3. That's not a book.
4. You're not a teacher.
5. She's not a doctor.
6. He's not a nurse.
7. We're not pilots.
8. They're not mechanics.
9. I'm not a teacher.



Drill

A: Good morning.

B: Good morning. Come in.

A: Thank you. How are you?

B: Fine, thanks. And you?

A: Fine, thanks.

B: Sit down, please.

A: Thank you.

B: What are those?

A: These are tapes. . . . Who are they?

B: They're students.

A: And who is he?

B: He's a doctor.

A: Good-bye.

B: Good-bye. Come again.

## EXPLANATION AND DRILL OF STRUCTURES

1. In the Classroom

This is a classroom. There are five students and one instructor here.

It is early. It is 8:15 in the morning.

There is furniture in the room. There are six chairs and a table. There are three books on the table.

There are a window and a door. There are Venetian blinds in the window.

A blackboard is on the wall. There is a map on the right and two pictures are on the left. There are lights and a light switch.

2. There is / There are.

There is and There are introduce many statements and questions.

a. Repeat.

There are five students here.  
Are there five students here?

There is one instructor here.  
Is there one instructor here?

There is one table.  
There are six chairs.  
There are three books.

Is there a blackboard?  
Yes, there is.

Is there a light switch also?  
Yes, there is.

Is there a wastebasket?  
No, there isn't.

Where is there a map?  
There is a map on the right.

Where are there two pictures?  
There are two pictures on the left.

Are there five books?  
No, there aren't five books.  
There are three books.

b. Use There is or There are in each sentence.

Example: A book is on the table.  
There is a book on the table.

1. Five students are in the room.
2. One instructor is in the room.
3. A pencil is on the table.
4. Two pictures are on the wall.
5. A map is on the wall.
6. A clock is in the room.
7. A window is in the room.
8. One door is in the room.

3. The Definite Article THE

The stands before singular and plural nouns of definite meaning.

Repeat.

This pencil is red.

The pencil is red.

These pencils are red.

The pencils are red.

Is the pencil red?

Are the pencils red?

This pencil isn't yellow.

The pencil isn't yellow.

These pencils aren't yellow.

The pencils aren't yellow.

4. Numbers

a. Repeat.

1	one	11	eleven	21	twenty-one
2	two	12	twelve	31	thirty-one
3	three	13	thirteen	41	forty-one
4	four	14	fourteen	51	fifty-one
5	five	15	fifteen	61	sixty-one
6	six	16	sixteen	71	seventy-one
7	seven	17	seventeen	81	eighty-one
8	eight	18	eighteen	91	ninety-one
9	nine	19	nineteen	100	one hundred
10	ten	20	twenty		

b. How many?

Repeat.

1. How many tables are in the room?
2. How many students are in the room?
3. How many chairs are in the room?
4. How many windows are in the room?
5. How many books are in the room?
6. How many pictures are on the wall?

c. Repeat.

1. There is one instructor.
2. There are five chairs.
3. There are five students.
4. There are three books.
5. There are two pictures.

d. Read these numbers.

30	thirty	1,000	one thousand
40	forty	10,000	ten thousand
50	fifty	1,000,000	one million
60	sixty		
70	seventy		
80	eighty		
90	ninety		
100	one hundred		

5. The Days of the Week

S	M	T	W	T	F	S
SUN	MON	TUE	WED	THU	FRI	SAT
SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY

a. There are seven days in a week. There are classes on Monday, Tuesday, Wednesday, Thursday, and Friday. Monday is the first day of the school week. Friday is the last day of the school week. Saturday and Sunday aren't class days.

- b. What day is today? Today is Monday.  
 What day is tomorrow? Tomorrow is Tuesday.  
 What is day after tomorrow? Day after tomorrow is Wednesday.

6. The Months of the Year

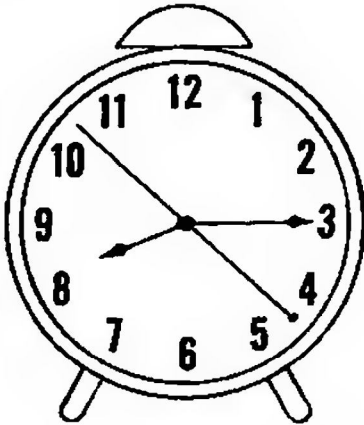
<u>Month</u>	<u>Abbreviation</u>	<u>Temperature</u>
JANuary	Jan.	cold
FEBruary	Feb.	cold
March	Mar.	cool
April	Apr.	cool
May	May	warm
June	Jun.	warm
JuLY	Jul.	hot
AUGust	Aug.	hot
SepTEMBER	Sep.	cool
OcTOber	Oct.	cool
NoVEMBER	Nov.	cold
DeCEMBER	Dec.	cold

Repeat.

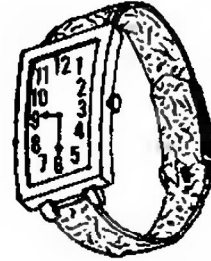
There are twelve months in a year.

There are classes all the year round.

There are no classes on holidays and on weekends.

7. What Time Is It?

This is a clock.  
It's an alarm clock.



This is a watch.  
It's a wristwatch.

There are numbers on the face of the clock.

There are numbers on the face of the watch, too.

There are three hands on the face of the clock and two on the watch.

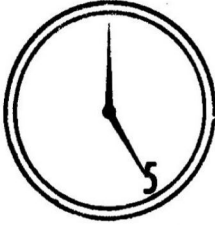
There is a second hand, a minute hand, and an hour hand on the clock.

There is a minute hand and an hour hand on the watch.

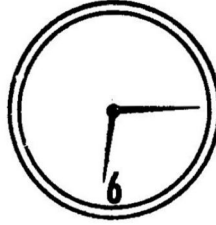
The clock says eight-fifteen.

The watch says nine-thirty.

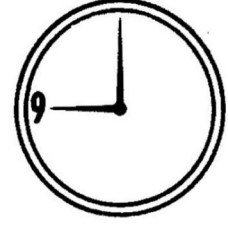


a. Civilian Time (12-hour) ClockA. M. (in the morning)

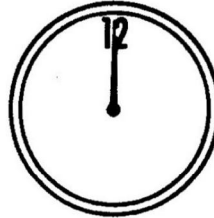
5:00 a.m.  
It's five o'clock.  
It's time to get up.



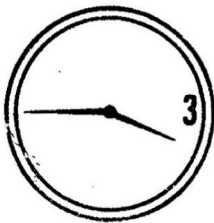
6:15 a.m.  
It's six-fifteen.  
It's time for breakfast.



9:00 a.m.  
It's nine o'clock.  
It's time for class.



12:00 noon  
It's twelve o'clock.  
It's time for lunch.

P. M. (in the afternoon)

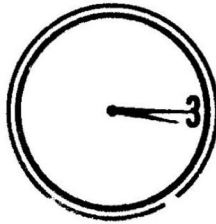
3:45 p.m.  
It's three forty-five.  
It's time for mail-call.



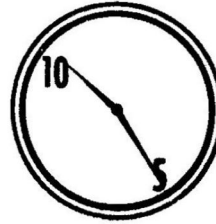
10:30 p.m.  
It's ten-thirty.  
It's time for lights out.

Tell the time on the following Civilian Clock Faces.

1.



2.



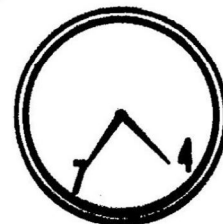
3.



4.



5.

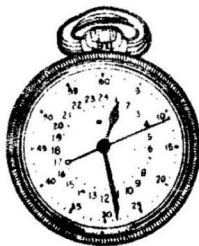


6.

b. Military Time (24-hour) ClockTell the time on the following Military Clock Faces.

0100 hours = 1:00 a.m.  
 0200 hours = 2:00 a.m.  
 0300 hours = 3:00 a.m.  
 0400 hours = 4:00 a.m.  
 0500 hours = 5:00 a.m.  
 0600 hours = 6:00 a.m.  
 0700 hours = 7:00 a.m.  
 0800 hours = 8:00 a.m.  
 0900 hours = 9:00 a.m.  
 1000 hours = 10:00 a.m.  
 1100 hours = 11:00 a.m.  
 1200 hours = 12:00 a.m.

1300 hours = 1:00 p.m.  
 1400 hours = 2:00 p.m.  
 1500 hours = 3:00 p.m.  
 1600 hours = 4:00 p.m.  
 1700 hours = 5:00 p.m.  
 1800 hours = 6:00 p.m.  
 1900 hours = 7:00 p.m.  
 2000 hours = 8:00 p.m.  
 2100 hours = 9:00 p.m.  
 2200 hours = 10:00 p.m.  
 2300 hours = 11:00 p.m.  
 2400 hours = 12:00 p.m.

A. M. (in the morning)P. M. (in the afternoon)

0128 hours

It's oh-one-twenty-eight hours.



1424 hours

It's fourteen-twenty-four hours.

## TAPE 1102A

Repeat.

Who am I?  
Who are you?  
Who is she?  
Who is he?  
Who are we?  
Who are they?

You're a teacher.  
I'm a student.  
She's a nurse.  
He's a doctor.  
We're students.  
They're barbers.

What are these?  
What are those?

Those are pencils.  
Those are pens.  
Those are books.  
Those are tapes.  
Those are recorders.  
Those are chairs.  
Those are tables.

Who are they?  
Who are we?

They're students.  
They're teachers.  
They're barbers.  
They're doctors.  
They're nurses.  
They're farmers.  
They're pilots.  
They're mechanics.

Exercise 1. PluralsListen and repeat everything you hear.

This is a pencil.  
These are pencils.

This is a pen.  
These are pens.

This is a book.  
These are books.

This is a tape.  
These are tapes.

This is a recorder.  
These are recorders.

This is a chair.  
These are chairs.

This is a table.  
These are tables.

He's a student.  
They're students.

She's a teacher.  
They're teachers.

He's a barber.  
They're barbers.

He's a doctor.  
They're doctors.

He's a pilot.  
They're pilots.

He's a mechanic.  
They're mechanics.

She's a nurse.  
They're nurses.

Exercise 2.You will hear the singular form. Then you record the plural form.

This is a pencil.

---

This is a pen.

---

This is a book.

---

This is a tape.

---

This is a recorder.

---

This is a chair.

---

This is a table.

---

He's a student.

---

She's a teacher.

---

He's a barber.

---

He's a doctor.

---

He's a pilot.

---

He's a mechanic.

---

She's a nurse.

---

Exercise 3.Listen and repeat everything you hear.

A: Good morning. How are you?

B: Fine, thanks. How are you?

A: Fine, thanks.

B: What are those?

A: Those are tapes.

B: And what are those?

A: Those are recorders.

B: Who are you?

A: I'm a teacher. And who are you?

B: I'm a student.

A: Who is he?

B: He's a doctor.

A: Who is she?

B: She's a nurse.

A: Who are they?

B: They're pilots.

A: Good-bye.

B: Good-bye.

Exercise 4.You will hear the first speaker (Part A),  
Then you record the response.

A: Good morning. How are you?

B:

A: Fine, thanks.

B:

A: Those are tapes.

B:

A: Those are recorders.

B:

A: I'm a teacher. And who are you?

B:

A: Who is he?

B:

A: Who is she?

B:

A: Who are they?

B:

A: Good-bye.

B:

## TAPE 1102B

Repeat.

Come in!  
Sit down, please.  
Come again!

How are you?  
Fine, thanks. And you?  
Fine, thanks.

That's not a pencil.  
That's not a chair.  
That's not a book.  
You're not a teacher.  
She's not a doctor.  
He's not a nurse.  
We're not mechanics.  
They're not pilots.  
I'm not a teacher.

What is it?  
What am I?  
What is she?  
What is he?  
What are we?  
What are they?  
What are you?

Exercise 1. Review of negative forms.Listen and repeat.

That's a pencil.  
That's not a pencil.

That's a chair.  
That's not a chair.

That's a book.  
That's not a book.

That's a tape.  
That's not a tape.

That's a recorder.  
That's not a recorder.

You're a teacher.  
You're not a teacher.

She's a nurse.  
She's not a nurse.

We're pilots.  
We're not pilots.

They're mechanics.  
They're not mechanics.

I'm a teacher.  
I'm not a teacher.

Exercise 2.

You will hear the affirmative form.  
Then you record the negative form.

That's a pencil.  
That's a chair.  
That's a book.  
That's a tape.  
That's a recorder.  
You're a teacher.  
She's a nurse.  
We're pilots.  
They're mechanics.  
I'm a teacher.

Exercise 3. Review of plural forms.Listen and repeat.

pencil	pencils
pen	pens
book	books
chair	chairs
table	tables
tape	tapes
recorder	recorders
student	students
teacher	teachers
barber	barbers
pilot	pilots
mechanic	mechanics
doctor	doctors
nurse	nurses

Exercise 4.

You will hear the singular form.  
Then you record the plural form.

pencil  
 pen  
 book  
 chair  
 table  
 tape  
 recorder  
 student  
 teacher  
 barber  
 pilot  
 mechanic  
 doctor  
 nurse

Exercise 5. Conversation practice.Listen and repeat everything you hear.

- A: That's not a pencil.  
 What is it?  
 B: That's a book.
- A: That's not a chair.  
 What is it?  
 B: That's a table.
- A: That's not a book.  
 What is it?  
 B: That's a tape.
- A: You're not a teacher.  
 Who are you?  
 B: I'm a student.
- A: She's not a doctor.  
 Who is she?  
 B: She's a nurse.
- A: He's not a nurse.  
 What is he?  
 B: He's a doctor.
- A: We're not pilots.  
 What are we?  
 B: We're students.
- A: They're not mechanics.  
 What are they?  
 B: They're barbers.
- A: I'm not a teacher.  
 What am I?  
 B: You're a student.

## TAPE 1102C

Listen to the following conversation  
between a captain and a lieutenant.

Good morning, captain.

Good morning, lieutenant. How are you?

I'm fine, sir. Thank you.

Just a minute. What time is it?

It's eight o'clock, sir.

Are you in the lab this period?

Yes, sir.

Is your roommate there too?

Yes, sir. He is.

Ask him to report to me.

Yes, sir.

Good-bye, lieutenant.

Good-bye, sir.

Repeat everything you hear.

Good morning, captain.

Good morning, lieutenant. How are you?

I'm fine, sir. Thank you.

Just a minute. What time is it?

It's eight o'clock, sir.

Are you in the lab this period?

Yes, sir.

Is your roommate there too?

Yes, sir. He is.

Ask him to report to me.

Yes, sir.

Good-bye lieutenant.

Good-bye, sir.

## SOUND AND INTONATION

Pronunciation PracticeListen to four characteristic English vowel sounds.

/ ɪ /   / ɪ /   / ɪ /   it   it   it

/ ɛ /   / ɛ /   / ɛ /   yes   yes   yes

/ æ /   / æ /   / æ /   at   at   at

/ ə /   / ə /   / ə /   month   month   month

Listen to the sound / ɪ / in the following words.

is   is   is

in   in   in

it   it   it

Repeat.

is   is   is

in   in   in

it   it   it

Listen to the sound / ɛ / in the following words.

yes   yes   yes

hello   hello   hello

red   red   red

Repeat.

yes   yes   yes

hello   hello   hello

red   red   red

Listen to the sound / æ /.

am   am   am

thanks   thanks   thanks

class   class   class

Repeat.

am   am   am

thanks   thanks   thanks

class   class   class

Listen to the sound / ə /.

month   month   month

number   number   number

Sunday   Sunday   Sunday

Repeat.

month   month   month

number   number   number

Sunday   Sunday   Sunday

Repeat.

What are these?

Who is he?

Repeat these questions and answers.

Where are we?

We are in the classroom.

Where are the students?

They're in the classroom.

Is it time for class?

Yes, it's time for class.

Who is at the blackboard?

The instructor is at the blackboard.

Is there a wastebasket in the classroom?

No, there isn't.

Where is the map?

The map is to the right.

Where are the pictures?

They are to the left.

Are there lights in the room?

Yes, there are.

Is there a light switch?

Yes.

Is the light on?

No, it's off.

Repeat.

It's five o'clock.

It's time to get up.

It's six-fifteen.

It's time for breakfast.

It's seven twenty-five.

It's time for class.

It's nine-fifteen.

It's time for a break.

Numbers: Zero to fifteenRepeat everything that follows.

0. zero

1. one

2. two

3. three

4. four

5. five

6. six

7. seven

8. eight

9. nine

10. ten

11. eleven

12. twelve

13. thirteen

14. fourteen.

15. fifteen

What's your serial number?

It's 1-4-6-8-0.

(One-four-six-eight-zero)

What's his serial number?

It's 2-3-5-7-9.

What's your barracks number?

1-2-3-6-4.

What's his barracks number?

2-5-7-8-9.

What's your phone number?

3-6-1-2-4.

What's her phone number?

5-8-7-9-4.

The first day is Monday.

The second day is Tuesday.

The third day is Wednesday.

The fourth day is Thursday.

Friday is the fifth day.

Saturday is the sixth day.

Sunday is the seventh day.

The first month is January.

The second month is February.

The third month is March.

The fourth month is April.

The fifth month is May.

The sixth month is June.

July is the seventh month.

August is the eighth month.

September is the ninth month.

October is the tenth month.

November is the eleventh month.

December is the twelfth month.

How many days are there in a week?

There are seven days in a week.

Which days are school days?

Monday, Tuesday, Wednesday, Thursday and Friday.

### Months

- |             |              |
|-------------|--------------|
| 1. January  | 7. July      |
| 2. February | 8. August    |
| 3. March    | 9. September |
| 4. April    | 10. October  |
| 5. May      | 11. November |
| 6. June     | 12. December |

How many months are there in a year?

There are twelve months in a year.

## AMERICAN LANGUAGE COURSE

UN. 1103

## OUTLINE AND STUDY OBJECTIVES

Structures

Be - Contracted Negative Questions

The Question Word - Why

Action Verbs:

Present Tense

Affirmative Statements

Personal Pronouns

Adjectives

Sound and Intonation

/ i, ɪ, e, ɛ, æ, u, ʊ, o, ɔ, a, ə /

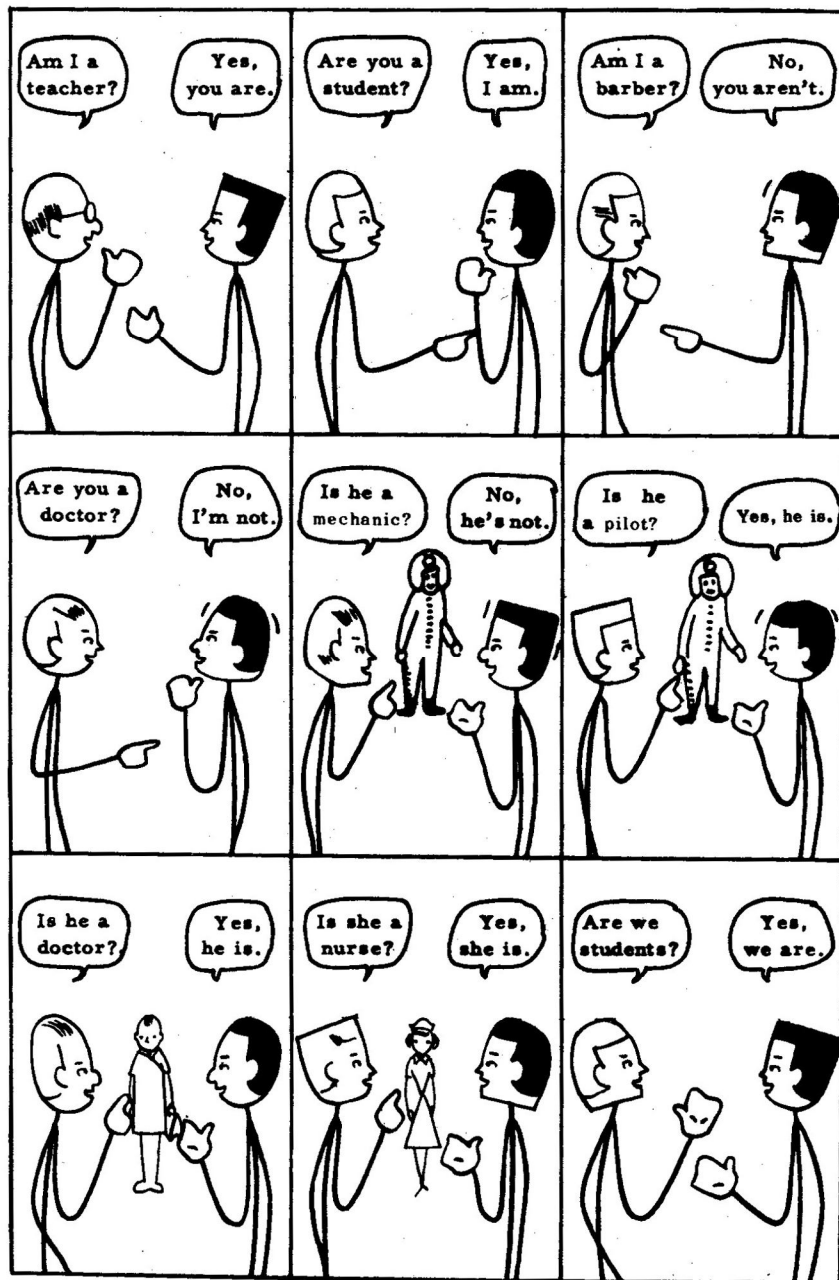
/ aɪ, aʊ, ɔɪ /

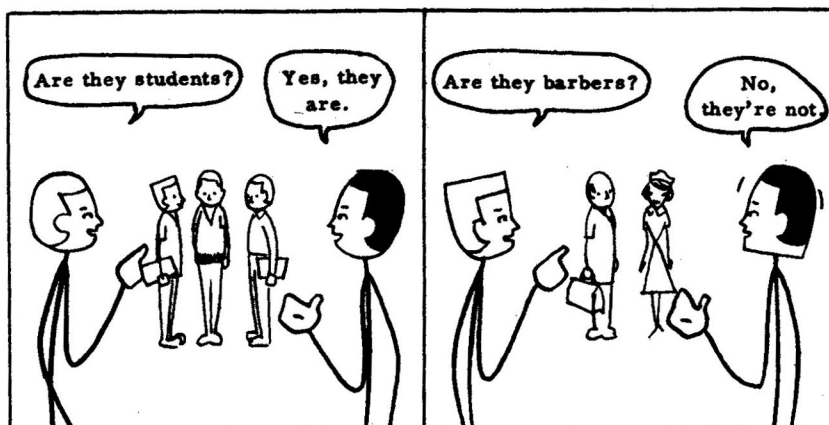
/ s, z /

## UNIT 1103

## CONVERSATION AND READING PRACTICES

Practice these questions and answers.





A: Am I a teacher?

B: Yes, you are.

A: Are you a student?

B: Yes, I am.

A: Am I a barber?

B: No, you aren't.

A: Are you a doctor?

B: No, I'm not.

A: Is he a mechanic?

B: No, he's not.

A: Is he a pilot?

B: No, he's not.

A: Is he a doctor?

B: Yes, he is.

A: Is she a nurse?

B: Yes, she is.

A: Are we students?

B: Yes, we are.

A: Are they students?

B: Yes, they are.

A: Are they barbers?

B: No, they're not.





1. Isn't this a pencil?  
Yes, it is.
2. Isn't this a book?  
Yes, it is.
3. Isn't this a pen?  
Yes, it is.
4. Isn't this a tape?  
Yes, it is.
5. Isn't this a chair?  
No, it isn't.
6. Isn't this a table?  
No, it isn't.
7. Isn't this an airplane?  
No, it isn't.
8. Aren't those pencils?  
No, they aren't.
9. Aren't those books?  
No, they aren't.
10. Aren't those tapes?  
Yes, they are.
11. Aren't those tables?  
Yes, they are.

YOU'RE NOT A TEACHER.....YOU AREN'T A TEACHER

You're not	=	You aren't
you + are = <u>you're</u>		are + not = <u>aren't</u>
<u>You're</u> not a teacher.	=	You <u>aren't</u> a teacher.

Practice these negative forms.

Negative Statements

1. You're not a teacher.
2. You aren't a teacher.
  
1. We're not students.
2. We aren't students.
  
1. They're not students.
2. They aren't students.
  
1. He's not a doctor.
2. He isn't a doctor.
  
1. She's not a nurse.
2. She isn't a nurse.
  
1. That's not a book.
2. That isn't a book.

Negative Questions

- Aren't you a teacher?
- Aren't we students?
- Aren't they students?
- Isn't he a doctor?
- Isn't she a nurse?
- Isn't that a book?

Short answers in English

Are you a student?

Yes, I am.

No, I'm not.

Is this a pencil?

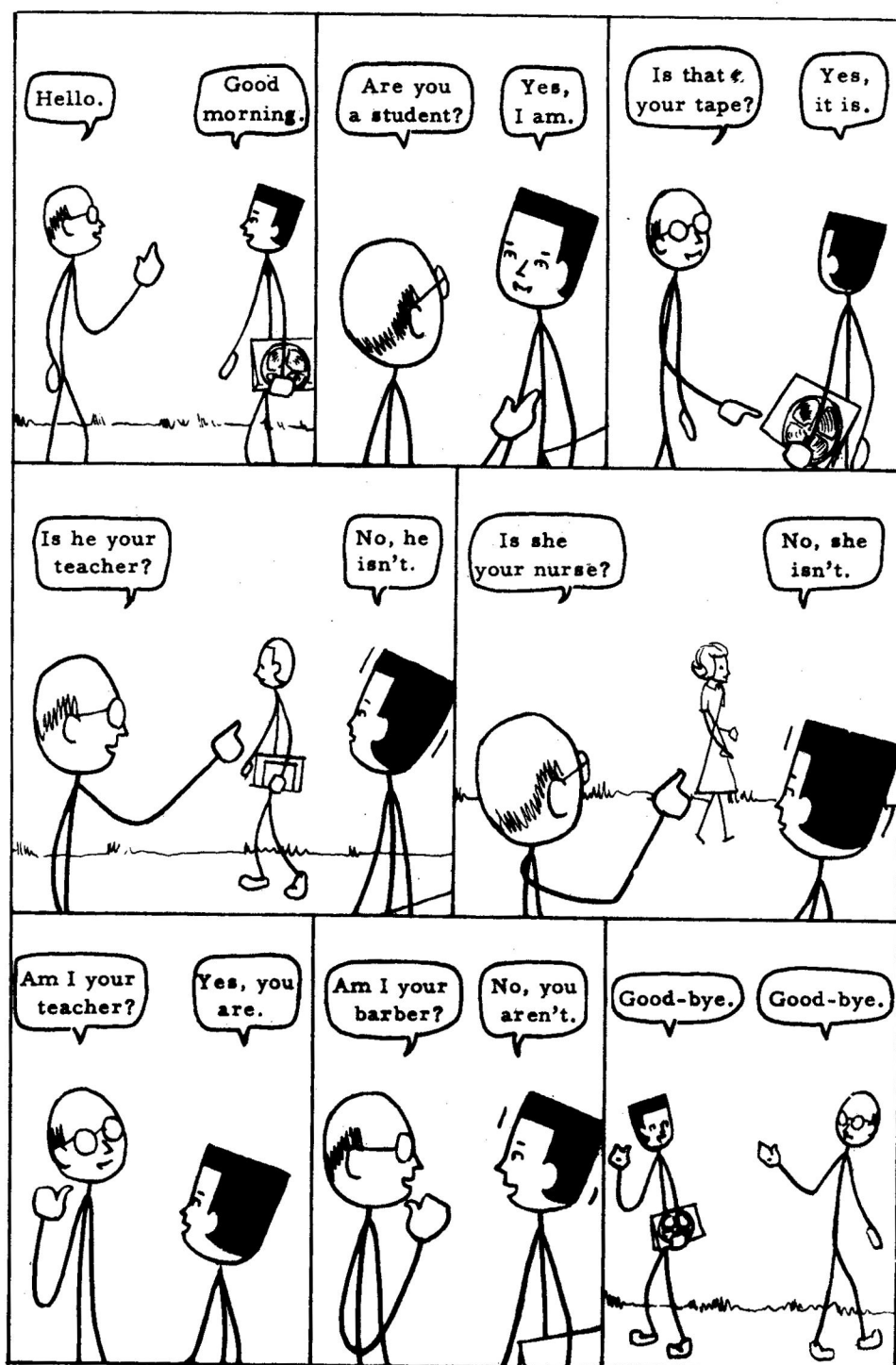
Yes, it is.

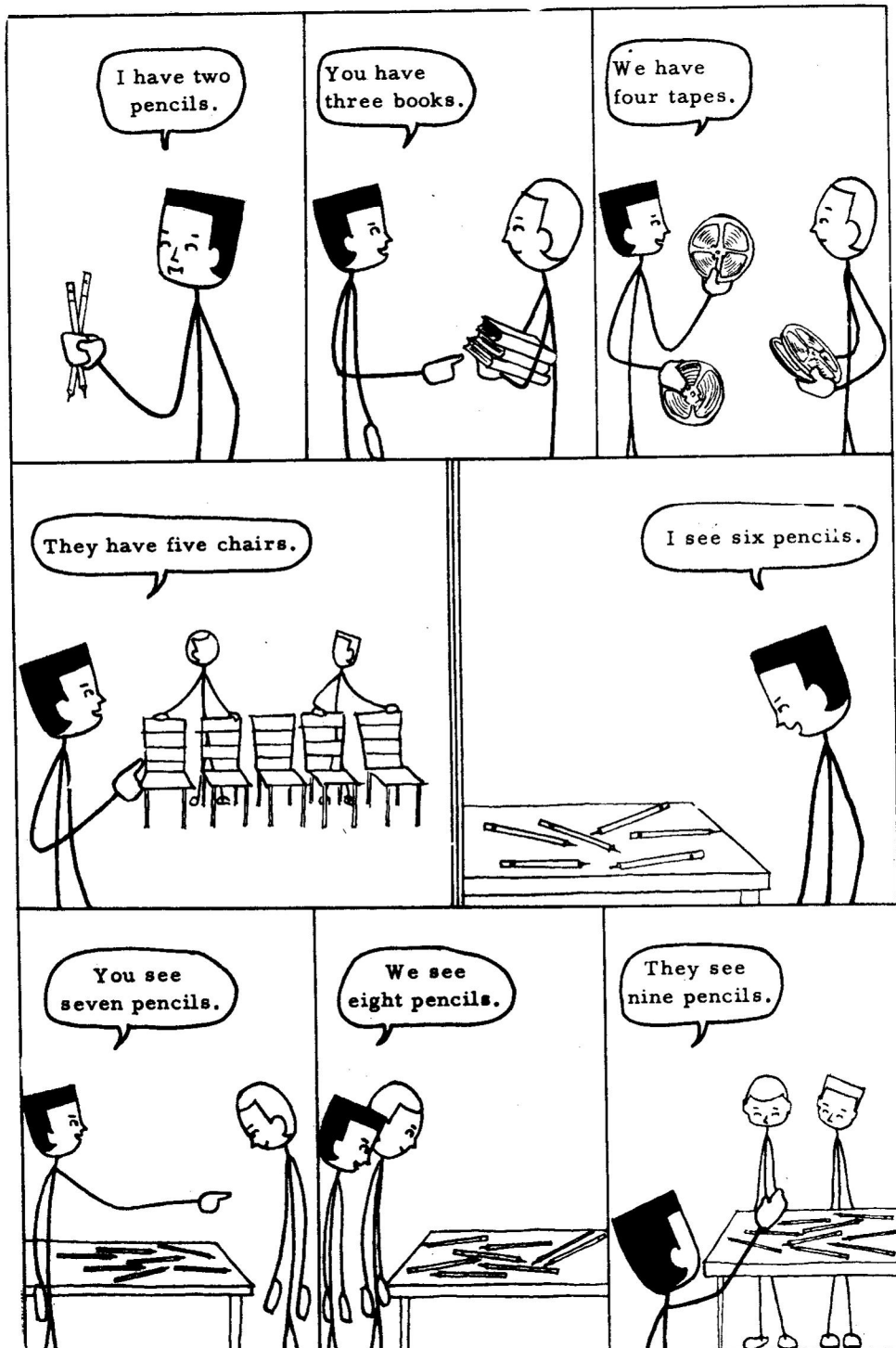
No, it isn't.

No, it's not.

Give short answers in English.

- |                       |                          |
|-----------------------|--------------------------|
| 1. Are you a student? | 6. Is she a nurse?       |
| 2. Am I a teacher?    | 7. Is this a pen?        |
| 3. Are we students?   | 8. Is that a tape?       |
| 4. Are they students? | 9. Are these books?      |
| 5. Is he a doctor?    | 10. Are those recorders? |

Review.

Action Verbs - Present Tense - Affirmative Statements



Repeat.

1. I have two pencils.  
You have three books.  
We have four tapes.  
They have five chairs.
2. I see six pencils.  
You see seven pencils.  
We see eight pencils.  
They see nine pencils.
3. I hear a train.  
You hear a car.  
We hear a bus.  
They hear an airplane.
4. I want ten pencils.  
You want a tape.  
We want a table.  
They want a teacher.

## EXPLANATION AND DRILL OF STRUCTURES

1. BE - Contracted Negative Questions

Begin negative questions with the contracted Verb + not pattern.

Example: Isn't this my book?

Aren't those your books?

Change to the contracted negative question form.

1. It is cold.
2. They are new.
3. This is his first class.
4. It's time for lunch.
5. Today isn't Tuesday.
6. They aren't in class.
7. Are they yellow?
8. She's in the lab.
9. It's five o'clock.
10. This month is July.

2. The Question Word- Why

Question words always come first in a sentence.

Begin each negative question with Why.

Example: Isn't he in class?  
Why isn't he in class?

1. Aren't they in the lab?
2. Isn't the light on?
3. Isn't it time for a break?
4. Isn't there a wastebasket in the room?

3. Action Verbs - Present Tense - Affirmative Statements

Have - The Present Tense

<u>Person</u>	<u>Singular</u>	<u>Plural</u>
1st person	I have.	We have.
2nd person	You have.	You have.
3rd person	He, she, it has.	They have.

a. Use the correct form of Have.

1. He \_\_\_\_\_ a pen.
2. They \_\_\_\_\_ two books.
3. I \_\_\_\_\_ my pencil.
4. The watch \_\_\_\_\_ a minute hand.
5. A week \_\_\_\_\_ seven days.
6. We \_\_\_\_\_ a new teacher.
7. You \_\_\_\_\_ a wrist watch.
8. The room \_\_\_\_\_ a light switch.

b. Want - The Present Tense

<u>Person</u>	<u>Singular</u>	<u>Plural</u>
1st person	I want.	We want.
2nd person	You want.	You want.
3rd person	He, she, it wants.	They want.

Use the correct form of Want.

1. He \_\_\_\_\_ a pen.
2. They \_\_\_\_\_ two books.
3. I \_\_\_\_\_ my pencil.
4. She \_\_\_\_\_ a new wrist watch.
5. We \_\_\_\_\_ a break.
6. They \_\_\_\_\_ a holiday.
7. He \_\_\_\_\_ her telephone number.
8. We \_\_\_\_\_ new Venetian blinds.

c. Use He as the subject of each sentence.

Example: I want a car.  
He wants a car.

1. I have a pencil.
2. I want a new car.
3. I have an old car.
4. I have an alarm clock.
5. I want a tape.
6. We want a green pencil.
7. You want her telephone number.
8. We want a recorder.

## d. Rewrite these sentences. First substitute "I." Then substitute "they."

Example: He wants a red pencil.  
 I want a red pencil.  
 They want a red pencil.

1. She wants a new car.
2. He wants an alarm clock.
3. We want a new tape.
4. He wants a book.
5. We want a recorder.
6. He wants a pencil.
7. He wants three books.

## e. Let each student substitute "I" for "we."

We get up early every day. We go to the mess hall and eat breakfast.  
 We have bacon and eggs, toast, and coffee. Then we walk to class.

4. Personal Pronouns

Subject:	I	you	he	she	it	we	they
Possessive:	my	your	his	her	its	our	their
	mine	yours	his	hers	its	ours	theirs

a. Note that there are two pronoun forms for possession; one stands in front of the noun; the other stands alone.

It's my book.  
 your  
 his  
 her  
 (its)  
 our  
 their

It's mine.  
 yours.  
 his.  
 hers.  
 (its)  
 ours.  
 theirs.

Drill: Supply the pronoun forms.

Example: I have a book.  
I have my book.  
I have mine.

1. He has a pencil.  
He has \_\_\_\_\_ pencil.  
He has \_\_\_\_\_.
2. We have the grades.  
We have \_\_\_\_\_ grades.  
We have \_\_\_\_\_.
3. You have a book.  
You have \_\_\_\_\_ book.  
You have \_\_\_\_\_.
4. I have a tape.  
I have \_\_\_\_\_ tape.  
I have \_\_\_\_\_.

b. Repeat these sentences.

I have my ID (identification) card.  
You have your ID card.  
He has his ID card.  
She has her ID card.  
We have our ID cards.  
They have their ID cards.

It's mine.  
It's yours.  
It's his.  
It's hers.  
They're ours.  
They're theirs.

## 5. Adjectives.

Adjectives may come before or after the nouns they describe.

Example: This is a red pencil.  
This pencil is red.

These are red pencils.  
These pencils are red.

Complete these sentences.

1. yellow  
That is a \_\_\_\_\_ book.  
That book is \_\_\_\_\_.  
Those are \_\_\_\_\_ books.  
Those books are \_\_\_\_\_.

2. new  
This is a \_\_\_\_\_ tape.  
This tape is \_\_\_\_\_.  
These are \_\_\_\_\_ tapes.  
These tapes are \_\_\_\_\_.

3. old  
It is an \_\_\_\_\_ car.  
It is \_\_\_\_\_.  
They are \_\_\_\_\_ cars.  
They are \_\_\_\_\_.

## TAPE 1103A

Repeat everything you hear.

I'm a teacher.  
You're a student.  
We're students.  
They're students.  
He's a doctor.  
She's a nurse.  
This is a pencil.  
Those are pencils.

I am.  
You are.  
He is.  
She is.  
We are.  
They are.

I'm not a teacher.  
You're not a student.  
We're not students.  
They're not students.  
He's not a doctor.  
She's not a nurse.  
This is not a pencil.  
Those are not pencils.

I'm not.  
You're not.  
He's not.  
She's not.  
We're not.  
They're not.

Am I a teacher?  
Are you a student?  
Are we students?  
Are they students?  
Is he a doctor?  
Is she a nurse?  
Is this a pencil?  
Are those pencils?

You're not.  
You aren't.

He's not.  
He isn't.

She's not.  
She isn't.

We're not.  
We aren't.

They're not.  
They aren't.

Aren't you a student?  
Aren't we students?  
Aren't they students?  
Isn't he a doctor?  
Isn't she a nurse?  
Isn't this a pencil?  
Aren't those pencils?

I am.  
Am I \_\_\_\_\_?

You are.  
Are you \_\_\_\_\_?

He is.  
Is he \_\_\_\_\_?

She is.  
Is she \_\_\_\_\_?

We are.  
Are we \_\_\_\_\_?

They are.  
Are they \_\_\_\_\_?

You aren't.  
Aren't you \_\_\_\_\_?

He isn't.  
Isn't he \_\_\_\_\_?

She isn't.  
Isn't she \_\_\_\_\_?

We aren't.  
Aren't we \_\_\_\_\_?

They aren't.  
Aren't they \_\_\_\_\_?

### Exercise 1. Review of Affirmative Question forms.

#### Listen and repeat.

I'm a student.  
Am I a student?

You're a teacher.  
Are you a teacher?

He's a doctor.  
Is he a doctor?

She's a nurse.  
Is she a nurse?

We're students.  
Are we students?

You're teachers.  
Are you teachers?

They're pilots.  
Are they pilots?

That's a pencil.  
Is that a pencil?

Those are books.  
Are those books?

#### Exercise 2.

You will hear the affirmative form.  
Then you record the question form.

I'm a student.  
You're a teacher.  
He's a doctor.  
She's a nurse.  
We're students.  
You're teachers.  
They're pilots.  
That's a pencil.  
Those are books.

Exercise 3.Review of Negative Statement forms.Listen and repeat.

I'm a student.  
I'm not a student.

You're a teacher.  
You're not a teacher.

He's a doctor.  
He's not a doctor.

She's a nurse.  
She's not a nurse.

We're students.  
We're not students.

You're teachers.  
You're not teachers.

They're pilots.  
They're not pilots.

That's a pencil.  
That's not a pencil.

Those are books.  
Those aren't books.

Exercise 4.

You will hear the affirmative statement.  
Then you record the negative statement.

I'm a student.  
You're a teacher.  
He's a doctor.  
She's a nurse.  
We're students.  
You're teachers.  
They're pilots.  
That's a pencil.  
Those are books.

Exercise 5.Review of Negative Question forms.Listen and repeat.

You're not a teacher.  
Aren't you a teacher?

He's not a doctor.  
Isn't he a doctor?

She's not a nurse.  
Isn't she a nurse?

We're not students.  
Aren't we students?

You're not teachers.  
Aren't you teachers?

They're not pilots.  
Aren't they pilots?

That's not a pencil.  
Isn't that a pencil?

Those aren't books.  
Aren't those books?

Exercise 6.

You will hear the negative statement.  
Then you record the negative question.

You're not a teacher.  
He's not a doctor.  
She's not a nurse.  
We're not students.  
You're not teachers.  
They're not pilots.  
That's not a pencil.  
Those aren't books.

Exercise 7.

Review of TWO possible forms of negative with verb Be.

Listen and repeat.

You're not.  
You aren't.

He's not.  
He isn't.

She's not.  
She isn't.

We're not.  
We aren't.

You're not.  
You aren't.

They're not.  
They aren't.

It's not.  
It isn't.

## TAPE 1103B

Repeat everything you hear.

have  
see  
hear  
want

your tape  
your book  
your pen  
your pencil  
your chair  
your table  
your teacher  
your doctor

I have two pencils.  
You have three books.  
We have four tapes.  
They have five chairs.

I see six pencils.  
You see seven pencils.  
We see eight pencils.  
They see nine pencils.

Is this your tape?  
Is this your book?  
Is that your pen?  
Is that your pencil?  
Is this your chair?  
Is that your table?  
Is he your teacher?  
Is he your doctor?

I hear a train.  
You hear a car.  
We hear a bus.  
They hear an airplane.

I want ten pencils.  
You want a tape.  
We want a table.  
They want a teacher.

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

Yes, they are.  
No, they aren't.

one	six
two	seven
three	eight
four	nine
five	ten

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

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

Exercise 1.Listen and repeat everything you hear.

A: Good morning.  
B: Good morning.

A: Who are you?  
B: I'm a doctor.

A: Is this your book?  
B: No, it isn't.

A: Is that your table?  
B: Yes, it is.

A: Are those your pencils?  
B: No, they aren't.

A: Good-bye.  
B: Good-bye.

Exercise 2.

Now you will hear the first speaker  
(Part A). Then you record the part  
of the second speaker (Part B).

A: Good morning.  
B: Good morning.

A: Who are you?  
B: I'm a doctor.

A: Is this your book?  
B: No, it isn't.

A: Is that your table?  
B: Yes, it is.

A: Are those your pencils?  
B: No, they aren't.

A: Good-bye.  
B: Good-bye.

Exercise 3.Listen and repeat everything you hear.

A: Hi! How are you?  
B: Fine, thanks. And you?

A: Fine, thanks. Are you a student?  
B: Yes, I am.

A: Is this your pencil?  
B: Yes, it is.

A: I hear an airplane.  
B: I hear a car.

A: I see a train.  
B: I see a bus.

A: I have a book.  
B: I have two books.

A: Good-bye.  
B: So long!

Exercise 4.

Now you will hear the first speaker  
(Part A). Then you record the part  
of the second speaker (Part B).

A: Hi! How are you?  
B: Hi! Fine, thanks. And you?

A: Fine, thanks. Are you a student?  
B: Yes, I am.

A: Is this your pencil?  
B: Yes, it is.

A: I hear an airplane.  
B: I hear a car.

A: I see a train.  
B: I see a bus.

A: I have a book.  
B: I have two books.

A: Good-bye.  
B: So long!

## Exercise 5.

Listen and repeat everything you hear.

A: I'm not a teacher.

B: What are you?

A: I'm a student.

B: I'm not a barber.

A: What are you?

B: I'm a pilot.

A: That's not a pencil.

B: What is it?

A: That's a pen.

## Exercise 6.

Now you will hear the first speaker (Part A). Then you record the part of the second speaker (Part B).

A: I'm not a teacher.

B: What are you?

A: I'm a student.

B: I'm not a barber.

A: What are you?

B: I'm a pilot.

A: That's not a pencil.

B: What is it?

A: That's a pen.

## TAPE 1103C

Listen to the following conversation between two students.

John, it's time to get up.

What time is it, Fred?

It's six o'clock.

Are you sure?

My clock says five-thirty.

Your clock is slow.

It's six o'clock right now.

What time is breakfast?

six-thirty.

I'll hurry then.

Wait for me.

O.K. I'll wait.

-----  
Repeat everything that follows.

John, it's time to get up.

What time is it, Fred?

It's six o'clock.

Are you sure?

My clock says five-thirty.

Your clock is slow.

It's six o'clock right now.

What time is breakfast?

six-thirty.

I'll hurry then.

Wait for me.

O.K. I'll wait.

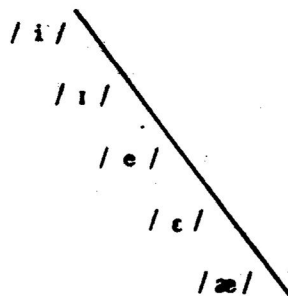
## SOUND AND INTONATION

Listen.

There are 11 vowel sounds in English.

There are 5 front vowels.

The front vowels are / i, ɪ, e, ɛ, æ /



Front Vowels

\*\*\*\*\*

Listen and repeat.

/ i / / i / / i /

/ ɪ / / ɪ / / ɪ /

/ e / / e / / e /

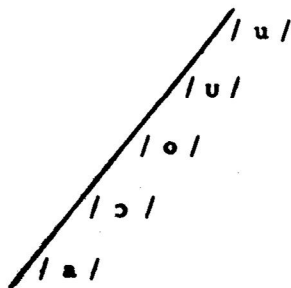
/ ɛ / / ɛ / / ɛ /

/ æ / / æ / / æ /

Listen.

There are 5 back vowels.

The back vowels are / u, ʊ, o, ɔ, a /



Back Vowels

\*\*\*\*\*

Listen and repeat.

/ u / / u / / u /

/ u / / u / / u /

/ o / / o / / o /

/ ɔ / / ɔ / / ɔ /

/ a / / a / / a /

---

Listen.

There is 1 middle vowel.

The middle vowel is / ə /.

\*\*\*\*\*

Listen and repeat.

/ ə / / ə / / ə /

---

Listen.

There are 3 diphthongs in English.

The diphthongs are / aɪ , au , ɔɪ /

\*\*\*\*\*

Listen and repeat.

/ aɪ / / aɪ / / aɪ /

/ au / / au / / au /

/ ɔɪ / / ɔɪ / / ɔɪ /

/ s - z /

/ s / - He wants. / s /

/ s / - She wants. / s /

/ s / - It wants. / s /

/ z / - is, is, is / z /

/ z / - has, has, has / z /

Listen and repeat.

He is in class.  
Is he in class?  
He isn't in class.  
Isn't he in class?

They are in class.  
Are they in class?  
They aren't in class.  
Aren't they in class?

Why isn't he in class?  
Why aren't they in class?

/ z - z - z /

is is is

has has has

I have.  
You have.  
We have.  
They have.

He has. / z /  
She has. / z /  
It has. / z /

Listen and repeat.

I want.  
You want.  
We want.  
They want.

He wants. / s /  
She wants. / s /  
It wants. / s /

Conversation Practice

Isn't this my pencil?  
Yes, it's your pencil.  
Yes, it's yours.

Isn't this your pencil?  
Yes, it's my pencil.  
Yes, it's mine.

Isn't this his pencil?  
Yes, it's his pencil.  
Yes, it's his.

Isn't this her pencil?  
Yes, it's her pencil.  
Yes, it's hers.

Listen and repeat.

This is a red pencil.  
This pencil is red.  
These are red pencils.  
These pencils are red.

I have my ID card.  
It's mine.

You have your ID card.  
It's yours.

He has /z/ his ID card.  
It's his. /z/

She has /z/ her ID card.  
It's hers. /z/

Review these expressions.

Hi!  
So long.  
Sit down, please.  
It's lunch time.  
It's time for a break.  
I'll hurry.  
I'll wait.

Repeat these statements.

That's a pencil.  
I'm a student.  
It's a room.  
It isn't an alarm clock.  
He's in the lab.  
She's not in class.  
This isn't my classroom.

There s one recorder  
There re ten tapes.  
January is the first month of the year.  
December is the last month of the year.

It's two a.m.  
It's 0200 hours.

The pencil is red.  
The pencils are red.

Repeat.

Isn't this yours?  
Yes, it is.

Aren't those our books?  
Yes, they are.

He has /z/ a book.  
She wants a book.

I have my grade.  
I have mine.

## AMERICAN LANGUAGE COURSE

## UNIT 1104

## OUTLINE AND STUDY OBJECTIVES

Structures

Action Verbs - Present Tense

Affirmative Questions

Negative Statements

Negative Questions

The Imperative

Sound and Intonation

S - Hissing Sound after /p, t, k, f/

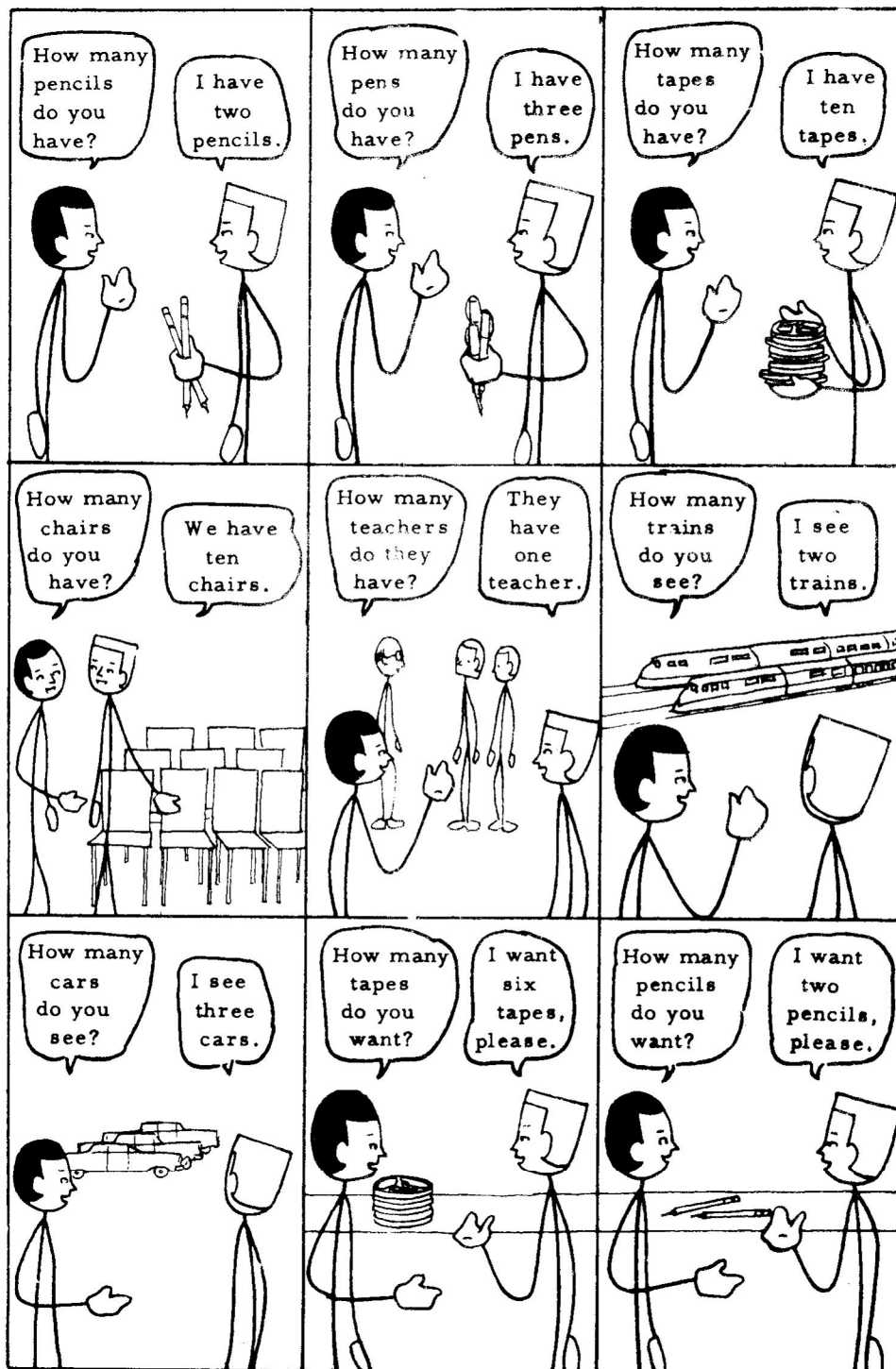
- Buzzing Sound after most other consonants and vowels.

## CONVERSATION AND READING PRACTICES

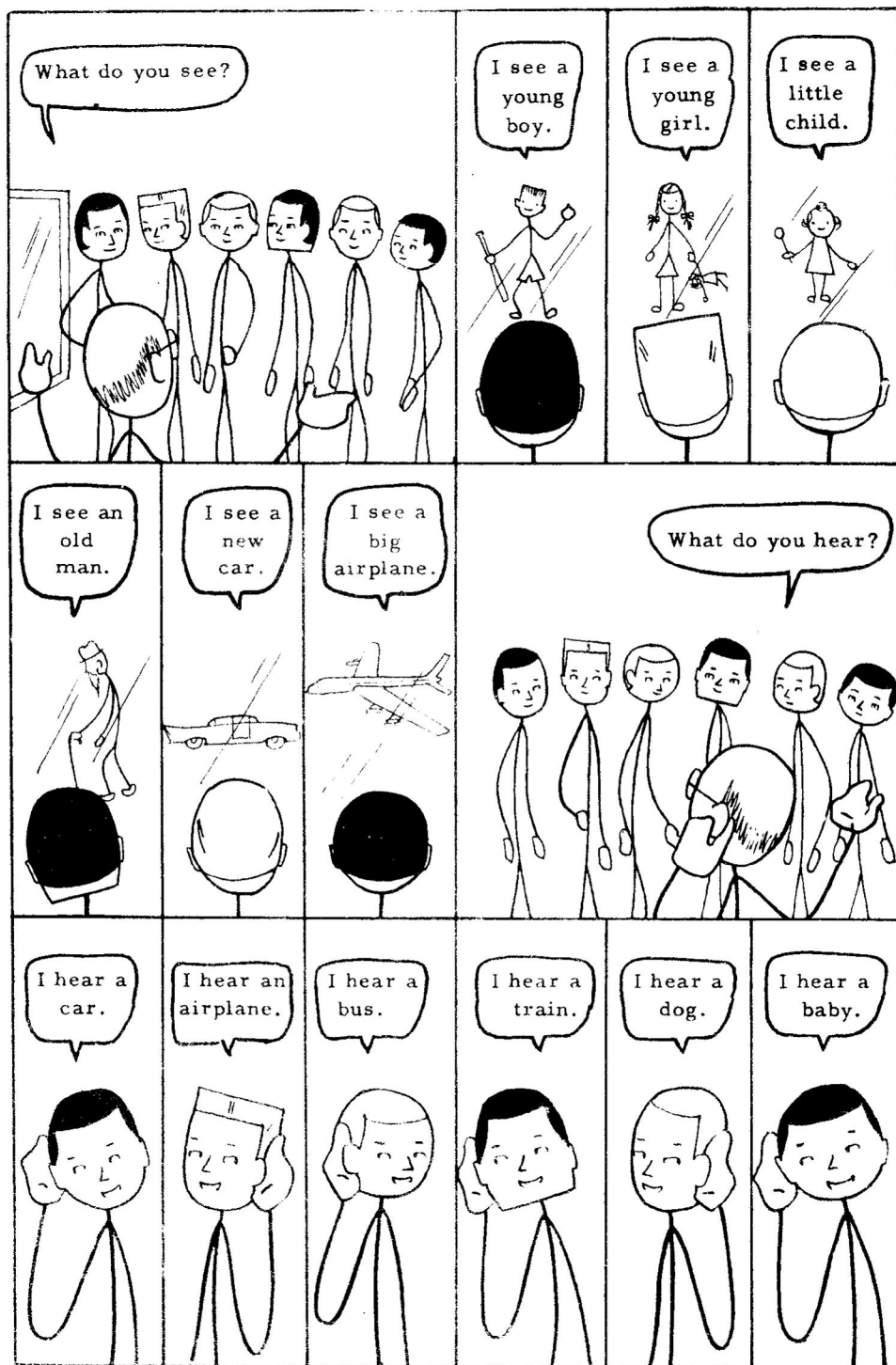
Repeat the questions and answers.

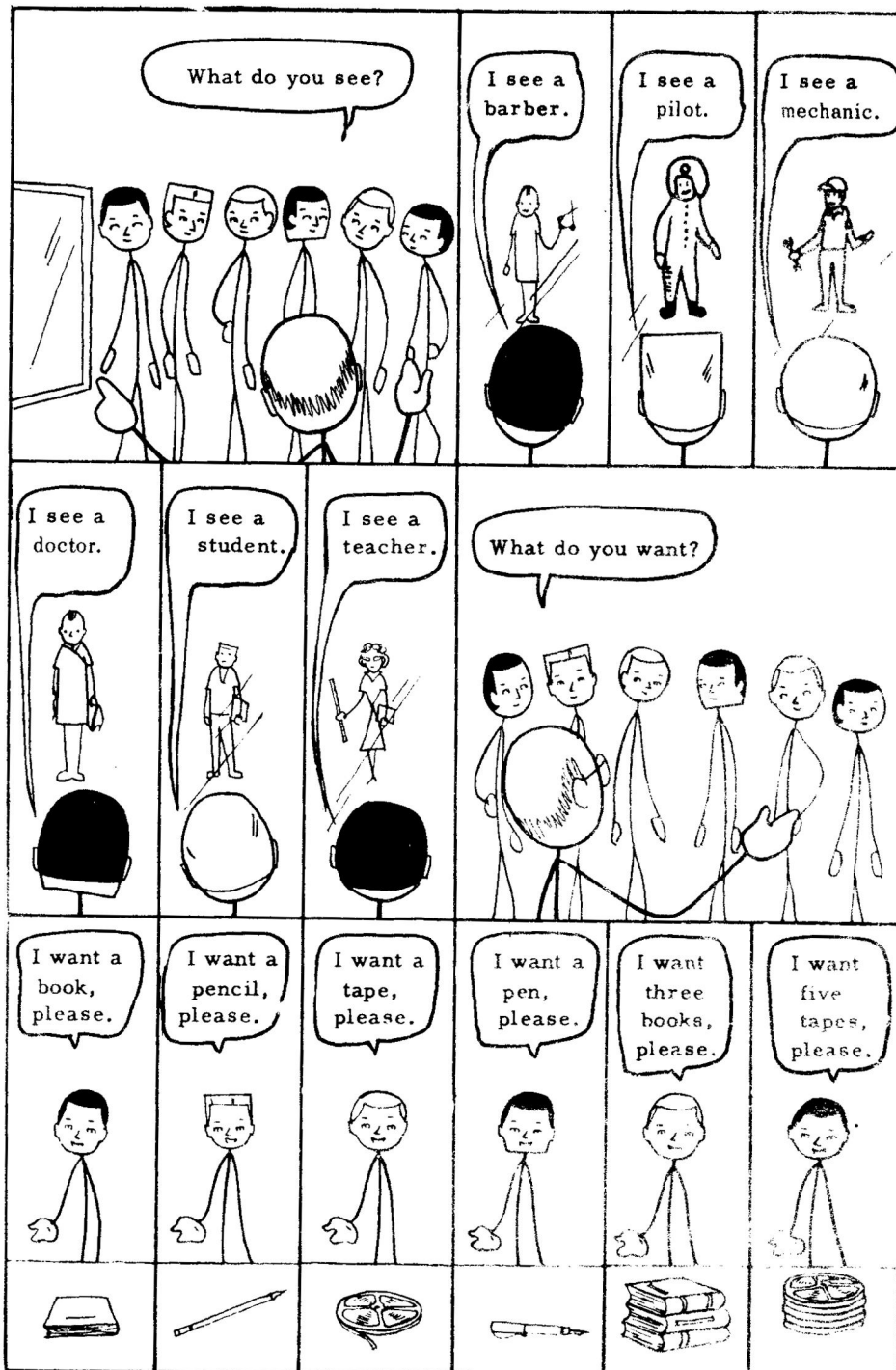






1. How many pencils do you have?  
I have two pencils.
2. How many pens do you have?  
I have three pens.
3. How many tapes do you have?  
I have ten tapes.
4. How many chairs do we have?  
We have ten chairs.
5. How many teachers do they have?  
They have one teacher.
6. How many trains do you see?  
I see two trains.
7. How many cars do you see?  
I see three cars.
8. How many tapes do you want?  
I want six tapes, please.
9. How many pencils do you want?  
I want two pencils, please.





1. What do you see?

I see a young boy.  
 I see a young girl.  
 I see a little child.  
 I see an old man.  
 I see a new car.  
 I see a big airplane.

2. What do you hear?

I hear a car.  
 I hear an airplane.  
 I hear a bus.  
 I hear a train.  
 I hear a dog.  
 I hear a baby.

3. Who do you see?

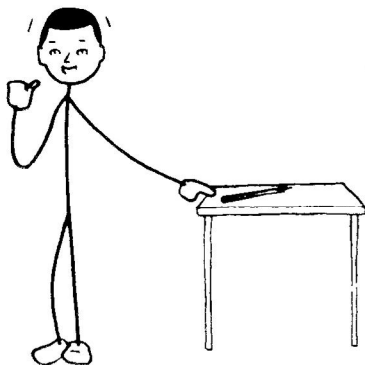
I see a barber.  
 I see a pilot.  
 I see a mechanic.  
 I see a doctor.  
 I see a student.  
 I see a teacher.

4. What do you want?

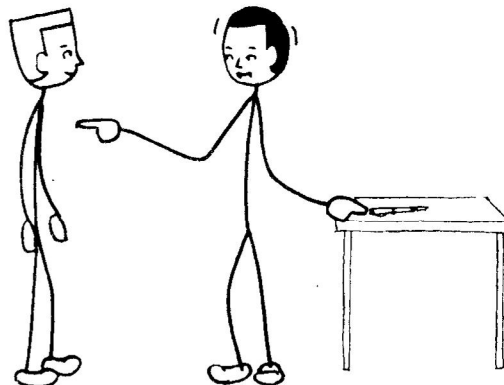
I want a book, please.  
 I want a pencil, please.  
 I want a tape, please.  
 I want a pen, please.  
 I want three books, please.  
 I want five tapes, please.

Repeat.

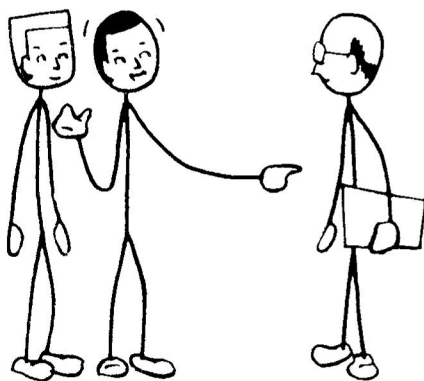
I don't have a pencil.



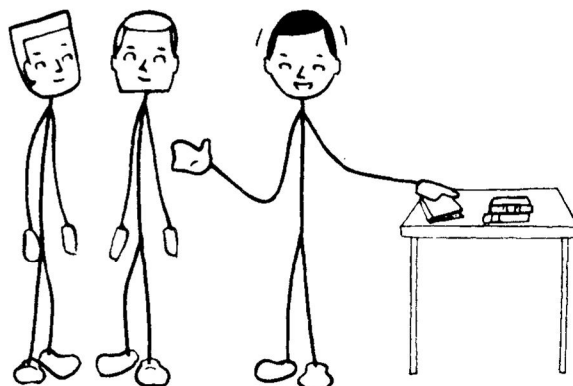
You don't have a pen.



We don't have a teacher.

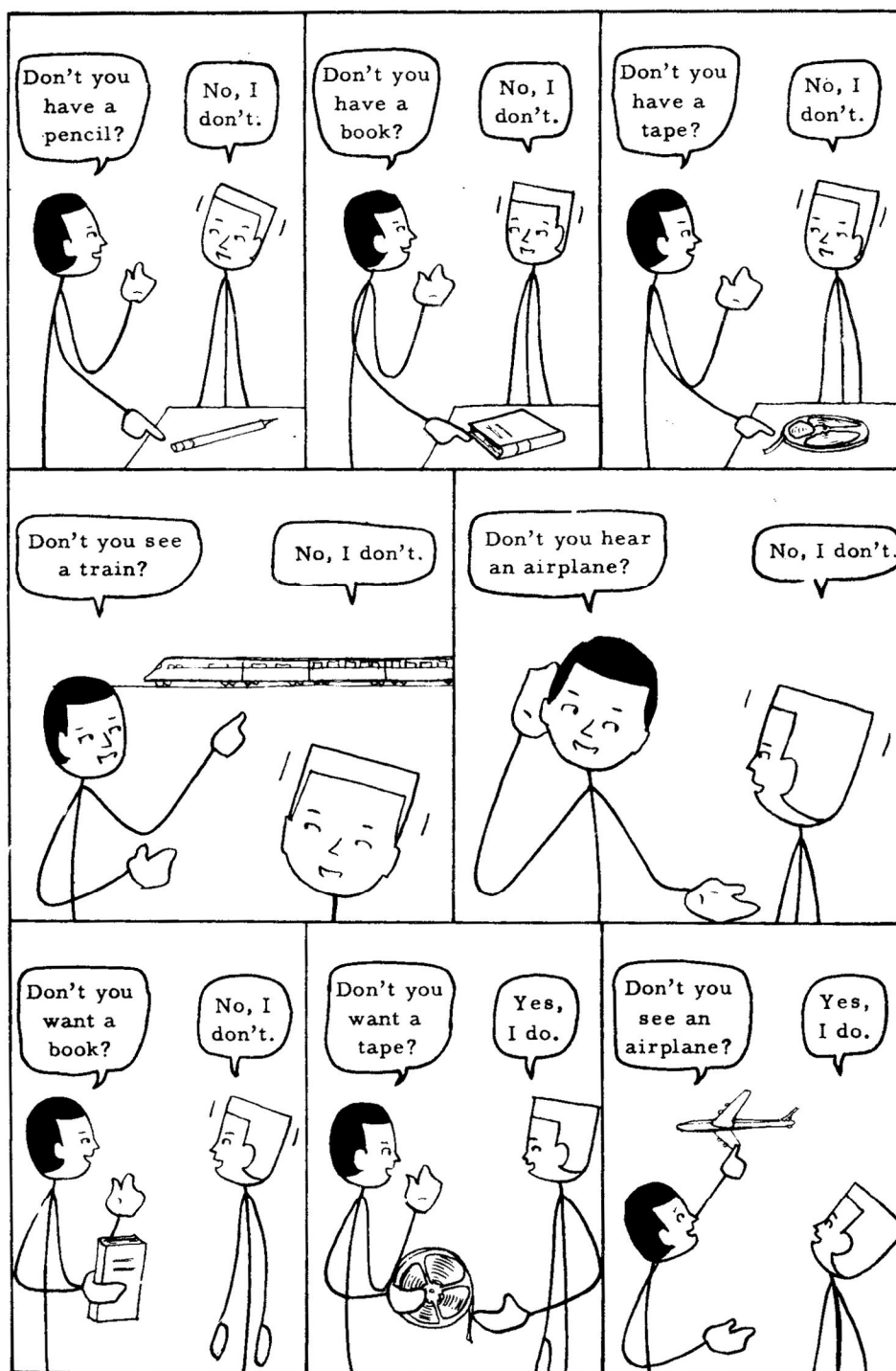


They don't have books.



1. I don't have a pencil.
2. You don't have a pen.
3. We don't have a teacher.
4. They don't have books.
5. Don't you have a pencil?  
No, I don't.
6. Don't you have a book?  
No, I don't.
7. Don't you have a tape?  
No, I don't.

8. Don't you see a train?  
No, I don't.
9. Don't you hear an airplane?  
No, I don't.
10. Don't you want a book?  
No, I don't.
11. Don't you want a tape?  
Yes, I do.
12. Don't you see an airplane?  
Yes, I do.



## EXPLANATION AND DRILL OF STRUCTURES

1. Action Verbs – Present Tense – Affirmative Questions

Do = ?

I hear a plane.	→	Affirmative Statement.
<u>Do</u> I hear a plane?	→	Affirmative Question.

Repeat.

You hear a plane.  
Do you hear a plane?

We hear a plane.  
Do we hear a plane?

They hear a plane.  
Do they hear a plane?

Change from affirmative statements to affirmative questions.

1. I see a train.
2. \_\_\_\_\_ ?

1. We want a recorder.
2. \_\_\_\_\_ ?

1. You see a student.
2. \_\_\_\_\_ ?

1. They have a pencil.
2. \_\_\_\_\_ ?

Do = Auxiliary Verb

Do stands before the Subject.

The main verb is the simple form.  
This form doesn't change.

Do Auxiliary Verb	you Subject	have Main Verb	a
<u>Indicate</u>	→	<u>The Auxiliary Verb</u>	<u>Subject</u> <u>Main Verb</u>

Example:

<u>Do I have a tape?</u>	Do	I	have
1. Do we see a train?			
2. Do you want a book?			
3. Do I want a pencil?			
4. Do they hear the train?			

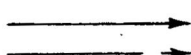
2. Action Verbs – Present Tense – Negative Statements

Do + not = no (negative)

Do + not = don't

Use the contraction don't.Repeat.

You hear a plane.

You don't hear a plane.

Affirmative Statement.

Negative Statement.

We hear a plane.

We don't hear a plane.

They hear a plane.

They don't hear a plane.

Change from affirmative statements to negative statements.

1. I see a train.

2. \_\_\_\_\_.

1. We want a recorder.

2. \_\_\_\_\_.

1. You see a student.

2. \_\_\_\_\_.

1. They have a pencil.

2. \_\_\_\_\_.

Do not  
or  
Don't

Auxiliary Verb

Don't stands before the main verb.

We	don't	have	a tape.
	↑	↑	
	Auxiliary Verb	Main Verb	

Select the Auxiliary Verb and the Main Verb.

Example: We      don't      have      a tape.

                         ↑                    ↑

                         Auxiliary Verb      Main Verb

	<u>Auxiliary Verb</u>	<u>Main Verb</u>
1. They don't see the student.		
2. I don't want a tape.		
3. They don't have a pencil.		
4. I don't want a book.		
5. We don't hear the train.		
6. We don't have ten pencils.		

### 3. Action Verbs – Present Tense – Negative Questions

Don't stands first in a negative question.

#### a. Repeat.

Don't you hear a plane?  
 Don't we have a book?  
 Don't I see a plane?  
 Don't they want a tape?

#### b. Practice these negative forms.

##### Negative Statements

I don't have a pencil.

I don't have a book.

You don't have a tape.

You don't have a car.

We don't have a recorder.

They don't have a teacher.

I don't see a table.

You don't see a dog.

We don't see a book.

They don't see an airplane.

I don't hear a train.

I don't want a pencil.

You don't hear a car.

You don't want a tape.

##### Negative Questions

Don't I have a pencil?

Don't I have a book?

Don't you have a tape?

Don't you have a car?

Don't we have a recorder?

Don't they have a teacher?

Don't I see a table?

Don't you see a dog?

Don't we see a book?

Don't they see an airplane?

Don't I hear a train?

Don't I want a pencil?

Don't you hear a car?

Don't you want a tape?

- c. Practice these affirmative and negative statements.

I have a pencil.

I don't have a pencil.

I have a book.

I don't have a book.

I have a pen.

I don't have a pen.

You have a chair.

You don't have a chair.

You have a car.

You don't have a car.

You have a recorder.

You don't have a recorder.

We have two pencils.

We don't have two pencils.

We have three books.

We don't have three books.

They have two tapes.

They don't have two tapes.

I see a table.

I don't see a table.

- d. Change these affirmative statements to negative questions.

I have a pencil.

We hear a train.

You have a book.

They hear a bus.

We have a recorder.

I want a pencil.

They have a tape.

You want a book.

I see a table.

We want a recorder.

You see a chair.

They want a tape.

We see a student.

He hears a plane.

They see a teacher.

She wants a tape.

I hear a car.

He sees the book.

You hear an airplane.

She has a pencil.

#### 4. Does with He - She - It

DOES is used with He-She-It.

- a. Repeat.

Do I ..... ?

Do I have a book?

Do I see a train?

Do you..... ?

Do you have a book?

Do you see a train?

Do we ..... ?

Do we have a book?

Do we see a train?

Do they..... ?

Do they have a book?

Do they see a train?

Does he ..... ?

Does he have a book?

Does he see a train?

Does she..... ?

Does she have a book?

Does she see a train?

b. Practice the question phrase How Many.

<u>Question</u>	<u>Answer</u>
How many pencils do you have?	I have two pencils.
How many trains do you see?	I see three trains.
How many tapes do they have?	They have six tapes.
How many teachers do we see?	We see ten teachers.
How many tables do you see?	I see four tables.
How many airplanes do you hear?	I hear two airplanes.
How many recorders do you have?	We have five recorders.
How many books do you want?	I want three books.
How many pens do I have?	You have eight pens.
How many students do they see?	They see seven students.
How many pilots do you see?	I see two pilots.
How many pencils do I have?	You have five pencils.
How many books does she have?	She has one book.
How many pencils does he have?	He has six pencils.

## c. Answer the following questions:

Example: Does the instructor get up early?  
Yes, he does. He gets up early.

Do the students get up early?  
 Does the instructor take a bus to school?  
 Does the instructor walk to class?  
 Do the students come to class by bus?  
 Does the instructor go to class and turn on the lights?  
 Does the instructor begin the class on time?  
 Do the students ask questions?  
 Does the instructor answer them?  
 Do the students like an easy lesson?  
 Do they like and understand it?  
 Does the class take a break?

d. Do: Present Tense.

<u>Person</u>	<u>Singular</u>	<u>Plural</u>
1st person	I do.	We do.
2nd person	You do.	You do.
3rd person	He, she, it <u>does.</u> /z/	They do.

5. The Imperative

The imperative expresses a command or request.

The subject "you" is understood but not **expressed**.

a. Repeat.

(You) Come in.

Sit down, please.

Wait for me.

Hurry.

b. The negative of the imperative is formed by placing do not or don't before the verb.

Do not come in.

or

Don't come in.

## c. Change to the imperative.

Example: You come in.  
Come in.

1. You sit down.
2. You hurry up.
3. You don't smoke in the lab.
4. You don't wait for me.

d. The Softened Conversational form

Please, which softens the imperative, may be placed either at the beginning or end of a sentence.

Change to the softened imperative.

Example: Sit down.  
Please, sit down.  
 Sit down, please.

1. Wait for me.
2. Close your books.
3. Open your books.
4. Look up all new words.

6. Please – Polite term in English

Please is also used with requests. I want a pencil, please.

QuestionAnswer

Do you want a pencil?

Yes, please. OR No, thank you.

Do you want a book?

Yes, please. OR No, thank you.

Do you want three tapes?

Yes, please. OR No, thank you.

Do you want a pen?

Yes, please. OR No, thank you.

## TAPE 1104A

Repeat.

Do you have a pencil?  
Do you hear a train?  
Do you see a student?  
Do you want a pencil?

You have a pencil.  
You hear a train.  
You see a student.  
You want a recorder.

Yes.  
No.  
  
Yes, please.  
No, thank you.

We have three books.  
We hear a train.  
We see five students.  
We want ten tapes.

Do we have pencils?  
Do we hear a train?  
Do we see students?  
Do we want books?

They have your book.  
They hear your car.  
They see your teacher.  
They want your pencil.

Do they have tapes?  
Do they hear a car?  
Do they see a chair?  
Do they want a recorder?

I have your book.  
I hear an airplane  
I see three tables.  
I want five tapes.

Do I have a book?  
Do I hear a bus?  
Do I see a table?  
Do I want a tape?

How many pencils do you have?  
How many students do you see?  
How many trains do you hear?  
How many tapes do you want?

Exercise 1.Listen and repeat.

- A: Do you have a book?  
 B: Yes.  
 A: Do you have a pen?  
 B: No.  
 A: Do you want a pencil?  
 B: No, thank you.  
 A: Do you want a tape?  
 B: Yes, please.  
 A: Do they have books?  
 B: Yes.  
 A: Do they have three recorders?  
 B: No.

Exercise 2.Listen and repeat.

- A: How many pencils do you have?  
 B: I have four pencils.  
 A: How many books do you have?  
 B: I have two books.  
 A: How many recorders do you have?  
 B: I have one recorder.  
 A: How many teachers do we have?  
 B: We have one teacher.  
 A: How many trains do you see?  
 B: I see two trains.  
 A: How many airplanes do you see?  
 B: I see six airplanes.

Exercise 3.Listen and repeat.

- A: Is this your book?  
 B: Yes, it is.  
 A: Is that your chair?  
 B: Yes, it is.  
 A: Is that your recorder?  
 B: No, it isn't.  
 A: How many tapes do you have?  
 B: I have ten tapes.

- A: Do you have a book?  
 B: Yes. I have three books.  
 A: Do you have a pencil?  
 B: Yes. I have five pencils.  
 A: Do you see a train?  
 B: Yes.  
 A: Do you hear an airplane?  
 B: No.

Exercise 4.Listen and repeat.

- A: Are you a student?  
 B: Yes, I am.  
 A: Is this your book?  
 B: Yes, it is.  
 A: Is that your chair?  
 B: No, it isn't.  
 A: Do you want a pencil?  
 B: No, thank you.  
 A: Do you want a tape?  
 B: Yes, please.  
 A: Is he your teacher?  
 B: Yes, he is.  
 A: Good-bye.  
 B: Good-bye.

Exercise 5.

You will hear the first speaker (Part A).  
Record the part of speaker B.

- A: Do you have a book?  
 B:  
 A: Do you have a pen?  
 B:  
 A: Do you want a pencil?  
 B:  
 A: Do you want a tape?  
 B:  
 A: Do they have books?  
 B:  
 A: Do they have three recorders?  
 B:

## TAPE 1104B

Listen and repeat.

What do you see?  
What do you hear?  
Who do you see?  
What do you want?

I don't see a table.  
You don't see a table.  
We don't see a table.  
They don't see a table.

young  
little  
old  
new  
big

Don't I see a table?  
Don't you see a table?  
Don't we see a table?  
Don't they see a table?

a young boy  
a young girl  
a little child  
an old man  
a new car  
a big airplane

I don't hear a train.  
You don't hear a train.  
We don't hear a train.  
They don't hear a train.

Don't I hear a train?  
Don't you hear a train?  
Don't we hear a train?  
Don't they hear a train?

I don't have a pencil.  
You don't have a pencil.  
We don't have a pencil.  
They don't have a pencil.

I don't want a book.  
You don't want a book.  
We don't want a book.  
They don't want a book.

Don't I have a pencil?  
Don't you have a pencil?  
Don't we have a pencil?  
Don't they have a pencil?

Don't I want a book?  
Don't you want a book?  
Don't we want a book?  
Don't they want a book?

Listen and repeat.

pencil	pencils
pen	pens
book	books
tape	tapes
recorder	recorders
chair	chairs
table	tables
car	cars
airplane	airplanes
bus	busses
train	trains
dog	dogs
baby	babies
man	men
boy	boys
girl	girls
child	children
barber	barbers
pilot	pilots
mechanic	mechanics
student	students
teacher	teachers
doctor	doctors
nurse	nurses
instructor	instructors

Exercise 1.Listen and repeat.

- A: Don't you have a book?  
B: No, I don't have a book.
- A: Don't you see a table?  
B: No, I don't see a table.
- A: Don't they have a teacher?  
B: No, they don't have a teacher.
- A: Don't you hear a train?  
B: No, I don't hear a train.
- A: Don't we have a tape?  
B: No, we don't have a tape.
- A: Don't you see a young boy?  
B: No, I don't see a young boy.

Exercise 2.Listen and repeat.

- A: Don't you have a book?  
B: No, I don't.
- A: Don't we have a teacher?  
B: No, we don't.
- A: Don't I hear a train?  
B: No, you don't.
- A: Don't they have a recorder?  
B: No, they don't.
- A: Don't you want a pen?  
B: No, I don't.
- A: Don't we have five tapes?  
B: No, we don't.
- A: Don't they have chairs?  
B: No, they don't.

Exercise 3.Listen and repeat.

- A: Do you have a book?  
B: Yes, I have a book.
- A: Do you see a table?  
B: Yes, I see a table.
- A: Do they have a new car?  
B: Yes, they have a new car.
- A: Do you hear a train?  
B: Yes, I hear a train.
- A: Do we have a teacher?  
B: Yes, we have a teacher.
- A: Do I have ten tapes?  
B: Yes, you have ten tapes.

## TAPE 1104C

First listen to this conversation.

Excuse me. Do you know where Building 7530 is?

No, I don't. Say---isn't that the Language School?

Yes. The Administration Building.

It's two blocks, straight ahead.

To the right or to the left?

Don't go to the right. It's on the left.

Thanks. Good-bye.

Good-bye.

- - - - -

Repeat everything you hear.

Excuse me. Do you know where Building 7530 is?

No, I don't. Say --- isn't that the Language School?

Yes. The Administration Building.

It's two blocks, straight ahead.

To the right or to the left?

Don't go to the right. It's on the left.

Thanks. Good-bye.

Good-bye.

## SOUND AND INTONATION

Pronunciation practice on the sound /s/.

/ s / is a hissing sound.

Hiss: /s--s--s/

Listen.

After /p, t, k, f/, hiss.

Repeat.

want	sit	wait
wants	sits	waits
take	like	smoke
takes	likes	smokes

wants--sits--waits--takes--likes--smokes

Now listen to the sound /z/.

After most other consonants and vowels, buzz.

/ z / is a buzzing sound.

Repeat.

Buzz /z-z-z/

have	see	hear	be	do	come
has	sees	hears	is	does	comes
/z/	/z/	/z/	/z/	/z/	/z/
go	turn on	open			
goes	turns on	opens			
/z/	/z/	/z/			

Repeat.

Do you have a pencil?  
Do you have a tape?

Come in.  
Sit down.

Listen and repeat.

Do you see that tall building?  
Don't you see that tall building?

He sees the Post Office building.  
He doesn't see the Post Office building.

Go to the Main Gate.  
Don't go to the Main Gate.

Please close your books.  
Close your books, please.

Please open your books.  
Open your books, please.

Do you eat in the mess hall?  
Don't you eat in the mess hall?

Does he eat in the mess hall?  
Doesn't he eat in the mess hall?

Does she eat in the mess hall?  
Doesn't she eat in the mess hall?

Does it come here?  
Doesn't it come here?

Does the bus stop here?  
Doesn't the bus stop here?

Wait for the bus.  
Don't wait for the bus.

Does it stop here?  
Doesn't it stop here?

I smoke.  
I don't smoke.

He smokes.  
He doesn't smoke.

She smokes.  
She doesn't smoke.

It smokes.  
It doesn't smoke.

I wait.  
I don't wait.

He waits.  
He doesn't wait.

She waits.  
She doesn't wait.

It waits.  
It doesn't wait.

I hear.  
I don't hear.

He hears.  
He doesn't hear.

She hears.  
She doesn't hear.

It hears.  
It doesn't hear.

I go.  
I don't go.

He goes.  
He doesn't go.

She goes.  
She doesn't go.

It goes.  
It doesn't go.

Listen and repeat.

Who is he?

What's his name?

Where is he from?

How old is he?

How many teachers does he have?

How does he like the school?

## AMERICAN LANGUAGE COURSE

## UNIT 1105

## OUTLINE AND STUDY OBJECTIVES

Structures

Does - Affirmative and Negative Questions

Negative Statements

Prepositions: In - On - At

Whose

Question Words

Review (Units 1101-1105)

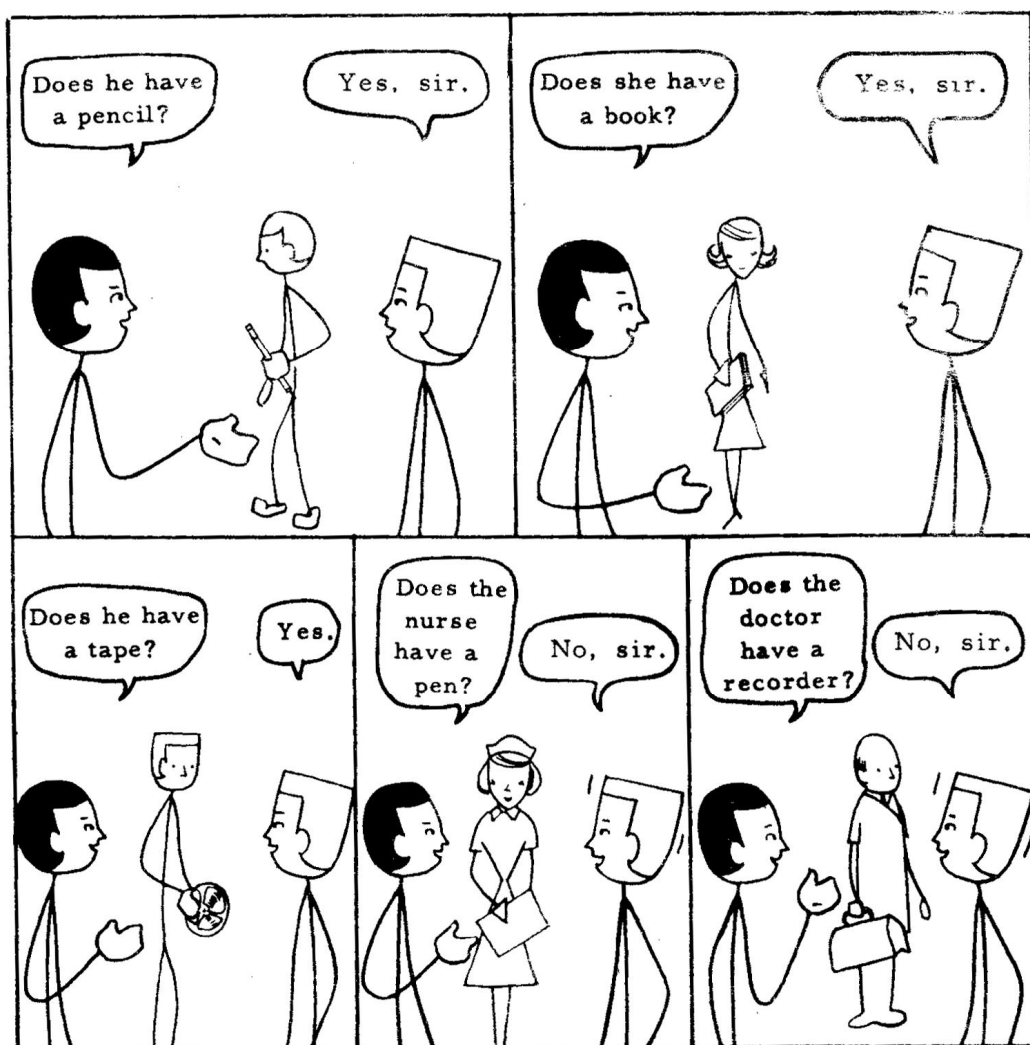
Sound and Intonation

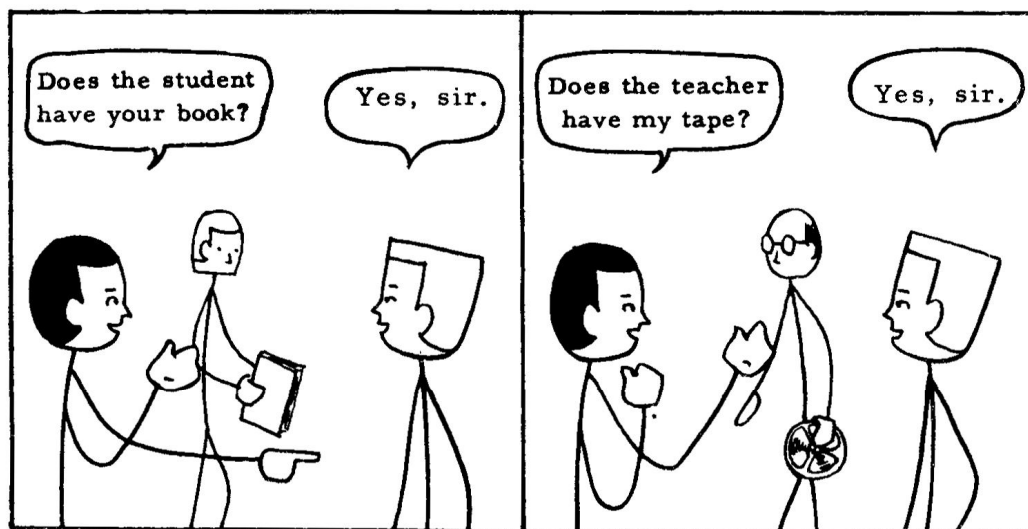
Linking Consonants to Vowels

## UNIT 1105

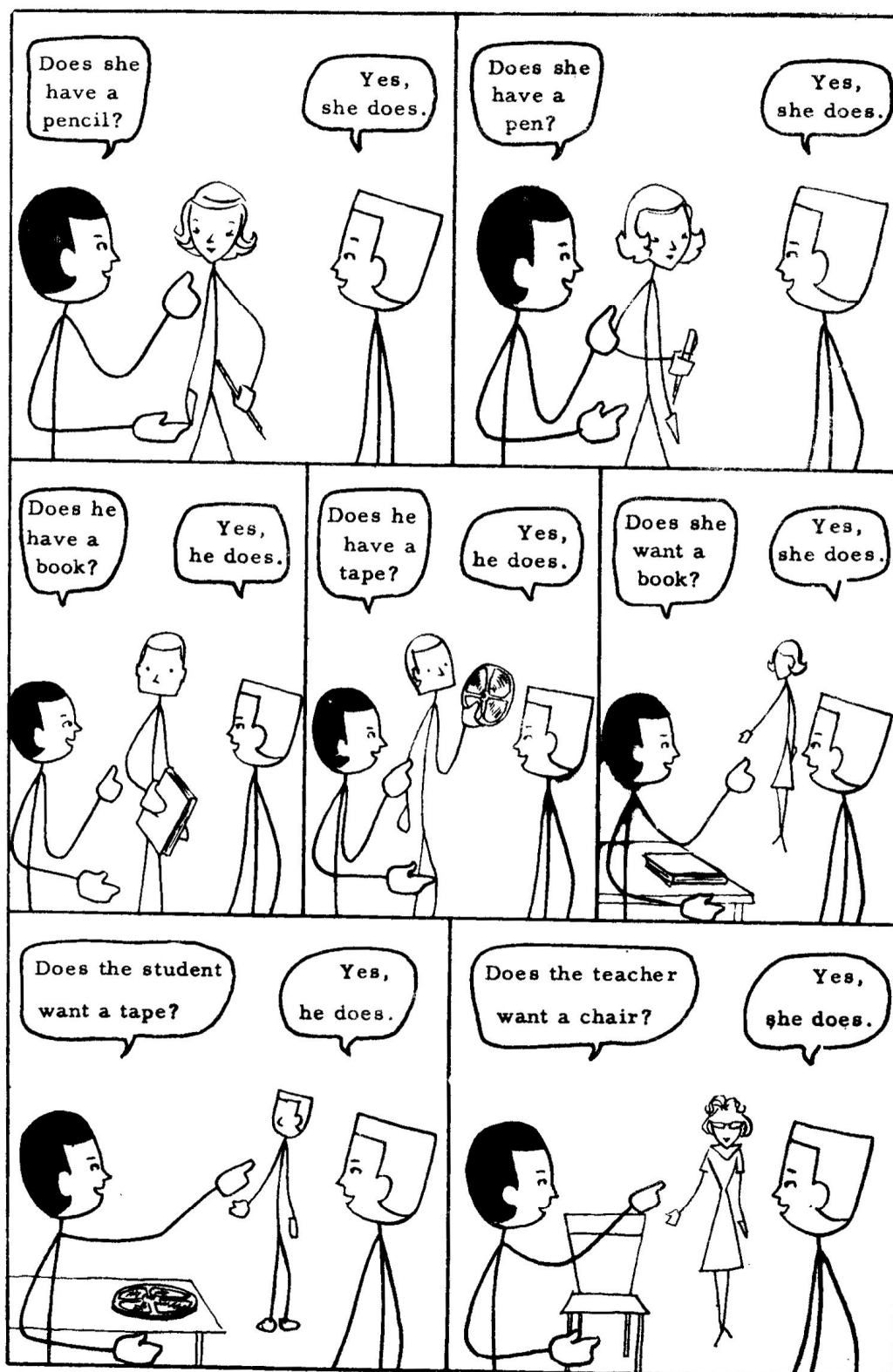
## CONVERSATION AND READING PRACTICES

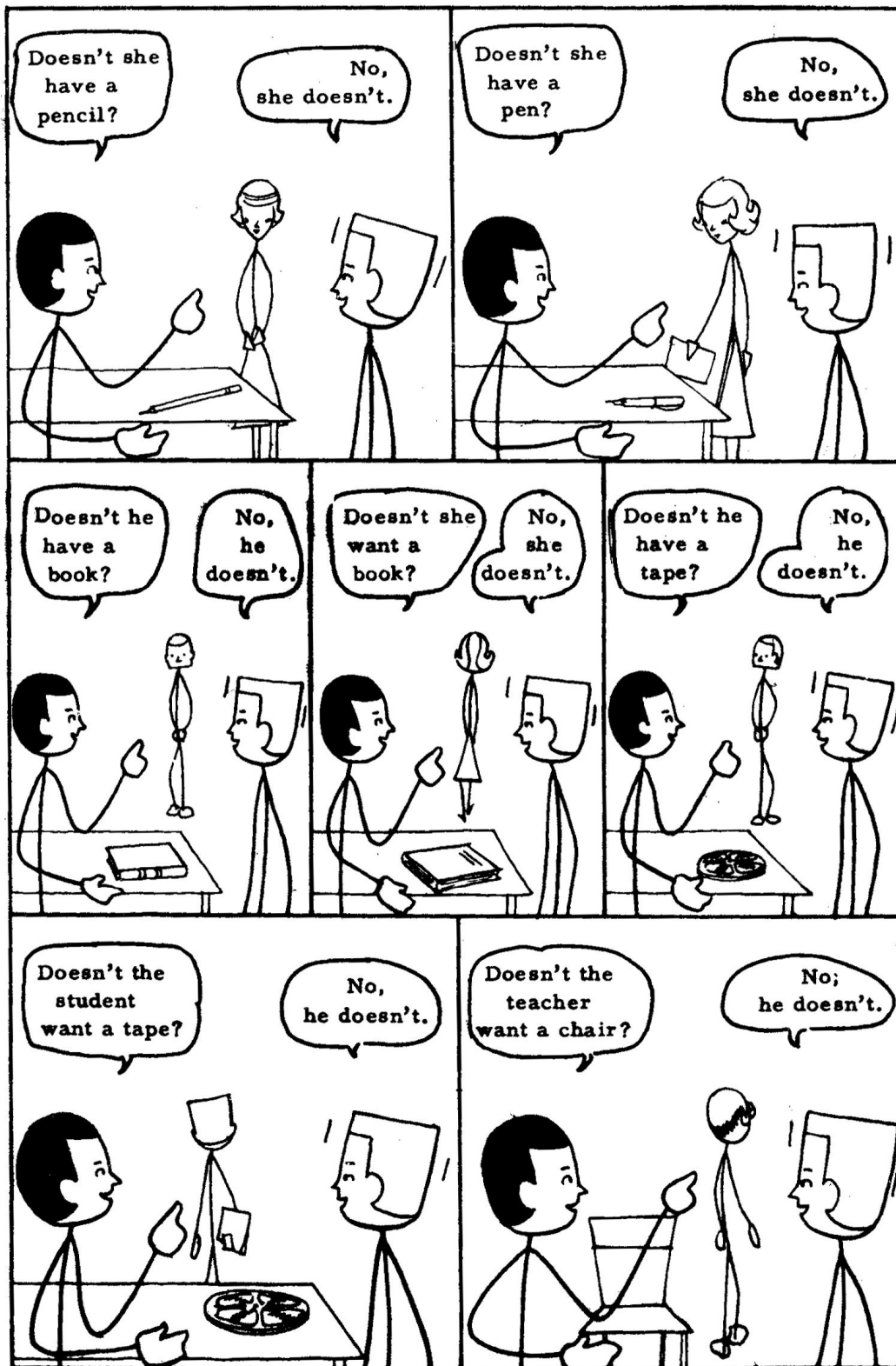
Practice these conversations.





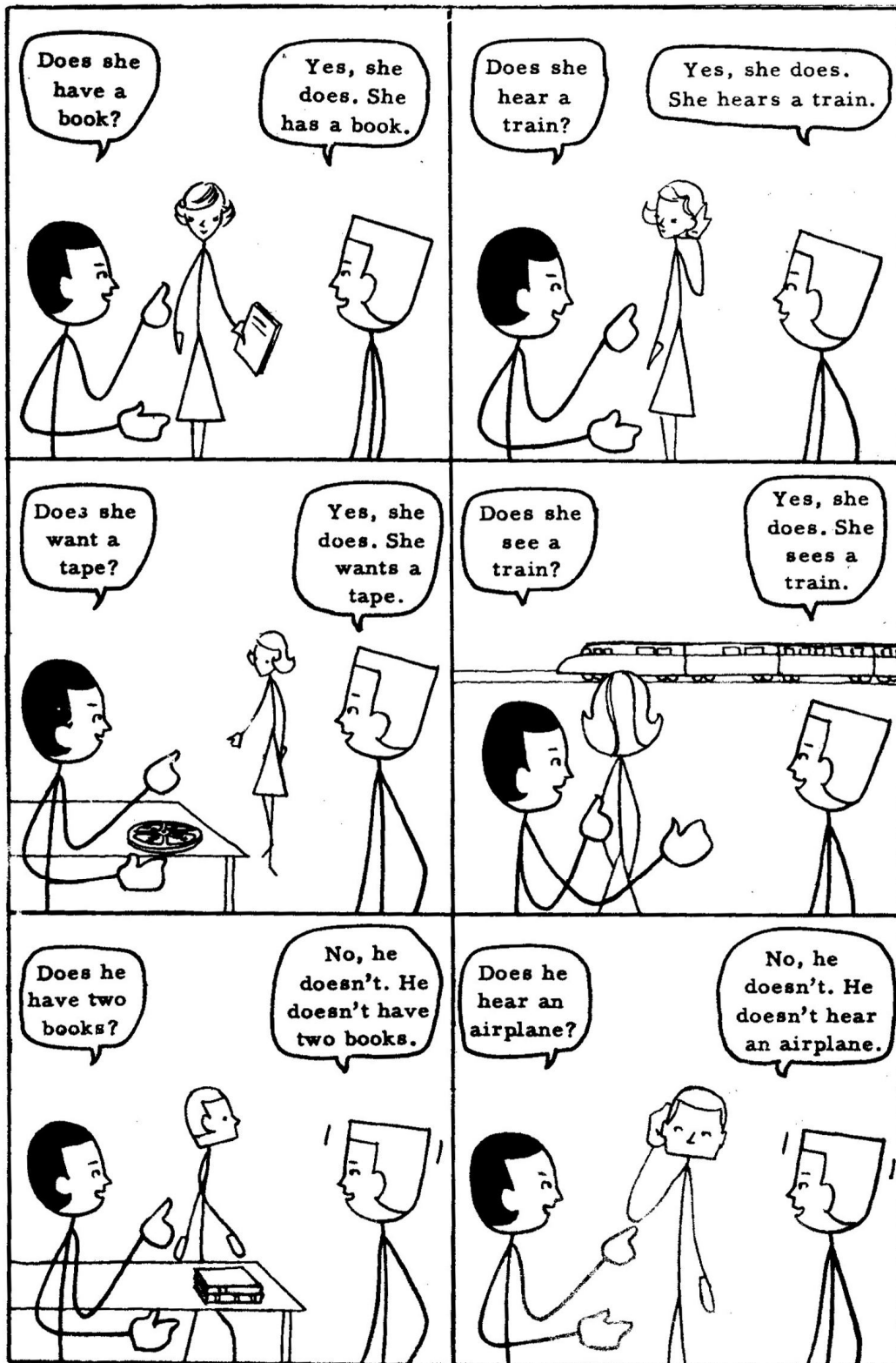
1. Does he have a pencil?  
Yes, sir.
2. Does she have a book?  
Yes, sir.
3. Does he have a tape?  
Yes.
4. Does the nurse have a pen?  
No, sir.
5. Does the doctor have a recorder?  
No, sir.
6. Does the student have your book?  
Yes, sir.
7. Does the teacher have my tape?  
Yes, sir.

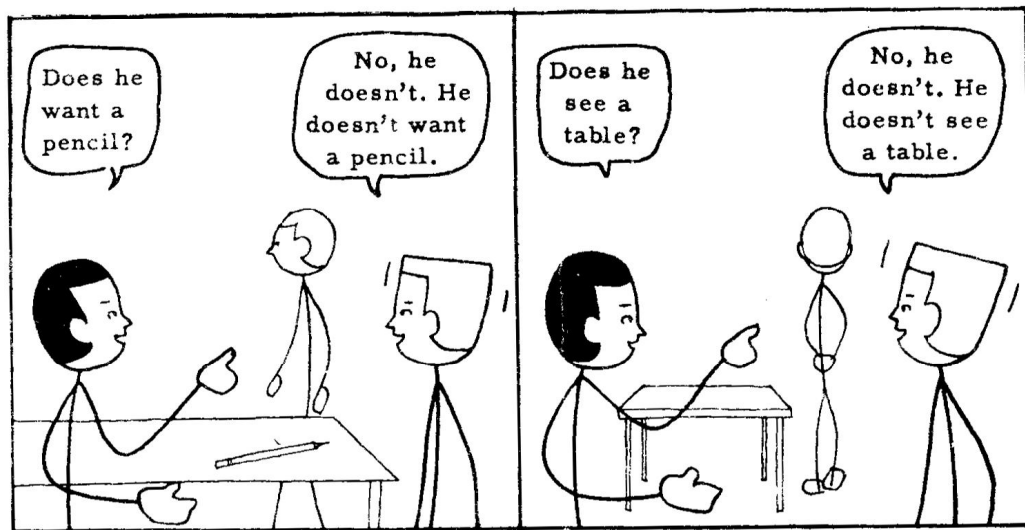




Repeat.

1. Does she have a pencil?  
Yes, she does.
2. Does she have a pen?  
Yes, she does.
3. Does he have a book?  
Yes, he does.
4. Does he have a tape?  
Yes, he does.
5. Does she want a book?  
Yes, she does.
6. Does the student want a tape?  
Yes, he does.
7. Does the teacher want a chair?  
Yes, she does.
8. Doesn't she have a pencil?  
No, she doesn't.
9. Doesn't she have a pen?  
No, she doesn't.
10. Doesn't he have a book?  
No, he doesn't.
11. Doesn't she want a book?  
No, she doesn't.
12. Doesn't he have a tape?  
No, he doesn't.
13. Doesn't the student want a tape?  
No, he doesn't.
14. Doesn't the teacher want a chair?  
No, he doesn't.





A: Does she have a book?

B: Yes, she does. She has a book.

A: Does she hear a train?

B: Yes, she does. She hears a train.

A: Does she want a tape?

B: Yes, she does. She wants a tape.

A: Does she see a train?

B: Yes, she does. She sees a train.

A: Does he have two books?

B: No, he doesn't. He doesn't have two books.

A: Does he hear an airplane?

B: No, he doesn't. He doesn't hear an airplane.

A: Does he want a pencil?

B: No, he doesn't. He doesn't want a pencil.

A: Does he see a table?

B: No, he doesn't. He doesn't see a table.

## EXPLANATION AND DRILL OF STRUCTURES

1. Does

Affirmative and negative questions, negative statements.

## a. Affirmative Question

Does he have a pencil?

Does	+	he	+	have	+	pencil?
------	---	----	---	------	---	---------

does

= form of verb Do

he

= subject pronoun

have

= verb

a pencil

= article + noun

Does + he  
she  
the teacher  
the student

have + a pencil?

Does - used when the subject is he,  
she, it, or any singular noun.

Practice these questions with Does.

1. Does he have a pencil?
2. Does she have a pencil?
3. Does he see a train?
4. Does she see a car?
5. Does he hear a train?
6. Does she hear a bus?
7. Does he want a book?
8. Does she want a tape?
9. Does the student have a book?
10. Does it have a tire?

## b. Negative Question

Does + Not = Doesn't

Doesn't she have a pencil? = Doesn't + she + have + a pencil?Doesn't = does + not = negative form of does  
(verb Do)she = subject pronounhave = verba pencil? = article + noun

Doesn't + she + have + a pencil?  
 he  
 the teacher  
 the student

Doesn't - used when the subject is  
he, she, it or any  
singular noun.

Practice these questions with Does - Doesn't.

- |                                  |   |
|----------------------------------|---|
| 1. Does he have a pencil?        | <u>Doesn't he have a pencil?</u>        |
| 2. Does she have a pencil?       | <u>Doesn't she have a pencil?</u>       |
| 3. Does he see a train?          | <u>Doesn't he see a train?</u>          |
| 4. Does she see a car?           | <u>Doesn't she see a car?</u>           |
| 5. Does he hear a train?         | <u>Doesn't he hear a train?</u>         |
| 6. Does she hear a bus?          | <u>Doesn't she hear a bus?</u>          |
| 7. Does he want a book?          | <u>Doesn't he want a book?</u>          |
| 8. Does she want a tape?         | <u>Doesn't she want a tape?</u>         |
| 9. Does the student have a book? | <u>Doesn't the student have a book?</u> |
| 10. Does it have a tire?         | <u>Doesn't it have a tire?</u>          |

c. Subject: I - You - We - They

Affirmative Question

1. Do you have a pencil?
2. Do I have a recorder?
3. Do they have a book?
4. Do we have a tape?
5. Do you see a table?
6. Do I see a chair?
7. Do we see a teacher?
8. Do they see a pilot?
9. Do you hear an airplane?
10. Do I hear a bus?
11. Do we hear a train?
12. Do they hear an airplane?
13. Do you want a tape?
14. Do I want a table?
15. Do we want a recorder?
16. Do they want a pencil?

Negative Question

- Don't you have a pencil?
- Don't I have a recorder?
- Don't they have a book?
- Don't we have a tape?
- Don't you see a table?
- Don't I see a chair?
- Don't we see a teacher?
- Don't they see a pilot?
- Don't you hear an airplane?
- Don't I hear a bus?
- Don't we hear a train?
- Don't they hear an airplane?
- Don't you want a tape?
- Don't I want a table?
- Don't we want a recorder?
- Don't they want a pencil?

Subject: He - She

17. Does he have a pencil?
18. Does she have a book?
19. Does he see a table?
20. Does she see a chair?
21. Does he hear a train?
22. Does she hear a train?
23. Does he want a tape?
24. Does she want a recorder?

- Doesn't he have a pencil?
- Doesn't she have a book?
- Doesn't he see a table?
- Doesn't she see a chair?
- Doesn't he hear a train?
- Doesn't she hear a train?
- Doesn't he want a tape?
- Doesn't she want a recorder?

d. Negative Statements

Subject: I - You - We - They

Affirmative Statement

I have a pencil.  
 You have a pencil.  
 We have a pencil.  
 They have a pencil.

Negative Statement

I don't have a pencil.  
 You don't have a pencil.  
 We don't have a pencil.  
 They don't have a pencil.

Subject: He - She - It

He has a pencil.  
 She has a book.  
 It has a flat.

He doesn't have a pencil.  
 She doesn't have a book.  
 It doesn't have a flat.

e. DrillAffirmative QuestionNegative Question

DO	I				I		
DO	you				you		
	we			DON'T	we		
	they				they		
		HAVE	a pencil?			HAVE	a pencil?
DOES	he			DOESN'T	he		
	she				she		

She has a book. = She + has + a book.

She = subject pronoun (feminine)  
 has = form of verb HAVE (singular form)  
 a book = article + noun

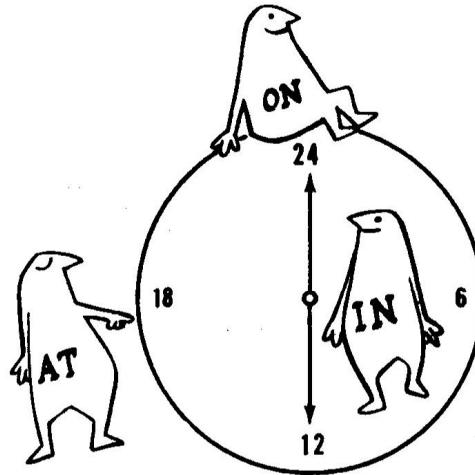
HAS - used with subject he, she, it  
or a singular noun.

(1) Change to the affirmative question forms.

Example:     He has a pencil.  
              Does he have a pencil?

1. She has a book.
2. He has a pen.
3. The student has a tape.
4. The teacher has a recorder.
5. The pilot has a car.
6. The nurse has a book.
7. The doctor has a pen.
8. It has a flat.

2. In - On - At  
(Prepositions)



Remember that we say:

**IN** the morning, the afternoon, the evening.  
an hour, a minute, a short time,  
May, June, July (months of the year).  
1964 (the year).  
the spring (the season).

**ON** Sunday, Monday (days of the week).  
the tenth of the month, the first and second days.  
the day after tomorrow.  
time.

**AT** 1800 hours,  
noon, night, midnight.

Select the correct preposition: In, On, At

1. He is \_\_\_\_\_ his car.
2. They are \_\_\_\_\_ the room.
3. There is a barber shop \_\_\_\_\_ Building 7000.
4. He goes to class \_\_\_\_\_ the afternoon.
5. He writes \_\_\_\_\_ the blackboard.
6. Write \_\_\_\_\_ your paper.
7. There is a bottle \_\_\_\_\_ the floor.
8. There are ten sentences \_\_\_\_\_ this page.
9. Come \_\_\_\_\_ nine o'clock.

3. Whose

Whose is a question word. It asks about ownership.

Whose pencil is this?

That is my pencil.

Whose books are these?

Those are my books.

a. Repeat these questions and answers.

Whose car is that?

That is my car.

Whose cars are those?

Those are our cars.

Whose book is on the table?

That is Jack's book.

Whose books are on the floor?

Those are Mary's books.

b. Change these sentences to questions beginning with Whose.

Example: This is my tape.  
Whose tape is this?

1. These are my tapes.
2. This is her telephone number.
3. This is your chair.
4. This is his seat.
5. This is your lab.
6. This is our assignment.
7. Those are their cars.

4. Question words

Remember that question words stand first in a sentence.

Example: He lives in Rome.  
Does he live in Rome?  
Where does he live?

Change these sentences to the question form. Begin each one with Where or How Many.

1. He lives in Paris.
2. They go to the lab.
3. They study two hours every evening.
4. He has two books.
5. She wants three pencils.
6. The bus stops here.

5. Reviewa. One verb in the present tense.

## Negative Statement

I am not.  
 He is not.  
 ↓  
 He's not.  
 He isn't.

## Affirmative Question

Am I?  
 Is he?

## Negative Question

Am I not?  
 Is he not?  
 ↓  
 Isn't he?

b. Action verb pattern: Two verbs in the present tense.Do - Auxiliary and Main Verb

## Negative Statement

I do not see.  
 ↓  
 I don't see.  
  
 He does not see.  
 ↓  
 He doesn't see.

## Affirmative Question

Do I see?  
  
 Does he see?

## Negative Question

Do I not see?  
 Don't I see?  
 Does he not see?  
 Doesn't he see?

c. Question words

How	are	you?
Who	is	your teacher?
What	do	you study?
Where	do	you live?
Why	do	you study?
What time	do	you study?

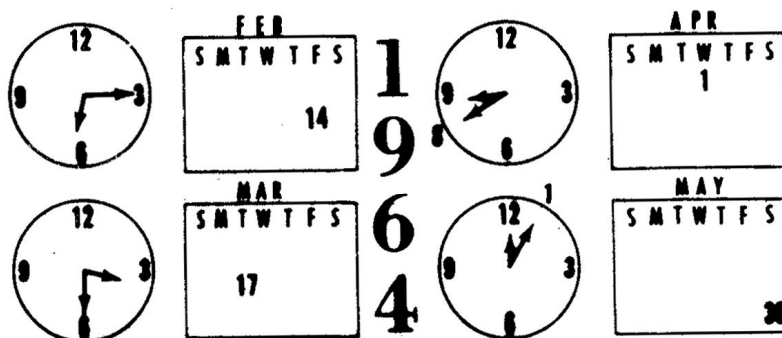
Form questions with these words.

How ?  
 Who ?  
 What ?  
 Where ?  
 Why ?  
 What time ?

d. Complete these sentences.

1. There is .
2. There are .
3. The .
4. A .
5. This .
6. That .
7. These .
8. Those .
9. My .
10. \_\_\_\_\_ is green.
11. The days of the week are:
12. The months of the year are:
13. There are \_\_\_\_\_ vowels in English.
14. There are \_\_\_\_\_ consonants in English.
15. To make an /s/ \_\_\_\_\_.
16. To make a /z/ \_\_\_\_\_.
17. The sounds /p, t, k, f/ are followed by \_\_\_\_\_.
18. Question words stand \_\_\_\_\_ in a sentence.
19. \_\_\_\_\_ are you from?
20. \_\_\_\_\_ are you here?

e. What time is it by the clocks?  
 What are the dates?



## TAPE 1105A

Listen and repeat everything you hear.

Does he have a pencil?  
Does she have a book?  
Does he have a tape?  
Does the nurse have a pen?  
Does the doctor have a recorder?  
Does the student have your book?  
Does the teacher have my tape?

Yes, she does.  
Yes, he does.  
No, she doesn't.  
No, he doesn't.

Doesn't she have a pencil?  
Doesn't she have a pen?  
Doesn't he have a book?  
Doesn't she want a book?  
Doesn't he have a tape?  
Doesn't the student want a tape?  
Doesn't the teacher want a chair?

your book  
your pencil  
your pen  
your table  
your chair  
your car  
your airplane

my book  
my pencil  
my pen  
my table  
my chair  
my car  
my airplane

Exercise 1.

Listen and repeat everything you hear.

A: Does the doctor have a recorder?  
B: Yes, he does.

A: Does the nurse have a book?  
B: Yes, she does.

A: Does the student have a tape?  
B: No, he doesn't.

A: Does the teacher have a pencil?  
B: No, she doesn't.

A: Does the mechanic have a car?  
B: Yes, he does.

A: Does the pilot have an airplane?  
B: No, he doesn't.

Exercise 2.

Listen and repeat everything you hear.

A: Doesn't the doctor have a recorder?  
B: No, he doesn't.

A: Doesn't the nurse have a book?  
B: No, she doesn't.

A: Doesn't the student have a tape?  
B: Yes, he does.

A: Doesn't the teacher have a pencil?  
B: Yes, she does.

A: Doesn't the mechanic have a car?  
B: No, he doesn't.

A: Doesn't the pilot have an airplane?  
B: Yes, he does.

Exercise 3.Listen and repeat everything you hear.

A: Do you have a recorder?

B: Yes, I do.

A: Do you have a tape?

B: No, I don't.

A: Does he have a recorder?

B: Yes, he does.

A: Does he have a tape?

B: No, he doesn't.

A: Do you hear a train?

B: Yes, I do.

A: Do you hear an airplane?

B: No, I don't.

A: Don't you hear an airplane?

B: No, I don't.

A: Does he hear a train?

B: Yes, he does.

A: Does he hear an airplane?

B: No, he doesn't.

A: Doesn't he hear an airplane?

B: No, he doesn't.

Exercise 4.Listen and repeat everything you hear.

A: Do they have a recorder?

B: Yes, they do.

A: How many tapes do they have?

B: They have five tapes.

A: Don't they have ten tapes?

B: No, they don't.

A: Does the nurse have a tape?

B: Yes, she does.

A: Does the doctor have a tape?

B: No, he doesn't.

A: Do you see a new car?

B: Yes, I do. I see three new cars.

A: Do you have a pencil?

B: Yes, I do. I have four pencils.

A: Do you hear a train?

B: Yes, I do. I hear two trains.

A: What do you see?

B: I see three airplanes.

A: Do you see a car?

B: No, I don't.

A: Is this your book?

B: Yes, that's my book.

A: Is this your airplane?

B: Yes, that's my airplane.

A: Is that your recorder?

B: Yes, that's my recorder.

A: Is this your pencil?

B: No, it isn't. That's your pencil.

Exercise 5.You will hear the first speaker (part A).Then you record the part of speaker B.

A: Does the doctor have a recorder?

B:

A: Does the nurse have a book?

B:

A: Does the student have a tape?

B:

A: Does the teacher have a pencil?

B:

A: Does the pilot have a plane?

B:

A: Does the mechanic have a tool?

B:

## TAPE 1105B

Listen and repeat everything you hear.

I have a book.  
I hear a train.  
I want a tape, please.  
I see a table.

He has two books.  
He hears an airplane.  
He wants a pencil.  
He sees a table.

We have two books.  
We see two trains.  
We want two tapes.  
We see two tables.

Does he have two books?  
Does she see two trains?  
Do we want two tapes?  
Do you see two tables?

Does she want a tape?  
No, she doesn't.

Does he hear an airplane?  
No, he doesn't.

Do I have a book?  
No, I don't.

Does he see a table?  
No, he doesn't.

Yes, I do.  
Yes, he does.  
Yes, we do.  
Yes, she does.  
Yes, they do.

Exercise 1.

Listen and repeat everything you hear.

A: I have a book.  
B: She has a book.

A: I have two books.  
B: He has two books.

A: I hear a train.  
B: She hears a train.

A: I hear an airplane.  
B: He hears an airplane.

A: I want a tape, please.  
B: She wants a tape.

A: I want a pencil, please.  
B: He wants a pencil.

A: I see a train.  
B: She sees a train.

A: I see a table.  
B: He sees a table.

Exercise 2.Listen and repeat everything you hear.

- A: Does she have a book?  
B: Yes, she has a book.
- A: Does she have a pencil?  
B: No, she doesn't have a pencil.
- A: Does she have a tape?  
B: Yes, she does.
- A: Does she have a recorder?  
B: No, she doesn't.
- A: Does he have a pen?  
B: Yes, he has a pen.
- A: Does he have a new car?  
B: No, he doesn't have a new car.
- A: Does he have a recorder?  
B: Yes, he does.
- A: Does he have a tape?  
B: No, he doesn't.

Exercise 3.Listen and repeat everything you hear.

- A: Does she have a book?  
B: Yes, she does.
- A: Does he have a recorder?  
B: Yes, he does.
- A: Does he have a pencil?  
B: Yes, he does.
- A: Does she have a chair?  
B: Yes, she does.
- A: Does she have a book?  
B: No, she doesn't.
- A: Does he have a recorder?  
B: No, he doesn't.
- A: Does he have a pencil?  
B: No, he doesn't.

Exercise 4.Listen and repeat everything you hear.

- A: Does she hear a train?  
B: Yes, she hears a train.
- A: Does he hear an airplane?  
B: Yes, he hears an airplane.
- A: Does he want a book?  
B: Yes, he wants a book.
- A: Does she want a pen?  
B: Yes, she wants a pen.
- A: Does she hear a train?  
B: No, she doesn't hear a train.
- A: Does he hear an airplane?  
B: No, he doesn't hear an airplane.
- A: Does he want a book?  
B: No, he doesn't want a book.

Exercise 5.Listen and repeat everything you hear.

- A: Does she have a book, a pen, and a tape?  
B: Yes, she does.
- A: Does he have a table, a chair, and a recorder?  
B: Yes, he does.
- A: Does she have a pen, a recorder, and a car?  
B: No, she doesn't.  
She doesn't have a pen.  
She doesn't have a recorder.  
She doesn't have a car.
- A: Does he have two pencils, three books, and five tapes?  
B: Yes, he does.
- A: Does she have four pens, five tapes, and six recorders?  
B: Yes, she does.
- A: Does the student have a book, a pencil, and a tape?  
B: No, he doesn't.

A: Does the nurse have a recorder,  
a tape and a chair?

B: No, she doesn't.

A: Doesn't she have a book?

B: No, she doesn't.

A: Doesn't he have a recorder?

B: No, he doesn't.

A: Doesn't she hear a train?

B: No, she doesn't.

A: Doesn't he want a chair?

B: No, he doesn't.

Exercise 6.

You will hear the first speaker (Part A).  
Then you record the part of speaker B  
from Exercise 1.

A: I have a book.

B:

A: I hear a train.

B:

A: I want a tape, please.

B:

A: I see a train.

B:

A: I have two books.

B:

A: I hear an airplane.

B:

A: I want a pencil, please.

B:

A: I see a table.

B:

## TAPE 1105C

Listen to this conversation.

Excuse me, please.  
Aren't you an instructor here?

Yes, I am.

Do you know Mr. Long?  
He's an instructor here, too.

Why, I am Sam Long.

I'm Ben Johnson from California.  
Do you remember Capt. Johnson?

Yes, I do. How is he?

He's fine. He's my brother.  
He says you're a good instructor.

Thank you. You're a new student?

Yes, I am. My class starts today.

I'm glad to hear from your brother.  
Come by my office any afternoon.  
It's in Building 10350.

Thank you. I'll be glad to.

Repeat.

Excuse me, please.  
Aren't you an instructor here?

Yes, I am.

Do you know Mr. Long?  
He's an instructor here, too.

Why, I am Sam Long.

I'm Ben Johnson from California.  
Do you remember Capt. Johnson?

Yes, I do. How is he?

He's fine. He's my brother.  
He says you're a good instructor.

Thank you. You're a new student?

Yes, I am. My class starts today.

I'm glad to hear from your brother.  
Come by my office any afternoon.  
It's in Building 10350.

Thank you. I'll be glad to.

## SOUND AND INTONATION

Link consonants to vowels in these thought groups.

Listen and repeat.

That's a book.  
Is that a book?

That isn't a book.  
Isn't that a book?

He's a student.  
He isn't a student.

It's five o'clock.  
Is it five o'clock?

It isn't five o'clock.  
Isn't it five o'clock?

What are these?  
What are those?

There is one table here.  
There are two chairs here.

I hear a train.  
He hears a train.

I want a tape.  
She wants a tape.

I have one recorder.  
He has one tape.

Do you have a book?  
Don't you have a book?

He has a book.  
He doesn't have a book.

The car is red.  
The cars are red.

This is a red car.  
These are red cars.

Buzz

Is it late?  
Isn't it late?

Is it early?  
Isn't it early?

pencil - pencils  
room - rooms

boy - boys  
girl - girls

Hiss

He wants a tape.  
She wants a tape.

He smokes a cigarette.  
She smokes a cigarette.

tape - tapes

cigarette - cigarettes

Repeat.

Please sit down.  
Sit down, please.

Please stand up.  
Stand up, please.

Open your books.  
Close your books.

Answer the question.  
Don't answer the question.

Go to the office.  
Don't go to the office.

Does he go to class?  
Yes, he goes in the morning.  
He goes on Monday, Tuesday, Wednesday, Thursday, and Friday.  
He goes at 7:40.

Doesn't he live in town?  
No, he lives in the suburbs.  
He lives on Broad Street.  
He lives at 1916 Broad Street.

Where do they go on Sunday?  
They go to church.  
They go in their car.  
They go in the morning.

## AMERICAN LANGUAGE COURSE

## UNIT 1106

## OUTLINE AND STUDY OBJECTIVES

Structures

Review: Present Tense

Question Forms: Do - Does

Word Order: In Statements

In Questions with Do

Adjectives - Adverbs

Nouns as Adjectives

Compound Nouns

Personal Pronouns

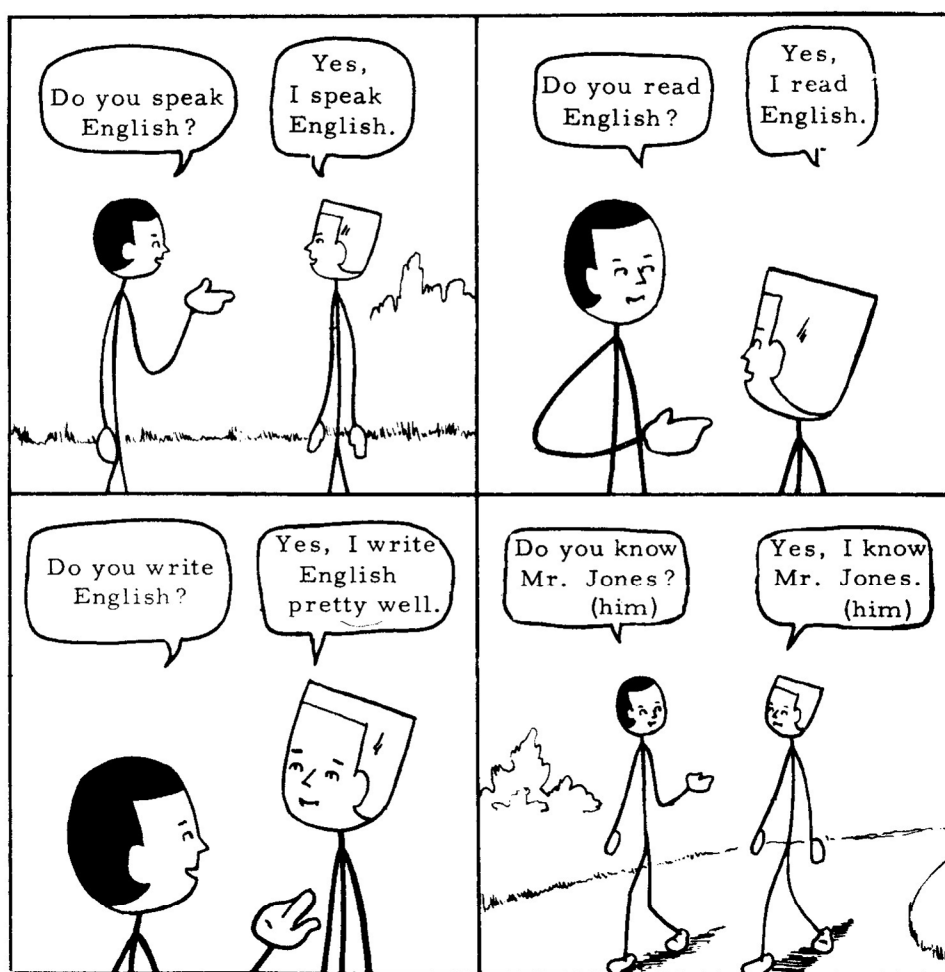
Sounds and Intonation

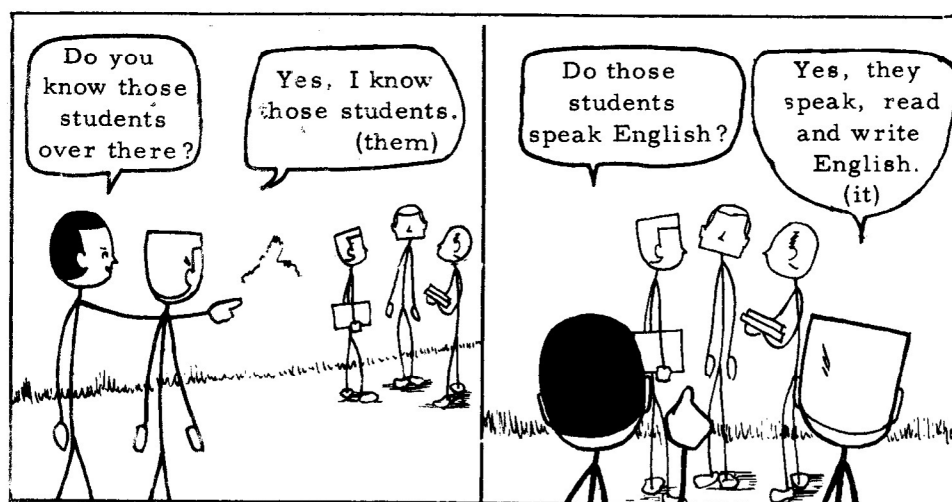
Intonation of Compound Nouns

## UNIT 1106

## CONVERSATION AND READING PRACTICES

Practice the questions and answers.





A: Do you speak English?

B: Yes, I speak English.

A: Do you read English?

B: Yes, I read English.

A: Do you write English?

B: Yes, I write English pretty well.

A: Do you know Mr. Jones (him)?

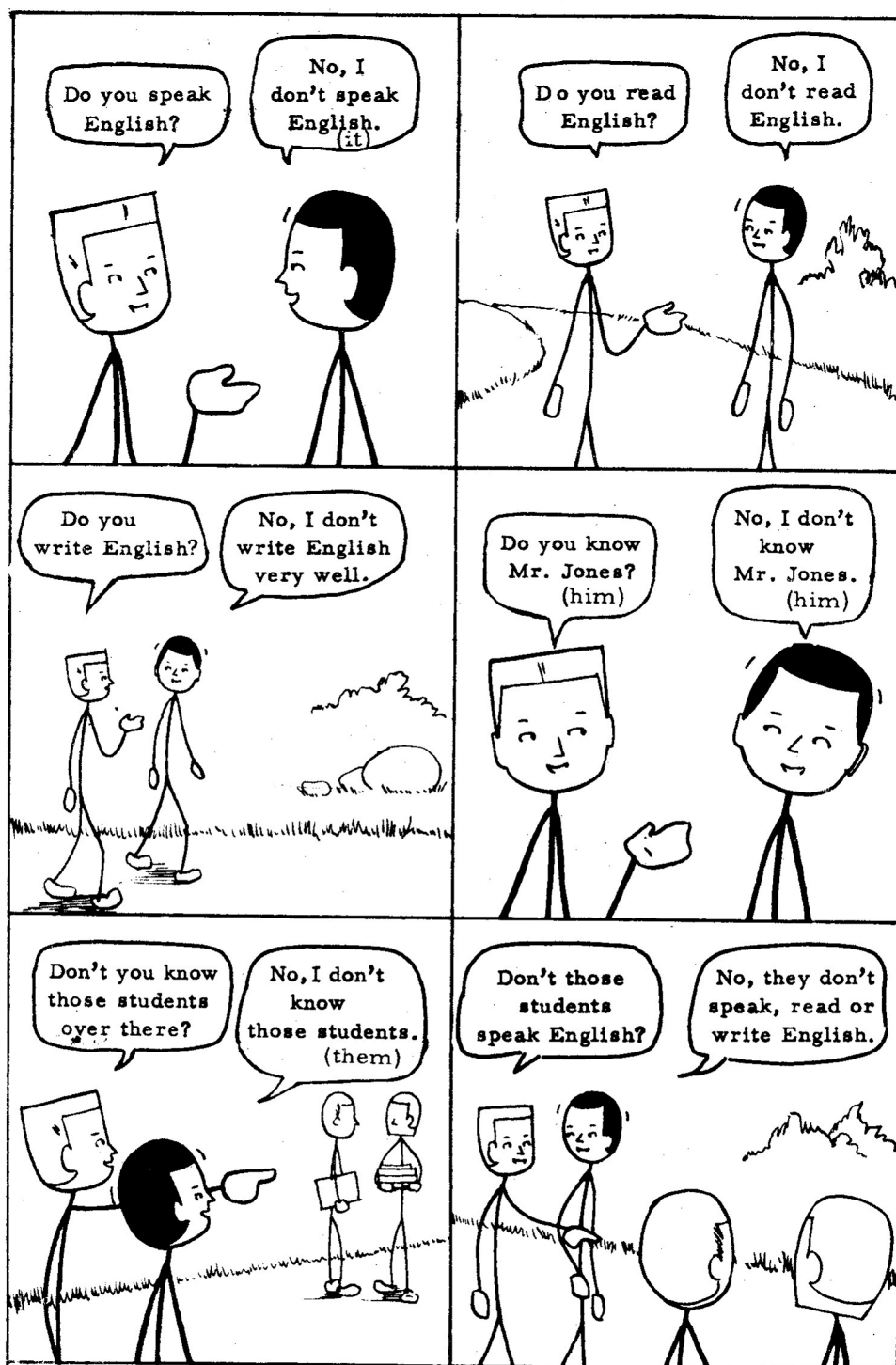
B: Yes, I know Mr. Jones (him).

A: Do you know those students over there?

B: Yes, I know those students (them).

A: Do those students speak English?

B: Yes, they speak, read and write English (it).



A: Do you speak English?  
B: No, I don't speak English (it).

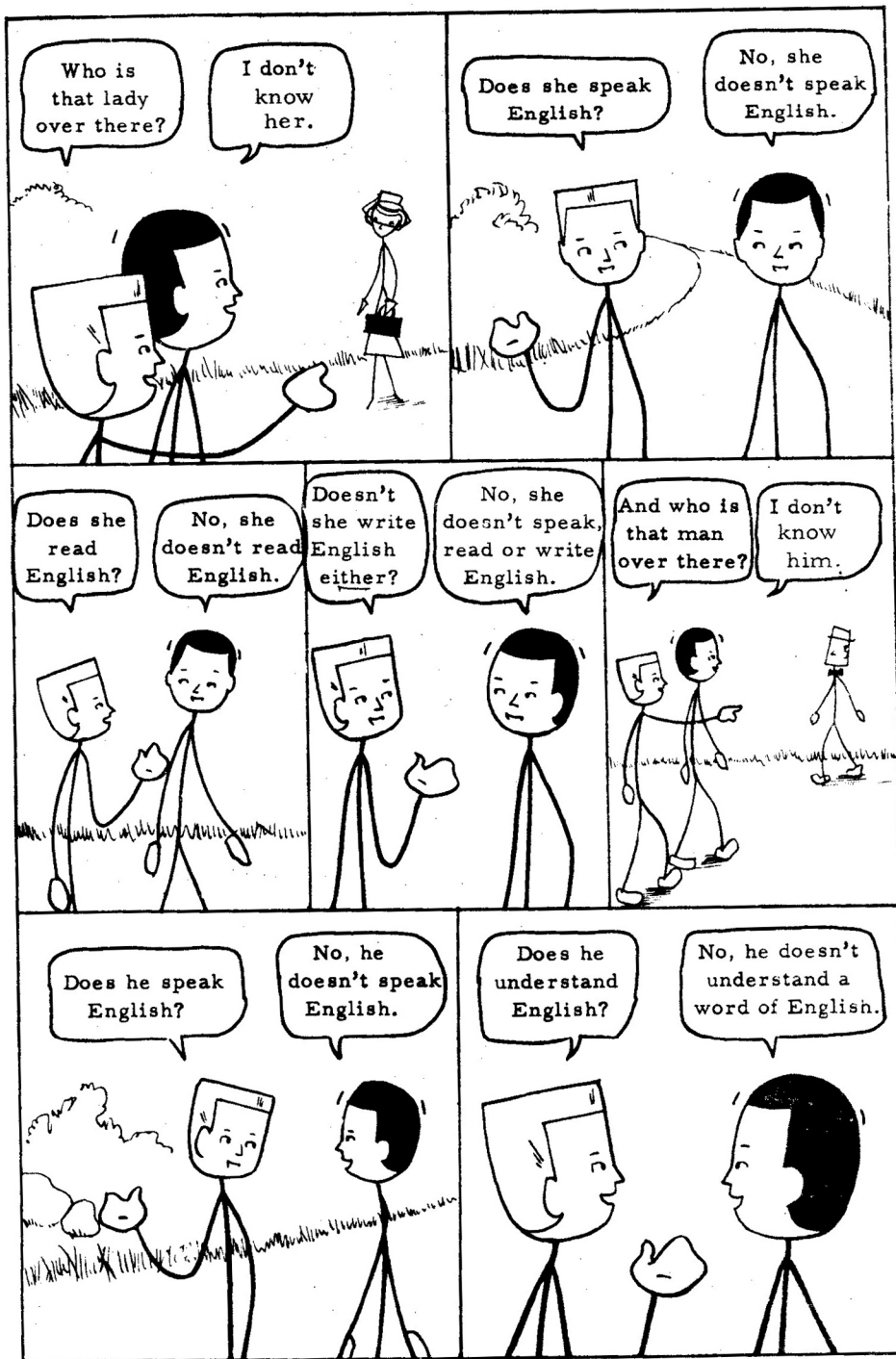
A: Do you read English?  
B: No, I don't read English.

A: Do you write English?  
B: No, I don't write English very well.

A: Do you know Mr. Jones (him)?  
B: No, I don't know Mr. Jones (him).

A: Don't you know those students over there?  
B: No, I don't know those students (them).

A: Don't those students speak English?  
B: No, they don't speak, read or write English.



A: Who is that lady over there?

B: That's Mrs. Jones.

A: Does she speak English?

B: No, she doesn't speak English.

A: Does she read English?

B: No, she doesn't read English.

A: Doesn't she write English either?

B: No, she doesn't speak, read or write English.

A: And who is that man over there?

B: I don't know him either.

A: Does he speak English?

B: No, he doesn't speak English.

A: Does he understand English?

B: No, he doesn't understand a word of English.

Word Study.

## ➡ VERBS

He speaks, he reads, he writes,  
he knows.....

## ● Verb: SPEAK

I, you, we, they  
SPEAK

He, she, the student, etc.  
SPEAKS

I speak English.  
HE SPEAKS ENGLISH.

## ● Verb: READ

I, you, we, they  
READ

He, she, the student, etc.  
READS

I read English.  
HE READS ENGLISH.

## ● Verb: WRITE

I, you, we, they  
WRITE

He, she, the student, etc.  
WRITES

I write English.  
HE WRITES ENGLISH.

## ● Verb: KNOW

I, you, we, they  
KNOW

He, she, the student, etc.  
KNOWS

I know the teacher.  
HE KNOWS THE TEACHER.

## ➡ STATEMENTS

Subject

Verb

+

.....

He  
She  
The student  
Mr. Jones  
The teacher

+

speaks .....  
reads .....  
writes .....  
knows .....

# → QUESTIONS

DOES	+	Subject	+	Verb	+	.....
DOES	+	he she the student Mr. Jones the teacher	+	speak .....? read .....? write .....? know .....?		
DOESN'T	+	Subject	+	Verb	+	.....
DOESN'T	+	he she the student Mr. Jones the teacher	+	speak .....? read .....? write .....? know .....?		

# → NEGATIVE STATEMENTS

Subject	+	DOESN'T	+	Verb	+	.....
He She The student Mr. Jones The teacher	+	DOESN'T	+	speak ..... read ..... write ..... know .....		

## Practice Exercise 1.

Practice statements with these verbs.

### Affirmative

#### Speak

1. He speaks English.
2. She speaks English.
3. The student speaks English.
4. Mr. Jones speaks English.
5. The teacher speaks English.

### Negative

- He doesn't speak English.  
 She doesn't speak English.  
 The student doesn't speak English.  
 Mr. Jones doesn't speak English.  
 The teacher doesn't speak English.

#### Read

6. He reads English very well.
7. She reads English very well.
8. The student reads English well.
9. Mr. Jones reads English well.
10. The teacher reads English well.

- He doesn't read English very well.  
 She doesn't read English very well.  
 The student doesn't read English well.  
 Mr. Jones doesn't read English well.  
 The teacher doesn't read English well.

Write

11. He writes English pretty well.
12. She writes English pretty well.
13. The student writes English well.
14. Mr. Jones writes English well.
15. The teacher writes English well.

He doesn't write English well.  
 She doesn't write English well.  
 The student doesn't write English well.  
 Mr. Jones doesn't write English well.  
 The teacher doesn't write English well.

Know

16. He knows those students
17. She knows those students.
18. The student knows those students.
19. Mr. Jones knows those students.
20. The teacher knows those students.

He doesn't know those students.  
 She doesn't know those students.  
 The student doesn't know those students.  
 Mr. Jones doesn't know those students.  
 The teacher doesn't know those students.

Practice Exercise 2.

Practice questions with these verbs.

AffirmativeSpeak

1. Does he speak English?
2. Does she speak English?
3. Does the student speak English?
4. Does Mr. Jones speak English?
5. Does the teacher speak English?

Doesn't he speak English?  
 Doesn't she speak English?  
 Doesn't the student speak English?  
 Doesn't Mr. Jones speak English?  
 Doesn't the teacher speak English?

Read

6. Does he read English?
7. Does she read English?
8. Does the student read English?
9. Does Mr. Jones read English?
10. Does the teacher read English?

Doesn't he read English?  
 Doesn't she read English?  
 Doesn't the student read English?  
 Doesn't Mr. Jones read English?  
 Doesn't the teacher read English?

Write

11. Does he write English well?
12. Does she write English well?
13. Does the student write English?
14. Does Mr. Jones write English?
15. Does the teacher write English?

Doesn't he write English well?  
 Doesn't she write English well?  
 Doesn't the student write English?  
 Doesn't Mr. Jones write English?  
 Doesn't the teacher write English?

Know

16. Does he know those students?
17. Does she know those students?
18. Does the student know those students?
19. Does Mr. Jones know those students?
20. Does the teacher know those students?

Doesn't he know those students?  
 Doesn't she know those students?  
 Doesn't the student know those students?  
 Doesn't Mr. Jones know those students?  
 Doesn't the teacher know those students?

## EXPLANATION AND DRILL OF STRUCTURES

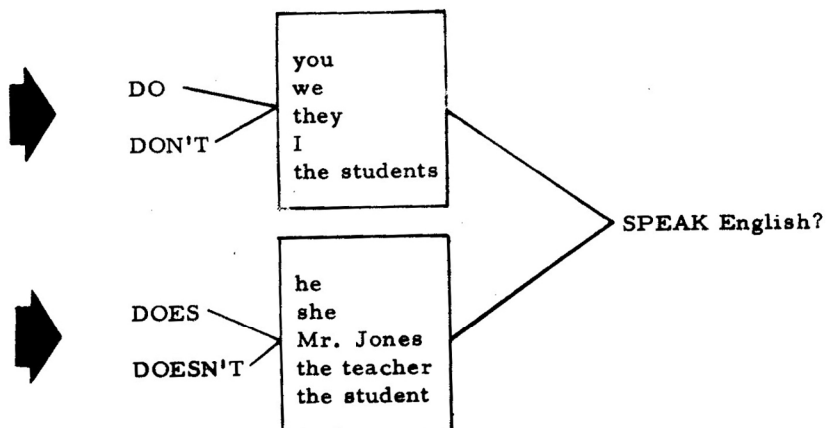
Review.

## 1. 3rd Person Singular.

You have learned TWO FORMS of verbs in English.

①	②
speak	speaks
read	reads
write	writes
know	knows
have	has
want	wants
see	sees
hear	hears
subject = I, (you, we, they)	subject = he, (she, it)
I speak	he speaks
I read	he reads
I write	he writes
I know	he knows
I have	he has
I want	he wants
I see	he sees
I hear	he hears

## 2. You have learned QUESTION FORMS in English.



3. You have learned WORD ORDER in English.

Statement Word Order

<u>Subject</u>	+	<u>verb</u>	+	.....
①		②		③

① = Subject

If the subject is I, you, we, they, then ② the verb is

### Simple Form

speak	hear
have	read
want	write
know	understand
see	

If the subject is he, she, the student, then ② the verb is

### 3rd Person Singular

speaks	writes
has	sees
reads	hears
knows	understands

③ = remainder of sentence.

**Examples:**

①                  ②                  ③  
I + speak + English well.

①                      ②                      ③  
She +       speaks       +       French well.

→ Question Word Order      Verb DO    +    subject    +    verb    +    .....

①                          ②                          ③                          ④

① = Verb DO

If the subject ② is I, you, we, they, then the verb DO has the form DO or the negative form DON'T.

If the subject ② is he, she, the student, then the verb DO has the form DOES or the negative DOESN'T.

③ = Verb

When the verb DO is present, the verb ③ is the

Simple Form

have	speak
want	read
see	write
hear	understand
know	

④ = the remainder of the question

Examples:

①        ②        ③        ④  
Do    +    you    +    speak    +    English pretty well?

①        ②        ③        ④  
Don't +    you    +    speak    +    French pretty well?

①        ②        ③        ④  
Does +    she    +    speak    +    English pretty well?

①        ②        ③        ④  
Doesn't + he    +    speak    +    French pretty well?

SummaryStatements

With the subject  
I, YOU, WE, THEY

have  
want  
see  
hear  
speak  
read  
write  
understand  
know  
don't have  
don't want  
don't see  
don't hear  
don't speak  
don't read  
don't write  
don't understand  
don't know

With the subject  
HE and SHE

has  
wants  
sees  
hears  
speaks  
reads  
writes  
understands  
knows  
doesn't have  
doesn't want  
doesn't see  
doesn't hear  
doesn't speak  
doesn't read  
doesn't write  
doesn't understand  
doesn't know

Questions

With the subject  
I, YOU, WE, THEY

Do .....have .....?  
Do .....want .....?  
Do .....see .....?  
Do .....hear .....?  
Do .....speak .....?  
Do .....read .....?  
Do .....write .....?  
Do .....understand ...?  
Do .....know .....?

Don't ...have .....?  
Don't ...want .....?  
Don't ...see .....?  
Don't ...hear .....?  
Don't ...speak .....?  
Don't ...read .....?  
Don't ...write .....?  
Don't ...understand ...?  
Don't ...know .....?

With the subject  
HE and SHE

Does .....have .....?  
Does .....want .....?  
Does .....see .....?  
Does .....hear .....?  
Does .....speak .....?  
Does .....read .....?  
Does .....write .....?  
Does .....understand ...?  
Does .....know .....?

Doesn't ...have .....?  
Doesn't ...want .....?  
Doesn't ...see .....?  
Doesn't ...hear .....?  
Doesn't ...speak .....?  
Doesn't ...read .....?  
Doesn't ...write .....?  
Doesn't ...understand ...?  
Doesn't ...know .....?

4. Adjectives

Adjectives tell What Kind, How Many or Which One. Remember that they stand before nouns or after Be.

Read the sentences in the box. Notice what the adjectives tell.

Adjectives			
	<u>What Kind</u>	<u>How Many</u>	<u>Which One</u>
1. Is this your <u>first</u> class?			first
2. Is it an <u>old</u> tape?	old		
3. There are <u>five</u> chairs.		five	
4. These pencils are <u>yellow</u> .	yellow		
5. There are <u>no</u> classes on holidays.		no (none)	
6. December is the <u>last</u> month of the year.			last
7. There is a <u>minute</u> hand.	new		
8. I want <u>ten</u> pencils.		ten	
9. Your clock is <u>slow</u> .	slow		
10. Mine is <u>fast</u> .	fast		

5. Adverbs

Adverbs answer the questions How, When or Where.

a. Notice the action verbs in the box. The adverbs answer the question How.

Action Verb	Adverb (How)
1. How does he <u>drive</u> ? He drives →	carefully.
2. How does she <u>explain</u> ?	carefully <u>or</u> well.
3. How does he <u>speak</u> ?	slowly <u>or</u> fast
4. How do they <u>work</u> ?	hard

b. Notice these adverbs. They answer the questions When or Where.

Adverbs		
	<u>When</u>	<u>Where</u>
When does it begin? It begins <u>early</u> .	early	
When does he get up. He gets up <u>late</u> .	late	
Where is it? It's two blocks <u>straight ahead</u> .		straight ahead
Where does it stop? It stops <u>here</u> .		here

c. "-ly" = adverb

Learn to add "ly" to an adjective form.

<u>Adjective</u>	<u>Adverb</u>
slow	slowly
quick	quickly
easy	easily
correct	correctly
happy	happily
careful	carefully

Some adjectives and adverbs have the same form.

hard	hard
slow	slow or slowly
fast	fast
late	late

6. Comparison of Adjectives and Adverbs

- a. Adjectives and adverbs of one-syllable form the Comparative by adding "-er" to the positive form.

small	smaller (adjective)
big	bigger (adjective)
fast	faster (adverb)
soon	sooner (adverb)

- b. Some adverbs are compared by placing more before the adverb. The word than is placed after the adverb.

He learns more quickly than I.  
He studies more carefully than I.

- c. A few adverbs have irregular comparative forms.

<u>Positive</u>	<u>Comparative</u>
well	better
far	farther
badly	worse

- d. Fill in the blanks with the adverbial form of the adjective in parentheses.

- You drive \_\_\_\_\_ (careful).
- He always finishes his work \_\_\_\_\_ (quick).
- She writes \_\_\_\_\_ (careless).
- They walk \_\_\_\_\_ (quick).
- He understands \_\_\_\_\_ (easy).
- He does his homework \_\_\_\_\_ (good).
- He talks \_\_\_\_\_ (fast).
- He gets up \_\_\_\_\_ (early).
- They work very \_\_\_\_\_ (hard).
- We leave \_\_\_\_\_ (late).

Fill in the blanks with the correct adjectival or adverbial form.

1. This is an \_\_\_\_\_ (easy) lesson.
2. He studies \_\_\_\_\_ (careful).
3. They drive very \_\_\_\_\_ (fast).
4. You learn \_\_\_\_\_ (easy).
5. She dances \_\_\_\_\_ (beautiful).
6. They are \_\_\_\_\_ (careful) students.

Select the correct form.

1. He speaks better \_\_\_\_\_ (as, than) John.
  2. He drives \_\_\_\_\_ (careless, carelessly).
  3. She works very \_\_\_\_\_ (hard, hardly).
  4. She studies more \_\_\_\_\_ (as, than) they.
- e. So. The adverb "so" is used with expressions such as "I think, "I believe," etc.

He's at the airport, isn't he?

I think so.

or I don't think so.

#### 7. Nouns used as Adjectives

Learn to use nouns as adjectives.

Example: Gold is a metal.

↑  
Noun

This is a gold watch.

↑  
Noun used as an adjective.

Note: Don't say: This is a watch of gold.

Form sentences with these nouns used as adjectives.

Example: I like chocolate candy.

#### Nouns used as adjectives

#### Nouns

- |              |          |
|--------------|----------|
| 1. minute    | hand     |
| 2. hour      | hand     |
| 3. auxiliary | verb     |
| 4. school    | building |
| 5. study     | guide    |
| 6. hospital  | area     |

8. Noun + Noun  
(Compound Nouns)

English has many compound nouns. The first part or word tells something about the second part or word.

Give the first part the stronger stress.

Read these words. Be careful about the pronunciation.

1. blackboard  
(black board)
2. notebook  
(note book)
3. classroom  
(class room)
4. airplane  
(air plane)
5. weekend  
(week end)
6. breakfast  
(break fast)
7. airport  
(air port)
8. coffee-pot  
(coffee pot)

9. Personal Pronoun table

Subject:	I	you	he	she	it	we	they
Object:	me	you	him	her	it	us	them
1st Possessive:	my	your	his	her	its	our	their
2nd Possessive:	mine	yours	his	hers	its	ours	theirs

a. Repeat.

I see Mr. Jones.

I see him.

I understand you.

Do you understand me?

I see Mrs. Jones.

I see her.

We understand you.

Do you understand us?

I see Mr. and Mrs. Jones.

I see them.

I hear the train.

I hear it.

I hear the trains.

I hear them.

## b. Select the correct pronoun.

Example: She knows Mr. Smith.  
She knows him.

1. Do you see Mrs. Jones?  
Do you see \_\_\_\_\_?
2. Don't they speak English pretty well?  
Don't they speak \_\_\_\_\_ pretty well?
3. Do they check the bulletin board?  
Do they check \_\_\_\_\_?
4. Do you understand those students?  
Do you understand \_\_\_\_\_?
5. Does he see you and me?  
Does he see \_\_\_\_\_?

AMERICAN LANGUAGE COURSE  
TAPE 1106A

Repeat.

speak  
 read  
 write  
 understand

speaks  
 reads  
 writes  
 understands

does speak  
 does read  
 does write  
 does understand

doesn't speak  
 doesn't read  
 doesn't write  
 doesn't understand

I know.  
 He knows.  
 She knows.

I don't know.  
 He doesn't know.  
 She doesn't know.

He understands.  
 He speaks.  
 He writes.

He doesn't understand.  
 He doesn't speak.  
 He doesn't write.

too  
 well  
 perfectly

I don't know a word of English.  
 You don't know a word of English.  
 We don't know a word of English.  
 They don't know a word of English.

He doesn't know a word of English.  
 She doesn't know a word of English.  
 Mr. Jones doesn't know a word of English.

Review pronunciation practice.

Repeat.

1. Who is that lady over there?  
That's Mrs. Jones.
2. Does Mrs. Jones speak English?  
Yes, she speaks English.
3. Does she read English too?  
Yes, she reads English.
4. Does she write English?  
Yes, she speaks, reads, and writes English.
5. And who is that man over there?  
That's Mr. Jones.
6. Does Mr. Jones speak English?  
Yes, he speaks English.
7. Does he understand English?  
Yes, he understands English perfectly.

Exercise 1.

You will hear the affirmative question. Then you record an affirmative answer.

1. Who is that lady over there?
2. Does Mrs. Jones speak English?
3. Does she read English too?
4. Does she write English?
5. And who is that man over there?
6. Does Mr. Jones speak English?
7. Does he understand English?

Repeat.

1. Who is that lady over there?  
That's Mrs. Jones.
2. Does she speak English?  
No, she doesn't speak English.
3. Does she read English?  
No, she doesn't read English.
4. Doesn't she write English either?  
No, she doesn't speak, read, or write English.

5. And who is that man over there?  
That's Mr. Jones.
6. Does he speak English?  
No, he doesn't speak English.
7. Does he understand English?  
No, he doesn't understand a word of English.

Exercise 2.

You will hear a question. Then you record the negative answer.

1. Who is that lady over there?
2. Does she speak English?
3. Does she read English?
4. Doesn't she write English either?
5. And who is that man over there?
6. Does he speak English?
7. Does he understand English?

Practice the conversations.

- A: Who is that lady over there?  
B: That's Mrs. Jones.
- A: Does Mrs. Jones speak English?  
B: Yes, she speaks English.
- A: Does she read English too?  
B: Yes, she reads English.
- A: Does she write English?  
B: Yes, she speaks, reads and writes English.
- A: And who is that man over there?  
B: That's Mr. Jones.
- A: Does Mr. Jones speak English?  
B: Yes, he speaks English.
- A: Does he understand English?  
B: Yes, he understands English perfectly.

## TAPE 1106B

Repeat.

Speak  
read  
write  
know

Do you speak English?  
Do you read English?  
Do you write English?

don't speak  
don't read  
don't write  
don't know

Yes, I speak English.  
Yes, I read English.  
Yes, I write English.

very well  
pretty well

Do you know Mr. Jones?  
Do you know those students?

here  
there  
over there

Yes, I know Mr. Jones.  
Yes, I know those students.

English  
French

No, I don't know Mr. Jones..  
No, I don't know those students.

No, I don't speak English.  
No, I don't read English.  
No, I don't write English.

Review pronunciation practice.Repeat.

1. Do you speak English?  
Yes, I speak English.
2. Do you read English?  
Yes, I read English.
3. Do you write English?  
Yes, I write English.
4. Do you know Mr. Jones?  
Yes, I know Mr. Jones.
5. Do you know those students over there?  
Yes, I know those students.
6. Do those students speak English?  
Yes, they speak, read and write English.

Exercise 1. Answer the questions. Record your affirmative answer.

1. Do you speak English?
2. Do you read English?
3. Do you write English?
4. Do you know Mr. Jones?
5. Do you know those students over there?
6. Do those students speak English?

Repeat.

1. Do you speak English?  
No, I don't speak English.
2. Do you read English?  
No, I don't read English.
3. Do you write English?  
No, I don't write English.
4. Do you know Mr. Jones?  
No, I don't know Mr. Jones.
5. Don't you know those students over there?  
No, I don't know those students.
6. Don't those students speak English?  
No, they don't speak, read or write English.

Exercise 2.

Answer the questions. Record your negative answer.

1. Do you speak English?
2. Do you read English?
3. Do you write English?
4. Do you know Mr. Jones?
5. Don't you know those students over there?
6. Don't those students speak English?

Repeat.

1. Do you speak English?
2. Do you read English?
3. Do you write English?
4. Do you know Mr. Jones?
5. Do you know those students over there?
6. Do those students speak English?

## TAPE 1106C

Listen to a conversation about a class schedule.

Jack, where's the class schedule?

It's on the bulletin board.

Where?

In Building 10260, Room 8.

To the right of the door.

I understand there's a new one.

Why, yes. The schedule changes every week.  
Your name is there. It's on the left hand side.

Thanks. I'll go check.

-----

Repeat everything you hear.

Jack, where's the class schedule?

It's on the bulletin board.

Where?

In Building 10260, Room 8.

To the right of the door.

I understand there's a new one.

Why, yes. The schedule changes every week.  
Your name is there. It's on the left hand side.

Thanks. I'll go check.

## SOUND AND INTONATION

Pronunciation practice.Repeat.

classroom	(class room)
notebook	(note book)
wastebasket	(waste basket)
breakfast	(break fast)
airplane	(air plane)
airport	(air port)
wristwatch	(wrist watch)
class schedule	
bulletin board	
barber shop	

Pronounce these important words.

is / z /

has / z /

does / z /

doesn't / z /

Repeat

I teach	-	he teaches
I wash	-	he washes
I finish	-	he finishes
class	-	classes
lunch	-	lunches
page	-	pages
garage	-	garages
church	-	churches

Repeat.

What is the class schedule?  
Where is the bulletin board?

I don't understand a word.  
He understands pretty well.  
She understands well.

He doesn't know Miss Smith.  
I don't know her either.

How many students live here?  
How many students live there?

Where is the schedule?  
Who makes the schedule?  
I don't understand it.  
He doesn't either.

Repeat.

Do you know Mr. Jones?  
Do you know him?

Do you know Mrs. Jones?  
Do you know her?

Do you hear a plane?  
Do you hear it?

Do you hear those planes?  
Do you hear them?

Repeat.

he - him

she - her

it - it

they - them

Repeat.

I have a green pencil.  
The pencil is green.  
It is green.

He is a careful driver.  
He is careful.  
He drives carefully.

That is a fast car.  
He drives it fast.

My watch is slow.  
It is slow.  
It runs slow.

The lesson is easy.  
Isn't it easy?  
He learns easily.

These are hard words.  
These words are hard.

He stops quickly.  
He eats a quick lunch.

He is tall.  
He is taller than I am.

She is short.  
She is shorter than I am.

He speaks well.  
They speak pretty well.

This is a good schedule.  
That schedule is better.

## AMERICAN LANGUAGE COURSE

## UNIT 1107

## OUTLINE AND STUDY OBJECTIVES

Structures**Present Progressive Tense**

Affirmative Statements

Negative Statements

Affirmative Questions

Negative Questions

**Every Day/Now**Sound and Intonation

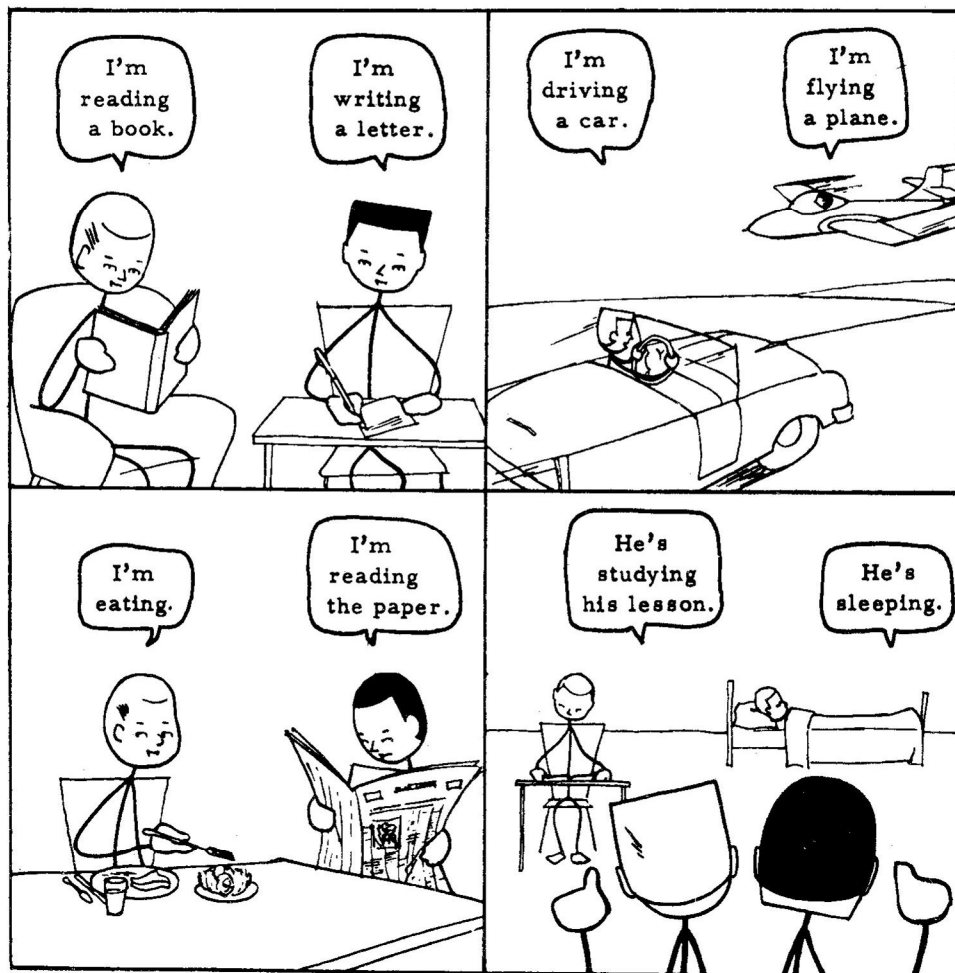
Pronunciation of "-ing"

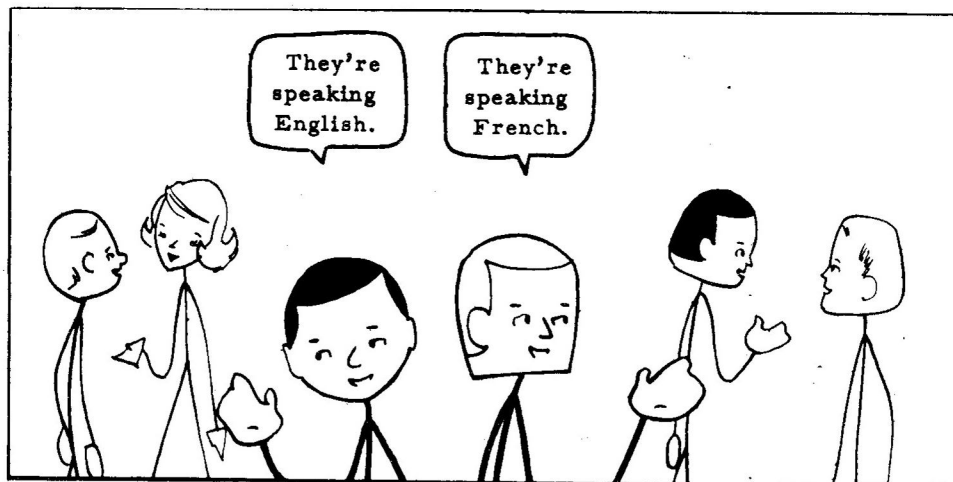
Stress of Important Words

Voiceless /wh/

## UNIT 1107

## CONVERSATION AND READING PRACTICES

Now



### Repetition Practice

1. I'm reading a book.
2. I'm writing a letter.
3. I'm driving a car.
4. I'm flying a plane.
5. I'm eating.
6. I'm reading the paper.
7. He's studying his lesson.
8. He's sleeping.
9. They're speaking English.
10. They're speaking French.



Practice the conversation.

A: Are you reading a book?  
B: No, I'm not reading a book.

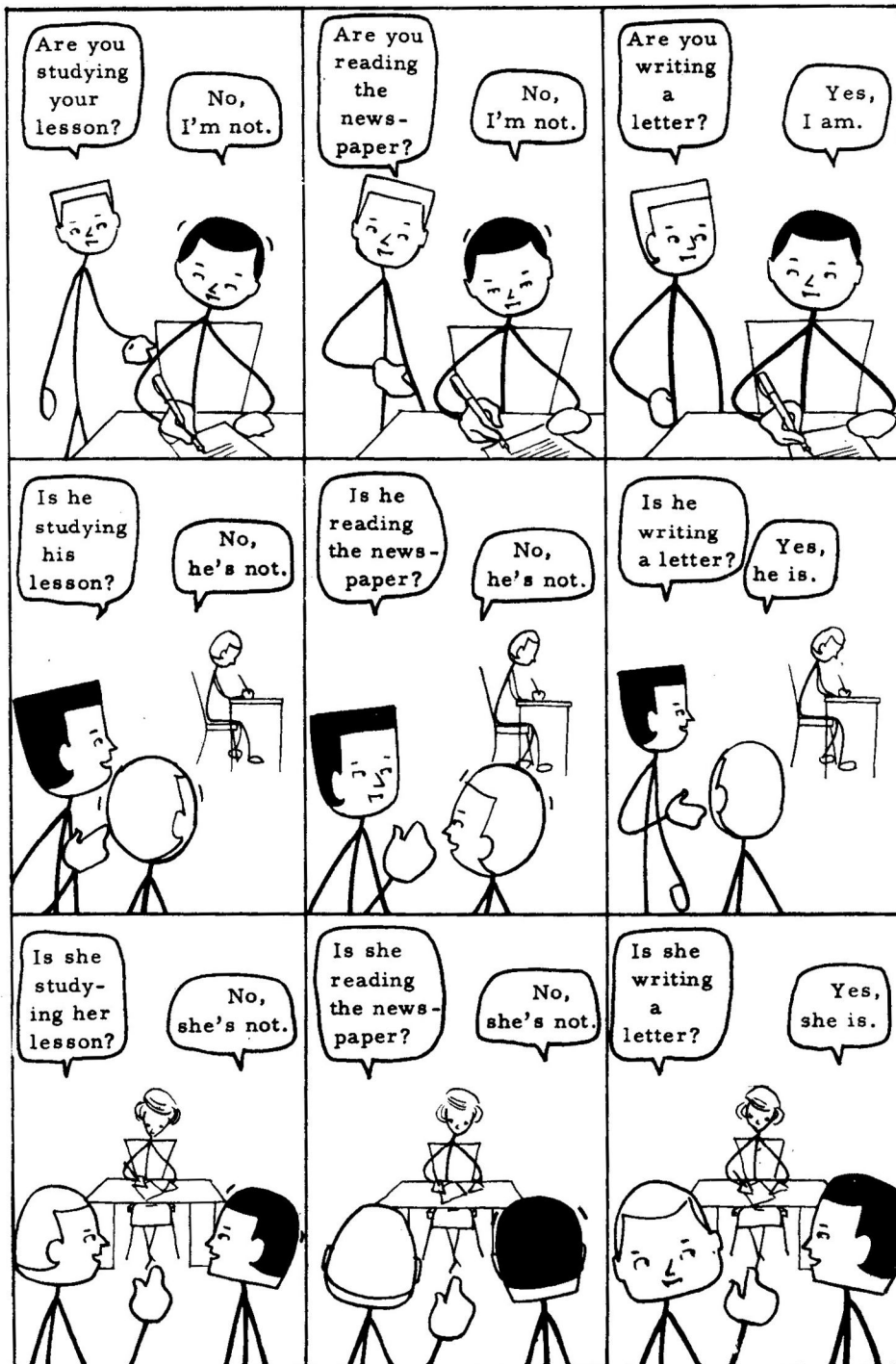
A: Are you writing a letter?  
B: No, I'm not writing a letter.

A: Are you eating?  
B: No, I'm not eating.

A: Is he studying his lesson?  
B: No, he's not studying.

A: Are they speaking English?  
B: No, they're not speaking English.

A: Are they speaking French?  
B: No, they're not speaking French.



Practice the conversation.

A: Are you studying your lesson?

B: No, I'm not.

A: Are you reading the newspaper?

B: No, I'm not.

A: Are you writing a letter?

B: Yes, I am.

A: Is he studying his lesson?

B: No, he's not.

A: Is he reading the newspaper?

B: No, he's not.

A: Is he writing a letter?

B: Yes, he is.

A: Is she studying her lesson?

B: No, she's not.

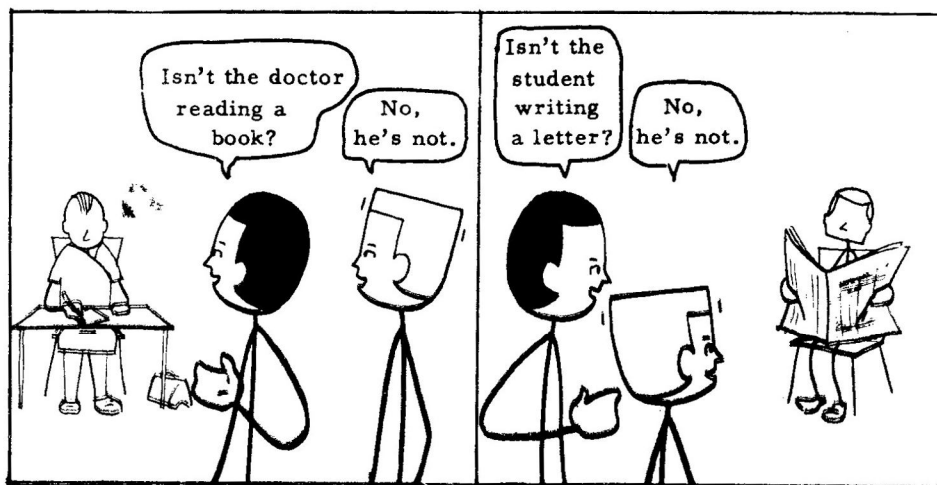
A: Is she reading the newspaper?

B: No, she's not.

A: Is she writing a letter?

B: Yes, she is.





Repetition practice.

A: Aren't you studyin<sup>g</sup> your lesson?

B: No, I'm not.

A: Aren't you reading the newspaper?

B: No, I'm not.

A: Aren't we writing letters?

B: No, we're not.

A: Aren't we speaking French?

B: No, we're not.

A: Aren't the students studying their lesson?

B: No, they're not.

A: Aren't the students writing letters?

B: No, they're not.

A: Isn't the teacher reading a newspaper?

B: No, she's not.

A: Isn't the nurse writing a letter?

B: No, she's not.

A: Isn't the doctor reading a book?

B: No, he's not.

A: Isn't the student writing a letter?

B: No, he's not.

## EXPLANATION AND DRILL OF STRUCTURES

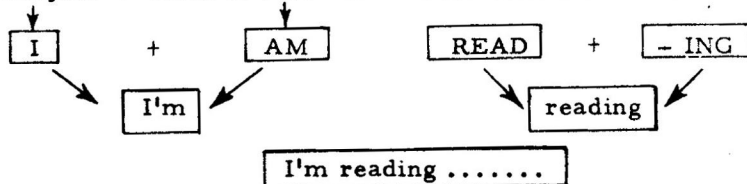
## The Present Progressive tense

1. "ING" forms in English. (The
- g
- is
- silent
- .)

(Present Participle)				
read	+	ING	=	reading
write	+	ING	=	writing
drive	+	ING	=	driving
fly	+	ING	=	flying
eat	+	ING	=	eating
want	+	ING	=	wanting
study	+	ING	=	studying
sleep	+	ING	=	sleeping
speak	+	ING	=	speaking

- a.
- I'm reading a book.

Subject + form of verb BE + ING form of a verb.

Subject + Form of verb BE

I	+	am	=	I'm	reading	a book
you	+	are	=	you're		
he	+	is	=	he's		
she	+	is	=	she's		
we	+	are	=	we're		
they	+	are	=	they're		

I'm reading a book.  
 You're reading a book.  
 He's reading a book.  
 She's reading a book.  
 We're reading a book.  
 They're reading a book.

b. I'm not reading a book.

Subject + form of verb BE + NOT + ING form + .....

I'M + NOT + READING + A BOOK.

I'm	not	reading	a book
you're			
he's			
she's			
we're			
they're			

I'm not reading a book.  
 You're not reading a book.  
 He's not reading a book.  
 She's not reading a book.  
 We're not reading a book.  
 They're not reading a book.

### IMPORTANT NOTE.

Remember!

#### Two possible combinations of negative forms

1 you + are + not = you're not  
 or  
 2 you + are + not = you aren't  
 you're not = you aren't

you're not = you aren't (you + are + not)  
 he's not = he isn't (he + is + not)  
 she's not = she isn't (she + is + not)  
 we're not = we aren't (we + are + not)  
 they're not = they aren't (they + are + not)

but

I'm not = x x x x x x (I + am + not)

c. Are you reading a book?

Form of verb BE + subject + ING form + .....

ARE	+	YOU	+	READING	+	A BOOK?
-----	---	-----	---	---------	---	---------

Are you Are we Are they	reading	a book?
Is he Is she		
Am I		

Are you reading a book?  
 Are we reading a book?  
 Are they reading a book?  
 Is he reading a book?  
 Is she reading a book?  
 Am I reading a book?

d. Aren't you reading a book?

Form of verb BE + NOT + subject + ING form + .....

Are	+	not	
↓			
AREN'T		+	YOU
		+	READING
		+	A BOOK?

Aren't you Aren't we Aren't they	reading	a book?
Isn't he Isn't she		
* xxxxxxxxx		

\*No form for subject I  
 (Am I not)

Aren't you reading a book?  
 Aren't we reading a book?  
 Aren't they reading a book?  
 Isn't he reading a book?  
 Isn't she reading a book?

### Summary of ING Forms

#### ING Forms:

- |                            |   |                                   |
|----------------------------|---|-----------------------------------|
| 1. Statement (affirmative) | = | <u>I'm reading</u> a book.        |
| 2. Statement (negative)    | = | <u>I'm not reading</u> a book.    |
| 3. Question (affirmative)  | = | <u>Are you reading</u> a book?    |
| 4. Question (negative)     | = | <u>Aren't you reading</u> a book? |

#### 2. Three verb forms

(You now know three forms for each verb.)

<u>Verb</u>	<u>Simple Form</u>	<u>3rd Person Singular Form</u>	<u>ING-Form (Present Participle)</u>
SPEAK	speak	speaks	speaking
READ	read	reads	reading
WRITE	write	writes	writing
HAVE	have	has	having
WANT	want	wants	wanting
SEE	see	sees	seeing
HEAR	hear	hears	hearing
DRIVE	drive	drives	driving
FLY	fly	flies	flying
STUDY	study	studies	studying
SLEEP	sleep	sleeps	sleeping
EAT	eat	eats	eating

#### 3. Word Study

##### a. QUESTIONS with progressive verb phrase.

Subject: I                      Am I studying the lesson?

Subject: you, we, they                      Are you studying the lesson?

Are we studying the lesson?

Are they studying the lesson?

Aren't you studying the lesson?

Aren't we studying the lesson?

Aren't they studying the lesson?

Subject: he, she

Is he studying the lesson?

Is she studying the lesson?

Isn't he studying the lesson?

Isn't she studying the lesson?

Practice the question forms.Am I ..... ?

Am I studying the lesson?  
 Am I writing a letter?  
 Am I reading a book?  
 Am I flying an airplane?  
 Am I driving a car?  
 Am I speaking English?

Are you ..... ?

Are you studying the lesson?  
 Are you writing a letter?  
 Are you reading a book?  
 Are you flying an airplane?  
 Are you driving a car?  
 Are you speaking English?

Are we ..... ?

Are we studying the lesson?  
 Are we writing a letter?  
 Are we reading a book?  
 Are we flying an airplane?  
 Are we driving a car?  
 Are we speaking English?

Is he ..... ?

Is he studying the lesson?  
 Is he writing a letter?  
 Is he reading a book?  
 Is he flying an airplane?  
 Is he driving a car?  
 Is he speaking English?

Aren't you ..... ?

Aren't you studying the lesson?  
 Aren't you writing a letter?  
 Aren't you reading a book?  
 Aren't you flying an airplane?  
 Aren't you driving a car?  
 Aren't you speaking English?

Aren't we ..... ?

Aren't we studying the lesson?  
 Aren't we writing a letter?  
 Aren't we reading a book?  
 Aren't we flying an airplane?  
 Aren't we driving a car?  
 Aren't we speaking English?

Isn't he ..... ?

Isn't he studying the lesson?  
 Isn't he writing a letter?  
 Isn't he reading a book?  
 Isn't he flying an airplane?  
 Isn't he driving a car?  
 Isn't he speaking English?

**b. SHORT ANSWERS with BE**

Are you studying?

Yes, I am.  
No, I'm not.

Am I studying?

Yes, you are.  
No, you aren't.

Is he studying?

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

Aren't you studying?

xxxxxxxxxxxx

Isn't he studying?

Short Answer

Yes, I am.

No, I'm not.

Yes, you are.

No, you aren't.

Yes, he is.

No, he isn't.

Complete Answer= Yes, I am studying.= No, I'm not studying.= Yes, you are studying.= No, you aren't studying.= Yes, he is studying.= No, he isn't studying.Give short answers.

1. Are you studying?
2. Are you driving a car?
3. Are you reading a book?
4. Are you writing a letter?
5. Am I studying?
6. Am I driving a car?
7. Am I reading a book?
8. Am I writing a letter?
9. Is he studying?
10. Is he driving a car?
11. Is he reading a book?
12. Is he writing a letter?

Yes, I am \_\_\_\_\_.

No, I'm not \_\_\_\_\_.

Yes, \_\_\_\_\_.

No, \_\_\_\_\_.

Yes, \_\_\_\_\_.

No, \_\_\_\_\_.

Yes, \_\_\_\_\_.

No, \_\_\_\_\_.

Yes, \_\_\_\_\_.

No, \_\_\_\_\_.

Yes, \_\_\_\_\_.

No, \_\_\_\_\_.

Yes, \_\_\_\_\_.

No, \_\_\_\_\_.

Yes, \_\_\_\_\_.

No, \_\_\_\_\_.

Yes, \_\_\_\_\_.

No, \_\_\_\_\_.

Yes, \_\_\_\_\_.

No, \_\_\_\_\_.

Yes, \_\_\_\_\_.

No, \_\_\_\_\_.

Yes, \_\_\_\_\_.

No, \_\_\_\_\_.

4. Drill**The Present Progressive Tense**

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

a. Repeat.**The Student is Planning His Afternoon.**

The student is sitting at a table.  
 He is thinking about his family.  
 He is holding a pen in his hand.  
 He is looking at some paper on the table.  
 He is writing a letter to his family.  
 He is telling about his school.  
 He is reading the words on the paper.

b. Be + simple form of the verb + ING  
I am go ing.

c. Form the present progressive tense.

Example: write writing

1. eat
2. sit
3. write
4. talk
5. fly
6. prepare
7. stand
8. drink

d. Select the present progressive form of the verbs in parentheses.

1. He \_\_\_\_\_ (fly) today.
2. The teacher \_\_\_\_\_ (write) on the blackboard.
3. The class \_\_\_\_\_ (take) a break.
4. He \_\_\_\_\_ (come) by plane.
5. Listen! The water \_\_\_\_\_ (run).
6. The baby \_\_\_\_\_ (sleep).
7. It \_\_\_\_\_ (rain) hard.
8. They \_\_\_\_\_ (check) the bulletin board.
9. He \_\_\_\_\_ (sit down).
10. They \_\_\_\_\_ (stand) in line.
11. He \_\_\_\_\_ (ask) questions.
12. She \_\_\_\_\_ (answer) the questions.

5. Every Day/Now

1. He studies every day.  
He is studying now.
2. They check the bulletin board every day.  
They are checking the bulletin board now.
3. He writes on the blackboard every day.  
He is writing on the blackboard now.
4. The class takes a break every day.  
The class is taking a break now.
5. They prepare their homework every day.  
They are preparing their homework now.

The simple present tense = A customary, every day action.

The present progressive tense = An action which is going on or continuing now.

a. Select the correct form of the verbs in parentheses. Simple present tense or the progressive form of the present tense.

1. The telephone \_\_\_\_\_ (ring) often.
2. The telephone \_\_\_\_\_ (ring) now.
3. The pilot \_\_\_\_\_ (fly) every day.
4. He \_\_\_\_\_ (fly) this morning.
5. He \_\_\_\_\_ (eat) breakfast at eight o'clock.
6. He \_\_\_\_\_ (eat) breakfast right now.
7. He \_\_\_\_\_ (write) many letters home.
8. He \_\_\_\_\_ (write) a letter now.
9. They \_\_\_\_\_ (take) a break every hour.
10. They \_\_\_\_\_ (take) a break right now.
11. It usually \_\_\_\_\_ (rain) in September.
12. It's \_\_\_\_\_ (rain) today.

b. Answer these questions.

1. Is the sun shining?
2. What is your teacher doing now?
3. Who is sitting next to the door?
4. What kind of cigarettes does he smoke?
5. Who is standing at the door?
6. When do you study?
7. What are you doing now?
8. Who/whom is he writing to?

6. Practice conversation with these charts.

<p>The cadets They</p> <p>are</p> <p>HUNGRY</p> <p>eating sitting down</p>	<p>The girl She</p> <p>is</p> <p>THIRSTY</p> <p>drinking sitting down</p>	<p>The nurse She</p> <p>is</p> <p>TALL THIN</p> <p>The doctor He</p> <p>is</p> <p>SHORT FAT</p> <p>They are standing up.</p>
<p>The officer He</p> <p>is</p> <p>BUSY</p> <p>writing talking telephoning sitting down</p>	<p>The girl She</p> <p>is</p> <p>UPSET</p> <p>getting up</p>	<p>The sum He is writing.</p> <p>is</p> <p>RIGHT</p> <p>The sum is</p> <p>WRONG</p> <p>He is erasing.</p> <p>They are numbers.</p>
<p>The man He</p> <p>is</p> <p>HAPPY</p> <p>laughing jumping</p>	<p>The man He</p> <p>is</p> <p>SICK (ill)</p> <p>lying down</p>	<p>The drink The coffee is</p> <p>is</p> <p>COLD</p> <p>HOT</p> <p>The drinks are sitting on the table.</p>
<p>The man He</p> <p>is</p> <p>TIRED</p> <p>relaxing sitting down</p>	<p>The girl She</p> <p>is</p> <p>BLONDE YOUNG</p> <p>The man He</p> <p>is</p> <p>DARK (Brunet) OLD</p> <p>They are standing up.</p>	<p>The plane It</p> <p>is</p> <p>FAST</p> <p>The plane It</p> <p>is</p> <p>SLOW</p> <p>They are flying.</p>

## TAPE 1107A

Repeat.

reading  
driving  
flying  
eating  
studying  
sleeping  
speaking

I'm not reading.  
I'm not driving.  
I'm not flying.  
I'm not eating.  
I'm not studying.  
I'm not sleeping  
I'm not speaking.

I'm reading.  
You're reading.  
We're reading.  
They're reading.  
He's reading.  
She's reading.

a book  
a letter  
a car  
a plane  
the paper  
the lesson

Am I reading.....?  
Am I driving.....?  
Am I flying.....?  
Am I eating.....?  
Am I studying.....?  
Am I sleeping.....?  
Am I speaking.....?

Are you reading.....?  
Are you driving.....?  
Are you flying.....?  
Are you eating.....?  
Are you studying.....?  
Are you sleeping.....?  
Are you speaking.....?

Aren't you reading.....?  
Aren't you driving.....?  
Aren't you flying.....?  
Aren't you eating.....?  
Aren't you studying.....?  
Aren't you sleeping.....?  
Aren't you speaking.....?

1. Are you reading a book?  
Yes, I'm reading a book.
2. Are you writing a letter?  
Yes, I'm writing a letter.
3. Are you driving a car?  
Yes, I'm driving a car.
4. Are you flying a plane?  
Yes, I'm flying a plane.
5. Are you eating?  
Yes, I'm eating.
6. Are you reading the paper?  
Yes, I'm reading the paper.
7. Is he studying his lesson?  
Yes, he's studying his lesson.
8. Is he sleeping?  
Yes, he's sleeping.
9. Are they speaking English?  
Yes, they're speaking English.
10. Are they speaking French?  
Yes, they're speaking French.

Exercise 1.

After you hear the question, you record the answer.

1. Are you reading a book?
2. Are you writing a letter?
3. Are you driving a car?
4. Are you flying a plane?
5. Are you eating?
6. Are you reading the paper?
7. Is he studying his lesson?
8. Is he sleeping?
9. Are they speaking English?
10. Are they speaking French?

Repeat.

1. Are you reading a book?  
No, I'm not reading a book
2. Are you writing a letter?  
No, I'm not writing a letter.
3. Are you eating?  
No, I'm not eating.
4. Is he studying his lesson?  
No, he's not studying.
5. Are they speaking English?  
No, they're not speaking English.
6. Are they speaking French?  
No, they're not speaking French.

Exercise 2.Repeat.

1. Are you reading a book?
2. Are you writing a letter?
3. Are you eating?
4. Is he studying his lesson?
5. Are they speaking English?
6. Are they speaking French?

Now you will hear a question. Then you record the answer.

1. Are you reading a book?
2. Are you writing a letter?
3. Are you driving a car?
4. Are you flying a plane?
5. Are you eating?
6. Are you reading the paper?
7. Is he studying his lesson?
8. Is he sleeping?
9. Are they speaking English?
10. Are they speaking French?

## TAPE 1107B

Repeat.

lesson  
newspaper  
letter  
book

Are you studying?  
Are you reading?  
Are you writing?

lessons  
newspapers  
letters  
books

Aren't you studying?  
Aren't you reading?  
Aren't you writing?

studying  
reading  
writing

Yes, I am.  
No, I'm not.

Yes, you are.  
No, you're not.

not studying  
not reading  
not writing

Yes, we are.  
No, we're not.

Yes, they are.  
No, they're not.

you are studying = you're studying  
we are studying = we're studying  
they are studying = they're studying  
I am studying = I'm studying  
he is studying = he's studying  
she is studying = she's studying

Yes, he is.  
No, he's not.

Yes, she is.  
No, she's not.

you are not studying = you're not studying  
you aren't studying

we are not studying = we're not studying  
we aren't studying

they are not studying = they're not studying  
they aren't studying

he is not studying = he's not studying  
he isn't studying

she is not studying = she's not studying  
she isn't studying

you're not	=	you aren't
we're not	=	we aren't
they're not	=	they aren't
I'm not	=	I'm not
he's not	=	he isn't
she's not	=	she isn't

Exercise 1.Repeat.

1. Are you studying your lesson?  
Yes, I am.
2. Are you reading the newspaper?  
Yes, I am.
3. Are you writing a letter?  
Yes, I am.
4. Aren't we speaking French?  
No, we're not.
5. Aren't the students studying their lesson?  
No, they're not.
6. Aren't the students writing letters?  
No, they're not.
7. Isn't the teacher reading a newspaper?  
No, she isn't.
8. Isn't the nurse writing a letter?  
No, she isn't.
9. Isn't the doctor reading a book?  
No, he's not.
10. Isn't the student writing a letter?  
No, he's not.

Exercise 2.

Record a short negative answer to each question.

1. Aren't you studying your lesson?
2. Aren't you reading the newspaper?
3. Aren't we writing letters?
4. Aren't we speaking French?
5. Aren't the students studying their lessons?
6. Aren't the students writing letters?
7. Isn't the teacher reading a newspaper?
8. Isn't the nurse writing a letter?
9. Isn't the doctor reading a book?
10. Isn't the student writing a letter?

Exercise 3.Repeat.

1. Is he studying his lesson?  
Yes, he is.
2. Is he reading the newspaper?  
Yes, he is.
3. Is he writing a letter?  
Yes, he is.
4. Is she studying her lesson?  
Yes, she is.
5. Is she reading the newspaper?  
Yes, she is.
6. Is she writing a letter?  
Yes, she is.

Exercise 4.Record a short affirmative answer.

1. Are you studying your lesson?
2. Are you reading the newspaper?
3. Are you writing a letter?
4. Is he studying his lesson?
5. Is he reading the newspaper?
6. Is he writing a letter?
7. Is she studying her lesson?
8. Is she reading the newspaper?
9. Is she writing a letter?

Exercise 5.Repeat.

1. Aren't you studying your lesson?  
No, I'm not.
2. Aren't you reading the newspaper?  
No, I'm not.
3. Aren't we writing letters?  
No, we're not.

Exercise 6.Repeat.

1. Are you studying your lesson?
2. Are you reading the newspaper?
3. Are you writing a letter?
4. Is he studying his lesson?
5. Is he reading the newspaper?
6. Is he writing a letter?
7. Is she studying her lesson?
8. Is she reading the newspaper?
9. Is she writing a letter?

## TAPE 1107C

Listen to a conversation about "A Break."

It's time for your break.  
You may take ten minutes.

What did you say, ma'am?  
We don't understand.

"Take a break." It's an idiomatic expression. Do you understand, "Take a rest"?

Oh, yes! Is it the same?

Yes.

May we smoke?

Of course. Smoke. Get a drink.  
Go outside.

Repeat everything you hear.

It's time for your break.  
You may take ten minutes.

What did you say, ma'am?  
We don't understand.

"Take a break." It's an idiomatic expression. Do you understand, "Take a rest"?

Oh, yes! Is it the same?

Yes.

May we smoke?

Of course. Smoke. Get a drink.  
Go outside.

Repeat the following questions and answers.

1. Do the students listen to the radio?  
Yes, they do. They listen to the radio. They are listening now.
2. Do they watch the TV programs?  
Yes, they do. They watch the TV programs. They are watching now.
3. Do they read the newspapers?  
Yes, they do. They read the newspapers. They are reading now.
4. Do you study every day?  
Yes, I do. I study every day.  
I'm studying now.
5. Do you learn many words?  
Yes, I do. I learn many words.  
I'm learning many words.
6. Does he repeat the keywords?  
Yes, he does. He repeats the keywords. He's repeating the keywords.
7. Does he practice pronunciation?  
Yes, he does. He practices pronunciation. He's practicing pronunciation now.
8. Does he sleep in class?  
No, he doesn't. He doesn't sleep in class. He isn't sleeping now.
9. Do they speak English in class?  
Yes, they do. They speak English in class. They are all speaking English.
10. Do the students work hard?  
Yes, they do. The students work hard. They're working hard right now.

Repeat.

When does he get up?  
He gets up early.  
He's getting up now.

Do you dress quickly?  
Yes, I do.  
I'm dressing now.

Where do we eat?  
We eat in the restaurant.  
We're going there right now.

Does he eat too fast?  
Yes, he does.  
He's eating now.

Don't they like hot coffee?  
Yes, they do.  
They're drinking hot coffee.

Does he pay for his meals?  
Yes.  
He's paying for his meal now.

Do you shave every day?  
Yes, I do.  
I'm shaving now.

Do you take a shower every day?  
Yes, I do.  
I'm taking a shower now.

SOUND AND INTONATION

The g in "ing" is silent.

Listen and repeat.

getting up  
sitting down  
studying  
sleeping  
eating  
drinking

What is he reading?  
He's reading a book.

What are they speaking?  
They're speaking English.

He's drinking hot coffee.

They're driving fast.

What is that?  
That is a new recorder.

## AMERICAN LANGUAGE COURSE

## UNIT 1108

## OUTLINE AND STUDY OBJECTIVES

Structures

What and Where + Progressive Verb Phrase

Prepositional Phrases (To - In - On)

Anything and Any Place

Be - Past Tense

Time Expressions

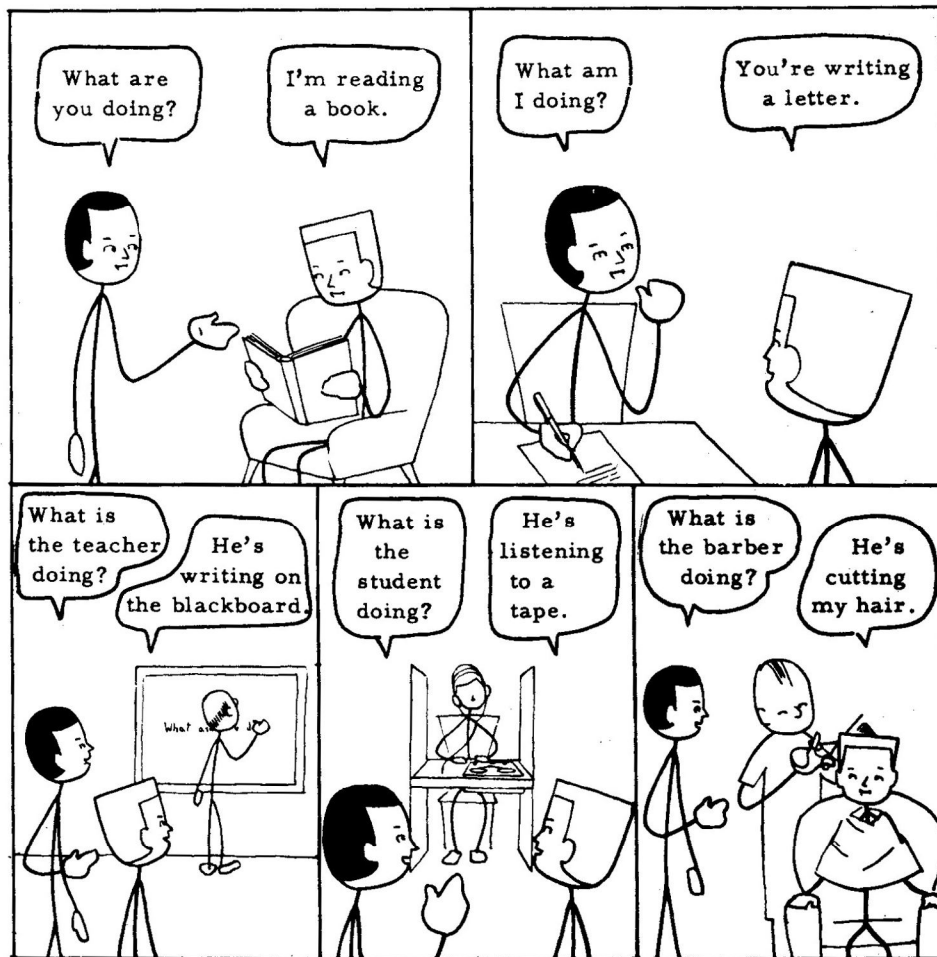
Sound and Intonation

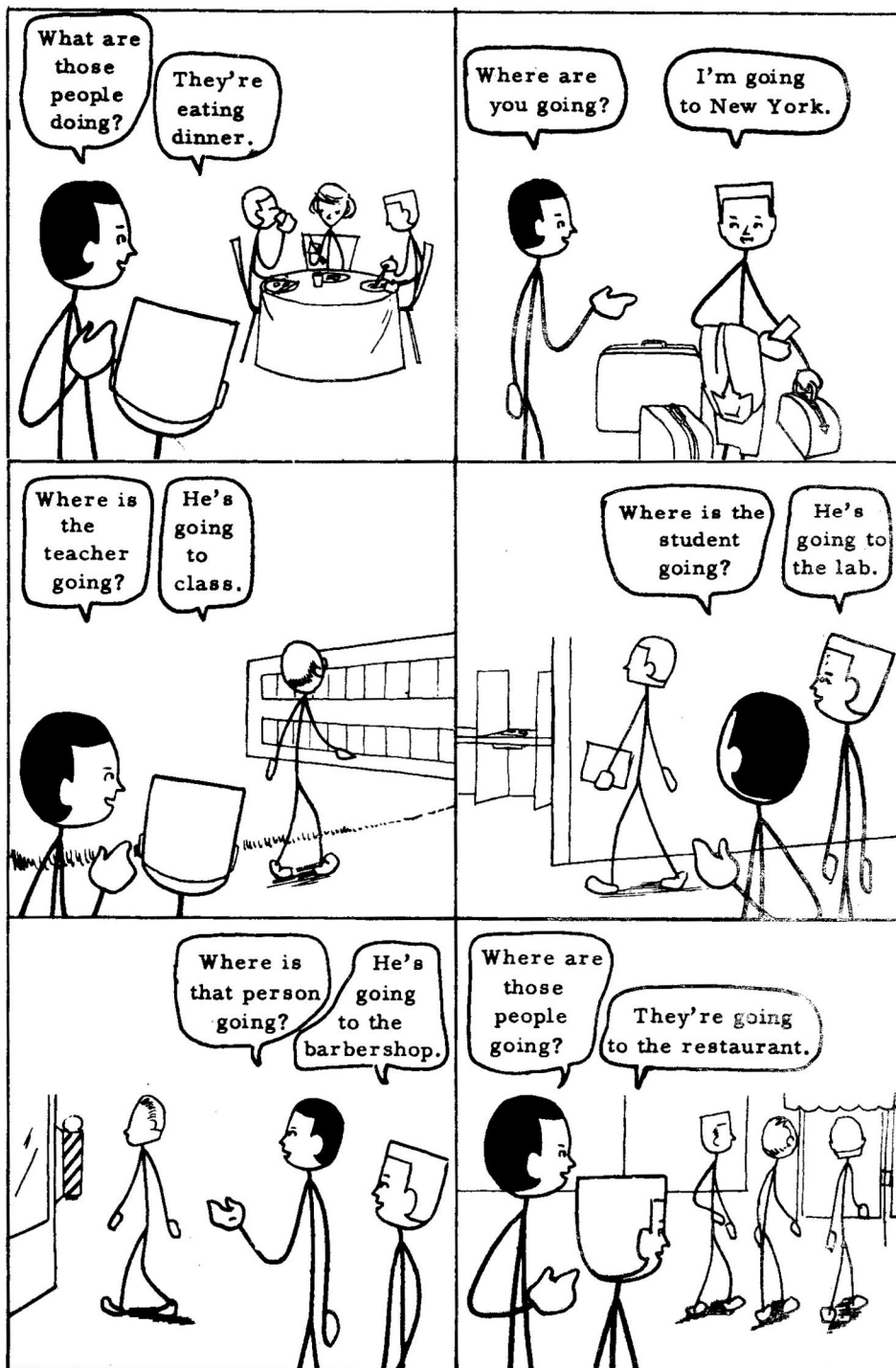
Unstressed Auxiliaries Be and Do

## UNIT 1108

## CONVERSATION AND READING PRACTICES

Practice the conversation.





Repetition practice

A: What are you doing?

B: I'm reading a book.

A: What am I doing?

B: You're writing a letter.

A: What is the teacher doing?

B: He's writing on the blackboard.

A: What is the student doing?

B: He's listening to a tape.

A: What is the barber doing?

B: He's cutting my hair.

A: What are those people doing?

B: They're eating dinner.

A: Where are you going?

B: I'm going to New York.

A: Where is the teacher going?

B: He's going to class.

A: Where is the student going?

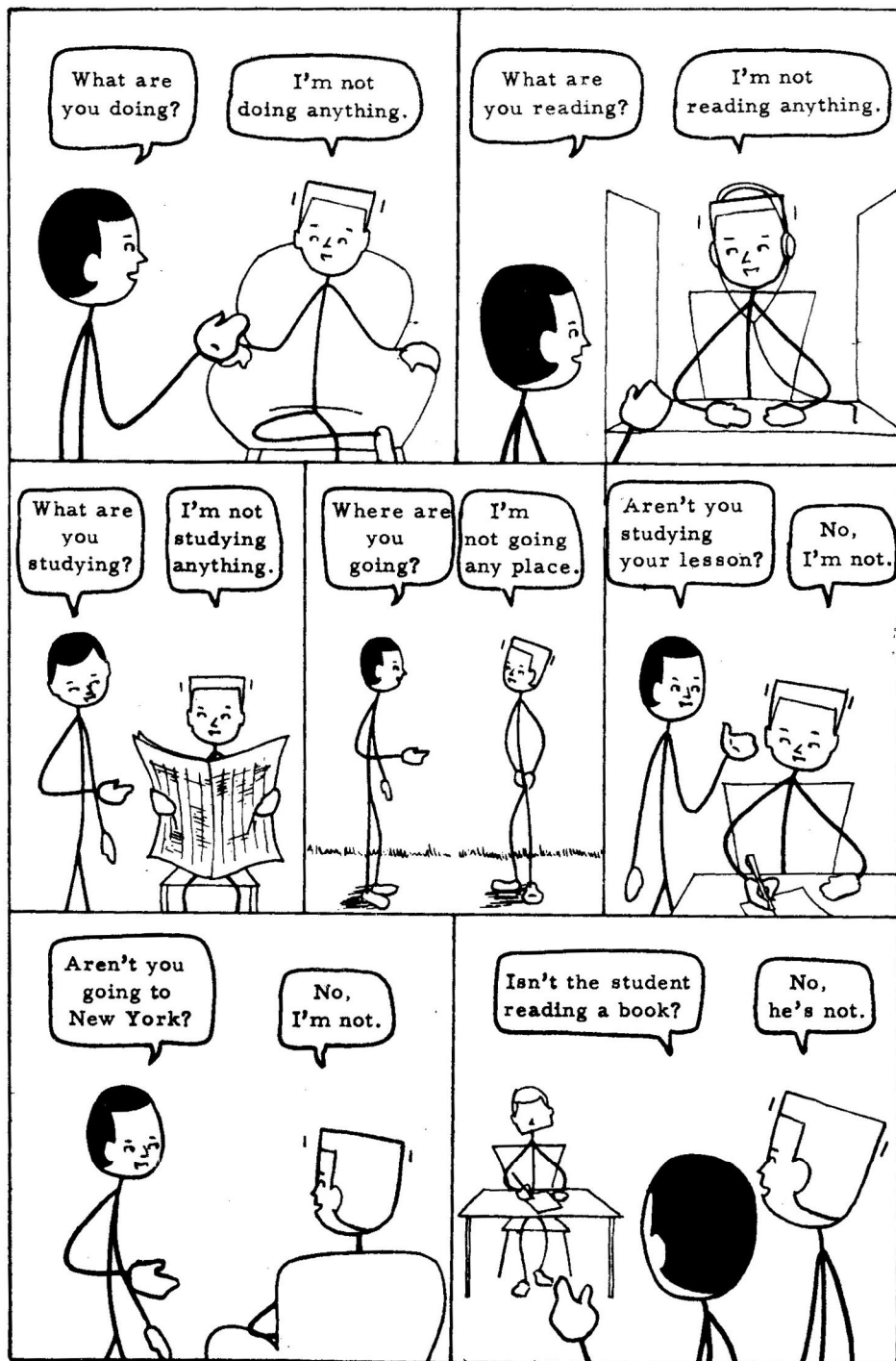
B: He's going to the lab.

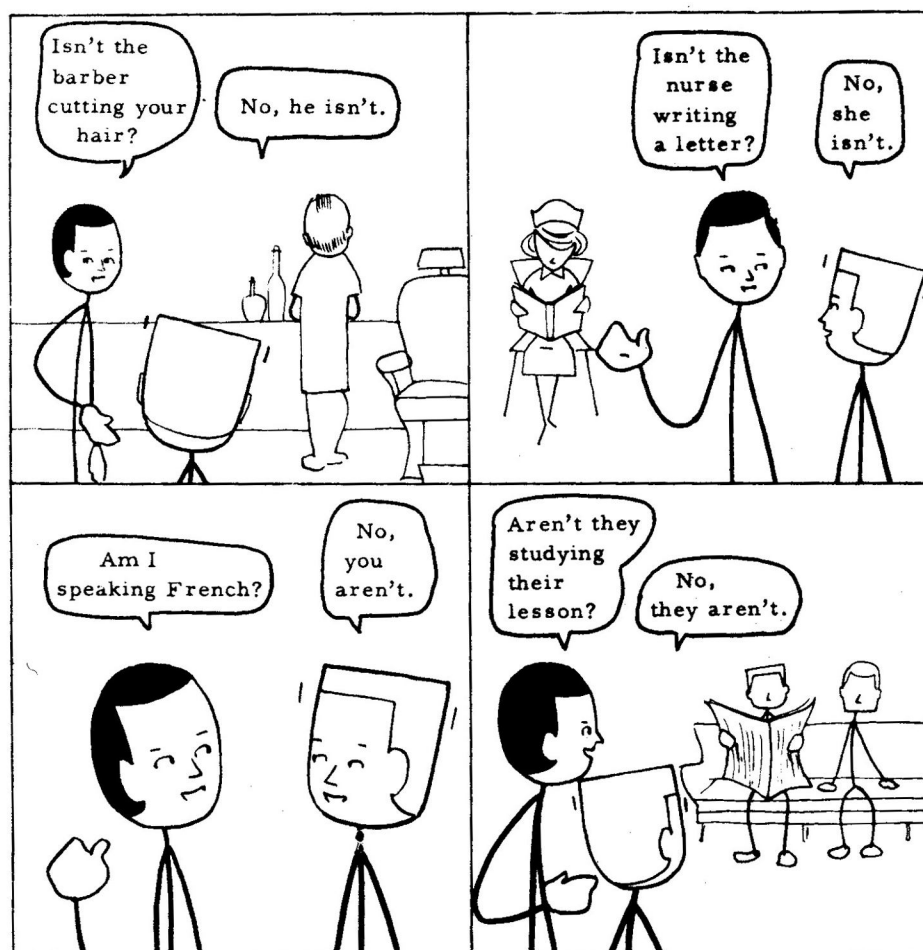
A: Where is that person going?

B: He's going to the barber shop.

A: Where are those people going?

B: They're going to the restaurant.





Repetition practice.

A: What are you doing?  
B: I'm not doing anything.

A: What are you reading?  
B: I'm not reading anything.

A: What are you studying?  
B: I'm not studying anything.

A: Where are you going?  
B: I'm not going any anyplace.

A: Aren't you studying your lesson?  
B: No, I'm not.

A: Aren't you going to New York?  
B: No, I'm not.

A: Isn't the student reading a book?  
B: No, he's not.

A: Isn't the barber cutting your hair?  
B: No, he isn't.

A: Isn't the nurse writing a letter?  
B: No, she isn't.

A: Am I speaking French?  
B: No, you aren't.

A: Aren't they studying their lesson?  
B: No, they aren't.



Repetition practice.

A: Were you here yesterday?

B: Yes, I was.

A: Were you in class this morning?

B: Yes, I was.

A: Was the student here yesterday morning?

B: Yes, he was.

A: Was the doctor here last night?

B: Yes, he was.

A: Was the nurse here yesterday afternoon?

B: Yes, she was.

A: Was the teacher in class this morning?

B: Yes, she was.

A: Were we in class last week?

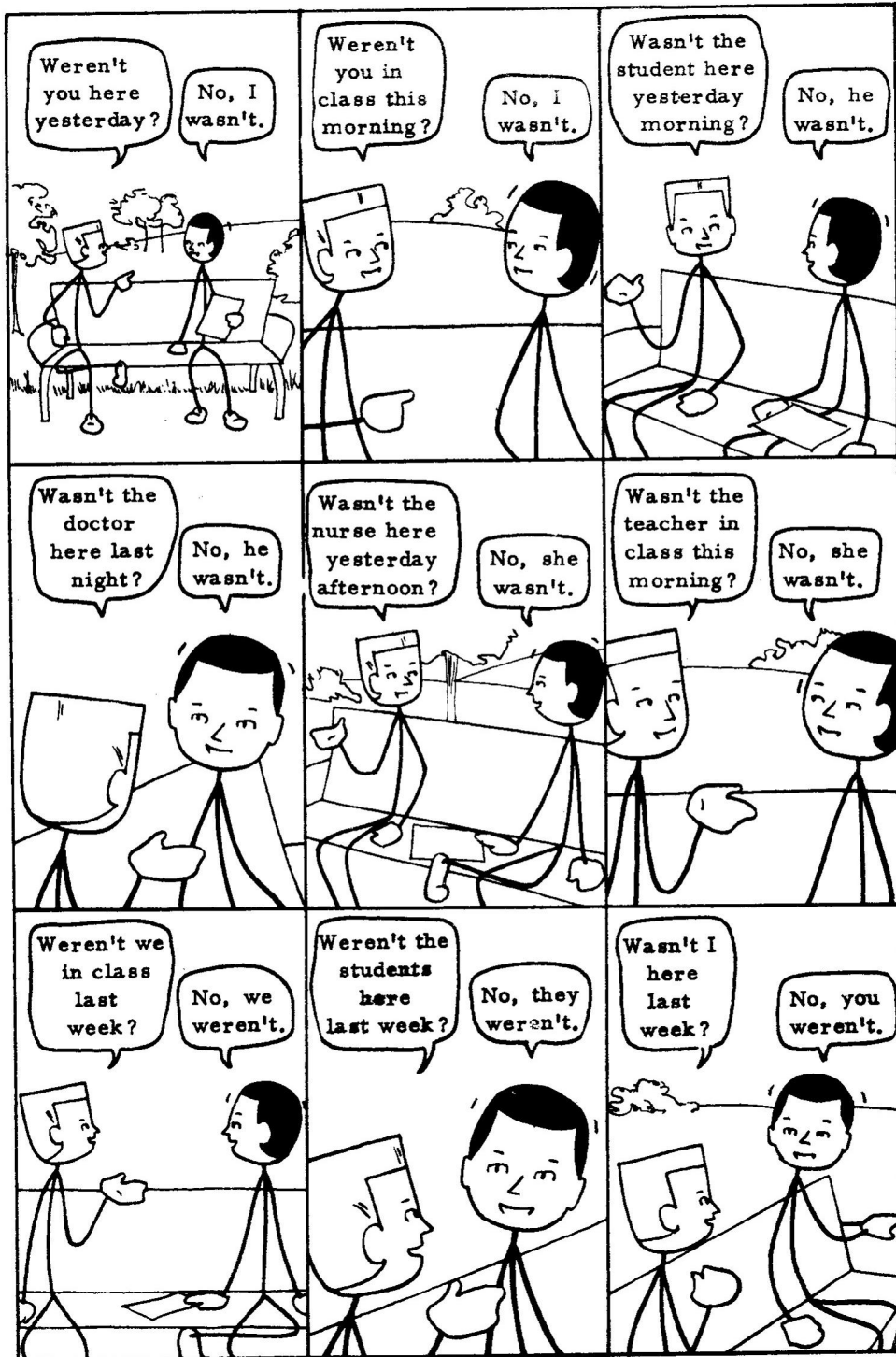
B: Yes, we were.

A: Were the students here last week?

B: Yes, we were.

A: Was I here last week?

B: Yes, you were.



Repetition practice.

A: Weren't you here yesterday?

B: No, I wasn't.

A: Weren't you in class this morning?

B: No, I wasn't.

A: Wasn't the student here yesterday morning?

B: No, he wasn't.

A: Wasn't the doctor here last night?

B: No, he wasn't.

A: Wasn't the nurse here yesterday afternoon?

B: No, she wasn't.

A: Wasn't the teacher in class this morning?

B: No, she wasn't.

A: Weren't we in class last week?

B: No, we weren't.

A: Weren't the students here last week?

B: No, they weren't.

A: Wasn't I here last week?

B: No, you weren't.

## EXPLANATION AND DRILL OF STRUCTURES

WHAT and WHERE + Progressive Verb PhraseWhat are you doing?

I'm reading a book.

Where are you going?

I'm going to New York.

Practice 1. Question word WHATRepeat.

1. What are you doing?
2. What are we doing?
3. What are they doing?
4. What is he doing?
5. What is she doing?
6. What am I doing?
7. What is the student doing?
8. What are the students doing?

What are you doing?  
What are we doing?  
What are they doing?  
What is he doing?  
What is she doing?  
What am I doing?  
What is the student doing?  
What are the students doing?

Practice 2. Question word WHERE

1. Where are you going?
2. Where are we going?
3. Where are they going?
4. Where is he going?
5. Where is she going?
6. Where am I going?
7. Where is the student going?
8. Where are the students going?

Where are you going?  
Where are we going?  
Where are they going?  
Where is he going?  
Where is she going?  
Where am I going?  
Where is the student going?  
Where are the students going?

where + progressive verb phrase

Where	am I are you are we are they is he is she	going?
-------	--	--------

what + progressive verb phrase

What	am I are you are we are they is he is she	doing? reading? writing? eating? studying? listening to?
------	--	---

## 2. Prepositional Phrase. (To - in - On)

- to = a PREPOSITION in English
- This is called a PREPOSITIONAL PHRASE.
- in = a PREPOSITION in English
- on = a PREPOSITION in English
- I'm going to New York.
  - He's going to the lab.
  - He's going to the barbershop.
  - They're going to the restaurant.
  - The student is in class.
  - He's writing on the blackboard.

I'm		to New York.
You're		
He's	going	to the lab.
She's		
We're		to the barbershop.
They're		to the restaurant.

## 3. ANYTHING and ANY PLACE.

What are you doing?  
I'm not doing anything.

What are you reading?  
I'm not reading anything.

Where are you going?  
I'm not going any place.

Where is the student going?  
He's not going any place.

### NOTE:

Negative verb statement + anything, any place.

NOT doing ..... anything

NOT going ..... any place

Repeat these sentences.Complete the unfinished sentences.

## 1. Where are you going?

I'm going to New York  
 I'm going to the barbershop.  
 I'm going to the restaurant.  
 I'm not going any place.

I'm not going \_\_\_\_\_  
 I'm not going \_\_\_\_\_  
 I'm not going \_\_\_\_\_  
 I'm not going \_\_\_\_\_

## 2. What are you doing?

I'm reading a book.  
 I'm writing a letter.  
 I'm driving a car.  
 I'm not doing anything.

I'm not reading \_\_\_\_\_  
 I'm not writing \_\_\_\_\_  
 I'm not driving \_\_\_\_\_  
 I'm not doing \_\_\_\_\_

## 3. Where is the student going?

The student is going to the lab.  
 The student is going to the  
 restaurant.  
 The student is going to New York.  
 The student isn't going any place.

The student isn't \_\_\_\_\_  
 The student isn't \_\_\_\_\_  
 The student isn't \_\_\_\_\_  
 The student isn't \_\_\_\_\_

## 4. What is the student doing?

He's reading a book.  
 He's studying his lesson.  
 He's flying an airplane.  
 He's not doing anything.

He's not reading \_\_\_\_\_  
 He's not studying \_\_\_\_\_  
 He's not flying \_\_\_\_\_  
 He's not doing \_\_\_\_\_

## 5. Where is that person going?

He's going to New York.  
 He's going to the lab.  
 He's going to the barbershop.  
 He's not going any place.

He isn't going \_\_\_\_\_  
 He isn't going \_\_\_\_\_  
 He isn't going \_\_\_\_\_  
 He isn't going \_\_\_\_\_

## 6. What are those students doing?

They're reading a book.  
 They're studying their lesson.  
 They're writing a letter.  
 They're not doing anything.

They're not \_\_\_\_\_  
 They're not \_\_\_\_\_  
 They're not \_\_\_\_\_  
 They're not \_\_\_\_\_

4. Review. The negative forms of the Present Progressive Tense.

Example: The student is reading his lesson.  
 The student is not reading his lesson.  
 The student isn't reading his lesson.

Change to the negative form.

1. The telephone is ringing.
2. He is reading the newspaper.
3. He is paying for the breakfast.
4. She is sitting on the booth.
5. He is lighting a cigarette.
6. They are going to mail call.
7. He is making a date.
8. He is speaking slowly.
9. It is going to rain.
10. He is going by plane.
11. He is sitting down.
12. It is ringing loud.

5. BE - the Past Tense.

Was, were, wasn't, weren't.

WAS

= past tense forms of the verb BE

WERE

negative = wasn't  
weren't

With the subject:

I   he   she

WAS

was + not = wasn't

With the subject:

You   we   they

WERE

were + not = weren't

Affirmative Statement

1. I was here last week.
2. He was here last week.
3. She was here last week.

1. You were here last week.
2. We were here last week.
3. They were here last week.

Negative Statement

4. I wasn't here last week.
5. He wasn't here last week.
6. She wasn't here last week.

4. You weren't here last week.
5. We weren't here last week.
6. They weren't here last week.

Affirmative Question		
7. <u>Was I</u> here last week?	7. <u>Were you</u> here last week?	
8. <u>Was he</u> here last week?	8. <u>Were we</u> here last week?	
9. <u>Was she</u> here last week?	9. <u>Were they</u> here last week?	
Negative Question		
10. <u>Wasn't I</u> here last week?	10. <u>Weren't you</u> here last week?	
11. <u>Wasn't he</u> here last week?	11. <u>Weren't we</u> here last week?	
12. <u>Wasn't she</u> here last week?	12. <u>Weren't they</u> here last week?	
Time Expressions		
yesterday		
yesterday morning		
yesterday afternoon		
last night		
this morning		
last week		
day before yesterday		
year before last		
two years ago		

I was He was She was  You were We were They were	here  there  in class	yesterday. yesterday morning. yesterday afternoon. last night. this morning. last week.
--	-----------------------------------	--

### Exercise 1. Conversation practice.

#### Repeat.

- |  |   |
|--|---|
| 1. Were you in class yesterday?<br>Yes, I was.                       | 6. Wasn't Mr. Jones here last night?<br>No, he wasn't.    |
| 2. Was the teacher in class yesterday?<br>Yes, he was.               | 7. Weren't we here last week?<br>No, we weren't.          |
| 3. Were the students in class last night?<br>No, they weren't.       | 8. Weren't you in class this morning?<br>No, I wasn't.    |
| 4. Was Mr. Jones here yesterday morning?<br>Yes, Mr. Jones was here. | 9. Wasn't she here last week?<br>No, she wasn't.          |
| 5. Were you there yesterday afternoon?<br>Yes, I was.                | 10. Was I in class yesterday morning?<br>No, you weren't. |

SHORT ANSWERS with past tense forms of Be.

- |   |  |
|---|--|
| 1. Were you here?<br><u>Yes, I was.</u> | Were you here?<br><u>No, I wasn't.</u> |
| 2. Was I here?<br><u>Yes, you were.</u> | Was I here?<br><u>No, you weren't.</u> |
| 3. Was he here?<br><u>Yes he was.</u>   | Was he here?<br><u>No, he wasn't.</u>  |

Listen to these sentences as you look at the pictures on page 214.

- Change the sentences to the past tense with he, she, it, they.
 

Instructor: The cadets are hungry.  
Student : They were hungry yesterday.

Instructor: The girl is thirsty.  
Student : She was thirsty yesterday.
- Change the sentences to past tense questions with he, she, it, they.
 

Instructor: The cadets're hungry.  
Student : Were they hungry yesterday?

Instructor: The girl's thirsty.  
Student : Was she thirsty yesterday?
- Repeat the sentences. Then change them to questions.
 

Instructor: They're hungry.  
Student : They're hungry. Are they hungry?

Instructor: She's thirsty.  
Student : She's thirsty. Is she thirsty?

Instructor: They sit at the table.  
Student : They sit at the table. Do they sit there every day?

Instructor: She sits at the counter.  
Student : She sits at the counter. Does she sit there every day?
- Make questions about the pictures. Have your classmates answer them.
 

Student A : Are they hungry or thirsty?  
Student B : They're hungry now; they were thirsty yesterday.

Student B : Is he thirsty or hungry?  
Student C : She's thirsty now; she was hungry yesterday.

<u>Person</u>	<u>Singular</u>	<u>Plural</u>
1st person	I was	We were
2nd person	You were	You were
3rd person	He, she, it was	They were

a. Change the sentences to the past tense.

1. He is sick today.
2. The temperature is high.
3. The thermometer is broken.
4. His hair is long.
5. They are asleep.
6. His watch is slow.
7. My book is open.
8. The students are at a movie.
9. The aspirin box is on the table.
10. Captain Jones is the Commander.
11. It is upstairs.
12. There are five students in the class.

b. Fill the blanks with the correct past tense form of Be.

1. He \_\_\_\_\_ here two years ago.
2. I \_\_\_\_\_ sick last week.
3. His office \_\_\_\_\_ in Building 7440.
4. There \_\_\_\_\_ many students here year before last.
5. John \_\_\_\_\_ not in class yesterday.
6. The doctor \_\_\_\_\_ not in his office.
7. The new schedule \_\_\_\_\_ not on the bulletin board.
8. The bacon and eggs \_\_\_\_\_ good.
9. The break \_\_\_\_\_ too short.
10. The military bus \_\_\_\_\_ on time.
11. The tape \_\_\_\_\_ broken.
12. They \_\_\_\_\_ in the car.

c. Change to the contracted negative forms.

1. He was in the office.
2. They were here year before last.
3. She was sick yesterday.
4. It was late.
5. They were with us.
6. The newspaper was torn.
7. My hair was long.
8. His family was at home.
9. He was at the movie last night.
10. She was tired.

## d. Change to the question forms.

1. They were sleepy Monday morning.
2. They were in line.
3. The instrument reading was correct.
4. The baby was very young.
5. The mess hall was hot.
6. The chocolate bar was good.
7. The fans were on.
8. The lights were off.
9. It was late.
10. He was there, too.
11. It was ready.
12. He was married.

## e. Repeat these sentences after the instructor.

I am here now. He is here now. She It	I WAS here yesterday. He WAS here yesterday. She It	I WASN'T here last week. He WASN'T here last week. She It
We are here now. You They	We WERE here yesterday. You They	We WEREN'T here last week. You They

Note that there are two past forms of BE.

WAS for all singular forms.

WERE for all plural forms.

f. Practice this exercise. Change the sentences from Now to Yesterday.

<u>Instructor</u>	<u>Student</u>
1. I'm here now.	<u>I WAS here yesterday.</u>
2. I'm cold now.	<u>I WAS cold yesterday.</u>
3. He's late now.	
4. It's here now.	
5. They're busy now.	
6. It's hot now.	

## g. Repeat the above statements and make questions using past forms.

I'm here now.

Was I here yesterday?

Note: In normal rapid speech, WAS is often pronounced /wəz/, and WERE is often pronounced /wər/.

These short spoken forms are similar to contractions, such as isn't, aren't, they're, etc.

## TAPE 1108A

Repeat.

a book  
a letter  
a blackboard  
a tape  
a class  
a lab  
a barbershop  
a restaurant

my book  
your book  
our book  
his book  
her book  
their book

books  
letters  
blackboards  
tapes  
classes  
labs  
barbershops  
restaurants

doing  
reading  
writing  
listening to  
cutting  
eating  
going  
studying

to New York  
to class

to the lab  
to the barbershop  
to the restaurant

any place  
anything

Review pronunciation practice.Exercise 1. Question and answer practice.Repeat.

1. What are you doing?  
I'm reading a book.
2. What am I doing?  
You're writing a letter.
3. What is the teacher doing?  
He's writing on the blackboard.
4. What is the student doing?  
He's listening to a tape.
5. What is the barber doing?  
He's cutting my hair.
6. What are those people doing?  
They're eating dinner.
7. Where are you going?  
I'm going to New York.
8. Where is the teacher going?  
He's going to class.
9. Where is the student going?  
He's going to the lab.
10. Where is that person going?  
He's going to the barbershop.
11. Where are those people going?  
They're going to the restaurant.

Conversation practice. Record the answers to questions 1-11. Listen to the question.  
Then record the answer.

1. What are you doing? \_\_\_\_\_
2. What am I doing? \_\_\_\_\_
3. What is the teacher doing? \_\_\_\_\_
4. What is the student doing? \_\_\_\_\_
5. What is the barber doing? \_\_\_\_\_
6. What are those people doing? \_\_\_\_\_
7. Where are you going? \_\_\_\_\_
8. Where is the teacher going? \_\_\_\_\_
9. Where is the student going? \_\_\_\_\_
10. Where is that person going? \_\_\_\_\_
11. Where are those people going? \_\_\_\_\_

Exercise 2. Questions and answers.

Repeat.

What are you doing?  
I'm not doing anything.

What are you reading?  
I'm not reading anything.

What are you studying?  
I'm not studying anything.

Where are you going?  
I'm not going any place.

Aren't you studying your lesson?  
No, I'm not.

Aren't you going to New York?  
No, I'm not.

Isn't the student reading a book?  
No, he's not.

Isn't the barber cutting your hair?  
No, he isn't.

Isn't the nurse writing a letter?  
No, she isn't.

Am I speaking French?  
No, you aren't.

Aren't they studying their lesson?  
No, they aren't.

Conversation practice. Record the answers to questions 1-11. Listen to the question. Then record the answer.

1. What are you doing? \_\_\_\_\_
2. What are you reading? \_\_\_\_\_
3. What are you studying? \_\_\_\_\_
4. Where are you going? \_\_\_\_\_
5. Aren't you studying your lesson? \_\_\_\_\_
6. Aren't you going to New York? \_\_\_\_\_
7. Isn't the student reading a book? \_\_\_\_\_
8. Isn't the barber cutting your hair? \_\_\_\_\_
9. Isn't the nurse writing a letter? \_\_\_\_\_
10. Am I speaking French? \_\_\_\_\_
11. Aren't they studying their lesson? \_\_\_\_\_

Repeat.

yesterday  
this morning  
yesterday morning  
last night  
yesterday afternoon  
last week

student  
doctor  
nurse  
teacher

students  
doctors  
nurses  
teachers

here  
there  
in class

you were  
we were  
they were

he was  
she was

you weren't  
we weren't  
they weren't

he wasn't  
she wasn't

Was the teacher.....?  
Was the nurse.....?  
Was the doctor.....?  
Was the student.....?

Wasn't the teacher....?  
Wasn't the nurse.....?  
Wasn't the doctor.....?  
Wasn't the student....?

Exercise 1. Questions and answers.Repeat.

1. Were you here yesterday?  
Yes, I was.
2. Were you in class this morning?  
Yes, I was.
3. Was the student here yesterday morning?  
Yes, he was.
4. Was the doctor here last night?  
Yes, he was.
5. Was the nurse here yesterday afternoon?  
Yes, she was.
6. Was the teacher in class this morning?  
Yes, she was.
7. Were we in class last week?  
Yes, we were.
8. Were the students here last week?  
Yes, they were.
9. Was I here last week?  
Yes, you were.

Conversation practice. Record the affirmative answers to questions 1-9.

Record the answers.

1. Were you here yesterday? \_\_\_\_\_
2. Were you in class this morning? \_\_\_\_\_
3. Was the student here yesterday morning? \_\_\_\_\_
4. Was the doctor here last night? \_\_\_\_\_
5. Was the nurse here yesterday afternoon? \_\_\_\_\_
6. Was the teacher in class this morning? \_\_\_\_\_
7. Were we in class last week? \_\_\_\_\_
8. Were the students here last week? \_\_\_\_\_
9. Was I here last week? \_\_\_\_\_

Exercise 2. Questions and answers.

Repeat.

1. Weren't you here yesterday?  
No, I wasn't.
2. Weren't you in class this morning?  
No, I wasn't.
3. Wasn't the student here yesterday morning?  
No, he wasn't.
4. Wasn't the doctor here last night?  
No, he wasn't.
5. Wasn't the nurse here yesterday afternoon?  
No, she wasn't.
6. Wasn't the teacher in class this morning?  
No, she wasn't.
7. Weren't we in class last week?  
No, we weren't.
8. Weren't the students here last week?  
No, they weren't.
9. Wasn't I here last week?  
No, you weren't.

Conversation practice. Record the negative answers to questions 1-9.

Record the answers.

1. Weren't you here yesterday? \_\_\_\_\_
2. Weren't you in class this morning? \_\_\_\_\_
3. Wasn't the student here yesterday morning? \_\_\_\_\_
4. Wasn't the doctor here last night? \_\_\_\_\_
5. Wasn't the nurse here yesterday afternoon? \_\_\_\_\_
6. Wasn't the teacher in class this morning? \_\_\_\_\_
7. Weren't we in class last week? \_\_\_\_\_
8. Weren't the students here last week? \_\_\_\_\_
9. Wasn't I here last week? \_\_\_\_\_

## TAPE 1108C

Listen to a conversation about colds.

Do you have an aspirin?

Sure, why? Do you have a headache?

Yes, I have a bad headache.  
I'm catching cold, too.

Do you have fever?

I don't know. My face feels warm.

I'm going to take your temperature.  
Here's a thermometer. Put it in your mouth.

For how long?

Oh, just a few minutes. I'll check the time.

All right, thank you.

Repeat everything you hear.

Do you have an aspirin?

Sure, why? Do you have a headache?

Yes, I have a bad headache.  
I'm catching cold, too.

Do you have fever?

I don't know. My face feels warm.

I'm going to take your temperature.  
Here's a thermometer. Put it in your mouth.

For how long?

Oh, just a few minutes. I'll check the time.

All right, thank you.

## SOUND AND INTONATION

**Stress the main verb.**Don't stress the auxiliary verbs Be and Do.He is <sup>/</sup>catching a cold.She is <sup>/</sup>taking his temperature.I'm <sup>/</sup>going to the lab.What are you <sup>/</sup>doing?Where are they <sup>/</sup>going?They are <sup>/</sup>driving fast.I'm not <sup>/</sup>doing anything.They aren't <sup>/</sup>taking a break.Aren't they <sup>/</sup>smoking?He's <sup>/</sup>standing over there.Do you <sup>/</sup>understand?Does he <sup>/</sup>want an aspirin?Does she <sup>/</sup>have a headache?Don't they <sup>/</sup>plan to go?Doesn't he <sup>/</sup>shine his shoes?Doesn't he usually <sup>/</sup>eat here?Does he <sup>/</sup>feel tired?Does it <sup>/</sup>run well?**Repeat.**I **was** here yesterday.I **wasn't** here yesterday.

Was I here yesterday?

Wasn't I here yesterday?

We **were** here last week.We **weren't** here last week.

Were we here last week?

Weren't we here last week?

I **am** thirsty. → I **was** thirsty.You **are** thirsty. → You **were** thirsty.He **is** thirsty. → He **was** thirsty.She **is** thirsty. → She **was** thirsty.It **is** thirsty. → It **was** thirsty.We **are** thirsty. → We **were** thirsty.You **are** thirsty. → You **were** thirsty.They **are** thirsty. → They **were** thirsty.**Repeat these questions and answers.**

Do you want a big breakfast?

No, I'm not hungry.

What are you going to eat?

I'm going to eat bacon and eggs.

Don't they smell good?

Yes, they do.

How do you like your eggs?

Over easy.

How do you like yours?

Straight up. Not too hard.

Don't you want some coffee, too?

Yes, I do.

**Repeat.**

He's in class now.

He was in class yesterday.

Is he in class now?

Was he in class yesterday?

He's not in class now.

He wasn't in class yesterday.

Isn't he in class now?

Wasn't he in class yesterday?

I'm going to the restaurant today.

I was going to the restaurant yesterday.

He's going to the restaurant today.

He was going to the restaurant  
yesterday.

We're going to the restaurant today.

They were going to the restaurant  
yesterday.

## AMERICAN LANGUAGE COURSE

## UNIT 1109

## OUTLINE AND STUDY OBJECTIVES

Structures

## Past Progressive Tense

Affirmative Statements

Negative Statements

Affirmative Questions

Negative Questions

## Action Verbs

Past Tense

Affirmative Statements

Regular Verbs

Irregular Verbs

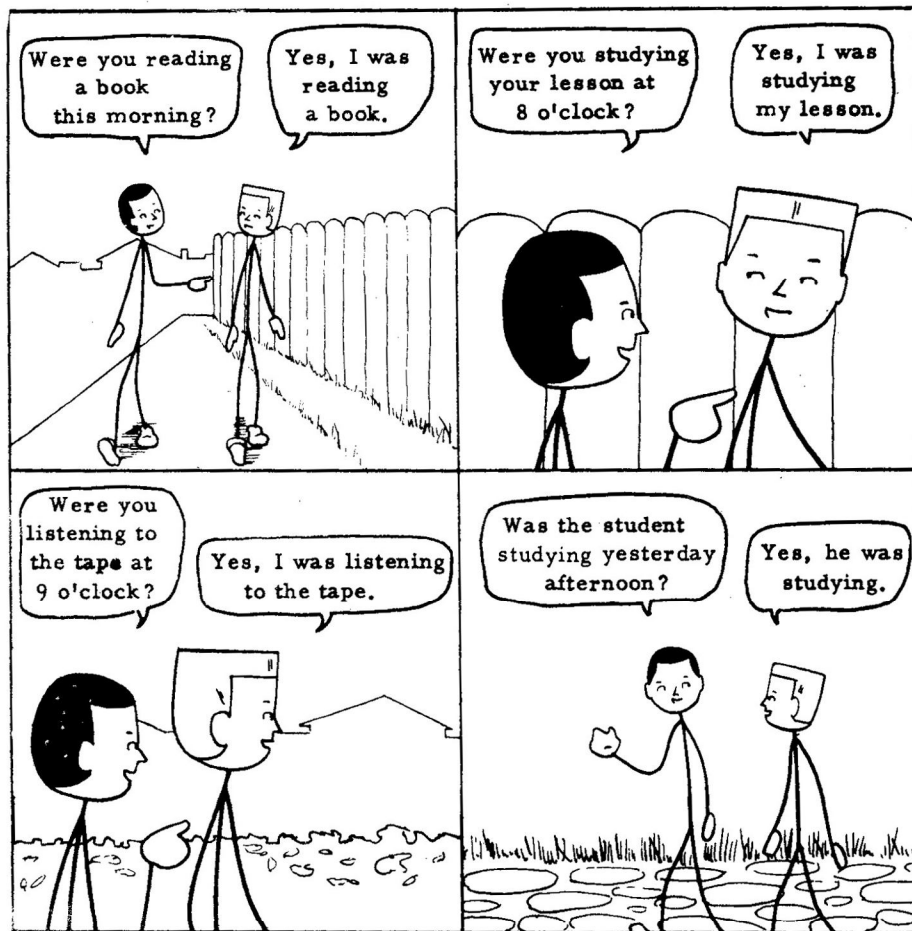
## Past Progressive/Past

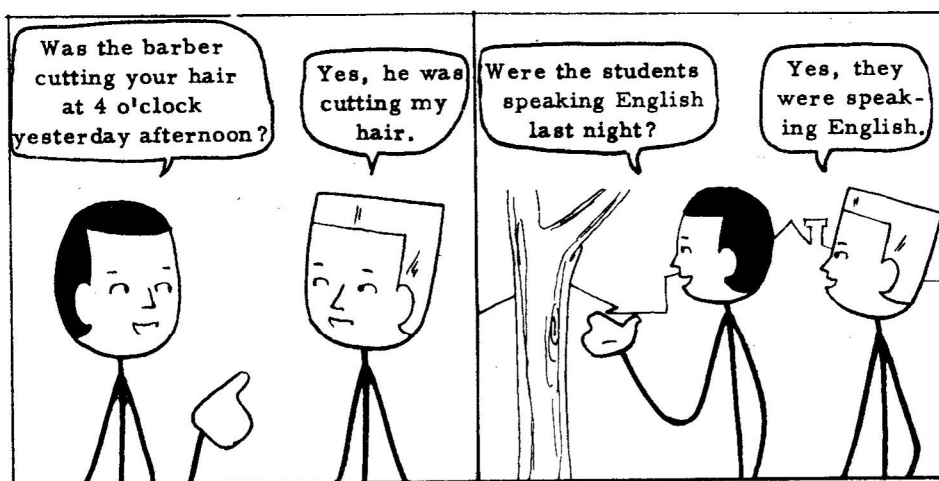
Sound and Intonation

Pronunciation of Past Tense Ending "-ed"

## CONVERSATION AND READING PRACTICES

Practice the conversation.





### Repetition practice

A: Were you reading a book this morning?

B: Yes, I was reading a book.

A: Were you studying your lesson at 8 o'clock?

B: Yes, I was studying my lesson.

A: Were you listening to the tape at 9 o'clock?

B: Yes, I was listening to the tape.

A: Was the student studying yesterday afternoon?

B: Yes, he was studying.

A: Was the barber cutting your hair at 4 o'clock yesterday afternoon?

B: Yes, he was cutting my hair.

A: Were the students speaking English last night?

B: Yes, they were speaking English.



**Repetition practice**

A: Weren't you reading this book this morning?

B: No, I wasn't. I was reading that book over there.

A: Weren't you studying your lesson at 8 o'clock?

B: No, I wasn't. I was writing a letter at 8 o'clock.

A: Weren't you listening to the tape at 9 o'clock?

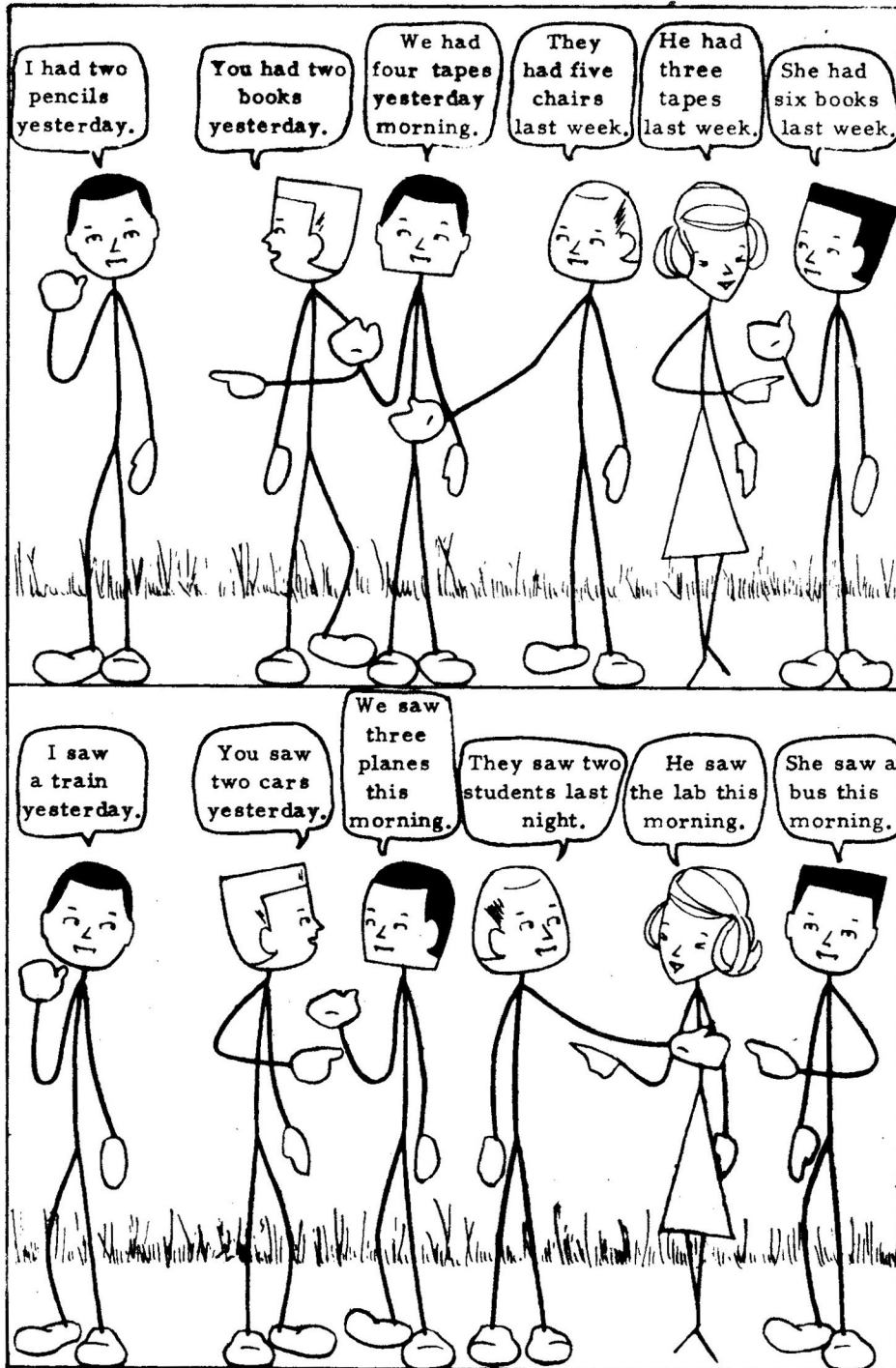
B: No, I wasn't. I was eating breakfast at 9 o'clock.

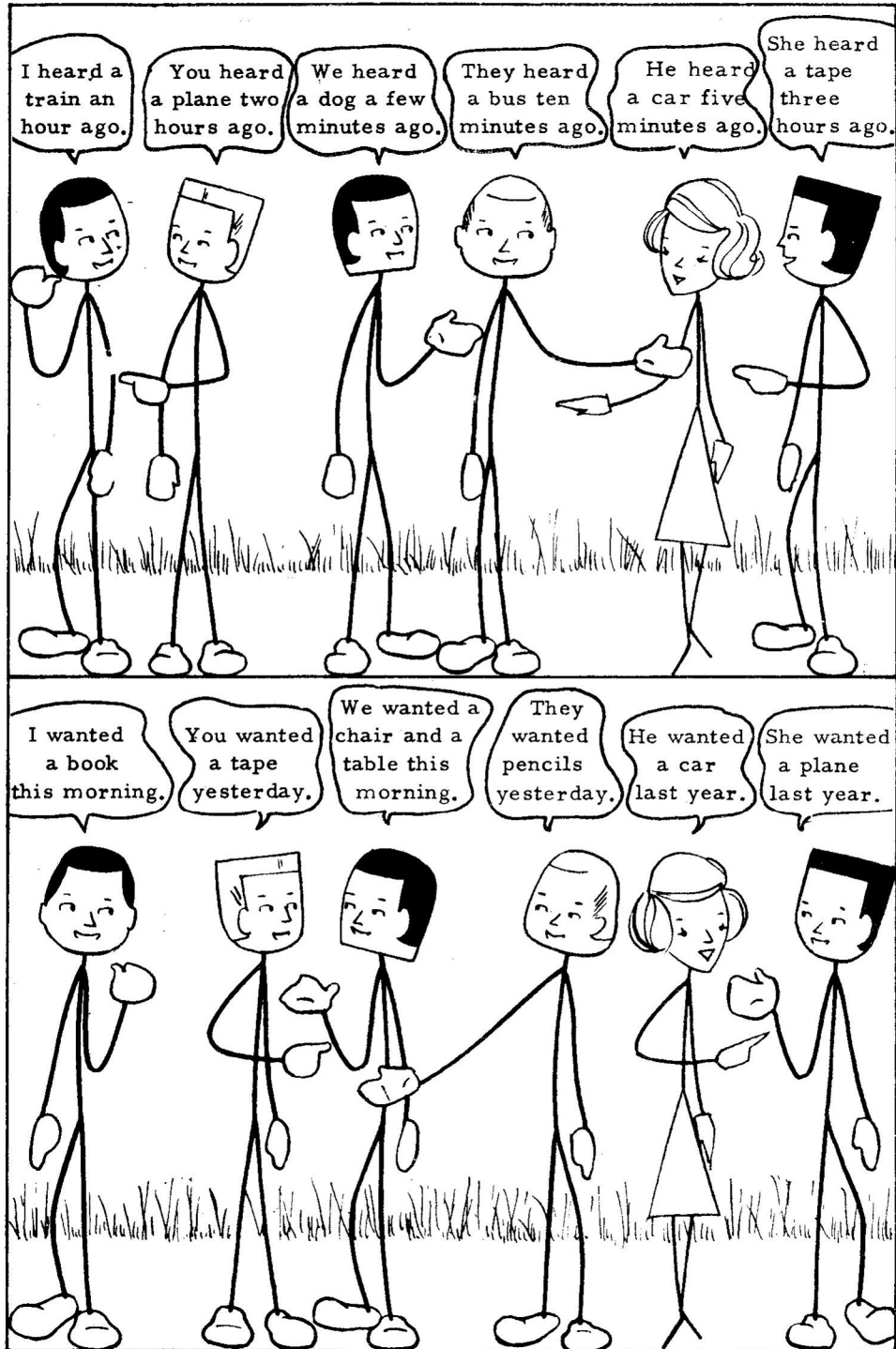
A: Wasn't the student studying his lesson yesterday afternoon?

B: No, he wasn't. He was reading a book yesterday afternoon.

A: Wasn't the barber cutting your hair at 4 o'clock yesterday afternoon?

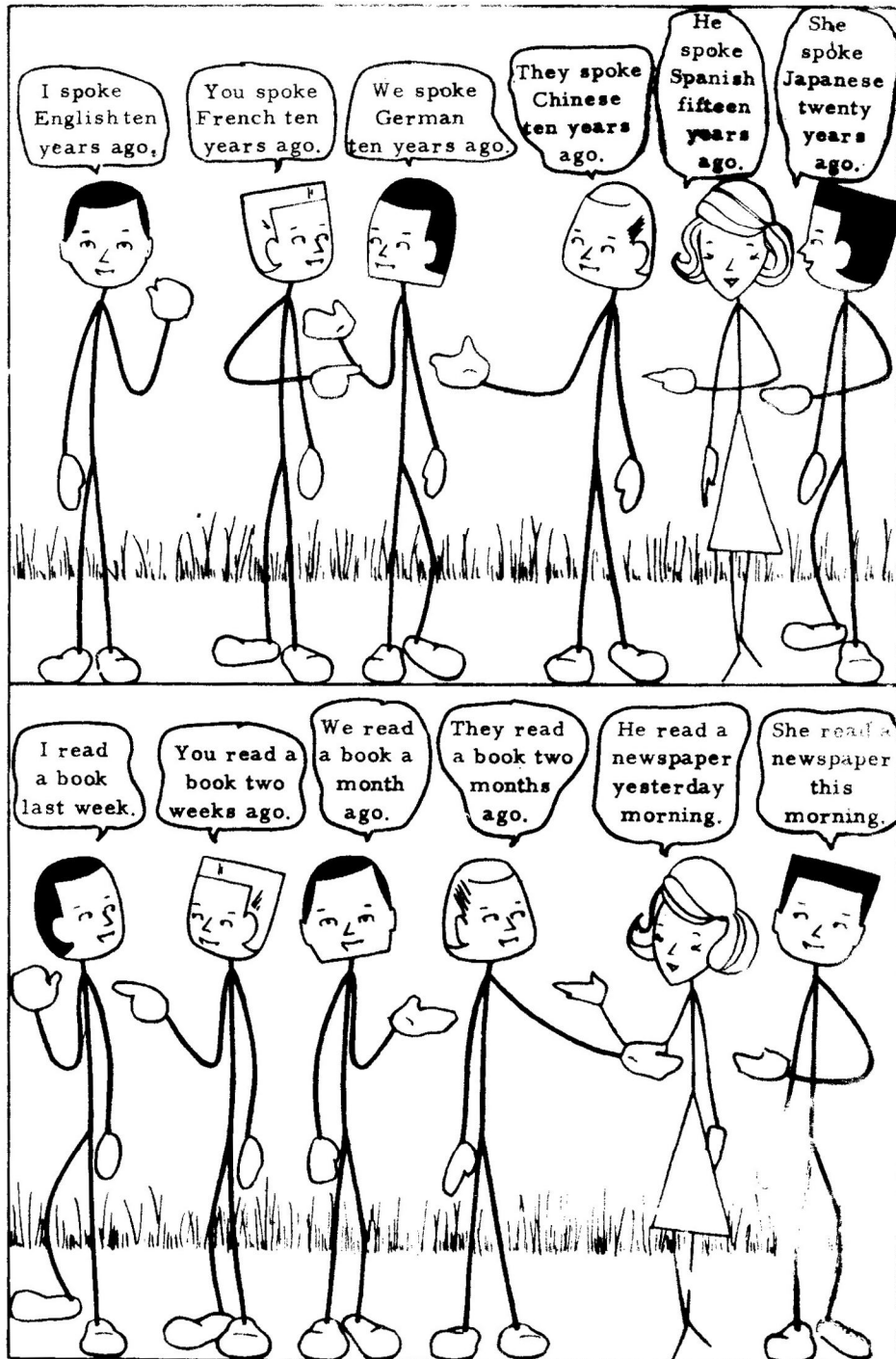
B: No, he wasn't. He was reading a newspaper at 4 o'clock.

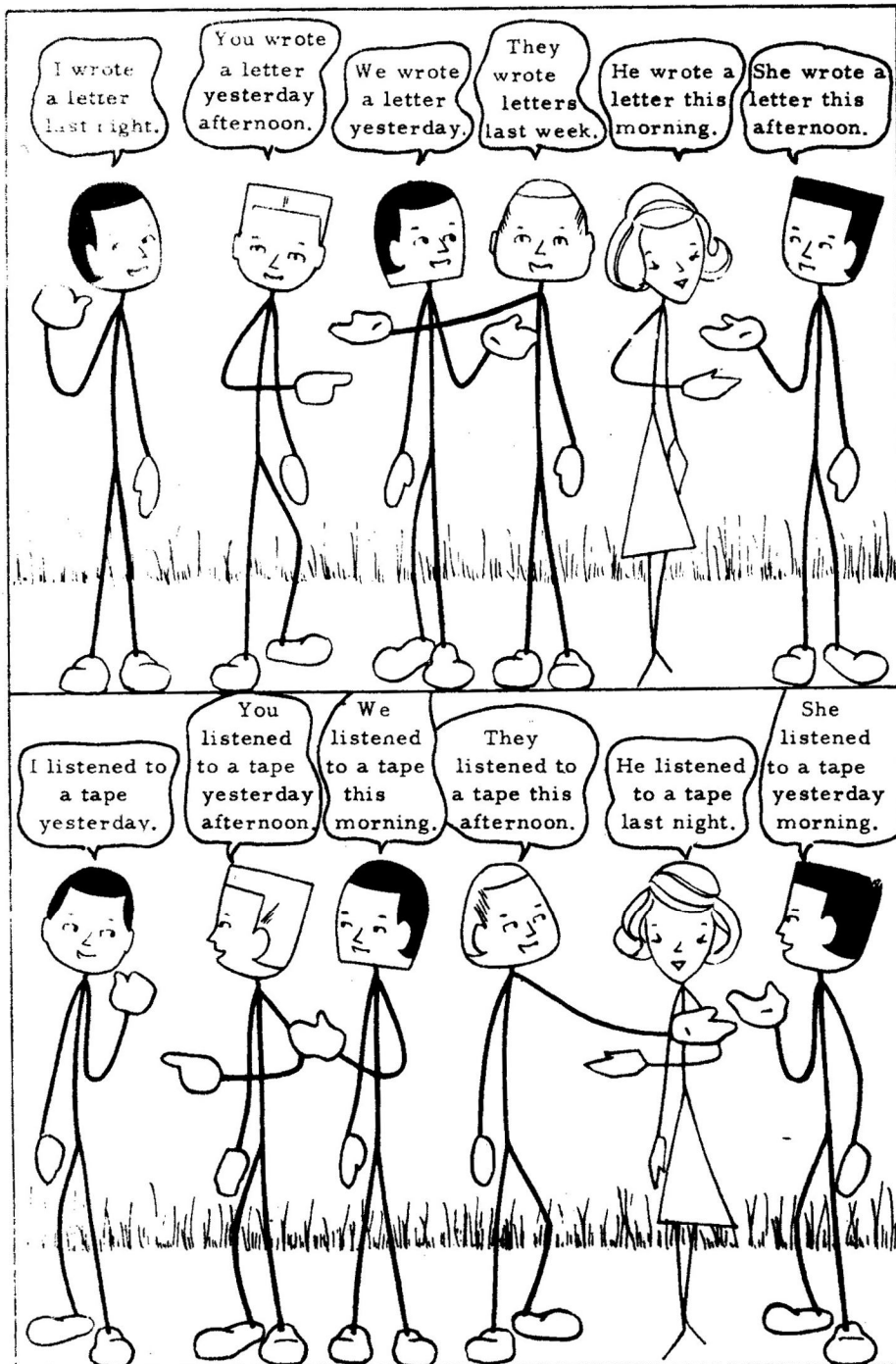
Action Verbs - Past Tense - Affirmative Statements



Repetition practice

1. I had two pencils yesterday.  
You had two books yesterday.  
We had four tapes yesterday morning.  
They had five chairs last week.  
He had three tapes last week.  
She had six books last week.
2. I saw a train yesterday.  
You saw two cars yesterday.  
We saw three planes this morning.  
They saw two students last night.  
He saw the lab this morning.  
She saw a bus this morning.
3. I heard a train an hour ago.  
You heard a plane two hours ago.  
We heard a dog a few minutes ago.  
They heard a bus ten minutes ago.  
He heard a car five minutes ago.  
She heard a tape three hours ago.
4. I wanted a book this morning.  
You wanted a tape yesterday.  
We wanted a chair and a table this morning.  
They wanted pencils yesterday.  
He wanted a car last year.  
She wanted a plane last year.





Repetition practice

1. I spoke English ten years ago.  
You spoke French ten years ago.  
We spoke German ten years ago.  
They spoke Chinese ten years ago.  
He spoke Spanish fifteen years ago.  
She spoke Japanese twenty years ago.
2. I read a book last week.  
You read a book two weeks ago.  
We read a book a month ago.  
They read a book two months ago.  
He read a newspaper yesterday morning.  
She read a newspaper this morning.
3. I wrote a letter last night.  
You wrote a letter yesterday afternoon.  
We wrote a letter yesterday.  
They wrote letters last week.  
He wrote a letter this morning.  
She wrote a letter this afternoon.
4. I listened to a tape yesterday.  
You listened to a tape yesterday afternoon.  
We listened to a tape yesterday afternoon.  
They listened to a tape this afternoon.  
He listened to a tape last night.  
She listened to a tape yesterday morning.

## EXPLANATION AND DRILL OF STRUCTURES

1. The Past Progressive Tense

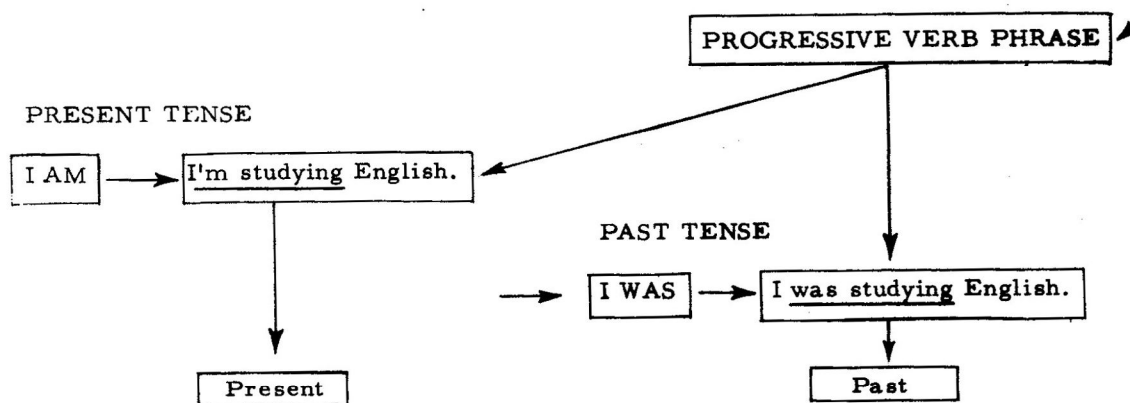
<u>Person</u>	<u>Singular</u>	<u>Plural</u>
1st	I was studying.	We were studying.
2nd	You were studying.	You were studying.
3rd	He, she, it was studying.	They were studying.

Repeat.

When were you studying your lesson?

1. I was studying my lesson at 1 o'clock.
2. I was studying my lesson at 2 o'clock.
3. I was studying my lesson at 3 o'clock.
4. I was studying my lesson at 4 o'clock.
5. I was studying my lesson at 5 o'clock.
6. I was studying my lesson at 6 o'clock.
7. I was studying my lesson at 7 o'clock.
8. I was studying my lesson at 8 o'clock.
9. I was studying my lesson at 9 o'clock.
10. I was studying my lesson at 10 o'clock.
11. I was studying my lesson at 11 o'clock.
12. I was studying my lesson at 12 o'clock.

IMPORTANT NOTE: Remember! Form of verb BE + ING — form of a verb  
(present participle)



1. I'm studying English.
2. I'm reading a book.
3. He's writing a letter.
4. She's driving a car.
5. We're studying our lesson.
6. You're cutting my hair.

1. I was studying English.
2. I was reading a book.
3. He was writing a letter.
4. She was driving a car.
5. We were studying our lesson.
6. You were cutting my hair.

# Progressive Verb Phrase

Affirmative and Negative statements; Affirmative and Negative questions.

Form of BE + SPEAKING

<u>Statement</u>		
	<u>Present</u>	<u>Past</u>
Affirmative:	I'm speaking. He's speaking. You're speaking.	I was speaking. He was speaking. You were speaking.
Negative:	I'm not speaking. He isn't speaking. You aren't speaking.	I wasn't speaking. He wasn't speaking. You weren't speaking.

<u>Question</u>		
	<u>Present</u>	<u>Past</u>
Affirmative:	Am I speaking? Is he speaking? Are you speaking?	Was I speaking? Was he speaking? Were you speaking?
Negative:	xxxxxx Isn't he speaking? Aren't you speaking?	Wasn't I speaking? Wasn't he speaking? Weren't you speaking?

## 2. The Past Tense of Action Verbs - Affirmative Statements

### a. Regular Verbs

Remember that you use the past tense forms of verbs in Affirmative Statements only.

There is One Verb Form.

There is One Ending "-ed."

#### Present

The students arrive early every day.  
The class starts at 7:30 every day.  
The students practice English every day.  
The class ends at 8:15 every day.  
The students hurry out every day.

#### Past

The students arrived early yesterday.  
The class started at 7:30 yesterday.  
The students practiced English yesterday.  
The class ended at 8:15 yesterday.  
The students hurried out yesterday.

- b. The "-ed" ending has three pronunciations: /t, d, ɪd/.

Pronounce these past tense endings.

	/t/	/d/	/ɪd/
Every day we wait for a bus. Yesterday we waited for a bus.			/ɪd/
Every day I study my lesson. Yesterday I studied my lesson.		/d/	
Every day the class ends late. Yesterday the class ended late.			/ɪd/
Every day he learns new words. Yesterday he learned new words.		/d/	
Every day they stop over there. Yesterday they stopped over there.	/t/		

Repeat.

/t/ after voiceless endings.

/d/ after voiced endings and vowels.

/ɪd/ after /t, d/.

- c. The past tense of most verbs in English is formed by adding "-ed" to the simple form of the verb.

#### The Past Tense of Work

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

Change to the Past Tense.

- I want a drink.
- He hopes to go home soon.
- He studies English every day.
- She looks at her notebook.
- The teacher opens the door.
- They walk to class.
- He arrives at six o'clock.
- They listen to TV.

Fill in the blanks with the correct form of the verbs in parentheses:  
Present or Past Tense.

1. John \_\_\_\_\_ (stop) at the yellow light yesterday.
2. He \_\_\_\_\_ (walk) here every day.
3. I \_\_\_\_\_ (study) last night.
4. I \_\_\_\_\_ (open) my book a few minutes ago.
5. She \_\_\_\_\_ (like) the movie last night.
6. He \_\_\_\_\_ (close) the windows every day.
7. He \_\_\_\_\_ (close) the windows last night.
8. He \_\_\_\_\_ (smoke) a pipe last year.

Change from the Past to the Present Tense.

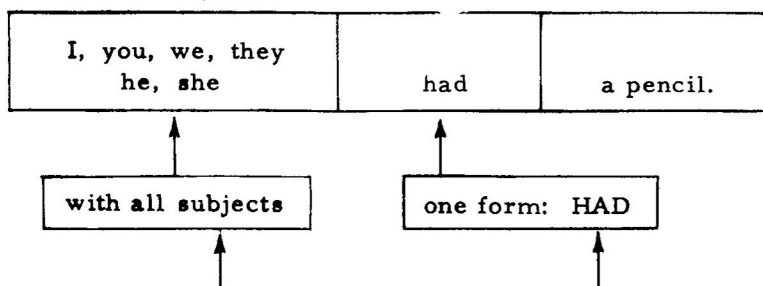
- |                              |                                |
|------------------------------|--------------------------------|
| 1. She closed the door.      | 4. They all smoked cigarettes. |
| 2. He opened the window.     | 5. He looked out the window.   |
| 3. They studied every night. | 6. They worked together.       |

d. Irregular Verbs

Memorize the past tense form of Irregular Verbs.

<u>Verb</u>	<u>Past Tense Form</u>
have	had
see	saw
hear	heard
speak	spoke
read	read
write	wrote
fly	flew
eat	ate
drive	drove
sleep	slept

(1) Past Tense of Have



## (2) Repeat these Time Expressions.

MINUTE	<u>a minute ago</u>	<u>two minutes ago</u>	<u>three... etc.</u>
HOUR	<u>an hour ago</u>	<u>two hours ago</u>	
DAY	<u>a day ago</u>	<u>two days ago</u>	
WEEK	<u>a week ago</u>	<u>two weeks ago</u>	
MONTH	<u>a month ago</u>	<u>two months ago</u>	
YEAR	<u>a year ago</u>	<u>two years ago</u>	

Past time → We read a book a month ago.  
 She heard a tape three hours ago.  
 He heard a car five minutes ago.  
 We spoke German ten years ago.

(3) Substitute.

- I read the book \_\_\_\_\_.
- You wrote a letter \_\_\_\_\_.
- He heard a train \_\_\_\_\_.
- They studied their lesson  
\_\_\_\_\_.

- yesterday
- yesterday morning
- yesterday afternoon
- last night
- this morning
- last week
- an hour ago
- three days ago

3. The Past Progressive / The Past

<u>A Progressing Action</u>		<u>A Completed Action</u>
We <u>were walking</u> to class	(when)	I <u>saw</u> him.
I <u>was studying</u>	(when)	the telephone <u>rang</u> .
We <u>were smoking</u>	(when)	the break <u>ended</u> .
(While) he <u>was shaving</u>		he <u>cut</u> his face.
(While) he <u>was swimming</u>		he <u>hurt</u> his ankle.
The students <u>were talking</u>	(when)	the teacher <u>came in</u> .

Remember that the Past Progressive Tense is usually not used alone. It describes an action which was progressing. It is usually used with another completed action.

Past Progressive

I was reading

when

Past

he left.

a. Change the verbs in parentheses to the Past Progressive Tense.

1. The students (talk) when the teacher came in.
2. While I (drive) downtown I had a flat.
3. They (listen to) the tape when it broke.
4. When you telephone, I (study) my lesson.
5. We were (sit) outside when the rain started.
6. He put on his jacket, because he (get) cold.
7. They (eat) lunch, when we got there.
8. The maid (clean) the room, when I got to the barracks.
9. He (run) when he fell down.
10. While he (take) his examination, his pencil point broke.
11. He (swim) when I saw him.
12. The sun (shine) when I got up.

b. Fill the blanks with a correct form, the Past Tense or the Past Progressive Tense.

1. He \_\_\_\_\_ (talk) with Mary, when Mrs. Smith came in.
2. They \_\_\_\_\_ (study) two hours last night.
3. She \_\_\_\_\_ (sleep) when the telephone rang.
4. While I \_\_\_\_\_ (walk) to the lab, I met my friend.
5. We \_\_\_\_\_ (watch) TV last night.
6. He \_\_\_\_\_ (pay) his check, when he dropped a dollar bill.
7. He \_\_\_\_\_ (cut) my hair yesterday.
8. He \_\_\_\_\_ (play) ball when he hurt his ankle.
9. It \_\_\_\_\_ (rain) hard when I got up.
10. It \_\_\_\_\_ (rain) hard last night.

c. Change the following to Negative Statement and Affirmative Question forms.

1. It was raining when I got up.
2. He was driving fast when he had a flat.
3. He was buying a magazine when I saw him.
4. She was sleeping when I called her.
5. He was swimming when he got a cold.
6. It was beginning to rain when we started.
7. He was reading a book, when he fell asleep.
8. He was shaving, when we arrived.
9. He was frying eggs, when he burned his hand.
10. They were taking a break when the officers arrived.
11. The wind was blowing when they got home.
12. He was writing a letter when he dropped his pen.

d. Supply the correct Past or Past Progressive Forms of the verbs in parentheses.

1. She (eat) lunch when the telephone (ring).
2. He was still (sleep) when his friends (leave) for class.
3. It (rain) hard this morning when we (go) to lab.
4. He was (live) in Bogotá when I last (see) him.
5. While I (shave) I (cut) my face.
6. It was (begin) to rain when the bus (come).
7. They were (turn out) the lights when we (leave).
8. The other students (write) when I (leave).
9. They were (turn on) the lights when we (see) them.
10. He (leave) while I (study) my lesson.

## TAPE 1109A

Repeat.

this morning  
yesterday afternoon  
last night

at 1 o'clock  
at 2 o'clock  
at 3 o'clock  
at 4 o'clock  
at 5 o'clock  
at 6 o'clock  
at 7 o'clock  
at 8 o'clock  
at 9 o'clock  
at 10 o'clock  
at 11 o'clock  
at 12 o'clock

reading  
studying  
listening to  
cutting  
speaking

you were reading  
we were reading  
they were reading

he was reading  
she was reading  
I was reading

Were you reading?  
Were we reading?  
Were they reading?

Was he reading?  
Was she reading?  
Was I reading?

Weren't you reading?  
Weren't we reading?  
Weren't they reading?

Wasn't he reading?  
Wasn't she reading?  
Wasn't I reading?

my lesson  
your lesson  
our lesson  
their lesson

his lesson  
her lesson

the lesson  
a lesson

my tape  
your tape  
our tape  
their tape

his tape  
her tape

the tape  
a tape

No, you weren't.  
No, we weren't.  
No, they weren't.

No, he wasn't.  
No, she wasn't  
No, I wasn't.

one o'clock	seven o'clock
two o'clock	eight o'clock
three o'clock	nine o'clock
four o'clock	ten o'clock
five o'clock	eleven o'clock
six o'clock	twelve o'clock

Review pronunciation practice.Exercise 1. Questions and answers.Repeat.

1. Were you reading a book this morning?  
Yes, I was reading a book.
2. Were you studying your lesson at 8 o'clock?  
Yes, I was studying my lesson.
3. Were you listening to the tape at 9 o'clock?  
Yes, I was listening to the tape.
4. Was the student studying yesterday afternoon?  
Yes, he was studying.
5. Was the barber cutting your hair at 4 o'clock yesterday afternoon?  
Yes, he was cutting my hair.
6. Were the students speaking English last night?  
Yes, they were speaking English.

Conversation practice: Record the answers to questions 1 through 6.

Listen to the question; then record the answer.

- |          |          |
|----------|----------|
| 1. _____ | 4. _____ |
| 2. _____ | 5. _____ |
| 3. _____ | 6. _____ |

Exercise 2. Questions and answers.Repeat.

1. Weren't you reading this book this morning?  
No, I wasn't.  
I was reading that book over there.
2. Weren't you studying your lesson at 8 o'clock?  
No, I wasn't.  
I was writing a letter at 8 o'clock.
3. Weren't you listening to the tape at 9 o'clock?  
No, I wasn't.  
I was eating breakfast at 9 o'clock.
4. Wasn't the student studying his lesson yesterday afternoon?  
No, he wasn't.  
He was reading a book yesterday afternoon.

## TAPE 1109B

Repeat.

have see hear want	had saw heard wanted	last night last week last month last year	
speak read write listen to	spoke read wrote listened to	a minute ago an hour ago a day ago a week ago a month ago a year ago	two minutes ago two hours ago two days ago two weeks ago two months ago two years ago
yesterday yesterday morning yesterday afternoon			

Review pronunciation practice.Exercise 1. Past Tense FormsRepeat.

- I had.  
You had.  
We had.  
They had.  
He had.  
She had.

I had two pencils yesterday.  
You had two books yesterday.  
We had four tapes yesterday morning.  
They had five chairs last week.  
He had three tapes last week.  
She had six books last week
- I saw.  
You saw.  
We saw.  
They saw.  
He saw.  
She saw.

I saw a train yesterday.  
You saw two cars yesterday.  
We saw three planes this morning.  
They saw two students last night.  
He saw the lab this morning.  
She saw a bus this morning.
- I heard.  
You heard.  
We heard.  
They heard.  
He heard.  
She heard.

I heard a train an hour ago.  
You heard a plane two hours ago.  
We heard a dog a few minutes ago.  
They heard a bus ten minutes ago.  
He heard a car five minutes ago.  
She heard a tape three hours ago.
- I wanted.  
You wanted.  
We wanted.  
They wanted.  
He wanted.  
She wanted.

I wanted a book this morning.  
You wanted a tape yesterday.  
We wanted a chair and a table this morning.  
They wanted pencils yesterday.  
He wanted a car last year.  
She wanted a plane last year.

Exercise 2. Past Tense forms.Repeat.

- |  |   |
|--|---|
| 1. I spoke.<br>You spoke.<br>We spoke.<br>They spoke.<br>He spoke.<br>She spoke.                               | I spoke <b>English</b> ten years ago.<br>You spoke <b>French</b> ten years ago.<br>We spoke <b>German</b> ten years ago.<br>They spoke <b>Chinese</b> ten years ago.<br>He spoke <b>Spanish</b> fifteen years ago.<br>She spoke <b>Japanese</b> twenty years ago. |
| 2. I read.<br>You read.<br>We read.<br>They read.<br>He read.<br>She read.                                     | I read a book last week.<br>You read a book two weeks ago.<br>We read a book a month ago.<br>They read a book two months ago.<br>He read a newspaper yesterday morning.<br>She read a newspaper this morning.   |
| 3. I wrote.<br>You wrote.<br>We wrote.<br>They wrote.<br>He wrote.<br>She wrote.                               | I wrote a letter last night.<br>You wrote a letter yesterday afternoon.<br>We wrote a letter yesterday.<br>They wrote a letter this morning.<br>He wrote a letter this morning.<br>She wrote a letter this afternoon.   |
| 4. I listened to<br>You listened to<br>We listened to<br>They listened to<br>He listened to<br>She listened to | I listened to a tape yesterday.<br>You listened to a tape yesterday afternoon.<br>We listened to a tape this morning.<br>They listened to a tape this afternoon.<br>He listened to a tape last night.<br>She listened to a tape yesterday morning.                |

Exercise 3. Names of languages.Repeat.

English
French
German
Chinese
Spanish
Japanese

Persian
Urdu
Hindi
Italian
Portuguese
Greek

- |   |   |
|---|---|
| 1. Do you speak English?<br>Yes, I speak English. | 4. Do you speak Chinese?<br>Yes, I speak Chinese.   |
| 2. Do you speak French?<br>Yes, I speak French.   | 5. Do you speak Spanish?<br>Yes, I speak Spanish.   |
| 3. Do you speak German?<br>Yes, I speak German.   | 6. Do you speak Japanese?<br>Yes, I speak Japanese. |

## TAPE 1109C

Listen to a conversation at a gas station.

Good afternoon. What can we do for you?

Good afternoon. I need some gas.

How much please?

Fill it.

Shall I check under the hood?

Yes, please.

Your oil is a quart low.

Give me a quart of light oil.  
Do you have any anti-freeze?

Yes, we do.

I need a gallon, please.  
It's getting cold, isn't it?

Sure is.

Repeat everything you hear.

Good afternoon. What can we do for you?

Good afternoon. I need some gas.

How much please?

Fill it.

Shall I check under the hood?

Yes, please.

Your oil is a quart low.

Give me a quart of light oil.  
Do you have any anti-freeze?

Yes, we do.

I need a gallon, please.  
It's getting cold, isn't it?

Sure is.

## SOUND AND INTONATION

Listen and repeat.

light	lighted	/ id /
want	wanted	/ id /
need	needed	/ id /

jump	jumped	/ t /
check	checked	/ t /
hope	hoped	/ t /
smoke	smoked	/ t /
work	worked	/ t /

listen	listened	/ d /
remember	remembered	/ d /
study	studied	/ d /
open	opened	/ d /
close	closed	/ d /
fill	filled	/ d /
prepare	prepared	/ d /
shave	shaved	/ d /
live	lived	/ d /

Repeat.

What were you doing yesterday at 5 o'clock?  
I was studying.

Wasn't he speaking French?  
No, he was speaking Spanish.

Were they speaking correctly?  
Yes, they were.

What was he explaining?  
He was explaining the new words.

What were they drinking?  
They were drinking coffee.

What was he buying?  
He was buying gas.

Was it getting colder?  
Yes, it was.

Repeat.

Today I have a test.  
Yesterday I had a test.

I smoke every day.  
I smoked yesterday.

I study at night.  
I studied last night.

He fills the car every week.  
He filled the car last week.

He's here now.  
He wasn't here this morning.

We go to class on Monday.  
We went to town on Saturday.

I read my lesson every night.  
I read my lesson last night.

Repeat.

Was he explaining the lesson?  
Yes, he was explaining when I came in.

Was he checking the bulletin board?  
Yes, he checked while I was waiting.

Were the classes getting easier?  
They were getting easier when I left.

What were you doing when he called?  
I was writing a letter when he called.

Was it running O. K. ?  
Yes, it was running fine when we left.

## AMERICAN LANGUAGE COURSE

## UNIT 1110

## OUTLINE AND STUDY OBJECTIVES

Structures

Do - Past Tense

Affirmative Questions

Negative Statements

Negative Questions

Review (Units 1105 - 1110)

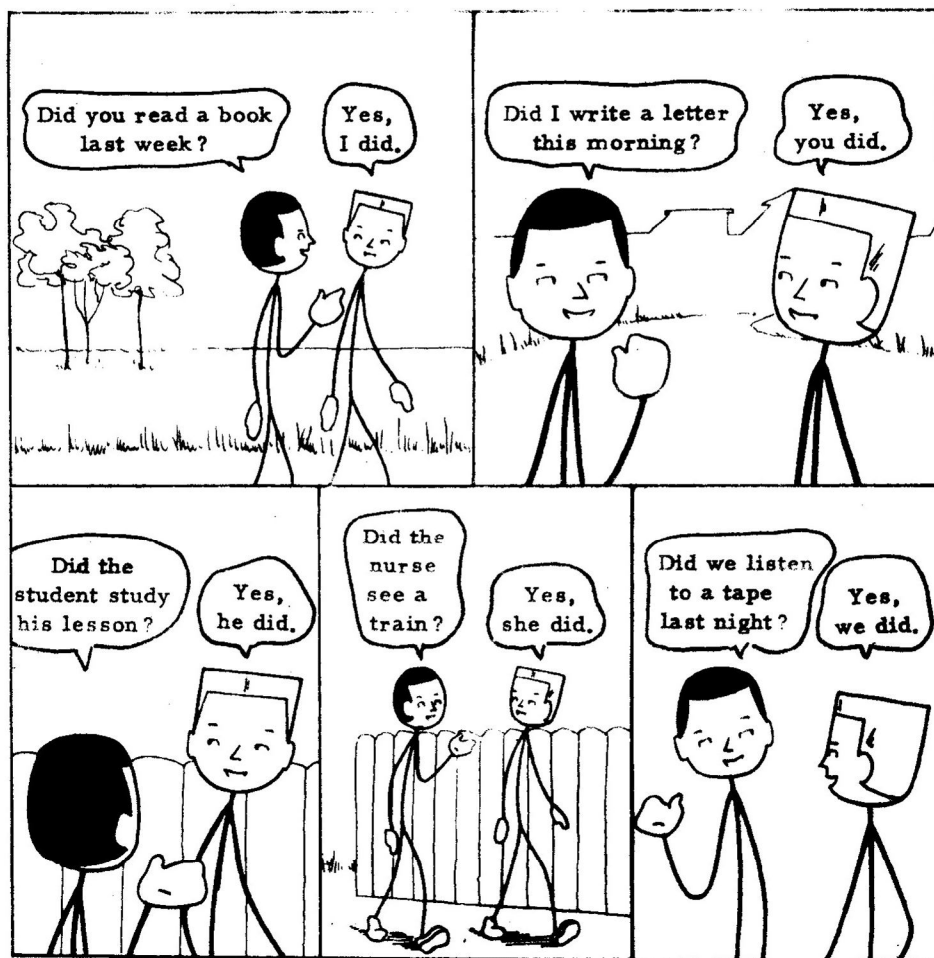
Sound and Intonation

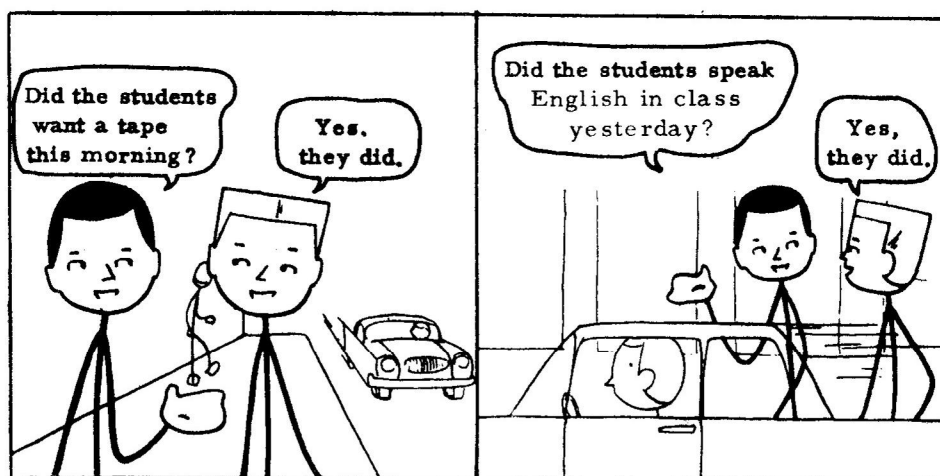
Unstressed Auxiliaries and Pronouns

Review of /z/ /t, d, ɪd/

## UNIT 1110

## CONVERSATION AND READING PRACTICES





### Repetition practice

A: Did you read a book last week?

B: Yes, I did.

A: Did I write a letter this morning?

B: Yes, you did.

A: Did the student study his lesson?

B: Yes, he did.

A: Did the nurse see a train?

B: Yes, she did.

A: Did we listen to a tape last night?

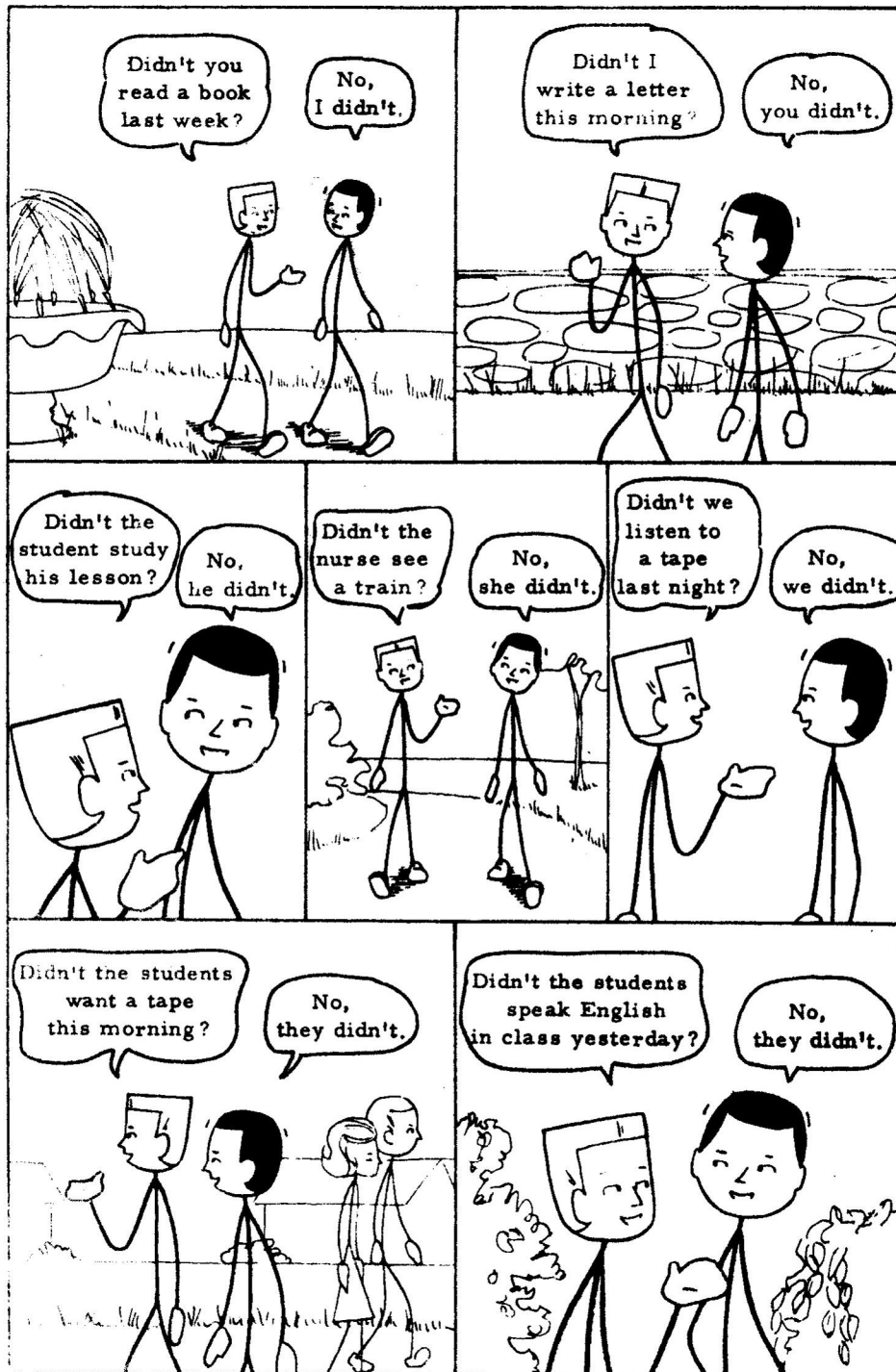
B: Yes, we did.

A: Did the students want a tape this morning?

B: Yes, they did.

A: Did the students speak English in class yesterday?

B: Yes, they did.



Repetition practice

A: Didn't you read a book last week?

B: No, I didn't.

A: Didn't I write a letter this morning?

B: No, you didn't.

A: Didn't the student study his lesson?

B: No, he didn't.

A: Didn't the nurse see a train?

B: No, she didn't.

A: Didn't we listen to a tape last night?

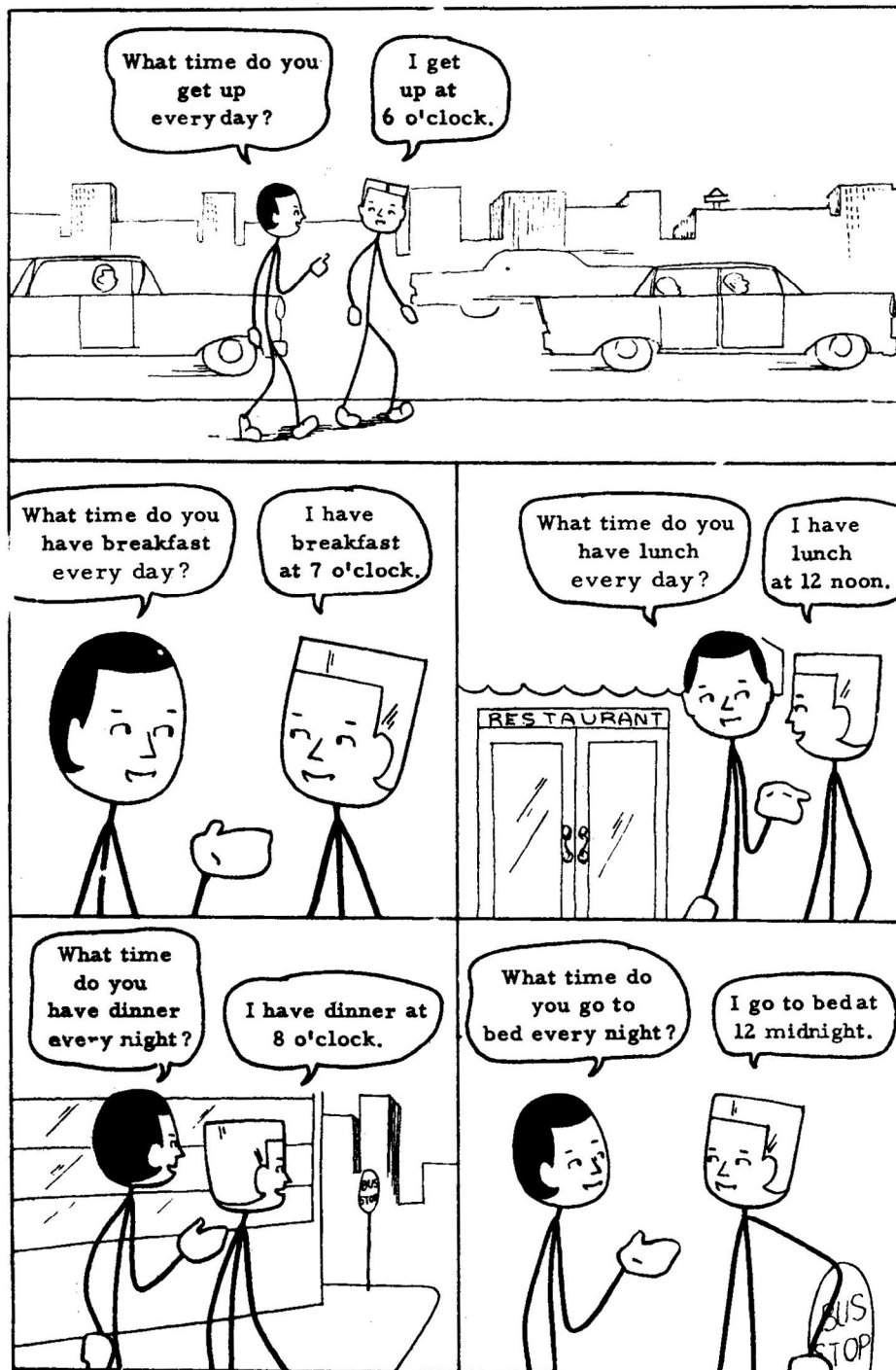
B: No, we didn't.

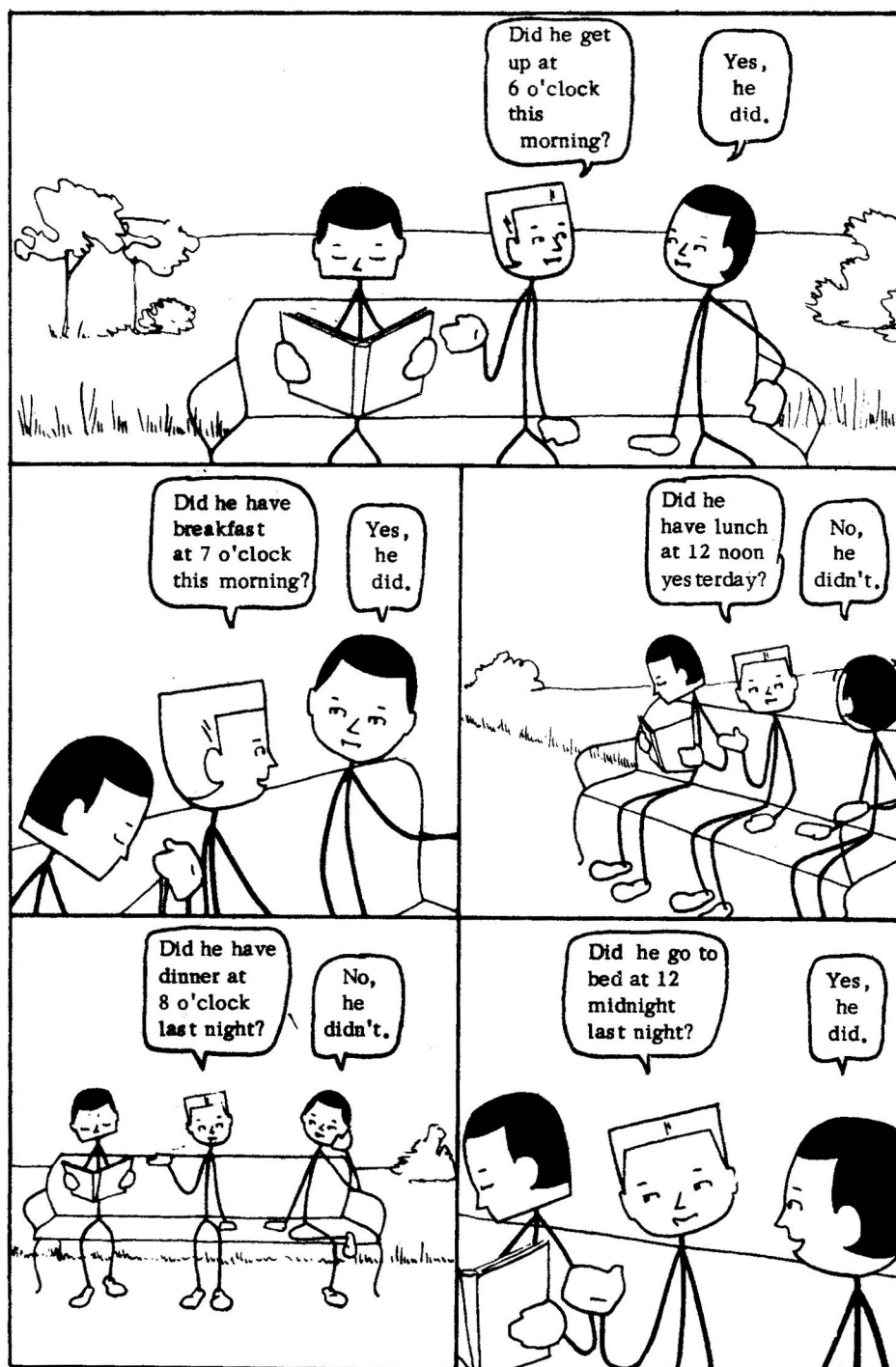
A: Didn't the students want a tape this morning?

B: No, they didn't.

A: Didn't the students speak English in class yesterday?

B: No, they didn't.





Repetition practice

A: What time do you **get up every day**?

B: I get up at 6 o'clock.

A: What time do you have **breakfast every day**?

B: I have breakfast at 7 o'clock.

A: What time do you have lunch every day?

B: I have lunch at 12 noon.

A: What time do you have dinner every night?

B: I have dinner at 8 o'clock.

A: What time do you go to bed every night?

B: I go to bed at 12 midnight.

A: Did he get up at 6 o'clock this morning?

B: Yes, he did.

A: Did he have breakfast at 7 o'clock this morning?

B: Yes, he did.

A: Did he have lunch at 12 noon yesterday?

B: No, he didn't.

A: Did he have dinner at 8 o'clock last night?

B: No, he didn't.

A: Did he go to bed at 12 midnight last night?

B: Yes, he did.



Repetition practice

A: What time does he get up every day?

B: He gets up at 6 o'clock.

A: What time does he have breakfast every day?

B: He has breakfast at 7 o'clock.

A: What time does he have lunch every day?

B: He has lunch at 12 noon.

A: What time does he have dinner every night?

B: He has dinner at 8 o'clock.

A: What time does he go to bed every night?

B: He goes to bed at 12 midnight.



### Repetition practice

- A: Did you get up at 6 o'clock this morning?  
 B: Yes, I did.
- A: Did you have breakfast at 7 o'clock this morning?  
 B: No, I didn't.
- A: Did you have lunch at 12 noon yesterday?  
 B: Yes, I did.
- A: Did you have dinner at 8 o'clock last night?  
 B: Yes, I did.
- A: Did you go to bed at 12 midnight last night?  
 B: No, I didn't.

## EXPLANATION AND DRILL OF STRUCTURES

1. Did - The Past Tense Form of DoDid is a Past Tense Auxiliary Verb.PresentDo you study English?Yes, I do.Does he study English?Yes, he does.

Present
I, you, we, they DO he, she, it DOES

PAST TENSE FORMDID you STUDY English?Yes, I DID.DID he STUDY English?Yes, he DID.

Past
I, you, we, they he, she, it DID

Practice 1. Pronunciation practice.

1. Did I study English?
2. Did you study English?
3. Did he study English?
4. Did she study English?
5. Did we study English?
6. Did they study English?

7. Yes, I did.
8. Yes, you did.
9. Yes, he did.
10. Yes, she did.
11. Yes, we did.
12. Yes, they did.

Didn't - The Negative Past Tense Form of DoPresentDon't you study English?No, I don't.Doesn't he study English?No, he doesn't.

Present
I, you, we, they DON'T he, she, it DOESN'T

PASTDIDN'T you STUDY English?No, I DIDN'T.DIDN'T he STUDY English?No, he DIDN'T.

Past
I, you, we, they he, she, it DIDN'T

Practice 2. Pronunciation practice.

1. Didn't I study English?
2. Didn't you study English?
3. Didn't he study English?
4. Didn't she study English?
5. Didn't we study English?
6. Didn't they study English?
  
7. No, I didn't.
8. No, you didn't.
9. No, he didn't.
10. No, she didn't.
11. No, we didn't.
12. No, they didn't.
  
13. I didn't study English.
14. You didn't study English.
15. He didn't study English.
16. She didn't study English.
17. We didn't study English.
18. They didn't study English.

- a. Use Did to form Past Tense Affirmative Questions.

Past Tense Affirmative Question

		<u>Go</u>			<u>Go</u>
Did	I	go?	Did	we	go?
Did	you	go?	Did	you	go?
Did	he	go?	Did	they	go?
Did	she	go?			
Did	it	go?			

- b. Use Did Not or Didn't to form Past Tense Negative Statements and Negative Questions.

Past Tense Negative Statement

I didn't go.	We didn't go.
You didn't go.	You didn't go.
He didn't go.	They didn't go.
She didn't go.	
It didn't go.	

Past Tense Negative Question

Didn't I go?	Didn't we go?
Didn't you go?	Didn't you go?
Didn't he go?	Didn't they go?
Didn't she go?	
Didn't it go?	

c. Repeat.

1. Today is Sunday.
2. Tomorrow is Monday.
3. Yesterday was Saturday.
4. The day before yesterday was Friday.
5. The day after tomorrow is Tuesday.
6. This is Wednesday.
7. This is Thursday.
  
8. Did you go to class Monday?  
Yes, I went to class Monday.  
No, I didn't go to class Monday.
  
9. Were you here on Tuesday?  
Yes, I was. I was here on Tuesday.  
No, I wasn't. I wasn't here on Tuesday.
  
10. Was he here last Wednesday?  
Yes, he was. He was here last Wednesday.  
No, he wasn't. He wasn't here last Wednesday.
  
11. Did they study Thursday morning?  
Yes, they did. They studied Thursday morning.  
No, they didn't. They didn't study Thursday morning.

2. List of Irregular Verbs

There is a large group of common verbs which form their past tense in special, irregular ways. (See the list on page 287)

Learn to use the List.

## a. Change to the Past Tense:

- |                             |                                 |
|-----------------------------|---------------------------------|
| 1. I get up at six o'clock. | 6. He drives to town.           |
| 2. He writes many letters.  | 7. He begins a new book today.  |
| 3. He comes in late.        | 8. We eat lunch at one o'clock. |
| 4. I buy English books.     | 9. He speaks French.            |
| 5. I go to the library.     | 10. He knows her.               |

## b. Change from the Past to the Present Tense:

- |                              |                       |
|------------------------------|-----------------------|
| 1. She wrote a letter.       | 6. It got cold early. |
| 2. He got up early.          | 7. They went in.      |
| 3. We went to the library.   | 8. They came out.     |
| 4. He drank a lot of coffee. | 9. He had a headache. |
| 5. He made a date.           | 10. He began late.    |

## c. Change to the contracted Negative Statement form.

- |  |                          |
|--|--------------------------|
| 1. John ate his lunch <u>in</u> the cafeteria. | 7. I got up early.       |
| 2. We studied last night.                      | 8. He was ready.         |
| 3. Our class began at eight o'clock.           | 9. I went home at seven. |
| 4. We read the newspaper for our assignment.   | 10. I ate a sandwich.    |
| 5. He spoke to me about it.                    | 11. I slept late.        |
| 6. We took a shower.                           | 12. He bought a car.     |

## d. Change to the Affirmative Question form.

- |                                |                             |
|--------------------------------|-----------------------------|
| 1. They went to a movie.       | 5. He came by plane.        |
| 2. I drank milk with my lunch. | 6. He caught a cold.        |
| 3. She left for Washington.    | 7. He went to the hospital. |
| 4. She heard you.              | 8. He was sick.             |

## e. Change to the Negative Question form.

- |                                 |                                |
|---------------------------------|--------------------------------|
| 1. He didn't come with me.      | 6. He didn't get up early.     |
| 2. Did they come early?         | 7. He did not go home with us. |
| 3. Did Mary see John yesterday? | 8. Did he take an aspirin?     |
| 4. He didn't eat.               | 9. He did not have a date.     |
| 5. Did they get a baby-sitter?  | 10. Did he have a headache?    |

## f. Read the following sentences. Notice the underlined verb forms.

- A: Where did Mr. Verdi say he went?  
 B: He said he spent the afternoon at the Governor's Palace.

- A: I know there is a beautiful patio there.  
 How much does it cost to get in?  
 B: Just a dime. Of course he bought  
 some post cards to send home.  
 He wrote them last night.

- A: Let's go some afternoon.  
 What about Saturday?  
 B: That will be a good time.  
 See you then.



## g. Answer these questions:

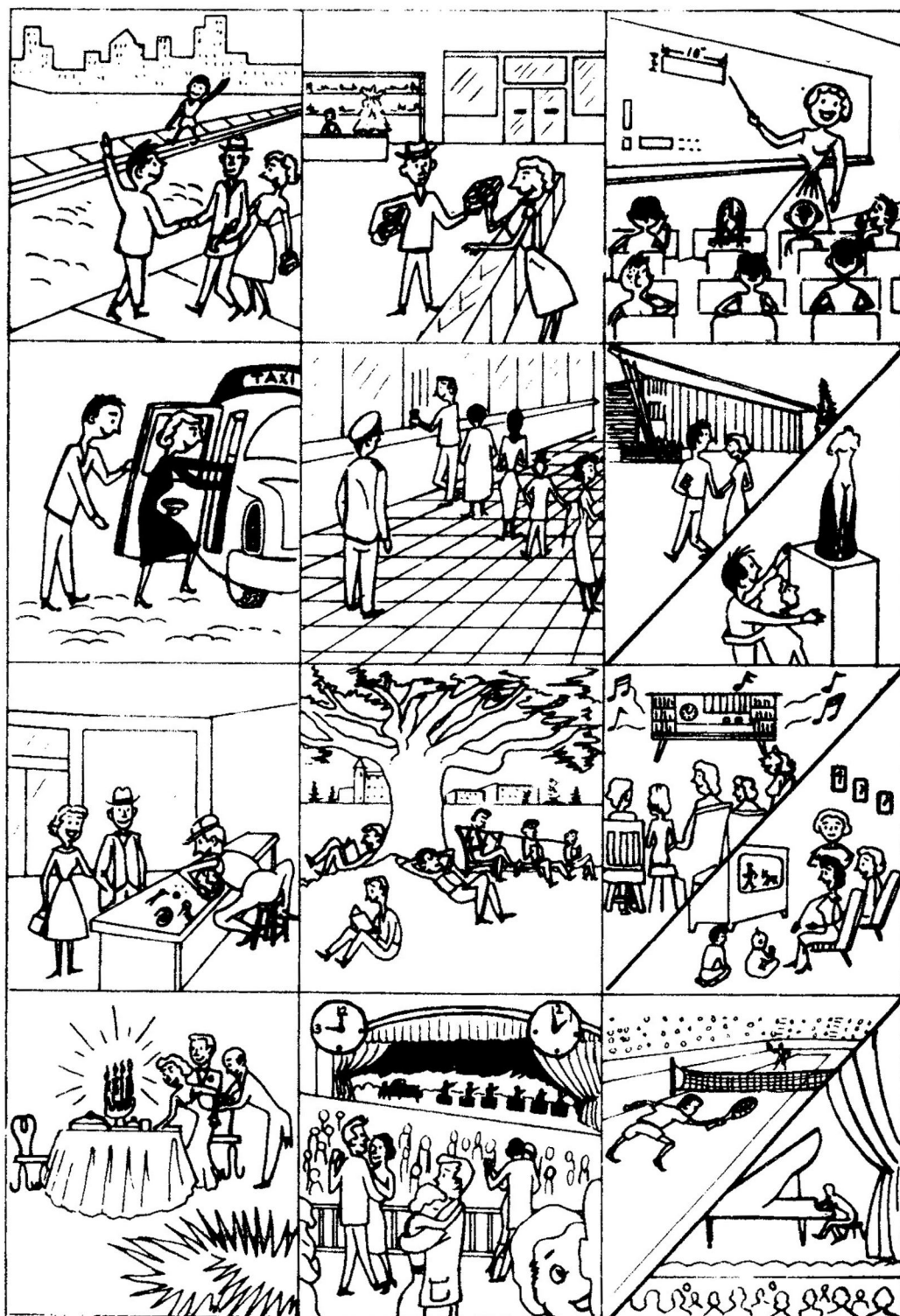
- Where did Mr. Verdi spend the afternoon?
- How much did it cost to get in?

... Chart practice

Form questions and answers like these:

Where were they going? - They were going for a walk.

Did they meet a friend? - Yes, they met a friend.



Go Walk Meet	Sell Buy	Teach Explain  Point (out) (to) (at)
Open Close Hold Take Go (by <u>taxi</u> )	Cash (a check) Deposit (money) Open/Close (an account)	Go Have a date (with) Visit Study Look at
Buy Fix Make Do	Study	Listen (to) Watch
Wear Dress up Eat	Dance Listen (to)	Play (a game) (an instrument)

3. Review - Summary of Verb FormsGet Up

Simple Form	=	<u>get up</u>
Third Person Singular Form	=	<u>gets up</u>
Progressive Form "ing"	=	<u>getting up</u>
Past Form	=	<u>got up</u>

PresentAffirmative Statement

I get up.  
He gets up.

Do

Affirmative Question

Do I get up?  
Does he get up?

Does

Don't

Doesn't

+ get up

Negative Statement

I don't get up.  
He doesn't get up.

Negative Question

Don't I get up?  
Doesn't he get up?

PastAffirmative StatementI got up.

Did

Affirmative Question

Did I get up?

Didn't

+ get up

Negative Statement

I didn't get up.

Negative Question

Didn't I get up?

Progressive Verb PhrasePresent

I'm

Affirmative Statement

I'm getting up.  
He's getting up., etc.

you're

Affirmative Question

Am I getting up?  
Is he getting up?, etc.

he's

she's

+ getting up

Negative Statement

I'm not getting up.  
You aren't getting up., etc.

it's

Negative Question

Am I not getting up?  
Aren't you getting up?, etc.

we're

they're

Past

was	+ getting up	<u>Affirmative Statement</u>	I was getting up. You were getting up.
were		<u>Affirmative Question</u>	Was I getting up? Were you getting up?
wasn't		<u>Negative Statement</u>	I wasn't getting up. You weren't getting up.
weren't		<u>Negative Question</u>	Wasn't I getting up? Weren't you getting up?

4. Did

Did is an Auxiliary Verb. Use Did in the Past Tense.

Present

arrive  
practice  
need  
like  
understand  
speak

Past

arrived  
practiced  
needed  
liked  
understood  
spoke

Repeat the questions and answers after the instructor.

Did the class arrive early yesterday?  
Yes, it did. It arrived early.

Did they like English?  
Yes, they did. They liked English.

Did the students practice English?  
Yes, they did. They practiced English.

Did they understand?  
Yes, they did. They understood.

Did they need English?  
Yes, they did. They needed English.

Did they all speak English?  
Yes, they did. They all spoke English.

Remember:

DID is the past form of do.

DID has only one form for singular and plural.

Note also that the past idea is carried by the auxiliary verb when making a question.

They needed practice.  
He spoke English.

Did they need practice?  
Did he speak it well?  
Didn't he speak it well?

## TAPE 1110A

Repeat.

a book  
a letter  
a lesson  
a tape  
a train

books  
letters  
lessons  
tapes  
trains

my book  
your book  
our book  
their book  
his book  
her book

my tapes  
your tapes  
our tapes  
their tapes  
his tapes  
her tapes

the tape, the tapes  
the lesson, the lessons  
the book, the books  
the letter, the letters  
the train, the trains

read  
write  
study  
see  
listen to  
want  
speak

did read  
did write  
did study  
did see  
did listen to  
did want  
did speak

didn't read  
didn't write  
didn't study  
didn't see  
didn't listen to  
didn't want  
didn't speak

Did you read the book?  
Did you write the letter?  
Did you study the lesson?  
Did you see the train?  
Did you listen to the tape?  
Did you want a book?  
Did you speak English?

Didn't you read the book?  
Didn't you write the letter?  
Didn't you study the lesson?  
Didn't you see the train?  
Didn't you listen to the tape?  
Didn't you want a book?  
Didn't you speak English?

You did, didn't you?  
We did, didn't we?  
They did, didn't they?  
I did, didn't I?  
He did, didn't he?  
She did, didn't she?

You didn't, did you?  
We didn't, did we?  
They didn't, did they?  
I didn't, did I?  
He didn't, did he?  
She didn't, did she?

Review pronunciation practice.Exercise 1. Questions and answers.Repeat.

- |   |                       |
|---|-----------------------|
| 1. Did you read a book last week?                     | <u>Yes, I did.</u>    |
| 2. Did I write a letter this morning?                 | <u>Yes, you did.</u>  |
| 3. Did the student study his lesson?                  | <u>Yes, he did.</u>   |
| 4. Did the nurse see a train?                         | <u>Yes, she did.</u>  |
| 5. Did we listen to a tape last night?                | <u>Yes, we did.</u>   |
| 6. Did the students want a tape this morning?         | <u>Yes, they did.</u> |
| 7. Did the students speak English in class yesterday? | <u>Yes, they did.</u> |

Conversation practice.Record the answers to questions 1 through 7.

1. \_\_\_\_\_.
2. \_\_\_\_\_.
3. \_\_\_\_\_.
4. \_\_\_\_\_.
5. \_\_\_\_\_.
6. \_\_\_\_\_.
7. \_\_\_\_\_.

Exercise 2. Questions and answers.Repeat.

- |  |                         |
|--|-------------------------|
| 1. Didn't you read a book last week?                     | <u>No, I didn't.</u>    |
| 2. Didn't I write a letter this morning?                 | <u>No, you didn't.</u>  |
| 3. Didn't the student study his lesson?                  | <u>No, he didn't.</u>   |
| 4. Didn't the nurse see a train?                         | <u>No, she didn't.</u>  |
| 5. Didn't we listen to a tape last night?                | <u>No, we didn't.</u>   |
| 6. Didn't the students want a tape this morning?         | <u>No, they didn't.</u> |
| 7. Didn't the students speak English in class yesterday? | <u>No, they didn't.</u> |

## TAPE 1110B

Repeat.

breakfast  
lunch  
dinner

he has breakfast  
he has lunch  
he has dinner

he gets up  
he goes to bed

have breakfast  
have lunch  
have dinner

he had breakfast  
he had lunch  
he had dinner

he got up  
he went to bed

get up  
go to bed

did have breakfast  
did have lunch  
did have dinner

he did have breakfast  
he did have lunch  
he did have dinner

did get up  
did go to bed

he did get up  
he did go to bed

didn't have breakfast  
didn't have lunch  
didn't have dinner  
didn't get up  
didn't go to bed

he didn't have breakfast  
he didn't have lunch  
he didn't have dinner

he didn't get up  
he didn't go to bed

every day  
every morning  
every afternoon  
every evening  
every night

He gets up at 6 o'clock, doesn't he?  
He has breakfast at 7 o'clock, doesn't he?  
He has lunch at 12 noon, doesn't he?  
He has dinner at 6 o'clock, doesn't he?  
He goes to bed at midnight, doesn't he?

every day at 6 o'clock  
every day at 7 o'clock  
every day at 9 o'clock

We don't get up at 6 o'clock, do we?  
We don't have breakfast at 7 o'clock, do we?  
We don't have lunch at 12 noon, do we?  
We don't have dinner at 6 o'clock, do we?  
We don't go to bed at 12 midnight, do we?

every day at noon  
every day at midnight

January  
February  
March  
April  
May  
June  
July  
August  
September  
October  
November  
December

What month is this?  
What month was last month?  
What is next month?

This is February.  
Last month was January.  
Next month is March.

Review pronunciation practice.

Exercise 1. Questions and answers.

Repeat.

- |   |                                       |
|---|---------------------------------------|
| 1. What time do you get up every day?         | <u>I get up at 6 o'clock.</u>         |
| 2. What time do you have breakfast every day? | <u>I have breakfast at 7 o'clock.</u> |
| 3. What time do you have lunch every day?     | <u>I have lunch at 12 noon.</u>       |
| 4. What time do you have dinner every night?  | <u>I have dinner at 8 o'clock.</u>    |
| 5. What time do you go to bed every night?    | <u>I go to bed at 12 midnight.</u>    |

Exercise 2. Questions and answers.

Repeat.

- |  |                      |
|--|----------------------|
| 1. Did you get up at 6 o'clock this morning?         | <u>Yes, I did.</u>   |
| 2. Did you have breakfast at 7 o'clock this morning? | <u>No, I didn't.</u> |
| 3. Did you have lunch at 12 noon yesterday?          | <u>Yes, I did.</u>   |
| 4. Did you have dinner at 8 o'clock last night?      | <u>Yes, I did.</u>   |
| 5. Did you go to bed at 12 midnight last night?      | <u>No, I didn't.</u> |

Exercise 3. Questions and answers.Repeat.

- |   |                                       |
|---|---------------------------------------|
| 1. What time <del>does</del> he get up every day?         | <u>He gets up at 6 o'clock.</u>       |
| 2. What time <del>does</del> he have breakfast every day? | <u>He has breakfast at 7 o'clock.</u> |
| 3. What time does he have lunch every day?                | <u>He has lunch at 12 noon.</u>       |
| 4. What time does he have dinner every night?             | <u>He has dinner at 8 o'clock.</u>    |
| 5. What time does he go to bed every night?               | <u>He goes to bed at 12 midnight.</u> |

Exercise 4. Questions and answers.Repeat.

- |   |                       |
|---|-----------------------|
| 1. Did he get up at 6 o'clock this morning?         | <u>Yes, he did.</u>   |
| 2. Did he have breakfast at 7 o'clock this morning? | <u>Yes, he did.</u>   |
| 3. Did he have lunch at 12 noon yesterday?          | <u>No, he didn't.</u> |
| 4. Did he have dinner at 8 o'clock last night?      | <u>No, he didn't.</u> |
| 5. Did he go to bed at 12 midnight last night?      | <u>Yes, he did.</u>   |

Conversation practice. Answer questions 1 through 5.Listen to the question, then record the answer.

1. \_\_\_\_\_.
2. \_\_\_\_\_.
3. \_\_\_\_\_.
4. \_\_\_\_\_.
5. \_\_\_\_\_.

## TAPE 1110C

Listen to a conversation at a store.

Weren't you here yesterday?

No, I wasn't. That was my friend.  
We are both from San Francisco.

I'm sorry. I can't tell you apart.

That's all right. We're always  
mistaken for each other.  
My friend got some soap.  
I want the same kind.

Do you know the brand?

No, I don't. The color is green.

Was it this one?

Let me smell it. Yes, this is it.  
Please give me two bars.

Listen and repeat.

Weren't you here yesterday?

No, I wasn't. That was my friend.  
We are both from San Francisco.

I'm sorry. I can't tell you apart.

That's all right. We're always  
mistaken for each other.  
My friend got some soap.  
I want the same kind.

Do you know the brand?

No, I don't. The color is green.

Was it this one?

Let me smell it. Yes, this is it.  
Please give me two bars.

Listen to this conversation.

May I speak to Jane?

This is Jane. Don't ever call me again.

Please talk to me. I'm sorry I was late.

Late, you weren't late.  
You weren't here at all.

I was asleep.

Well, I wasn't.

I want to apologize. Let me explain.

Well, explain.

I went to sleep and .....

Next time stay awake.  
Good-bye.

Repeat.

May I speak to Jane?

This is Jane. Don't ever call me again.

Please talk to me. I'm sorry I was late.

Late, you weren't late.  
You weren't here at all.

I was asleep.

Well, I wasn't.

I want to apologize. Let me explain.

Well, explain.

I went to sleep and .....

Next time stay awake.  
Good-bye.

## SOUND AND INTONATION

Pronunciation practiceDon't stress auxiliary verbs.Repeat.

- |                              |                                |
|------------------------------|--------------------------------|
| 1. Do you have my book?      | No, I don't have your book.    |
| 2. Do you have my pencils?   | No, I don't have your pencils. |
| 3. Do you have our books?    | No, I don't have your books.   |
| 4. Do you have our pencils?  | No, I don't have your pencils. |
| 5. Did you have her chair?   | No, I didn't have her chair.   |
| 6. Did you have her tapes?   | No, I didn't have her tapes.   |
| 7. Did you have his car?     | No, I didn't have his car.     |
| 8. Did you have their books? | No, I didn't have their books. |
| 9. Wasn't he going?          | No, he wasn't going.           |
| 10. Weren't they eating?     | Yes, they were eating.         |
| 11. Isn't it running?        | No, it isn't running.          |
| 12. Aren't they running?     | Yes, they are running.         |

Stress the /z/ sound.

is	is	is
was	was	was
does	does	does
has	has	has

Stress the /t, d, or id/ ending.

/t/		/d/		/id/	
jump	<b>jumped</b>	listen	<b>listened</b>	light	<b>lighted</b>
check	<b>checked</b>	remember	<b>remembered</b>	want	<b>wanted</b>
hope	<b>hoped</b>	study	<b>studied</b>	need	<b>needed</b>
work	<b>worked</b>	open	<b>opened</b>		
smoke	<b>smoked</b>	close	<b>closed</b>		
		fill	<b>filled</b>		

Repeat.Go - Went

I go to class.  
He goes to class.

I went to class.  
He went to class.

Did I go to class?  
Did he go to class?

Didn't I go to class?  
Didn't he go to class?

See - Saw

I see the students.  
He sees the students.

I saw the students.  
He saw the students.

Did I see the students?  
Did he see the students?

Didn't I see the students?  
Didn't he see the students?

Write - Wrote

He writes a letter every day.  
He wrote a letter yesterday.

Does he write a letter every day?  
Did he write a letter every day?

He doesn't write a letter every day.  
He didn't write a letter every day.

Doesn't he write a letter every day?  
Didn't he write a letter every day?

Adjective - Adverb

He's a fast driver.  
He drives fast.

He's a careful driver.  
He drives carefully.

This is a hard lesson.  
That is harder.

That is easy.  
That is easier.

## APPENDIX

<u>Part</u>		<u>Page</u>
I	The English Alphabet	282
II	American English Sounds	283
III	Principal Parts of Certain Irregular Verbs	287
IV	Patterns of Irregular Verbs	289
V	Examples of Conjugations	291
VI	Four Important Spelling Rules	294
VII	List of Contractions	297

Part I

## THE ENGLISH ALPHABET

	<u>Typescript</u>		<u>Longhand</u>	
	<u>Capital</u>	<u>Small</u>	<u>Capital</u>	<u>Small</u>
1.	A	a	A	a
2.	B	b	B	b
3.	C	c	C	c
4.	D	d	D	d
5.	E	e	E	e
6.	F	f	F	f
7.	G	g	G	g
8.	H	h	H	h
9.	I	i	I	i
10.	J	j	J	j
11.	K	k	K	k
12.	L	l	L	l
13.	M	m	M	m
14.	N	n	N	n
15.	O	o	O	o
16.	P	p	P	p
17.	Q	q	Q	q
18.	R	r	R	r
19.	S	s	S	s
20.	T	t	T	t
21.	U	u	U	u
22.	V	v	V	v
23.	W	w	W	w
24.	X	x	X	x
25.	Y	y	Y	y
26.	Z	z	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 student must be aware of the different sounds represented in these charts. He must be able to recognize and repeat them accurately.

# CONSONANT CHART

	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>p</u> ast, stop         | 9. /n/ lea <u>r</u> ning, wri <u>t</u> ing          | 17. /ʃ/ <u>s</u> he, <u>sh</u> ould       |
| 2. /b/ <u>b</u> e, <u>b</u> een   | 10. /l/ sha <u>ll</u> , le <u>ft</u>                | 18. /ʒ/ mea <u>s</u> ure, vi <u>s</u> ion |
| 3. /t/ <u>t</u> wo, we <u>n</u> t | 11. /f/ i <u>f</u> , a <u>ft</u> er                 | 19. /h/ <u>h</u> e, <u>h</u> im           |
| 4. /d/ <u>d</u> o, <u>d</u> id    | 12. /v/ <u>v</u> owels, <u>v</u> oiced              | 20. /tʃ/ <u>ch</u> eck, ea <u>ch</u>      |
| 5. /k/ <u>c</u> an, <u>c</u> an't | 13. /θ/ bo <u>th</u> , <u>Th</u> ursday             | 21. /j/ ri <u>d</u> ge, <u>j</u> aw       |
| 6. /g/ <u>g</u> et, <u>g</u> ot   | 14. /ð/ <u>th</u> e, <u>th</u> ey                   | 22. /w/ <u>w</u> e, <u>w</u> ill          |
| 7. /m/ <u>m</u> e, <u>m</u> y     | 15. /s/ <u>s</u> tops, co <u>n</u> so <u>n</u> ants | 23. /r/ <u>r</u> un, a <u>r</u> ound      |
| 8. /n/ <u>n</u> o, <u>n</u> ot    | 16. /z/ i <u>s</u> , wa <u>s</u>                    | 24. /y/ <u>y</u> our, <u>y</u> ours       |

## CONSONANTS

	<u>Symbols</u>	<u>Examples</u>
1.	p	past, stop, put, paper
2.	b	bed, baby, barber, lab
3.	t	take, water, sent, tea
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	<i>far sure</i>
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			
beat	beat	beaten	hang	hung	hung
become	became	become	have	had	had
begin	began	begun	hear	heard	heard
bend	bent	bent	hide	hid	hidden
bet	bet	bet	hit	hit	hit
bind	bound	bound	hold	held	held
bid	bid	bid	hurt	hurt	hurt
bite	bit	bitten			
bleed	bled	bled	keep	kept	kept
blow	blew	blown	know	knew	known
break	broke	broken			
bring	brought	brought	lay	laid	laid
build	built	built	lead	led	led
burst	burst	burst	leave	left	left
buy	bought	bought	lend	lent	lent
			let	let	let
cast	cast	cast	lie	lay	lain
catch	caught	caught	light	lit	lit (lighted)
choose	chose	chosen	lose	lost	lost
come	came	come			
cost	cost	cost	make	made	made
creep	crept	crept	mean	meant	meant
cut	cut	cut	meet	met	met
deal	dealt	dealt			
dig	dug	dug	pay	paid	paid
do	did	done	put	put	put
draw	drew	drawn			
drink	drank	drunk	quit	quit	quit
drive	drove	driven			
			read	read	read
eat	ate	eaten	ride	rode	ridden
			ring	rang	rung
fall	fell	fallen	rise	rose	risen
feed	fed	fed	run	ran	run
feel	felt	felt			
fight	fought	fought	say	said	said
find	found	found	see	saw	seen
flee	fled	fled	seek	sought	sought
fly	flew	flown	shake	shook	shaken
forget	forgot	forgotten	sell	sold	sold
forgive	forgave	forgiven	send	sent	sent
freeze	froze	frozen	set	set	set

<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
quit	quit	quit
split	split	split
bet	bet	bet
let	let	let
set	set	set
put	put	put
cut	cut	cut
shut	shut	shut

bid	bid	bid
hurt	hurt	hurt
burst	burst	burst
cost	cost	cost
shed	shed	shed
spread	spread	spread
cast	cast	cast

**2. Last Two Principal Parts the Same****a. 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

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

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
fly	flew	flown	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)
			forgot	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  
 you are walking  
 he, she, it is walking

we are walking  
 you are walking  
 they are walking

Past Tense

I was walking  
 you were walking  
 he was walking

we were walking  
 you were walking  
 they were walking

Future Tense

I will (shall) be walking  
 you will be walking  
 he will be walking

we will (shall) be walking  
 you will be walking  
 they will be walking

Present Perfect Tense

I have been walking  
 you have been walking  
 he has been walking

we have been walking  
 you have been walking  
 they have been walking

Past Perfect Tense

I had been walking  
 you had been walking  
 he had been walking

we had been walking  
 you had been walking  
 they had been walking

Future Perfect Tense

I will (shall) have been walking  
 you will have been walking  
 he will have been walking

we will (shall) have been walking  
 you will have been walking  
 they will have been walking

Verb: To See (Passive Voice)Present Tense

I am seen  
 you are seen  
 he, she, it is seen

we are seen  
 you are 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 ac'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	preferred	preferring
refer	referred	referring

But look at these words:

prefer	préferable
refer	référence

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)